the beauty of songket
comes not from the eyes
but from the heart.

Assoc Professor Sulaiman Abdul Ghani
Textile Design and Weaving Guru

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about theme

The theme for CLF 2012 to 2014, ***A Community Connected: Renewing Common Purpose, Inspiring Engagement, Enabling Participation*** draws from the discourse and outcomes at CLF 2011, which points us towards the current reality for CLF and the initiatives that are required to bring CLF forward into the next decade.

The theme for CLF 2011, ***Threading our Future Together***, was represented by the songket, a traditional heirloom of the Malay community for many centuries, symbolising determination, hard work and resilience of the community leaders, partners and its people. As culture and traditions are intricately woven into the hearts of the Malays, upholding such values and qualities is imperative for a Community of Excellence.

While songket has always held a special position in Malay culture and its beauty has long been appreciated and admired, nevertheless its potential has never been fully explored. Like the songket, it is timely to introduce new ideas, approaches and ways of engagement to realise the full potential of CLF, while preserving our cultural values.

about CLF

Vision

To bring about **confident, creative and self-reliant** individuals and families, anchored in Islamic faith and values, for a **Community of Excellence**.

Objectives

The inaugural Community Leaders Forum (CLF) on 11 October 2003 arose from a series of dialogues and focus group discussions, amongst Malay Members of Parliament, community partners and activists, on strategies to enable the community to realise its shared vision for excellence. The event marked the beginning of a concerted, collective and conscientious pursuit by partners in the Malay/Muslim Voluntary sector (MMVS) to:

1. Work together to address community issues;
2. Garner community engagement and support through dialogue and knowledge exchange;
3. Build its capacity to help the community in effective and relevant ways.

CLF is currently in its tenth year.

Strategic Thrusts

Maximise resources by:

- Leveraging on national and community resources to prevent duplication of efforts and to ensure better utilisation of limited resources
- Aligning existing programmes to achieve better synergy
- Focusing on upstream measures to address root causes of social problems

Build capacities by:

- Conducting research to better understand the issues affecting the community and identify programmes to address these problems
- Providing platforms to train and share best practices to develop the capacity of MMOs to develop and deliver progrs effectively and efficiently
- Equipping the individuals, families and community with relevant skills and knowledge so they can be more empowered
- Conducting evaluations to determine the effectiveness and continued relevance of our programmes

Welcome Message
by Chairman, CLF Steering Committee

> We have brought together key individuals from within and beyond Singapore for the conference to share their insights and best practices. This Convention will enable you to learn from and network with senior leaders and subject experts representing research and education, practice, policy making and service users' experiences.

Dear Delegates,

Welcome to the Community Leaders Forum (CLF) Convention 2012, celebrating CLF's 10th year anniversary.

We have brought together key individuals from within and beyond Singapore for the conference to share their insights and best practices. This Convention will enable you to learn from and network with senior leaders and subject experts representing research and education, practice, policy making and service users' experiences.

A meeting place of policy makers, community leaders, partners, helping professionals and social activists, the Convention's plenary sessions will provide you with a unique opportunity to share perspective and experience on policies and strategies on social research, community development and advocacy, to offer new approaches and to develop a sustainable social system for the future.

The CLF Convention 2012 will feature the learnings, findings and recommendations from case studies and programme review by partners from the four networks of Education, Youth, Family and Employability. As part of our continuous community engagement and review process from 2012 to 2014, CLF would offer different levels of knowledge exchange and information sharing, through Learning Journeys and other interactive platforms.

Drawing on CLF's achievements and successes in the past decade, I am honoured to be part of this celebration with you. Your participation in today's event would represent your willingness, passion and commitment to raising the standard of living of the Malay/Muslim community. I look forward to walking this journey with all partners and am confident that we will take home rich knowledge, long-lasting partnerships and a variety of diverse experiences.

Assoc Prof Dr Yaacob Ibrahim
Minister for Communications and Information,
& Minister-in-charge of Muslim Affairs, &
Chairman, Community Leaders Forum Steering Committee

Welcome Message
by Head of CLF Secretariat

> The core purpose of CLF Convention 2012 is to reflect on CLF's strengths and areas for growth, its connection to its partners, the effectiveness of its programmes and services and its future. Through various plenary discussions, we will be able to gather important findings and recommendations from a review of CLF programmes and other topical dimensions of CLF. This is enormously useful and gives us the all important consensus we strive for.

Dear Delegates,

Let me take this opportunity to welcome you most sincerely to the Community Leaders Forum (CLF) Convention 2012. Through this annual meeting we hope to celebrate, build upon and develop our successes achieved over the past ten years since CLF's inaugural forum on 11 October 2003.

The core purpose of CLF Convention 2012 is to reflect on CLF's strengths and areas for growth, its connection to its partners, the effectiveness of its programmes and services and its future. Through various plenary discussions, we will be able to gather important findings and recommendations from a review of CLF programmes and other topical dimensions of CLF. This is enormously useful and gives us the all important consensus we strive for.

Keynote paper presentations, by experts such as Ms Ang Bee Lian, Chief Executive Officer, National Council of Social Service and Dr John Buckmaster, Macquarie University, and the sharing of preliminary outcomes from the social research by partners from within and across networks are scheduled to take place. Leading up to the convention, partners were able to leverage on workshops and active discussions guided by members of the CLF Review Committee.

The Convention theme this year *A Community Connected: Renewing Common Purpose, Inspiring Engagement, Enabling Participation* covers new ground and we hope that the data, together with your inputs and feedback, shared at the convention will provide new insight into strengthening our social safety nets and community help ecosystem. Above all, the Convention will give us the opportunity to renew our common purpose and to realise our mutual objectives.

Please feel free to participate actively in all areas of the convention and I look forward to your continued support and partnership for CLF.

Moliah Hashim
CEO, Yayasan MENDAKI
Head, CLF Secretariat
Chairperson, CLF Review Committee

Programme

0845 hrs	Delegates to be seated
0900 hrs	Arrival of Assoc Prof Dr Yaacob Ibrahim Minister for Communications and Information Minister-in-charge of Muslim Affairs Chairman, CLF Steering Committee
0910 hrs	Welcome Address by Assoc Prof Dr Yaacob Ibrahim
0925 hrs	Video Presentation of Review & Learning Journey
0930 hrs	**Panel I : Keynote Paper Presentations** **Chairperson** Dr Azhar Ibrahim Alwee Visiting Fellow, Department of Malay Studies National University of Singapore **Speakers** Ms Ang Bee Lian Chief Executive Officer National Council of Social Service Dr. John Buckmaster Lecturer, Macquarie University Founder, Sydney Film School
1040 hrs	Tea break
1100 hrs	**Panel II – "Children, Youth, Families: Transformation and Action"** **Chairperson** Mr Gerard Ee, Executive Director, Beyond Social Services **Panelist** Ms Fazlinda Faroo, CLF Partner, PPIS Vista Sakinah *'Keeping in Touch': - the Experience of Establishing Longitudinal After-service Follow-ups* Ms Muzaiyanah Hamzah, CLF Partner, Clubilya *Exploring Gender-specific Mentoring Relationships Among Adolescent Girls in the YIA programme* Ms Shenaz Poonawala, Head, Employability Network, MENDAKI Sense Pte Ltd *A Greater Understanding of Social Enterprises in Singapore* Md Saktiandi Supaat, Chairman, CLF LABs Steering Committee *CLF LABs*
1200 hrs	**Panel III – "Children, Youth, Families: Building Relationships"** **Chairperson** Mr Stanley Fong, General Manager, South East Community Development Council **Panelist** Ms Manisah Ratman, CLF Partner, Principal, PCF Woodlands *Supporting Family Involvement in Early Learning of PCF Kindergarten Children from Tiga M* Mr Sazali Wahid, Head, Youth Development Network, MENDAKI *The Relevance of the NUR Integrated Programme for Teenagers* Mr Joachim Lee, CLF Partner, Tampines Family Service *The Enhanced Wrap Around Care (eWAC) – Formative Evaluation of An Integrated Case Management System for Malay/Muslim Families* Mr Abdul Halim Aliman, Head, Family Development Network, MENDAKI *Members Perception on Benefits of Family Excellence Circles and Programme Improvement*
1300 hrs	Lunch Token Presentation to Speakers, Chairpersons & Research Assistants
1400 hrs	End of Convention

about clf review

The purpose of the CLF Review will be to reach a shared understanding on the nature, meaning and recommendations for continued collaborative efforts in enhancing CLF. A comprehensive review of CLF and an evaluation of the approach to social intervention for the community is recommended to ensure that our efforts will continue to meet the changing needs of the people we serve, in the face of constant changes in the socioeconomic and political landscape and policies. The three-year Review process, from 2012 to 2014, was designed on the basis that the review provides the opportunity to reinforce three key principles of ownership, partnership and community involvement.

It is on this basis that CLF Convention 2012 will challenge both speakers and participants to look more deeply at several challenges facing the community.

The problems faced by our community are not insurmountable, but they require purposive thought and the exchange of ideas among political leaders, intellectuals, civil society and the public at large. The CLF Convention 2012 will provide a focal point for such discussion.

The CLF Review, which builds on the Asset-based Community Development (ABCD) approach, recognises and mobilises community talents, skills and capacities of our partners from within and beyond the Malay Muslim Voluntary Sector (MMVS). Partners can leverage on training and learning opportunities through participation in the case studies and Learning Journey.

Refer to Diagram below for review timeline.

CLF Review Committee

Members

CHAIRPERSON

Mdm Moliah Hashim

VICE-CHAIRPERSONS

Mr Abdul Halim Aliman | **Mdm Sharifah Sakinah Alkaff** | **Mr Sazali Wahid** | **Ms Shenaz Poonawala** | **Ms Aidaroyani Adam**

SECRETARIAT

Ms Sakinah Mohd

COMMITTEE MEMBERS

Dr Albakri Ahmad | **Mr Anuar Yusop** | **Assoc Prof Ganapathy Narayanan** | **Mr Gerard Ee**

Ms Nordiana Zalani | **Ustaz Haji Mohd Ali Atan** | **Mr Mohd Ali Mahmood** | **Dr Sharifah Mariam Aljunied** | **Mr Stanley Fong**

CHAIRPERSON

Mdm Moliah Hashim is currently serving as the Chief Executive Officer of Yayasan MENDAKI, a self-help organization established in 1982 to uplift the Malay/Muslim community to achieve its vision of a Community of Excellence. Prior to her appointment in Yayasan MENDAKI, Mdm Moliah served 27 years with the Ministry of Education, holding several key appointments including Principal of Northland Primary School and Cluster Schools Superintendent, Schools Division South.

Mdm Moliah serves on numerous governing boards in the public sector, including the Majlis Ugama Islam Singapura (Islamic Religious Council of Singapore); OnePeople.sg Management Committee and Youth Outreach & Engagement Sub-Committee; Ministry of Education (MOE) Inter-Consultative Committee on Education and Malay Language Learning & Promotion Committee; Working Committee on Racial and Religious Harmony; Inter-Agency Aftercare Committee; Northlight School Board of Governors; Marriage Central Advisory Board; Transplant Ethics Committee, Ministry of Health; National Council Against Drug Abuse (NCADA); WEworkz Multi-Purpose Co-operative Ltd; Media Development Authority (MDA) Board & MDA's Audit Committee; 3rd National Committee on Youth Guidance & Rehabilitation; SW ComCare Local Network (CLN) Steering Committee; Geylang Serai Redevelopment Workgroup Committee; Health Promotion Board (HPB) Audit & Risk Management Committee; Medifund Committee of Khoo Teck Puat Hospital and most recently, SMRT Corporation Ltd Board. Mdm Moliah holds a Bachelor of Arts and Social Science from the University of Singapore and post graduate diplomas in education and educational leadership.

CLF Review Committee

VICE-CHAIRPERSONS

Mr Abdul Halim Aliman has served in MUIS, Darul Ihsan Muslim Orphanage, Prophet Muhammad's Scholarship Fund Board, grassroots organisations etc. Since joining Yayasan MENDAKI as Director, Social and Cultural Affairs in September 1993 till 31 May 2002, he has held various portfolios including Director, Community Development (from 1 June 2002 to 31 August 2005, 1 April 2009 to 30 June 2011), Director, Research and Policy (from 1 September 2005 to 31 August 2008), Director, Special Duties (from 1 September 2008 to 31 March 2009) before assuming his current position as Senior Director, Community Development, Human & Volunteer Resource Development on 1 July 2011. Halim sits on the Fathers Action Network, Dads for Life (MSF), Committee on Community Health (HPB), Social Work Accreditation Board (MSF), Drug Task Force Steering Committee (MHA), Medifund Committee (National Heart Centre) and Board of Visitors (IMH). Over the years, he has been invited to participate and present papers on matters related to drug abuse, community development, volunteerism, and family and youth development both locally and overseas.

Mdm Sharifah Sakinah Ali Alkaff is a self-motivated and driven Director with over 20 years of progressive work experience in teaching, and leading teachers, management of educational programmes, with an exceptionally strong working knowledge of working with youths, delivering support to the Chief Executive Officer, advisor to Malay Members Of Parliament in dealing with youths and academic matters, exposure to fieldwork, case management, assessing and auditing tutors, trainers and providers, conducting career and motivating talks in schools and other voluntary welfare organisations. Sharifah Sakinah currently serves as Director, Education Network, Yayasan Mendaki.

Mr Sazali Wahid started out as an accredited substance abuse counselor with the Singapore Prison Service in 1995. In 2004, together with other Social Worker friends, he co-founded Clubilya, an agency that primarily works with youths with high-level needs. Currently, he serves as Director, Youth Development in Yayasan MENDAKI.

CLF Review Committee

VICE-CHAIRPERSONS

Ms Shenaz Poonawala is a holder of Masters of Art Life Long Learning (UOL) and graduated from Pune University in 1994 with Honours, majoring in Sales, Marketing & Publicity. She has been with MENDAKI SENSE Pte Ltd since 1 April 2003. As the General Manager since January 2012, she is in-charge of the company's business operations and she worked closely with government agencies and partners to formulate strategies to promote and deliver life-long learning programmes. She is instrumental in the setting-up of the employment services during the SARS and economic crisis in 2003, five social enterprises to help the low-income workers and the three-fold increase of number of trainees in 2008. She also provides secretariat support to the Employability Network Committee led by a Minister and three members of parliament.

Ms Aidaroyani Adam is the Acting Director for Research and Policy Department, MENDAKI since 2012. Previously she was the Director for Education Network, MENDAKI. Aida was the Chairman of the Education Workgroup, CLF 2010-Forward Planning Exercise and an active member of the Films Consultative Panel, MDA. She currently sits on the MOE Board of the new Normal (Technical) Specialised School at Woodlands. Her research interests lie in education and minority achievement and home-school-community partnership. Aida has also served as Manager at the Centre for Research in Pedagogy and Practice from 2008 to 2010. Aida is married and has 3 children.

CLF Review Committee

COMMITTEE MEMBERS

Dr. Albakri Ahmad is the Dean of Muis Academy, the training arm of the Islamic Religious Council of Singapore (Muis). He is also the Senior Director for Capacity Building in Muis. Prior to his current appointment, he served in several divisions including Religious Education, Office of the Mufti, Research, and Corporate Development. He is also Muis' representative to the Working Committee on Racial and Religious Harmony as well as a member of the Steering Committee of the Research Center for Islamic Legislation and Ethics at the Faculty of Islamic Studies of Qatar Foundation. He graduated with a PhD in Cybernetics from Liverpool University, and has represented Muis in many international seminars and conferences, and delivered papers on Singapore Muslims' Experience at the AMED and ASEM meetings.

Mohd Anuar Yusop is the Executive Director of the Association of Muslim Professionals. He joined the Association in 2005 after 25 years of working in the construction industry. Anuar actively contributes to the community through his various community involvements. He is currently the Vice-Chairman of Pasir Ris East Community Club Management Committee, board member of OnePeople.sg and MERCU Learning Point Pte Ltd, and member of Inhalant Abusive Review Centre and Malay Language Council. He was the Chairman of Tabung Amal Aidilfitri Trust for 4 years before stepping down in March 2012.

Anuar is married to Jalilah Basri who is a technical officer at the Housing Development Board. They have 3 children, two of whom are lawyers while his youngest son is currently serving National Service with the Singapore Armed Forces.

Assoc Prof Ganapathy Narayanan holds a PhD., Sociology from the National University of Singapore. He is currently an Associate Professor at the Department of Sociology, National University of Singapore where he teaches modules such as qualitative methodology, methods of social research, sociology of deviance, and law and justice. He has won the NUS Excellent Teachers Award both at the faculty and university levels ten times since 2002. In 2010, Prof Ganapathy was awarded the NUS Outstanding Educator Award by the University. Prof Gana has undertaken several consultancy projects for the various ministries and government agencies including the Ministry of Education, Singapore Police Force, Singapore Prisons Service, Central Narcotics Bureau, National Environment Agency, Chinese Development Assistance Council (CDAC) and MENDAKI. He is also a member of the National Council Against Drug Abuse (MHA), Hindu Advisory Board (MCYS), and Board of Visitors (MINDEF). Prof Ganapathy holds international academic positions as a member of the International Advisory Board of the European Journal of Criminology, The Asian Journal of Criminology and the International Journal of Comparative and Applied Criminal Justice.

Mr Gerard Ee spearheads Beyond Social Services, an organisation that endeavours to help disadvantaged young people move beyond their poverty related problems. Beyond rallies and activates service-users, their support networks and the community at large to support these young people in doing so. After 30 years of service, Gerard has become a firm believer that social work is not simply problem solving but a peace-building process that engages people to live the values of compassion, social justice and community.

CLF Review Committee

COMMITTEE MEMBERS

Ustaz Mohamed Ali Bin Atan is currently the Chairman of An-Nahdhah Mosque in Bishan since August 2009. He has served also as the Mosque Executive Chairman of Assyafaah Mosque from 2003 to 2009. During his tenure both mosques had been awarded Muis Mosque Excellence Award for Family Friendly, Community Friendly and Youth Friendly. He had also collaborated well with Sense Mendaki since 2004 in ESS, 3M, Keluarga Akrab, Tuition, Program Bijak Belanja and single parent programmes for the benefit of the community

He has presented papers at Mosque conferences and seminars in Sarawak, M'sia, Aceh, Indonesia and Brunei. He was Islamic Religious Council of S'pore (Muis) representative in Ministry of Communication, Youth & Sport Inter Racial/Religious Harmony Circle from 2007 to 2011. He is also currently serving as a council member of North West Community Development Council.
Currently he is also the Head of Harmony Centre of the Islamic Religious Council of Singapore (Muis) since January 2010. He studied Islamic Jurisprudence and Quranic Studies in Institute of Islamic Sciences in Kuala Lumpur, Malaysia and obtained his Degree in Enterpreneurship and Management at MDIS/University of Wales.

Internationally, in 2009 he represented Singapore to present Harmony Centre and Singapore Interfaith Engagement works at the 6th Asia Europe Meeting in Madrid, Spain. In 2010, he was selected to study Islamic Ethics and participated in an eight days residential course on "Building Abrahamic Partnership" programme in Hartford Seminary US Connecticut. He was also selected to present Harmony Centre Interfaith efforts and Singapore's Religious programmes experience in a seminar in Brunei for MABIMS (an international association for Malaysia, Brunei, Indonesia and Singapore).

Locally, he was invited to present at many Interfaith Forums at Singapore grassroot Inter Racial & Religious Confidence Circle programmes. He has also presented on the Islamic Perspective of Peace and Harmony at Singapore Buddhist Fellowship Vesak Day Celebration. During Racial Harmony Celebrations, he was invited to share on religious and racial harmony at Junior College and schools. He was also a panelist in Exploration in Faith, a programme to develop more interfaith activist.

Mr Mohd Ali Mahmood is the 2009 Outstanding Social Worker Award recipient conferred by the President of Singapore. He has more than 20 years of experience in the field of Social Work and is currently the Senior Director of PPIS Social Services, Training and Consultancy. Mr. Mohd Ali is also a regular trainer at the Social Service Training Institute in the field of Outcome Measures. He is a sought after speaker and trainer for his work with the Malay-Muslim clients.

CLF Review Committee

COMMITTEE MEMBERS

Dr Sharifah Mariam Aljunied is the Principal Specialist in Educational Psychology at the Ministry of Education in Singapore. She received her training as an Educational Psychologist in London in 1994. She is an Associate Fellow and a Chartered Educational Psychologist of the British Psychological Society, and is holding a concurrent position as Honorary Lecturer at the Department for Educational Psychology in University College London.

Dr Aljunied has made significant contributions to raising the quality of education on a national level for students with special needs. Her diverse research work encompasses the development of tools and strategies for the identification and support of students with learning differences, including students with learning disabilities. Dr Aljunied is also involved in the development and evaluation of interventions and alternative models of inclusive educational practices. She has contributed to several international publications and conferences on the subject of learning differences and educational psychology.

Dr Aljunied is active in several volunteer welfare organisations and community groups in Singapore, including Yayasan Mendaki, AMP, Autism Resource Centre, Rainbow Center, and the Muhammadiyah Association, where she is the Chair of the Biasiswa Muhammadiyah Committee, and a member of the Management Committee for Muhammadiyah Welfare Home (a residential home for juvenile boys).

In recognition of her contributions to the advancements in the education of students with special needs, Dr Aljunied received the Public Administration Medal (Bronze) from the President of the Republic of Singapore in 2009. As the winner of the 2011/12 Fulbright Researcher Award (Post-doctoral), Dr Aljunied undertook a research attachment at the University of North Carolina at Chapel Hill, USA, earlier this year.

Mr Stanley Fong is the General Manager of the South East Community Development Council. In his work, he helps to build and strengthen the social infrastructure in the South East District, in particular assisting the needy, bonding the people and connecting the community. He is also involved in cross-agency efforts including strengthening Singapore's social safety net, advancing the interests of low-wage workers and promoting financial literacy. Prior to the CDC, Stanley served in the Water Studies Division in the Ministry of Environment and Water Resources where he helped to review and formulate national strategies and policies to ensure Singapore's water sufficiency. Before that, Stanley served in the Infrastructure Division in the Ministry of National Development where he helped to professionalise the construction industry and enhance construction safety following the Nicoll Highway collapse. Stanley's research interests are in public service values, leadership and people-oriented policy making. In his studies, Stanley experienced the best of both worlds, reading Mechanical Engineering in both the UK (Imperial College) and the US (Stanford University). Outside of work, Stanley enjoys family time, is a sports junkie and loves dogs.

CLF Review Committee

SECRETARIAT

Ms Sakinah Mohamed holds a Master in Counselling and Bachelor of Arts (Communication) from Monash University. She has a keen interest and over 10 years of experience in teaching, counselling and social research. As the CLF Secretariat, Sakinah is currently responsible for conceptualising, developing and implementing strategic and operational CLF-related matters, programme monitoring and evaluation, and research. Prior to serving MENDAKI, Sakinah specialised in casework and counselling in the areas of family violence and syariah law, and in developing family life education programmes at various grassroots organisations. Sakinah is married and is looking forward to their first child.

Ms Nordiana Zalani graduated with a Bachelor of Business(Management) from Royal Melbourne Institute of Technology (RMIT) University. She is presently with Yayasan Mendaki as the CLF Executive. She assists the Secretariat with developing and implementing strategic and operational CLF-related matters. Previously, Nordiana was involved in developing disability awareness programmes and workshops at a Resource Centre in a special school. Prior to working in the social service industry, she also has experience in marketing and events management.

Research Assistants

Anisah Ahmad graduated with a Bachelor of Social Sciences (Honours) in Political Science in 2012 from the National University of Singapore. Pursuing her journalistic passion, she completed a Diploma with Merit in Mass Communication from Ngee Ann Polytechnic in 2008 and has since written for renowned publications in Hong Kong and India. She was awarded the Anugerah MENDAKI Award in 2008. Tying her passion for journalism with her research interest in global public policy, she hopes to further the role of the media as an international civil society actor in affecting policies, and to analyse and report on international issues in the most informed manner.

Mohammad Suffyan Othman graduated with a Bachelor of Social Sciences in Political Science in 2006 from National University of Singapore. He is currently working in Yayasan MENDAKI since 2011 focusing in the areas of socio-economic development as well as issues pertaining to youth. He was the officer-in-charge of both the Youth Seminar in 2011 as well as the Youth Symposium in 2012 organised by MENDAKI. His research interest lies in human rights issues and rights-based movements regionally.

Muhammad Nadim Adam is presently a Research and Policy Executive in Yayasan MENDAKI. A two times book prize winner from the Department of Malay Studies, he graduated with honours degree in Political Science from the National University of Singapore (NUS) in 2001, and earlier emerged as the recipient for the Berita Harian/Berita Minggu gold medal award, announced as the best student in Malay Studies for his cohort at NUS in 2000. Muhammad Nadim Adam has recently been offered to pursue a Masters degree (by research) at the Malay Studies Academy (APM) from the University of Malaya (UM) in Kuala Lumpur. His research interests include the subaltern historical narratives from the Malay World, discourse on post-colonialism and exploring aspects of political-economic development and urban poverty amongst the underclass in Singapore. His articles, commentaries and translation work had over the years been published by Singapore's Malay newspaper, Berita Harian, in Malaysia's current affairs magazine, Dewan Masyarakat, and on online portals like the Kyoto University Review of Southeast Asia. In 2011, Muhammad Nadim Adam presented a paper at an academic seminar in Goethe-University of Frankfurt in Germany on the subjects of social stereotypes and the Malay diaspora.

Siti Nur Ida Md Ali is a Bachelor of Arts with Merit (Sociology) graduate and is now a Research & Policy Executive in Yayasan MENDAKI since 2011. She has been passionate about the Malay community since young and has been involved in various cultural and language activities. Being the Head of Publication in NUS Malay Language Society (PBMUKS), it has given her the chance to reach out to the younger members of the community. She has also written for Berita Harian for nearly 5 years during her schooling days and an intern scriptwriter at Eaglevision, Mediacorp. Her interests lay on education, young couples and deviance particularly drug offenders. She was the co-incharge of the Youth Symposium 2012 which is the first event leading up to MENDAKI 30th anniversary dinner. Hoping to do more for the community, she is now very involved with the education network and is ready to do what's worth for the betterment of the community.

Syed Muhd Hafiz has been involved in the local arts scene, both as a curator and a writer. His research interests include Southeast Asian art practices, specifically in the Nusantara context. In 2010 he was awarded the Goh Chok Tong Youth Promise Award afterwhich he pursued his MA in Art & Politics at Goldsmiths, University of London. Since his return last year, he has collaborated with MENDAKI on a few projects. Currently he is a curator with the National Art Gallery (NAGa), Singapore, slated to open in 2015.

panel 1: "keynote paper presentations"

Overview by Dr Azhar Ibrahim Alwee (Chairperson)

Narrating and Connecting for Meaningful Change: Trails of Community Development Initiatives

The two papers set the tone for what is to be done in our efforts and planning for community building and enhancement. "An insight, an idea, an inspiration" by Ang Bee Lian puts across a few important points. Participation, engagement and the sense of purpose can be revitalized if we constantly and consistently pose the right questions. Ang's paper puts the task of the service providers and community leaders to take into account of what they have done so far, and humbly take accountability, aptly reminding us: "We owe it to those we serve, the funders and the donors and the collaborators…" Against the backdrop of the largely rountinized social programmes, many would be subjected to simplify their thinking. Serious reflection is at times relegated, or scarcely attempted. As a result programmes, that may at one time deemed as workable, today remains to be revised, reformulated and corrected. In order to assess our projects and programmes effectively we need to seriously invest in research. Of course it does not mean to do research for the sake of research per se but to connect it with the present problems and limitations. An important message can be drawn here – the bureaucratized approach of doing community work can never lead to meaningful participation, deepening engagement, and overall not much success can be expected. The need to be curious, and to be bothered about the prevailing limitations, and the constant awakening and nimbleness to ensure adaptive policies and practices – as she aptly argues, should be part of our thinking repertoire.

This brings us to the second paper by Dr John Buckmaster. His paper is a narration of experience in observing and analyzing the evolving communities, centred around the local corner store. This Australian town (Redfern Waterloo in Sydney) case example provides important insights into the making of a community. The Corner Stone sets some hope for the resilience of an evolving community. The viability and significance of a Corner Store as highlighted by Buckmaster tell us the importance of identifying around us, the institutions or sites or groups that have the resilience to persist, that are able to harness bonding and community spirit, amidst the face changes which made them and others largely alienated from the bigger process of development. We need to know the landscape of our community. We are dealing with human, with feeling, emotions and dignity, not some numbers in statistical data. The mantra of change does not necessarily bring the desired good for the community members. Within a community, in the midst of a fast changing milieu and structure, there is a need of a site where the members of the community can identify themselves, a place where bonding, rallying and learning and socializing. It is just not about a shop that sells goods at cheaper prices, but a site where the community can feel a sense of belonging within the community. The Corner Store is also a window where others can peep into the lives of the community. Buckmaster's efforts in his narration about the corner store tells us the importance of looking into a community, where the poor and the less privileged are found. Instead of gazing, concluding simplistically and prejudicially, his emphatic observation is a start for us to recognize the potentialities within a community inasmuch a critical lens needed in diagnosing its problems and challenges.

In sum, community development initiatives, requires us, as planners and practitioners of running community enhancement projects, to acculturate the critical observation, emphatising the conditions prevailed ; thinking and acting for a genuine participation and engagement, with a sense of hope magnified in our endeavors to do better for them, not just simply hoping they "take initiative" while thinking that all our efforts thus far must be correct, palatable and irrefutable. Our emphatic outlook enables us to embrace a more humanistic approach in dealing with those that we are committed to serve and lead.

Dr Azhar Ibrahim, PhD is a Visiting Fellow at the Department of Malay Studies, National University of Singapore (NUS). He obtained his PhD and MA from the same Department in 2002 and 2008 respectively. His research interest includes sociology of religion, sociology of literature and critical literacy, and the Malay-Indonesian intellectual development. He pursued his post-doctoral research on social theology in Muslim Southeast Asia at the Faculty of Theology, University of Copenhagen, Denmark, and at Abbasi Islamic Studies Program at Stanford University, USA.

Abstract on An Insight, An Idea, An Inspiration

by Ms Ang Bee Lian

"An insight"

Asking good questions

Most efforts in preparing for the future involve asking a few good questions. What have we achieved through our programs? How do we remain relevant and effective in meeting the needs of the people we serve? How will progress look like?

The gathering of community leaders, partners and activists in this forum assumes that our efforts will be one characterized by increased collaboration and co-solutioning. We also know that the complex eco-system will make the search for better solutions more difficult. We can however, collectively derive an understanding and commitment in looking for the outcomes that we want and focus strategies including the deployment of resources to achieve them.

"An idea"

What have we achieved through the programs?

The programs, schemes and interventions to address preparation for school, help families with multiple social problems and keep youths in school have resulted in families being helped earlier than when they are faced with break ups and separation of family members due to incarceration and marital discord. Over the past decade, the MMOs have begun transforming the way they develop new programs and services as community leaders increasingly recognize the benefits of drawing on research on what works better. For example, while the education system continues to ensure that students with a variety of learning capacity and aptitude have multiple pathways, the MMOs have also begun to work on ensuring that families provide the environment to support students' learning. Some of your agencies have grown your own in-house capability in terms of social work practice and opened up to external help to improve the range of intervention. Helped by changing technology, many of you as leaders have looked beyond your MMO circles to adapt and develop solutions to a variety of strategic, operational, and organizational problems. This openness to new ideas and approaches augurs well for the future.

How do we remain relevant and effective in meeting the needs of the people we serve?

This could be a harder question to answer given the more complex eco system that exists today. The constant rise in consumerism and a fast paced society fuelled by the onslaught of the social communications technologies means that the constituents will have a wider range of needs, expectations and behaviours. There will be far less predictability to what is already difficult to hypothesize of human nature and behaviour. How will we operate the services and programs in the midst of such diversity, changes and polarisation of perspectives and views? Or maybe we can assume that for the social problems caused by low income, low education and low earning capacity, the answer lies mainly in re training and supplementary income.

Some of the clues to help prepare us better prepare for the next plan could lie in your knowledge brokering; by this we mean a systematic approach to seeking external ideas from people in a variety of industries, disciplines, and contexts and then combining the resulting lessons in new ways. It does resemble best-practice benchmarking. It aims to learn from others and not invent afresh. The case studies that you will hear today of responses to problems will serve as knowledge sharing and could form emerging research if well analysed for themes, patterns and solutions. There is great value in sharing, across the whole community. We can take some of this valuable knowledge and see how other disciplines may address the problems as we prepare for the future.

Ms Ang Bee Lian is the Chief Executive Officer of the National Council of Social Service (NCSS) since joining it in June 2007.

Ms Ang has extensive policy and operational experience in Singapore's children and adult welfare and protection services especially in the rehabilitation and integration of rehabilitated individuals to society and the integration of the disadvantaged in communities.

Abstract on An Insight, An Idea, An Inspiration

by Ms Ang Bee Lian

Measuring what works

Despite the enormous difficulties that we always imagine in the social sector, we can measure what works if we set our minds to it. We can determine what are the assumptions behind the program, the service or the intervention. We then decide what is it that we want to measure for example, to put a child to primary one and attend school regularly. Or a program can put individuals through training and then get regular work with the option of upgrading. A program can then measure its success simply by counting the number of people participating in its training programs and then placed in jobs. This is I believe one of the ways that a few case studies have done.

However, we need to be mindful that while this is one way, it is rather narrow and we must avoid the trap of oversimplifying it and treating the symptoms rather than the cause of a particular social problem. Defining a problem as "feeding the hungry" and "ending hunger" can lead to quite different approaches and programs.

Another way to measure what works is to invest in research to determine whether the activities actually do help and how they help to mitigate the problems and promote the benefits that the program involves. If for example, a program aims to improve the educational outcomes of low income children, it will aim to ensure that children are prepared for primary one. Such a program will then aim to improve children's basic literacy at age four. Statistical studies, updated periodically, can show that children in such literacy programs enter primary one better prepared than do similar children who didn't participate in the program and, more importantly, that such children have better educational outcomes throughout primary school. The solution then is to systematically put children from low income through such a program. So the approach is to first determine through evidence that the program works and then measure achievement by counting the number of children on it.

As this is a community's approach to addressing needs, the question we want to pose is the effect of the collective effort of all the outcomes professed by the various case studies. There could be value in attempting to put together the in-depth appreciation of the various efforts and their outcomes and see what insights they offer. Would the efforts bear greater good if they were better coordinated? What collaborations do their offer upon having the overview offered by this forum? What lessons do this knowledge sharing and brokering offer to derive the next community engagement plan?

We owe it after all to those we serve, the funders and donors and the collaborators to work jointly to find better solutions, to adapt what can work in the changing eco system and to inspire our community and those beyond it to remain relevant and responsive in our programs.

"An inspiration"

So what will inspire us? The ability to articulate progress, a renewed purpose of the way forward and opportunities for fresh partnerships and participation. There is room for partnerships with the private sector. There is space to try new engagements when we are prepared to be flexible about levels of commitment.

Abstract on The Local Corner Store - A Metaphor for Evolving Communities

by Dr John Buckmaster

Background:

In 2004 I established the Sydney Film School with peers in a vibrant inner city suburb, Redfern, Sydney. Initially a poor suburb located in the centre of the metropolis, it has two large universities, residents, shops, a sports centre, and ovals and is the traditional ground for Australia's Indigenous community. One year earlier, racial tensions sparked here when a 17-year-old Aboriginal boy was impaled on a fence while giving chase to police on his bicycle. Rioting followed with the streets ablaze with flames, shops were looted, cars destroyed and residents windows smashed. As a response government were driven to rebuild the area, as if in doing so they hoped to erase the memory of this violence. While new boutique stores and apartment blocks rose up in this suburb, a few stores, particularly the local corner store still remains the same.

Abstract:

This abstract concerns what I term 'the exponential evolving nature of communities', the modern suburbs and the way change through building development and 'gentrification' can pose a threat to pre-existing communal structures. Modernisation can mean that grass roots communities become fractured and overtaken by a progressive need for change. The latter wishes to cultivate, fix up, rebuild, improve, expand and develop what has seemed to remain stagnate.

The 'exponential evolving nature of communities' is about the tension between those who dearly hold onto the interpersonal values in their society and those who wish to move beyond this. While the distinction between the two camps may not be sharply defined, there is nevertheless a desire for some to hold onto what they have helped build up in the past verses those who wish to transcend this society for the future. Both groups wish to seek values they feel are important for a society.

This paper seeks to demonstrate how the two values may co-exist through the curious metaphor of the 'local corner store'. Although, I will ally myself to the former whereby the need for an interpersonal community may be best served by the values of small business, which survives off the needs of the individual, in contrast, big business may lose sight of this aim in the way that it seeks to serve a larger group primarily through commerce and efficiency.

The 'corner store' forms part of a social space where people meet and feel an ownership of their community. The shop sells all their needs (cheap goods) and even offers credit. In the midst of change and development, the corner store remains largely unchanged. It is be feared by some as the last bastion of the 'previous stagnate society', that they wish would disappear.

What is fundamental with this metaphor is that it reflects a place where the economically disadvantaged and upwardly mobile members of society co-exist. The corner store is a place that is a nexus between the two. Both can use its services but it ultimately shows how the storeowner can fulfil a need in the community that while simple, enriches it and plays a part in maintaining its identity. The paper will illustrate how it does so, along with other community groups.

As an appendix note, there is a block of housing commission towers close by our school and opposite the corner shop. Each Monday and Tuesday evening there is a Bicycle Co-operative that meets here to fix and build bikes. Both the poorer residents and wealthier 'hipsters' come together to service their bikes and make new ones at no cost. It provides cheap transport for a number of residents. Close by the garage in which they service these bikes, is the fence where the young Aboriginal boy was killed while riding his bicycle.

This paper will use a rich and diverse location, which will show how a community confronts change and the effect on its identity. The 'exponential evolving nature of communities' requires constant attention to ensure that the 'sustainable social development, transformation and action' desired does not destroy established communities. Indeed I argue that it should seek diversity within the community. In doing so all parties need to recognise that the identity of a community is always constantly evolving even if it not always apparent.

Dr John Buckmaster is the founder and a Board Director of Sydney Film School. He has worked at the University of Sydney setting up a Masters Degree in Film, worked previously in film production, and now is the International Relations Manager at Sydney Film School, as well as lecturing in Critical Thinking at Macquarie University. John's area of research has focused on Philosophy of the Mind- autobiographical memory and technology.

panel ii: "children, youth, families: transformation and action"

Overview by Mr Gerard Ee (Chairperson)

The 4 projects reviewed are very different but they all set out to transform lives and to put good intentions into action. A remarriage preparation course, a youth mentoring programme, social enterprises and the incubation of community led initiatives would initially appear to have nothing in common. However, what rang through strongly was the importance of the human factor or more specifically the importance of relationships and how "success" is co-related with the quality of these relationships.

The PPIS Vista Sakinah's Remarriage Preparation Course kept in touch with their participants for 2 to 3 years and as a result were humbly reminded how important it is to not "lose sight of the person behind the client that we serve." Their efforts at maintaining a relationship beyond the trainer-trainee context created an experience that that was meaningfully rewarding for both the helping professional and the families that came to them. Helping professionals gained an appreciation of how their efforts had impacted families and how that impact is actually sustained by the efforts of the family in "creating an environment of positive support." A helping relationship succeeds when it is a partnership of inter-dependence between the professional and the families they serve.

The Youth-in-Action Programme worked well on the whole. As a result of the mentoring programme, mentees expressed that they were "more confident and better able to cope with their problems." However, it was discovered that "almost all participants" felt that "similarity in race and gender facilitated greater affinity and perceived mutual understanding." In other words participants believed that they would have gotten more out of the mentoring if the quality of the mentoring relationship was further enhanced.

The study of social enterprises engaged entrepreneurs that were benefitting society through subsidy provision, social causes/advocacy, profit plowback and employment. These areas define the 4 different types of social entrepreneurs. However, they all agree that a critical success factor is the building of teams with shared values and the right skills and "the entrepreneur himself and the team of staff share a mutually dependent relationship and one cannot succeed without the other." The co-relation between success and the quality of employer-employee relationship could not have been described more clearly.

CLF Labs provided funding for the incubation of community led initiatives. Participants shared that they benefitted largely from the guidance from project facilitators who were always supportive and available. The relationships were strengthened through the use of social media like Facebook. CLF-Labs envision that success must "also be about the local capacity within a community, the collaborations […], norms of trust and cooperation." These are values that strengthen relationships among people and within communities.

In sum, ideas, programmes and technology may make our lives more exciting and easier but their success is dependent on the quality of our relationships. The quality of our lives is really the quality of our relationships.

Gerard Ee spearheads Beyond Social Services, an organisation that endeavours to help disadvantaged young people move beyond their poverty related problems. Beyond rallies and activates service-users, their support networks and the community at large to support these young people in doing so. After 30 years of service, Gerard has become a firm believer that social work is not simply problem solving but a peace-building process that engages people to live the values of compassion, social justice and community.

Abstract on 'Keeping in Touch': - The Experience of Establishing Longitudinal After-service Follow-ups

Stepfamilies take a minimal of seven years to stabilise with the first two to three years being the most critical juncture that sets the tone as to whether the reconstituted family weathers through the storm or dissolves itself through time.

In an effort to touch base and provide support to stepfamilies who had undergone 2-3 years of marriage, PPIS Vista Sakinah embarked on a project entitled 'Keep-In-Touch' in 2011. The project involved following-up with more than 200 couples who had undergone the Centre's Remarriage Preparation Programme prior to their marriage 2-3 years ago. It sought to find out their current marital status, family concerns and offer support services where necessary. The study applied the phone interview as the mode of survey but adopted a 'conversations' approach in the manner of the interview.

The findings revealed the challenges of longitudinal tracking of clients. At the same time, it also revealed that despite facing the challenges of stepfamily life in the initial years, 97% (N=260) of those contacted still remained intact in their marriage and reported positive outcomes.

More critically, the experience of adopting a longitudinal curiosity of client's outcome through a casual conversations-based after-service follow-up has yielded a best practice process for the Centre by generating conversations around client-centric service paradigms that shifted practice philosophies benefitting the organisation.

Case Study Owner

Fazlinda Faroo is a practitioner and researcher with 20 years of experience in working with families and youths in the community. A professionally trained social worker, Fazlinda is currently the centre manager at PPIS Vista Sakinah, Centre for Remarriages and Stepfamilies. She is a certified Narrative Therapist and holds a Masters in Social Work, Monash University, a PostGraduate Diploma in Applied Social Research (Sociology) and a Bachelors (Hons) in Social Work & Psychology (NUS). Her passion lies in programme development, training and research in the social service sector, with specialist expertise in the area of grief, loss, remarriage and stepfamily.

Fazlinda also specializes in therapeutic work with the Malay and Muslim communities.

Abstract on Exploring Gender-Specific Mentoring Relationships Among Adolescent Girls in the YIA Programme

There has been increasing focus on the merits of a gender-specific and culturally-sensitive approach in youth programming. Among other things, mentoring has been highlighted as an essential component in a successful programme. There are also indications that the problems faced by adolescent girls today may be getting more difficult and a period of far greater risk. As such, programme development needs a developmental perspective in order to maximise impacts. Yayasan Mendaki has jumped on the bandwagon with the provision of such programmes. This enquiry is into one of these programmes i.e. a qualitative study that attempted to explore the gender-specific mentoring relationships among adolescent girls in YIA. The Youth in Action (YIA) programme is a school-based group mentoring initiative that is supplemented with developmental activities. It aims to harness youth potential and ensure that participants progress to post-secondary education. These mentors (between 18-29 years) and mentees (15-17 years) have completed at least 1 year of group mentoring experience. Analysis indicated that having a mentor of one's own gender and race was felt to be beneficial by majority of the mentors and mentees. Results indicated that liking; satisfaction and contact with mentors were higher within the same-gender matching group. The mentees also reported receiving more help. There were indications that the mentees did place an emphasis on the quality of the relationships in the mentoring experience. The findings from this study seemed to be congruent with literatures on youth mentoring that suggested that girls strive best with relationship-based mentoring. Implications for a more structured, culturally competent, girls-only programming which would yield success are also discussed.

Case Study Owner

Muzaiyanah Hamzah is a passionate community activist who champions youth issues. She is currently pursuing the Masters of Social Sciences (Social Work) from NUS. She is one of the founding members of Clubilya, a registered non-profit organization, which was formed in October 2004 with a vision of empowering and equipping youths to be responsible, resilient and progressive adults. She is the current President of the Management Committee.

Abstract on Greater Understanding of Social Enterprises in Singapore

Social Enterprises (herein referred to as SEs) are an increasingly common sight in today's booming economy. In fact, such innovative and clever start-ups are encouraged by the government such that more grants are now made available for these enterprises to get off the ground. Some SEs make it to self-sustaining levels whereas some die out over a couple of months but the core rationale for the review of existing SEs is to understand the success and the failures to improve the succeeding cohort of SEs

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MENDAKI SENSE was incepted as a social enterprise in 2004 with a social mandate to champion lifelong learning for employment. SENSE also envisions the promotion of SEs amongst the Malay/Muslim Voluntary Sector including mosques which in turn encourage its network of Malay/Muslim individuals to bravely generate similarly brilliant entrepreneurial ideas. Through SEs, SENSE is trying to encourage greater creativity, confidence, an entrepreneurial mindset and more importantly, to allow these Malay/Muslim individuals the opportunity to have a 'brainchild' of their own.

The key thrust of the case study and its review lays in extrapolating the factors which aid the SEs to thrive and the drawbacks which they have faced. At the end of the review, a comprehensive compilation of best practices will be developed by extracting the common threads running through the case studies. Deducing the research objective into one question: What are the best practices for budding SEs to follow and more probably, succeed?

The findings from this case study suggest several success factors critical for SEs to thrive namely 1) having the capabilities (both financial and skills) in order to sustain the business 2) there should also be strong commitment to continuous improvement and innovation 3) qualified staffs who are empowered and share the same mission and vision and 4) marketing and branding of the services/products.

The study also reveals that funding at the national and community levels may not be adequate to support new start-ups. Advisory in the form of consultancy services to help budding SEs with funding and capability building is worth exploring in a bid to promote SE sector in Singapore. In many developed and developing countries, SE has proven to be the way forward in poverty alleviation considering that the majority of SEs provide job creation and employment for the under privileged.

Case Study Owner

Shenaz Poonawala is a holder of Masters of Art Life Long Learning (UOL) and graduated from Pune University in 1994 with Honours, majoring in Sales, Marketing & Publicity. She has been with MENDAKI SENSE Pte Ltd since 1 April 2003. As the General Manager since January 2012, she is in-charge of the company's business operations and she worked closely with government agencies and partners to formulate strategies to promote and deliver life-long learning programmes. She is instrumental in the setting-up of the employment services during the SARS and economic crisis in 2003, five social enterprises to help the low-income workers and the three-fold increase of number of trainees in 2008. She also provides secretariat support to the Employability Network Committee led by a Minister and three members of parliament.

Abstract on CLF LABs

During the 2010 Community Leaders' Forum (CLF) Convention, Prime Minister Lee Hsien Loong announced a new scheme dubbed CLF-Labs. The initiative is to be fronted by Yayasan MENDAKI as the secretariat role, and a select pool of the former Forward Planning Exercise (FPE) participants had been invited to sit in the Steering Committee, with a role of identifying potential projects that can be funded by CLF-Labs.

Since inauguration, the CLF-Labs had yet to be reviewed. As a seed-funding platform, that is geared to youth-centric initiatives, the CLF-Labs is nonetheless hoped to provide an impetus for young Malay-Muslims with new ideas to help the community so that those assisted could make greater strides in a host of areas. The message is that, to seek possible opportunities – obtain the appropriate funds - and test the ideas out.

In the CLF-Labs review exercise, the main angles that would be examined will comprise as to how CLF-Labs can possibly be scaled-up, maintain its sustainability and explore further platforms of collaboration among potential and existing partners.

A qualitative approach has been taken for the review exercise, where direct observation and interviews had been undertaken, in the pursuit of finding out how project owners of CLF-Labs, its direct beneficiaries and Steering Committee members feel of the present impact of CLF-Labs in connection to become the community's incubator for ideas.

Summarized findings from the review exercise indicate that CLF-Labs has indeed been a useful platform where youths can utilize to generate their ideas into concrete action. Participation from youths who seek for the funding from CLF-Labs had also been wide and diverse, consisting of students from ITE, institutes of higher learning, right up to young professionals and social activists, who saw the need to uplift the community, and provide social space for youths to explore their true potential, in the form of programs and initiatives funded by CLF-Labs.

On a more critical note, CLF-Labs too face its own unique challenges. The report on CLF-Labs review had managed to capture the dilemma in terms of the long-term direction of CLF-Labs – as to whether to promote the spontaneity among youths in encouraging them to be more forthcoming in sending in their proposals to CLF-Labs, or should CLF-Labs front ideas that are primarily more sustainable in nature, and therefore seek for projects that are less of a "one-off" in nature.

Therefore, as for the purpose for further deliberation, examples of best practices, based on seed-funding schemes, from both Singapore and abroad had been highlighted, so that to give a better light of how the relevant social agencies out there manage their internal processes more effectively. Last but not least, the CLF-Labs review is meant to showcase as to how collective effort from within the community, can be better tapped and mobilized for the purpose of social alleviation within the Malay/Muslim community, within the context of Singapore's plural society and a globalized world.

Case Study Owner

Saktiandi Supaat is currently the Head of the FX Research team in Global Markets, Global Wholesale Banking, Maybank Group, covering regional and G7 economies. Prior to joining Maybank, his experience as an economist, include stints as Senior Treasury Economist in United Overseas Bank (UOB) Group, specialising in the G3 economies and from 1999 to 2009 as Deputy Director/Lead Economist in the Economic Policy Department of the Monetary Authority of Singapore (MAS) – the de facto central bank of Singapore. His portfolios at MAS comprised coverage of Singapore's financial stability, macro-econometric modelling, foreign exchange markets and Singapore dollar exchange rate policy. His involvement in the business & community sector include as Director - SPRING Singapore Board (2011 – present), Member - REACH Supervisory Panel (2010 – present), Council Member - Central Singapore CDC (2011 to present), Vice-Chairman, Association of Muslim Professionals (AMP) (2012 – present), Director, AMP (2011 – present) and President, Young AMP (2010 – present).

Mr Saktiandi Supaat has been a volunteer with Young AMP, the youth wing of the AMP, since its inception in 2004. Since Jan 2010 he has served as President of Young AMP. He has represented YAMP in various forums, including chairing the 2010 Community Leaders Forum (CLF) Forward Planning Exercise - Employability Working Group and is currently chairing the 'CLF Labs' Steering Committee.

Mr Saktiandi Supaat obtained a M.B.A. with High Distinction from the Judge Business School, University of Cambridge under MAS' sponsorship. He also holds a B.Comm. (Hons) degree from University of Melbourne and a Masters Soc. Sci. in Applied Economics from the National University of Singapore.

panel iii: "children, youth, families: building relationships"

Overview by Mr Stanley Fong (Chairperson)

Families are the bedrock of Singapore society. Through them, the next generation is shaped and nurtured. Many social programmes target families and the young. They include programmes to strengthen families and addresses the challenges of multi-stressed families. They also include programmes to engage the young and direct their energies towards healthy avenues.

The following papers study four different programmes that span from pre-schoolers to youths to families, and upstream action to downstream intervention.

In the first paper "The Relevance of the NUR Integrated Programme for Teenagers", the trends and reasons are studied for the declined utilisation of two initiatives to reach out to and engage youths-at-risk: the NUR teen hotline and the NUR drop-in centres. The study seeks to assess the continued relevance and sustainability of these two modes of outreach and engagement, and to explore alternatives.

The potential of kindergartens in supporting family involvement in the development of pre-schoolers, is studied in the paper "Supporting Family Involvement in Early Learning of PCF Kindergarten Children from Tiga M". The study looks at how CLF partners successfully worked with one PAP Community Foundation (PCF) kindergarten to attract and engage low-income Malay/Muslim families to attend the Tiga-M programme. The study seeks to understand the success factors and strategies in working with PCF kindergartens on Tiga-M, and the support needed for parents to continue their involvement.

The third paper, "Members perception on benefits of FEC and programme improvement", seeks to find out the benefits gained by members of Family Excellence Circles (FECs) and gather feedback to improve them. FECs are informal networks of parents who share their parenting difficulties and successes, parenting skills, and explore different ways to deal with family challenges and everyday issues. Overall, the study found that FECs have benefitted members, and feedback was also obtained on how the programme might be improved.

Finally, a collaborative model between community partners comes under the spotlight in the paper "The Enhanced Wrap Around Care (eWAC) – Formative evaluation of an integrated case management system for Malay/Muslim families". eWAC is a collaborative, team-based approach to case management that involves Social Workers from the Family Service Centres, Social Assistance Mangers from the Community Development Councils, Mosque Social Development Officers and Mendaki's Project Manager. The study found that clients on eWAC progressed at a faster rate compared to clients who went through conventional casework model. Qualitative inputs were sought on why this was so, from the Family Service Centre and Social Workers involved in the eWAC pilot.

Stanley Fong is the General Manager of the South East Community Development Council. In his work, he helps to build and strengthen the social infrastructure in the South East District, in particular assisting the needy, bonding the people and connecting the community. He is also involved in cross-agency efforts including strengthening Singapore's social safety net, advancing the interests of low-wage workers and promoting financial literacy. Prior to the CDC, Stanley served in the Water Studies Division in the Ministry of Environment and Water Resources where he helped to review and formulate national strategies and policies to ensure Singapore's water sufficiency. Before that, Stanley served in the Infrastructure Division in the Ministry of National Development where he helped to professionalise the construction industry and enhance construction safety following the Nicoll Highway collapse. Stanley's research interests are in public service values, leadership and people-oriented policy making. In his studies, Stanley experienced the best of both worlds, reading Mechanical Engineering in both the UK (Imperial College) and the US (Stanford University). Outside of work, Stanley enjoys family time, is a sports junkie and loves dogs.

Abstract on Supporting Family Involvement in Early Learning of PCF Kindergarten Children from Tiga M

Since its conceptualization in 2002, the Maju Minda Matematika programme (Tiga M) has impacted many lives of Malay/Muslim low-income families and their preschool children. Based on the Mediated Learning Experience model, the community-based programme has collaborated with 16 partners comprising mosques, voluntary welfare organizations (VWOs), community clubs; PAP Community Foundation centres (PCFs) and primary schools.

Using a case-study approach, CLF has contacted Woodlands PCF to study their partnership with CLF and their success and challenges in running the programme. In-depth interviews were conducted on 2 separate target groups.

The two research questions are:

- What strategies are employed by CLF and PCF kindergarten centres to successfully attract and positively engage low-income Malay/Muslim families to attend the Tiga M programme?
- What kinds of support are needed for parents to continue their positive engagement with the schools of their children?

From the data obtained, we gathered that Woodlands PCF Kindergarten and CLF have employed several strategies to successfully attract and positively engage low-income Malay/Muslim families to attend the programme. With the strong backing from PCF Branch Administrator (BA), Principal (P) and the Head of PCF Branch, MP of GRC, it is no doubt that school resources, services, and investment are high. With the investments of teachers' time in training parents through Tiga M has improved parent-teacher bonding, enhanced teachers' confidence in dealing with parents and strengthen the teamwork amongst the teachers.

In terms of recommendation, as Tiga M caters especially to low-income Malay-Muslim families, this labelled the programme unconsciously. Thus, it was suggested that the programme be expanded to parents beyond the target income group who need assistance in guiding their children at home. As for expansion of the programme to other PCFs, it was recommended that Yayasan MENDAKI could outreach to centres with high percentage of Malay students or promote the programme at branch level.

Case Study Owner

Ms Aidaroyani Adam is the Acting Director for Research and Policy Department, MENDAKI since 2012. Previously she was the Director for Education Network, MENDAKI. Aida was the Chairman of the Education Workgroup, CLF 2010-Forward Planning Exercise and an active member of the Films Consultative Panel, MDA. She currently sits on the MOE Board of the new Normal (Technical) Specialised School at Woodlands. Her research interests lie in education and minority achievement and home-school-community partnership. Aida has also served as Manager at the Centre for Research in Pedagogy and Practice from 2008 to 2010. Aida is married and has 3 children.

Supported by

Ms Manisah Ratnam is presently the Centre Principal in Woodlands PCF. She has been in early childhood education for 10 years.

She is also currently pursuing Bachelor of Arts(HONS) degree in Early Childhood.

Abstract on The Relevance of the NUR Integrated Programme for Teenagers

Started in 2006, the NUR Integrated Programme for Teenagers (NUR) provided teens facing crisis situations an opportunity to be heard and supported. This is achieved through a helpline, NURTeensLine as well as five NUR Drop-In centres spread islandwide.

In the first year of operation, NUR served 1078 calls through NURTeensLine and 137 cases at the Drop-In centres. However, both the number of calls and cases declined. In 2011, the numbers were 153 and 28 respectively.

This case study aims to discover factors that may explain the decline in the use of NUR's services. It will look at youth's help-seeking behaviour in times of crisis as well as the support system(s) that are available to them. It also seeks to understand how youths perceive situations that are termed as "crisis situations" by others.

Findings from the case study will be useful for determining how NUR proceeds, both in form and in function, in the coming years.

Case Study Owner

Sazali Wahid started out as an accredited substance abuse counselor with the Singapore Prison Service in 1995. In 2004, together with other Social Worker friends, he co-founded Clubilya, an agency that primarily works with youths with high-level needs. Currently, he serves as Director, Youth Development in Yayasan MENDAKI.

Abstract on The Enhanced Wrap Around Care (eWAC) - Formative Evaluation of An Integrated Case Management System for Malay/Muslim Families

The issue of dysfunctionality of Malay/Muslim families had been mentioned by PM Lee Hsien Loong several times over the years from 2005. He rallied the Malay Muslim Voluntary Sector (MMVS) to work together in addressing the issue. Following the speeches, the Action Plan for Strengthening Malay Muslim Families was introduced by Minister Dr Yaacob Ibrahim at the Community Leaders' Forum in Nov 2007.

What was shared was a strategy to "wrap around" the family with a continuum of services and programmes aim at different levels of family functioning. A pilot WAC project was then initiated in September 2008 with 5 Family Service Centres (FSCs) involving 125 families. The Social Worker becomes the intermediary who charts the intervention programme for the families while the Project Manager from MENDAKI is the main coordinator to ensure that the family is assisted through all the available schemes. From the evaluation conducted, it was recommended to have a more structured framework with case consultations from agencies that are working together and enhance the existing collaboration between CDCs, FSCs, Mosque Clusters and MENDAKI.

Working on the Wraparound model, Enhanced Wrap Around Care (eWAC), a team-based and phased approach framework was then developed. Action plans are designed and implemented by a team of professionals comprising of officers from CDCs, FSCs, Mosque Cluster and MENDAKI. The case study seek to explore how eWAC will accelerate the ability for family to progress and the significance is to better understand how it can better enhance the Many Helping Hands approach at the national level.

A formative evaluation was conducted to identify ways in which eWAC accelerates the progress of cases and its comparative advantages to conventional casework and counselling approach for case management. Results show that eWAC clients progress at a faster rate compared to clients who went through conventional casework model. Moving forward, it was recommended to explore how the team dynamics affect the progress rate of the clients.

Case Study Owner

Joachim Lee is the Director of MWS Tampines Family Service Centre since 2005. He holds a Master Degree in Counselling and is a Board Certified Hypnotherapist. He is also a Council Member of NorthEast CDC and National Council on Problem Gambling.

Abstract on Members Perception on Benefits of Family Excellence Circles and Programme Improvement

Stable families form the nucleus of a community's development and progress. With this in mind, the Family Excellence Circles was mooted by leaders within the Malay-Muslim community in late 2004. Essentially a form of social support network for parents, the objective was to provide support for the vulnerable families through the more stable families, mediated by the voluntary sector (facilitator-volunteer).

The Family Excellence Circles (Keluarga Akrab) programme was launched in January 2005 as a social support network for low income families. The Family Excellence Circles became a platform in which parents share their parenting difficulties and successes, parenting skills, and explore different ways of dealing with family challenges and daily issues. Parents were exposed to how they could support and be involved in the development of their children's learning. By gaining new skills/knowledge, they become more effective parents and thus increase their self-esteem and confidence. This extended opportunities for parents to pursue some form of learning to aid them in being better parents.

The essence of the case study is to identify the benefits of the FEC to its members. More specifically, the case study seeks to understand how members of the Family Excellence Circles have benefited from the informal support network provided and through the facilitation and programme components, adopted a lifelong learning mindset.

The focus group discussions were conducted to gather the benefits which FEC members have gained throughout their journey in the programme. The survey was conducted to gather feedback as part of the programme review. Results show that the FEC members have benefitted from the various activities in the programme and have inculcated a life-long learning philosophy within themselves. Findings from survey show proactive feedback to improve the programme and ensure continuous learning experience for the members. Moving forward, we are recommending for the FEC to be replicated among other Malay/Muslim organisations who are serving Malay/Muslim families with school going children.

Case Study Owner

Mr Abdul Halim Aliman has served in MUIS, Darul Ihsan Muslim Orphanage, Prophet Muhammad's Scholarship Fund Board, grassroots organisations etc. Since joining Yayasan MENDAKI as Director, Social and Cultural Affairs in September 1993 till 31 May 2002, he has held various portfolios including Director, Community Development (from 1 June 2002 to 31 August 2005, 1 April 2009 to 30 June 2011), Director, Research and Policy (from 1 September 2005 to 31 August 2008), Director, Special Duties (from 1 September 2008 to 31 March 2009) before assuming his current position as Senior Director, Community Development, Human & Volunteer Resource Development on 1 July 2011. Halim sits on the Fathers Action Network, Dads for Life (MSF), Committee on Community Health (HPB), Social Work Accreditation Board (MSF), Drug Task Force Steering Committee (MHA), Medifund Committee (National Heart Centre) and Board of Visitors (IMH). Over the years, he has been invited to participate and present papers on matters related to drug abuse, community development, volunteerism, and family and youth development both locally and overseas.

case studies

'Keeping In Touch': - The Experience of Establishing Longitudinal After-service Follow-ups

Case Study Owner: **Ms Fazlinda Faroo**

1 Introduction

Programme and service development in the social services has undergone numerous transitions in the past 50 years. In recent times, there has been greater emphasis on accountability and reviews on the impact and outcomes of programmes and services. Today, funders and stakeholders are no longer contented with client satisfaction ratings received from a programme that is instituted. There is greater expectation that services go the extra mile, to 'do it with a stretch'.

This 'stretch' was implemented through a longitudinal follow-through with clients who underwent PPIS Vista Sakinah's Remarriage Preparation Course. 'Keeping in Touch' with the participants two to three years after the course, the study revealed the outcome of the marriage of couples as well as opened up platforms for reconnection and support.

PPIS Vista Sakinah is a specialist centre for remarriages and stepfamilies. Providing remarriage preparation, support and therapeutic services, the centre is known for its three core services:

Remarriage Preparation Course
Remarrying couples attend a private session prior to their marriage followed by a 2-day workshop.

Fitrah Enrichment for Stepfamilies
Stepfamilies' resilience are built through various psycho-educational and counselling programmes that build couple and parenting/stepparenting capabilities.

Bunayyah Program for Children in stepfamilies
Children are supported and equipped with skills to cope with living in stepfamilies.

2. Project Purpose

Every year about 1400 Muslim remarriages are formed, constituting about a third of Muslim marriages. Yearly too, about 30% of remarriages terminated with divorce (Singapore Department of Statistics, 2011)

PPIS Vista Sakinah's Remarriage Preparation Programme in which couples intending to remarry attend a pre-marital counselling session and a 2-day workshop, could admittedly impact only minimally upon the long term sustainability of the stepfamily the couples were about to form. At the very least, the programme increased understanding on remarriage matters and at best, influenced some modicum of value shifts.

Stepfamilies take a minimal of 7 years to stabilise with the first two to three years being the most critical juncture that sets the tone as to whether the reconstituted family weathers through the storm or dissolves itself through time (Papernow, 1989). Ironically, stepfamilies are also inconspicuous in society. Looking like any other family units, it would be hard to understand the different struggles that they go through in adjustment to family life. As isolated units, stepfamilies may be particularly at risk as they manage their different forms of family challenges alone.

It was in the best interest of PPIS Vista Sakinah to follow through with clients who had gone through its Remarriage Preparation Course and touch base with these families at critical junctures of their early family lives. The Keep-In-Touch (KIT) project was subsequently established in 2011 as an endeavour for PPIS Vista Sakinah to maintain contact with clients who had participated in the Course, track the status of their marriage, and build a platform for safe conversations around receiving support in times of crisis. In so doing, it provided a baseline of the marital outcomes of remarrying couples 2-3 years into their marriage. The KIT project was also an effort to reach out to the families to invite them to support services via the Centre so as to link them up with other stepfamilies in the community thereby strengthening their social support networks.

3. Project Focus

The project sought to answer the following questions

1. What were the status of clients' marriage 2 - 3 years since they attended the Remarriage Preparation Course?

2. What were the primary concerns expressed by clients within the first two years of stepfamily life?

3. What percentage of PMK clients were engaged to receive further support/services?

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Methodology

Sample
Clients who attended Remarriage Preparation Course in 2009-2010

Clients with children from previous marriage.

Method
Phone Survey for those contactable

Mailed survey for those with defunct phone numbers

Tone of conversations/ mail were friendly, conversational, informal

Process
Each social worker was briefed on the purpose of the project and assigned a portion of the clients to call and 'have conversations about how they are doing'. A simple form was applied to capture relevant information.

Student social workers on attachment were engaged to conduct the remaining calls or send out the cards via mail, collate and codify the data gathered.

The data was collected over 3 months at a budget of less than $300 for the cards and stamps.

Brief Profile

Demographics

Ethnicity
85% Malays

Mean Age
Males - 37 yrs
Females - 34 yrs

Education
Males - 88% with Secondary-Diploma
Females – 90% with Secondary-Diploma

Socio-Economic

Employment
Males – 99% employed
Females – 91% employed

Income
<$1500/mth – Males 23%; Females 42%

Combined Income upon marriage
<2000/mth – 3% of couples
$2000-$4000/mth – 34% of couples
>4000/mth – 63% of couples

Family Profile

Stepfamily Type
Simple (Single Male+ Remarrying Female) – 39%
Simple (Single Female+ Remarrying Male) – 28%
Complex (Both Remarrying) – 34%

First time remarriage
Males – 91%
Females – 84%

Period since last divorce
Average – 2-3 yrs (both males and females)

Children

Who brings children from previous marriage(s)
33% of males
45 % of females
21% jointly bring children

Children in custody
70% bring at least 1 custodial child into the marriage

Children's Age (n=303)[1]
Pre-Primary 23% ; Primary 45%
Secondary 17%; Tertiary (8%)
Adult 8%

1. This is based on declared data. Not all clients declared their children's age. Category demarcations are as follows: Pre-Primary - < 7 yrs old; Primary - 7-12 yrs old; Secondary - 13-16 yrs old; Tertiary -17-20 yrs old; Adult – 21 yrs old and above.

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4. The Technical Data

174 couples were seen in the remarriage programme in 2009 and another 375 couples seen in 2010, yielding a total population of 549 couples eligible for the longitudinal study. However, only 78 couples from 2009 and 191 couples from 2010 batches could be contacted rendering 269 couples or 49% of the population of couples valid for the study. 15 couples (3%)declined being contacted for the survey. The remaining 48% of couples had shifted from the last known address and had phone numbers that were defunct. When the study was conducted in 2012, the 2009 and 2010 batches were in their 3rd and 2nd year of marriage respectively. Of those contacted, 4 couples from 2009 batch and 5 couples from 2010 batch had informed that they had cancelled their wedding plans and were no longer in a relationship. The total valid married couples contacted was thus 260 couples of which 74 were from 2009 batch and 186 from 2010 batch.

Reach

2009 Batch
(3rd yr of marriage)
78 called, 4 cancelled marriage
74 valid couples

2010 Batch
(2nd yr of marriage)
191 called, 5 cancelled marriages
186 valid couples

i. Status of Marriage

Of the 260 couples who married, 5 couples (7%) in their 3rd year of marriage and 2 couples (1%) in their 2nd year of marriage had divorced. The remainder 97% of remarried couples were still intact within 2-3 years of marriage.

Status of Marriage

Valid marriages	= 260 cpls
Divorced 2nd yr	= 2 cpls/186 cpls
Divorced 3rd yr	= 5 cpls/74 cpls
Total Divorced	= 7 cpls (3%)
Total Intact	= 253 cpls (97%)

ii. Main themes in marriage at 2-3 year period

Majority of the couples called were in the formative phases of family development. Most indicated that they were about to have their first mutual child in the stepfamily or already had one.

Most couples also indicated that they were adjusting well to the remarriage. Although the regular spousal disagreements do occur, these were by and large manageable and could be resolved. Most couples cited their ability to communicate, discuss or 'talk things out' as a key ingredient to resolving disagreements.

Of those who expressed some struggles to settle down, the bulk of concerns revolved around stepfamily related concerns (44%, n=90). These included continued challenges pertaining to custody and access of children from previous marriages, maintenance from ex-spouses or the giving of maintenance to ex-spouses, and estranged relations between stepparent and stepchildren.

About a quarter of concerns (26%) revolved around practical issues with accommodation and finances being the two most pressing concerns. These were couples who were still struggling to obtain their own flat (due to various policy or financial restrictions to purchase) and who were subsequently renting in the private market, or staying at relatives and friend's homes. The challenge to establish a stable family environment is greatest for this group of respondents. Of those who expressed financial concerns, they were those who had been recently laid off work or who could not secure a more stable job.

Marital concerns (16%) involved struggles to resolve spousal conflicts, unmet expectations and non-fulfilment of duties constituted the third most cited concerns amongst couples in their 2nd -3rd year of marriage.

Top 3 Themes

Introduction of Mutual Child
Stepfamily adjustment
Accommodation & Financial concerns

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iii. Interest in Further Support Services

Of the 260 couples who were engaged in the study, 18 couples (7%) sought further private consultations with counsellors and 183 couples (70%) wished to be kept in the loop or were keen to sign up for the Centre's enrichment services. 23% were not interested in either.

Outcome of Engagement

Private Consultations - 7%
Enrichment support programmes - 70%
Not interested – 23%

5. Qualitative Insights

i. Keeping in Touch as the gateway to engage clients

Too often social service providers get stuck in a rut of providing more and more programmes or churning out newer and more creative and 'effective' ways of 'intervening' with clients. In trying to effect changes and provide support to clients, we at times lose sight of the 'person' behind the 'client' that we serve – their life journeys, their hopes and aspirations, and their need to feel affirmed that their environment can be a self-sustaining source of positive support. The sum of their lived experience can possibly never be permanently changed by a two hour or even a 1 day programme. It is the casual but concerned engagement, the positive strokes of affirmation that will likely pave the way for effective help provision and open hearts towards new ways of being.

The Keep-In-Touch project sent these messages of affirmation. By spending time to simply have casual chats with clients to enquire on how they were doing and coping, many of the clients called were pleasantly surprised and pleased that they were thought of. What was originally thought to comprise of mere 5 minute phone calls, soon became 15-30 minute conversations as clients took the opportunity of the call to share about their joys and pains in their lives thus far. This is a far cry from the indignant clients 2-3 years back who came to the Remarriage Preparation Program, sulking and aghast that they were made to attend the course by the authorities that be. That 75% of those contacted were now open to hear about updates from us and other stepfamilies was testimony to their openness to receive support when the need so arises. More importantly, the effort of reaching out to clients through the years, helped to reach out to those who critically needed some level of support for their marriage (the 18 couples who opted for further consultations), which would never have come our way, had the Centre not been in touch with them.

The experience revealed a couple of other insights:

- That the largely Malay clients that we served and contacted were open to share and be engaged by social service providers that they had received services from.
- That male clients were equally open to be engaged in conversations about how their marriage was doing as their female counterparts

ii. Influencing practice philosophies

The Keep-In-Touch project equally impacted the organizational culture of the centre. Beyond seeing their programmes from a micro here-and-now perspective, social workers were now able to view the service from a developmental perspective – something that could influence clients meaningfully on a long term basis. More meanings were attached to the programmes they had crafted as the long term impact on client's lives could be experienced, heard and read first hand. The clients were no longer just names on a list but real people with real lived experiences. This culture in ways of viewing clients is critical to inculcate particularly for services where staff are running similar programmes repeatedly

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over time and where the work has become no more than the mere act of service delivery.

iii. Moving away from a problem paradigm towards an engagement based on affirmations

The conversational approach to the study and the wealth of information and outpouring that came from those conversations, revealed the power of mere conversations and meaningful engagement with clients that need not necessarily always be framed from a problem paradigm. It opened pathways to different ways of engagement with clients and brought alternative ideas of intervention for change. Subsequently the centre is exploring ways of extending these conversations and stories beyond just the worker–client domain, but also between stepfamilies. An online community of stepfamilies was subsequently established as a beginning step towards this expansion of the conversation on building stepfamilies.

iv. Benefits of longitudinal data

At the management level, the availability of longitudinal data on clients makes it easy to engage potential funders and build support to the cause of the work. The service no longer becomes just about the number of people who went through a programme, but more so about how they were fairing years later in their lives.[2]

At an academic level, such information opened a field of further research enquiries that were simply waiting to be explored – what were the sustaining elements that allowed for 97% of the contacted couples to still remain together despite their struggles? How did the shift in attitude towards PPIS Vista Sakinah come about to allow them to be open to receive our calls? What did not quite work for the 3% who divorced? What led to the change of heart to remarry for the 9 couples?

6. Conclusion : An Organisational Strategic Agenda

Longitudinal studies on families are well within the reach of many social service organisations. As the experience of PPIS Vista Sakinah reveals, such studies can be done within a relatively short amount of time and with a minimal budget. To undertake such endeavour, however, requires full commitment of the management of an organisation as it will require numerous staff personnel to be on-board the project. For longitudinal studies to yield useful benefits, they have to be an organisational strategic agenda, and not merely relegated as a lone research project to be completed by an assigned staff. The short term sacrifices of man-hours spent on the project need to be weighed against the long term benefits of both the outcomes to be gleaned from such a study as well as the process and effects it could generate on the organisation, its staff and clients.

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2. This study does not claim to provide definitive outcomes on the impact of the Remarriage Preparation Course as the data would be too spurious to yield any reliable information. Neither does the study claim to generalise upon the larger stepfamily population as sampling was purely by convenience with no control group to establish significant and valid difference. At best the results provide a status update of the current marital outcomes of the clients of the centre.

Exploring Gender-Specific Mentoring Relationships Among Adolescent Girls in The YIA Programme

Case Study Owner: **Ms Muzaiyanah Hamzah**

Introduction

Topic area

Researchers in studies of adolescence indicated that the problems faced by adolescent girls today are getting more difficult and a period of far greater risk. Adolescent female development takes place in a biopsychosocial context that suggests gender-specific programmes are needed, taking into account their unique aspects of development (Lecroy, 2008). Among other things, mentoring has been highlighted as an essential component in a successful programme. Studies have also shown that as a relationship-based prevention intervention, mentoring programmes have demonstrated considerable promise promoting competence among disadvantaged youth (Zand, et. al, 2009).

Rhodes (2002) cautioned about the risks and harm that unsuccessful relationships can do to these youths. He highlighted the sensitivities that emerge around issues like gender and ethnicity; and the impact of these factors on the mentoring relationship. Bogat and Liang (2005) added that girls and boys may experience and respond to mentoring relationships differently and the merits of gender-specific programmes should be investigated.

Today, youth mentoring programmes encompass a wide range of variation that indicates the versatility of such programmes in youth work intervention. It is thus unsurprising that formal mentoring programmes have increasingly become a popular form of social work intervention with youth in the USA (Freedman, 1993). Mentoring in Singapore has also gained tremendous momentum, since the inception of the National Mentoring Networking Group in 1999, with the first National Youth Mentoring Convention (NYMC) in 2004 and the endorsement of the National Youth Mentoring Plan in 2008. At the second NYMC last year, with the theme "Making Mentoring for Everyone", the National Youth Council announced that it would further invest half a million dollars to support the development of mentoring resources in its effort to foster a mentoring culture here (MCYS, 2011). Yayasan Mendaki was one of the foremost advocates of youth mentoring and is one of NYC's mentoring agencies that champion the national youth mentoring plan (NYC Youth Mentoring website). As such, it is imperative that it walks the talk and aspire to be a leading agency in this arena, considering its expansive foray in providing elements of mentoring services through its youth programmes such as Youth in Action (YIA), Empowerment Programme for Girls (EPG), Engagement Programme for Boys (EPB) and the Academic & Life Coaching Programmes (ALCP).

Significance to Knowledge

Social changes in contemporary society are having enormous impact on adolescent girls, who today are coping with a multitude of issues. Thus, it is even more essential that MMOs respond to this concern with the female Malay-Muslim youth population here, considering that the community has the biggest youth base in Singapore with equally sizable amount of social problems. The merits of a more targeted approach and intervention, through gender-specific programmes in youth work needed to be explored, more so than now, to address all these issues unique to them.

There is an abundance of literature on the outcomes of youth mentoring but a dearth in the investigation on the impact of the quality of the relationship, especially in Asian literature. This study hopes to provide a glimpse of a quality mentoring relationship as experienced by adolescent girls in the same-gender mentoring match. The study also wants to surface the promise of gender-specific and gender-sensitive processes in mentoring - what works for the adolescent girls. The findings from this study will suggest implications for a more structured, culturally competent, girls-only programming which would yield success.

Research question

The study was an attempt to explore the gender-specific mentoring relationships among adolescent girls (in YIA). The research hoped to understand the experience of girls in same-gender mentoring relationships as oppose to cross-gender matching. The aim of the study was to gain an insight of their expectations of the mentoring relationships and their perceptions of the quality of the mentoring relationships. As for the adult mentors, a peek into their perspectives of the quality of engagement and its contribution and impact on the girls' development.

The research question:

- How do the mentees and mentors perceive the mentoring experience?

Exploring Gender-Specific Mentoring Relationships Among Adolescent Girls in The YIA Programme

Literature Review

The focus of research in the studies of adolescence has returned to adolescent girls themselves instead of the programmes. There is an attempt to revisit and explore the state of today's adolescent girls – their diverse outlook, their thoughts, concerns, struggles, with attention given to affirming their strength and resiliency. At the heart of it, is the attention given to relationships and culture that support positive engagement of the girls. The lives of these girls particularly those in the urban setting, are complex, affected by their gender, race, ethnicity, class, differing abilities and sexual orientation. There are indications that the problems faced by adolescent girls today may be getting more difficult. As such, programme development needs a developmental perspective in order to maximise impacts (Knezevich, 2008).

Girls-only programmes are designed with the girls' experiences and strengths in mind. Effective girls' programmes tend to address the many different identities of girls, building cultural awareness around race, ethnicity and sexual orientation. Their programme design and practice are structured to address unique developmental needs and strengths of girls. Environment is both physically and emotionally safe and provides the opportunity for girls to connect in small groups and build relationships between participants and participants with adult mentors (Nicholson, 1992). Underlying these programmes is a belief that girls and boys are different and require different types of developmental supports.

In addition, implications of literatures on youth mentoring suggest that girls and boys may need different type of mentoring, may form different types of relationships with their mentors and may have a different developmental trajectory in developing relationship with their mentors. The identity development theory, relational theory, friendship development research and literature on help-seeking among adolescents, indicated the importance of strong relationships and connectedness within the context of mentoring relationship for female mentees (Bogat & Liang, 2005). As such, an emphasis on psychosocial mentoring could be more appropriate for them. Researches also supported this by stating that same-gender mentoring for girls is characterized by empathy, authenticity and intimacy, they are more valued and the mentees' outcomes are more positive than when relationship didn't have these strong psychosocial components (Liang, Tracy, Taylor & Williams, 2002; Sullivan 1996). In fact, girls strive best with relationship-based mentoring and boys with activity-based mentoring (Hughes, 2000; Dubois, 2005).

The literature on the influence of gender, ethnicity and age on mentoring reiterates how mentoring programmes may have different influences on; and outcomes for, specific groups of youth. A focus on individual differences will help facilitate the development of mentoring programmes that create a close fit between the needs of the mentees and the services offered by the programmes as well as greater insight onto what are the key elements of programme effectiveness (Darling, et al, 2006).

Methodology

This exploratory study adopted a qualitative approach. The descriptive method of a qualitative enquiry would help to facilitate a more holistic observation that could define a greater meaning to the phenomenon. This approach had helped the PI examined not only the text and context, but also to take into considerations the interactions and subjective experience of the participants (Barbour, 2007).

It was hoped that this initiative would come across as a genuine inquiry that was non-threatening to the young respondents. Moreover, the promise of confidentiality and an opportunity to contribute to better programme designing had made the exercise more inviting. On the part of the mentors, this slant had provided a safe platform for genuine in-depth feedback not only on the nature of their participation and engagement, but also the form of support needed from the organisation.

Focus group discussions (FGD) were conducted. The FGD approach allowed an exploration of the respondents' attitudes, feelings, beliefs, experiences and reactions, in a way which would not be feasible using other quantitative methods. It provided a multiplicity of views and emotional processes within a group context (Morgan, 1998). It also enabled the PI to gain a larger amount of information in a short period of time. A purposive sampling method was used.

A pilot test was conducted with one mentees (5 participants) and one mentors group (3 participants) in early July. Findings from the pilot served to inform and enhance the design of the final set of interview questions. Only three FGDs materialized with 6 mentors and 7 mentees from the same-gender matching and 6 mentees from the cross-gender matching group. Iinadvertently, the PI had to resort to telephone interviews for the 5 mentors from

Exploring Gender-Specific Mentoring Relationships Among Adolescent Girls in The YIA Programme

the cross-gender matching group. Total number of respondents was 24 (11 mentors and 13 mentees). Two observations of mentor-mentee interactions (one from same-gender and the other from cross-gender) would be conducted in November.

Findings

To analyze the data, the transcripts were coded at 3 levels (descriptive coding, categorical coding and analytical coding) according to their emergent themes and were validated by literature review. Data was coded as follows: 1) expectation, 2) perception of the quality and 3) impact of the engagement.

Analysis indicated that having a mentor of one's own gender and race was felt to be beneficial by majority of the mentor and mentees. Results indicate that liking; satisfaction and contact with mentors were higher within the same-gender match group. The mentees reported having more frequent contacts (face-to-face, SMS, face book) and receiving more help. Benefits of a same-gender match included facilitating the positive development of the relationship.

1. Expectation – Most of the mentees were not too sure of what to expect and their roles but ascertained that the mentors were there to help and guide them like big brothers and sisters. All mentors were fully aware of the agency's expectations and most had defined their roles as providing guidance and being a friend.

2. Perception – almost all participants stated that similarity in race and gender facilitated greater affinity and perceived mutual understanding. Mentees agreed that it was easier to open up to the 'older sisters', engage in 'girl talk', building of rapport, trust easily established, greater openness, connection/bond forged, deemed it as an enjoyable experience, notable positive change. Majority opined that a same-gender match is the preferred and ideal arrangement. All the male mentors stated that they deliberately maintain a comfortable distance and thus were not as close to the female mentees as compared to the males. Half of the mentors also stated that coming from the same cultural and religious background made it easier to advise the mentees because of the familiarity with common values. The majority were happy and satisfied with the quality of the mentoring engagement. The friendship forged with the female mentors was a huge source of support and encouragement. All mentors were deemed by the mentees to have provided guidance through advice and academic support.

3. Impact - All the mentees from the same-gender matching and only 2 from the cross-gender matching expressed positive changes, namely being more confident and better able to cope and manage their problems. Almost all of the mentors felt that improvements were limited and hoped the programme could be more impactful.

Challenges

The pilot tests for one mentor and one mentee FGD were successfully conducted in the first week of July. The ensuing fasting month and Hari Raya followed by school examinations had probably made it difficult to co-ordinate and obtain even the minimum number of 5 participants for the FGDs. Only 3 FGDs out of 4 materialised. PI had to resort to telephone interviews (an average of 45 minutes) for the last group i.e. the 5 male mentors (cross-gender match). This inadvertently increased the amount of transcripts and the process of coding beyond the original timeline.

Limitations of the study include its perimeter within the agency (YIA setting) and cultural perspective (Malays) and thus the generalizability of this study is restricted. However, it should be noted that that the aim of this exploratory study was to describe the mentor-mentee relationships and thus its limitation becomes advantageous as it allows for a more in depth contextualization of the mentoring relationships. Another issue is the selection bias of the programme co-ordinator in choosing the participants.

Conclusion

Recommendations

Short-term goal

Mendaki needs to enhance the content of the YIA programme, including subscribing to a same-gender matching framework and enhance the training and support structure. Additionally, to consider including the mentoring component in the EPG. Identified areas of improvement for EPG would include expanding the role of the women mentors and providing appropriate supervision and support. This would also include training for staffs and mentors alike. Subsequently, to merge the two initiatives i.e. gender-specific programming and mentoring, where YIA is subsumed into the frameworks of EPG and EPB.

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Long-term goal

The Youth Development Network (YDN) should consider developing a framework for effective gender-specific programming particularly for girls with a comprehensive toolkit in the pipeline. This would include an evaluation tools that would help assess programme effectiveness.

Lessons Learnt

YDD should actively review the impact of its other mentoring initiatives and seriously consider adopting the same-gender match policy for positive programme outcomes. There is a need to revisit the various programme frameworks based on successful holistic models so as to minimize the issues that surfaced in service delivery and to strengthen the management of these programmes. Congruence in both should be ideally sought. Structural weaknesses were highlighted by the mentors and suggestions put forth included a strong preference for more structured activities, preferably school-based, to complement their informal contacts. Reimbursement issue was a drawback. There was a call for enhanced support for the mentors through recreational activities and sharing of best practices.

Essential components in a gender-specific programme include providing emotional and physical safety; culturally appropriate; relationship-based; female role models and mentors; address abuse; strength-based; address sexuality, pregnancy and parenting; educational/vocational opportunities; health issues; spiritual nurturance and involves families (BOSnet, 2008). The last element is something that is inherently missing in the current initiatives, one that Mendaki can afford to strengthen.

The earlier effort to introduce PYD (Positive Youth Development) should be further enhanced by gathering feedback on its attempts and applications by MMOs (Malay-Muslim Organisations). There is a need to create greater awareness on the benefits of gender-specific programming to the MMOs in youth work. Advocacy must be followed by support – capacity building, in terms of training and resources for the MMOs to enhance their readiness and confidence to ride the wave of positive youth development.

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A Greater Understanding of Social Enterprises in Singapore

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Introduction

Social Enterprises (herein referred to as SEs) are an increasingly common sight in today's booming economy. In fact, such innovative start-ups are encouraged by the government such that more grants are now made available for these enterprises to get off the ground. Some SEs make it to self-sustaining levels whereas some die out over a couple of months but the core rationale for the review of existing SEs is to understand the success and the failures to improve the succeeding cohort of SEs.

MENDAKI SENSE was incepted as a social enterprise in 2004. SENSE is entrusted with a social mandate to champion lifelong learning for employment, especially among those affected by structural changes in the economy, to help strengthen the community's economic resilience. Having successfully created extensive awareness and mobilizing the community towards embracing lifelong learning SENSE has built and placed itself in a strategic position to be a Continuing Education and Training (CET) centre and thus allowing the community to fully leverage on national initiatives.

In addition, SENSE also envisions the promotion of SEs amongst the Malay/Muslim Voluntary Sector which can in turn encourage its network of Malay/Muslim individuals to generate similar entrepreneurial ideas.

The existing challenge that motivated a review on SEs is the vast difference in acceptance of SEs in the Western World than in Singapore. It is the pre-conceived notions towards SEs that SENSE finds obstructing, that Singaporeans in general fail to identify this field of opportunities as avenues for achievements. The mentality of consumers, in conveniently assuming sub-standards and lower quality of products coming from SEs, impede the burgeoning industry from realizing its fullest potential. Perhaps, SEs can play an important role in developing the social-economic sector.

Several studies conducted have focused on the 'typology' of SEs, referring to the four (4) types of SEs categorized according to the mode of benefitting the society – subsidy provisions, social causes/advocacy, profit-plowback, and employment provider. Studies to date have merely examined the different types of SEs and how they function. Instead of duplicating such efforts, this proposed study aims to go one step further by studying SEs that come from all four typologies and then, deriving a synthesis of the commonalities (challenges and success factors) across the SEs. This synthesis will take the form of an approach that budding SEs may want to adopt as a guiding principles.

Research questions

The key thrust of the case study and its review lays in extrapolating the contributing factors towards thriving SEs which exist in Singapore. The objective of this is to expose more Singaporeans to the concept of Social Enterprise.

The majority of previous studies and case studies have focused on the "When?" and "Why?" of entrepreneurship and social entrepreneurship specifically. Moreover, previous studies employed mostly overseas SEs as models. Specifically, the case studies and the review will focus on the "How?" aspect of social entrepreneurship in Singapore.

The main research question centers on ascertaining the factors which aid the SEs to thrive and the drawbacks which they have faced. Deducing the research objective into one question: What are the best practices for budding SEs to follow and more probably, succeed in Singapore?

Purpose and Significance to knowledge

This study aims to spur CLF partners to consider SEs as a long-term self-sustaining initiative.

The findings from this review can and will present the best practices for SEs that is applicable in Singapore's context to be replicated by other budding SEs. More importantly, it will help Malay/Muslim organisations to rethink how they can further develop their businesses and to restructure itself to ensure sustainability while meeting the social objectives. The exchange of good practices can help to support the entrepreneurial spirit amongst SEs. This review also presents the potential to develop joint guidelines and best practices.

This study will also provide SENSE the opportunity to adopt this model and evaluate itself for improvements in relevant areas, in order to serve as a better social enterprise.

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Literature Review

There have been no studies implemented to identify best practices for SEs in Singapore. One study was carried out by the Social Enterprise (SE) Committee, which was formed in August 2006 to look into ways to grow the social enterprise sector and encourage social entrepreneurship in Singapore. The Committee was also asked to consider ways to encourage more commercial enterprises to provide employment and training opportunities to needy disadvantaged workers. Its recommendations are in three areas:

(i) Encouraging Socially Responsible Enterprises;
(ii) Building a Pro-Social Enterprise Environment; and
(iii) Creating a Culture of Social Entrepreneurship.

The receptivity of SEs in Singapore is encouraging. In an article written for the website sgentrepreneurs.com on March 27 2012, it is no surprise that Singapore has been identified as one of the three best places in the world for a social entrepreneur to live in and build a social enterprise.[1] Accordingly, there are two schools of thought pertaining to where the best place for social entrepreneurs is. On the one hand, some suggest that a social entrepreneur should be physically near to her target market while others think that "a social enterprise with the greatest potential for global impact requires a very specific type of climate to flourish".[2] James Norris, a renowned social entrepreneur, listed several key factors that contribute to a conducive place for social enterprises and these are namely "access to talent, access to funding, access to markets, a good business climate, and a supportive culture".[3] Details on each factor can be found in the abovementioned article.

Furthermore, what is encouraging is that the government is committed building Singapore's entrepreneurial and philanthropic sectors. On March 28 2012, TODAY Singapore reported that a new initiative will be launched "to encourage Singaporeans to use their time and talent, as well as their business acumen, to help the less fortunate".[4] The initiative is the President's Challenge Social Enterprise Award which aims to heighten awareness of social enterprises and encourage the growth of such enterprises in Singapore. This award represents the only award in the social enterprise sector in Singapore that provides recognition to outstanding social enterprises for their contributions. In addition, the Social Enterprises Association launched the Primer on Governance for Social Enterprises in Singapore on 19 March 2012. The objective of the Primer is to educate social entrepreneurs on applying "the discipline of good corporate governance to the social enterprise sector that we have in Singapore today".[5] More information can be found on the Social Enterprises Association website.

Methodology

Approach

To comprehensively answer the stipulated research question above, the data-collection method adopted for this review is the personal interview method.

Semi structured personal interviews will be carried out with four (4) SEs which have managed to thrive and continue to run today. The selection of SEs has been decided upon after a discussion and consultation with the Social Enterprise Association (SEA) Singapore. Refer to the table below for the list of SEs and the typology of SEs they each represent:

SEs TO BE INTERVIEWED	WHICH TYPOLOGY DOES IT BELONG TO?
Dialogue in the Dark	Social causes/advocacy E.g.: Exposing more people to the experiences of a visually-impaired individual.
Dignity Kitchen	Employment E.g.: They provide employment opportunities for the physically-handicapped.
Laksania	Employment E.g: They provide employment opportunities mentally disadvantaged individuals.
SENSE	Subsidies/ Plow-back E.g.: Subsidies provided for trainings through stable government grants

In the personal interview, the researcher will have the opportunity to probe or ask follow-up questions. This method of data collection is generally easier and more accurate since what are sought are opinions, impressions and the story behind that particular SE's experience. To ensure that these personal interview sessions are not too time intensive and that the answers from the respondents are tailored towards the same objective, a structured sequence of questions will be asked for all interview sessions.

The objective of this is to understand how a SE works, distill a 'joint guidelines and best practices'

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model, and then expose this model to budding SEs in Singapore to encourage replication and/or adoption, where possible.

Please refer to the attached "Ranking Exercise" and "Interview Questions". The researcher began with the ranking exercise to set the agenda for the interview. Interviewees were tasked to rank the 21 factors in order of importance of its contribution to the success of the respective SE (1 being the most important and 21 being the least important). There are many 'critical success factors' as comprehensively elaborated on by Rockart and Bullen (1981)[6] and Scottish Enterprise (2005).[7] This will help in narrowing the scope of the interview to a select few success factors. This pre-set ranking exercise is necessary so as to be able to identify commonalities across the various SEs interviewed. Although we have adopted 'critical success factors' from studies done in the Western world, our sample is strictly of local SEs and this is still in accordance to our objective of studying the domestic context.

Findings

The in-depth interview focused on factors that the interviewee has selected as the top ten (10). Only these 10 factors were probed because the main concern of this study is with the "key" success factors for the respective SEs. Furthermore, interviewees were also asked about some general challenges they faced and what steps were taken to overcome those challenges.

Critical Success Factors

Each SE ranked their top 10 success factors. Out of the top 10, all the SEs agreed on four factors. These are

- Access to finance and funding
- Building teams with shared values and the right skills
- Committed to continuous improvement
- sustainability and scalability

Access to finance and funding

All interviewees said that **"(d) Access to finance and funding"** was very important. Three out of four utilised the MCYS CommCare funding for Social Enterprises to partly fund the start-up. One relied solely on personal contributions. However, two of the four warned budding entrepreneurs that if the latter lack the financial capabilities to fund a start-up, he/she should not do it because although it might be a trend so start an SE, it is not easy to succeed and sustain it. Having said that, they also added that it is possible if budding entrepreneurs "think big but start small" so as to not incur too much cost in the initial phases of the start-up and this idea of thinking big but starting small is vital to the sustainability of the SE. Most of the SEs agree that it is not difficult to get funding in Singapore from relevant ministries and associations. However, they also pointed out that apart from financial assistance, the innovative idea is equally as important. It can be simple and not necessarily new but it has to be delivered in a different way.

Building teams with shared values and the right skills

All SEs said that **"Building teams with shared values and the right skills"** is important and agreed that a team of good workers who share the same vision is just as important as having a visionary entrepreneur because of the competitive advantage of each individual. They all agreed that an SE can only succeed with a delegation of tasks in which each individual is good at because not everyone is visionary, not everyone is hands-on, and not everyone is business-oriented. They all agreed that the entrepreneur himself and the team of staff share a mutually-dependent relationship and that one cannot succeed without the other. They also noted that besides the visionary entrepreneur himself, the key to a successful SE is having a team-member who can brand and market the SE right.

We then probed more and asked about how they motivate their staff (their beneficiaries) to produce quality work; a majority agreed that monetary incentives give them a sense of pride in what they have done. It gives the beneficiaries the independence of having to earn their keeps. It gives them a new purpose in life because now they are able to support themselves as well as their families. For the staffs who are not beneficiaries, the social cause must be as tangible as possible. If the cause is vague and harder to identify with, it is easier for the staff to be demoralised.

When asked about how the SEs continuously empower and provide their staff with access to right skills, fair employment and conducive working environment; all mentioned the regular trainings and workshops that their staff/beneficiaries have the opportunity to take part in. Two of the four adopt a method of continuously upgrading their staff to higher vocations to continuously empower them to strive to do more i.e. once they are comfortable doing one task and have done it for some time, they are now asked to do slightly more challenging

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tasks to boost their self-esteem. This also gives way for newer employment for the beginner's tasks. Furthermore, the entrepreneur must find the balance between employing beneficiaries as well as mainstream staffs given that drop-outs are to be expected. Nevertheless, the recognition, respect, remuneration ought to be on par with mainstream staffs to continuously boost the confidence of the beneficiaries.

Committed to continuous improvement

All four SEs identified that **"Committed to continuous improvement"** is important to the success of an SE. Clearly, all SEs concur that it is a continuous journey which has no definite end because there are always some opportunities to improve on the product or the service. There is always something more the SE can do – be it coming up with new programmes for DID or coming up with new collaborations with VWOs for Laksania, always teaching the beneficiaries a new kitchen skill for Dignity Kitchen, or dropping stagnated projects and inventing new ones for SENSE.

An important note for budding entrepreneurs is to be able to identify the threshold of when the project has reached its saturation point and consciously be reminded that failure is an option. When the project can no longer be improved upon and has stagnated progress, the entrepreneur must have the courage to cut the losses and shelve that project while acting fast enough to invent a new project with potential. It is this ability to identify the threshold that is important because there is no quantitative definition of the saturation point and this depends on the entrepreneurial instinct. If the entrepreneur does not have that instinct, it is more difficult to sustain the SE.

Sustainability and scalability

Lastly, all three agreed that **"sustainability and scalability"** is an important factor. All three SEs have experience in scaling/expanding their SEs. This includes the foresight of expanding within Singapore (such as Laksania and Dignity Kitchen) as well as to foray into foreign markets (such as Dignity Kitchen). Having this foresight too early might prove over-ambitious and fatal, but yet having this foresight will assist the budding SE into thinking long-term and strategically, ensuring the sustainability of the SE. It is important to ensure a very strong foundation. In addition, timing the expansion is important and budding SEs should learn from existing SEs to identify in which conditions the SEs expand.

All SEs also said that part of being sustainable is the continuous employment of the beneficiaries because at the end of the day, that is the social motivation.

When probed more about how the respective SE measure their social impact, most consider themselves as having a social impact on their beneficiaries when the latter is more empowered in knowing that he/she is able to contribute more to society.

Other factors, having 3 out of 4 SEs (a majority) rank as their top 10 are as follows:

- Customer-aware and focused
- Detailed market knowledge
- Competitive strategy and industry position
- Entrepreneurial in culture

Customer-aware and focused

Firstly, majority agree that is very important for the SE to understand clearly the needs and demands of the beneficiaries and the consumers through legwork. For the beneficiaries, it is vital to know their needs and capabilities before the SE is able to employ them and help them. Where the customers are concerned, it is essential to know what they want and to deliver it in the way the customers would want it – in terms of pricing and placement of the products/services.

When asked about some of the misconceptions customers might have on products and services offered by Social Enterprises, most agree that Singaporeans have the perception that just because it's a SE, its sub-standard. A common way the SEs overcame this problem is by branding itself not as a "social" enterprise but an enterprise with a social cause. The first is the business and then the social cause. It is important that the product is useful and is what the customers want. It is tough, almost impossible, to sustain the SE by depending solely on its social aspect because sympathy/empathy diminishes over time and hence, the product still has to be worth paying for.

Possess detailed market knowledge

Secondly, the factor on **"possesses detailed market knowledge"** is also important amongst the majority of the SEs. The entrepreneur needs to know the existing competitors to know if the product or service offered is right. The entrepreneur needs to be plugged into the market place to know if the product is needed and appreciated, and is not merely what

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the entrepreneur thinks the consumers want. By understanding the competitors, the entrepreneur will know better his/her own competitive edge. It is also a good avenue to network and to understand what expertise is needed.

It is important to note, however, that the entrepreneur does not necessarily need to imitate the competitors because his/her own edge might come naturally and just because others have it, it does not mean everyone has to have it.

Some ways the SEs try to acquire detailed market knowledge ranges from the more complicated analysis on data from General Household Surveys to as simple as being stationed at a potential product placement spot and counting the number of potential clients. Another way is to start by volunteering with organisations that work with the beneficiaries of the entrepreneur's' interest as this helps to inform the entrepreneur of the ways to work with the respective groups of people. Another way is to do market research and run a pilot of the project/ product or the service. This way, the entrepreneur can ask consumers/beneficiaries for feedback on how he/she can improve.

Competitive strategy and industry position

Thirdly, **"competitive strategy and industry position"** is an important factor to the success of an SE. Most interviewees note that the SE should brand itself right. If an SE brands itself as a social organisation trying to do business, it is less likely to succeed. The SE should brand itself as an enterprise/a business first and this is followed by the social aspect of the enterprise.

Entrepreneurial in culture

Lastly, **"Entrepreneurial in culture"** is also deemed to be important for a budding entrepreneur. Related to its branding, the entrepreneur has to think business first and just like any other profit-making entity, the bottom line matters. All members of the SE, from the entrepreneur himself to the last employee need to be clear that the aim of the SE is to achieve certain social outcomes through an enterprise activity. The entrepreneur must also be risk-takers and keep re-inventing the products/services. The entrepreneur must also persevere because in cases where the beneficiaries are the employees, working with the disabled or the less advantaged workers are harder than working with mainstream staff.

Challenges

There are also **common challenges** faced by these SEs.

- The lack of qualified staff
  - People don't want to work for a social enterprise because they feel there is not enough career progression. Therefore, these SEs have to keep looking for good staff.
  - SEs resorted to headhunting agencies, newspaper advertisements, and incentivised employment with more business-oriented trainings and workshops for personal development. Some SEs also approached the organisations, associations and other self-help groups that concern the beneficiaries of their choice. Some SEs also employed interns that cost less but will assist with the tedious/ miscellaneous work while the entrepreneur focuses on other important aspects of the enterprise. In this case, the entrepreneur comes up with a Standard Operating Procedure to compensate for lack of capital knowledge.
- The uncertainty of the economy
  - It is difficult to ascertain what the economic situation would be like and hence, sometimes unexpected turns can catch the entrepreneur by surprise. Products/services may no longer be in demand in times of recession or in times of good economic situations the products/ services may be over-demanded and under-produced.
  - Always have an alternative plan, a plan B that can easily be implemented should existing plans fail. Entrepreneurs also have to be open to failure and understand that risk-averse attitudes will not work to their advantage. It is important to have the courage to shelve a project once it no longer works.
- Marketing and publicity of the product/service
  - It is important to have a good product, one that is in demand but it is equally as important for the consumers to know that this product is available and sometimes, it is difficult to reach out to the target groups.
  - SEs resorted to the powerful social media platform to disseminate information, given how fast information spreads online. SEs also created good relations with the media.

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Discussions

All four social enterprises can be considered relatively new in the market, having been in existence for less than 10 years and their survival make this study even more relevant for aspiring and/or budding social entrepreneurs. Despite the difference in the typology amongst the four SEs interviewed, one common thread is observed. All four SEs provides employment for their beneficiaries. SENSE through its training subsidies provides job placement for the unemployed and low-skilled workers while Dialogue in the Dark, though advocating for the visually impaired, provides them with employment as tour guides as well.

Social Enterprises, as we understand it, are businesses whose primary focus is to serve a social mission. They use the methods and disciplines of business and the marketplace to advance their social cause. As such, the questionnaire and identification of factors deemed critical were designed with the business perspectives in mind.

From the findings, it can be deduced that having the **capabilities** (be it financial or skills) is one of the most critical factors to sustain the business.

All four SEs expressed concern that financial capability can pose a potential challenge for many start-ups. However, the availability of funding /grants from government agencies, venture philanthropists etc. both locally and abroad can facilitate access and support SEs in their businesses. The fundamental issue then lies in the business model and products itself.

For sustainability, SEs needs to decide on the right business model including financial capability mechanism whether to rely on profit generation or donations to run its activities. Both are acceptable in terms of approach. There is absolutely nothing wrong if the SE is good at getting sponsors. It could also be a combination of both as a workable model for some SEs. For those that depend largely on donation, the ability to write good business proposal for purpose of funding becomes very critical.

From donors' point of view, the social cause must be tangible with clear social impact measurement. Social impact is usually measured via qualitative analysis such that there must be marked and positive changes in the lives of the beneficiaries. To some extent, social impact can be quantified in monetary terms so that the return on investment to the target beneficiaries is clear. The ability to present this ROI in the proposal would put SEs in a better position to secure donations from potential sponsors. Transparency and accountability in funds utilisation are also another areas that potential donor seek out before deciding on the sponsorship.

For SEs with the strong belief on financial independence, **commitment to continuous improvement and innovation** then becomes a primer to their success. They need to look at creative ways that will help them achieve their financial and social bottom lines.

In term of human resource capabilities, all four SEs concurred that **qualified, trained and empowered staff who shares the same vision and values** is just as important as having a visionary entrepreneur. It is commonly understood and a given that the success to any SE is with the entrepreneur himself - having the social motivation, business acumen, leadership, and foresight to drive early development. However, the entrepreneur and the team of staff must share a mutually dependent relationship and that one cannot succeed without the other. Staff welfare is an area that cannot be neglected especially for SE with employees as their beneficiaries. For example, Laksania works closely with a team of psychologists to provide the emotional support for its employees.

The finding also suggests that SEs lack **branding** at two levels – at sector and products/ services levels. At present, there is the misconception that SEs are like any other non-profit or voluntary welfare organizations with no career progression and attractive compensation packages. This poses the challenge to attract and retain qualified staff. Similarly, there is that preconceived notion that the SEs' products and services are of lower quality/grade. It is timely that SEs now pay serious attention to its marketing strategies to have the brand presence that could simultaneously professionalize the industry.

Conclusion

In conclusion, there is no one typical formula to a Singapore SE model. The case study revealed similar findings in terms of success factors and challenges faced by SEs. However, the findings do suggest some areas in which SEs should place more emphasis on namely 1) capabilities 2) branding and 3) commitment to continuous improvement and the ability to innovate to deliver quality product and services. Innovation does not necessarily equate to big ideas but can be in simple forms but delivered in a different ways. For budding entrepreneurs, it is important to "think big but start small" so that internal capabilities such as right model, financial/

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funding mechanism and skills can be built for long term sustainability and growth. Increasingly, social investors would expect clear impact measurement and indicators prior to financing any social projects.

This case study also suggests that funding at the national and community levels may not be adequate to support new start-ups. Advisory in the form of consultancy services to help budding SEs with funding and capability building is worth exploring in a bid to promote SE sector in Singapore. In many developed and developing countries, SE has proven to be the way forward in poverty alleviation considering that the majority of SEs provide job creation and employment for the under privileged.

Recommendations

The following recommendations are worth considering in our effort to promote social entrepreneurship in Singapore:-

- Leverage on CLF Labs to promote growth of Social Enterprises in the Community
- Provide grants to help budding entrepreneurs in addition to the national funding
- Form panel team of experts to provide consultancy services and facilitate training such that internal capabilities for new SEs can be built. The advisory team can comprise representatives from SE Association, businessman, MENDAKI SENSE, CLF and businessmen
- Conduct learning journeys to visit successful SEs in Singapore for sharing of best practices
- Conduct regular round table discussions for SE sector in Singapore in partnership with relevant agencies and ministries.

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Annex A

Questionnaire

The overarching research question is: What are the best practices for budding SEs to follow and more probably, succeed?

Interview format

To answer the research question, personal interviews will be carried out with five (5) SEs which have managed to thrive and continue to run today. In the personal interview, the researcher will have the opportunity to probe or ask follow-up questions. This method of data collection is generally easier and more accurate since what are sought are opinions, impressions and the story behind that particular SE's success to date. To ensure that these personal interviews are not too time intensive and that the answers from the respondents are tailored towards the same objective, a structured sequence of questions will be asked for all interview sessions, noting however that follow-up or probing questions may differ.

The objective of this is to understand and consolidate the information to distill a 'joint guidelines and best practices' model, and then expose this model to budding SEs in Singapore to encourage replication and/or adoption, where possible.

Interviewees

The selection of SEs has been decided upon after a discussion and consultation with the Social Enterprise Association.

Proposed questions and their purpose

Success factors

The researcher will begin with a ranking exercise to set the agenda for the interview. This will help in narrowing the interview scope to a select few success factors. This pre-set ranking exercise is necessary so as to be able to identify commonalities across the various SEs. There are many 'critical success factors' as comprehensively elaborated on by Rockart and Bullen (1981)[8] and Scottish Enterprise (2005).[9]

The interviewees will first rank the twenty-one (21) factors according to their relevance to the SE as well as in order of most important to less important factors contributing to the success of that SE. Please refer to the ranking table below. This is followed by a

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more in-depth discussion of the explanation behind the ranking – i.e. the first 10 factors as well as the last factor. The questions in listed in accordance to the alphabet will only be asked should that particular factor be ranked one of the first 10 or ranked the last. From here, one can get a good idea of which factors are deemed relatively more important and which is least important for a local SE. In addition, the interviewee will be asked to elaborate on other success factors that they deem important to the success of the SE and which are not provided in the table.

Do also note that although the success factors listed below are adapted from Western literature and research, the results and explanations from local SEs will make the findings specific to the Singapore context; and that is key to answering the research question at hand.

The Ranking Exercise:

-	List of Success Factors	Ranking (1 – most important, 21 – least important)	-	List of Success Factors	Ranking (1 – most important, 21 – least important)
a.	The industry - the prevalence of the social cause, the types of products offered by other SEs, and the targeting of beneficiaries		k.	Competitive strategy and industry position - resulting from the chosen strategy of the business and its positioning within the market	
b.	Environmental factors - resulting from economic, regulatory, political, and demographic changes and the ability to manage such changes		l.	Temporal factors - resulting from short-term situations, often crises, which may be important but are usually short-lived	
c.	Strong social motivation		m.	Social entrepreneurs themselves as important influences	
d.	Access to finance and funding		n.	Active networkers	
e.	Customer aware and focused		o.	Entrepreneurial in culture	
f.	Committed to innovation		p.	Global in their outlook	
g.	Environmentally and socially responsible		q.	Active in their uptake and use of it	
h.	Possesses detailed market knowledge		r.	Active in promoting learning	
i.	Able to establish a strong asset base		s	Committed to continuous improvement	
j.	Building teams with shared values and the right skills		t.	Importance of informal/ formal networks of support	
			u.	Sustainability and scalability	

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Below, are the questions for the corresponding alphabets, should that particular success factor be ranked as one of the first 10 or ranked the last.

a. The industry – the prevalence of the social cause, the types of products offered by other SEs, and the targeting of beneficiaries.
   i. If there already exist SEs that deal with the same products or same target population, does that mean that one should avoid developing the same idea?
   ii. How do you stand out from the rest of the SEs within that niche industry?
   iii. How do you create awareness of your social cause?

b. Environmental factors - resulting from economic, regulatory, political, and demographic changes and the ability to manage such changes.
   i. What are some environmental (referring to the conduciveness of Singapore as a breeding ground for social enterprises) factors that affected this particular start-up?
   ii. If there were any regulatory changes, what were they and how did it help?
   iii. If there were any demographic changes, what were they and how did it help?
   iv. What How important is the ability of the SE to adapt to changing demands? How immediate must the reaction to changing demands be?

c. Strong social motivation.
   i. How did you decide on a social cause?

d. Access to finance and funding.
   i. What was your method of financing the start-up?
   ii. Was personal monetary contribution a large proportion of the start-up process? If so, what does this imply for entrepreneurs who are not sufficiently affluent?
   iii. How did you get access to funding? Were the awards and subsidies from ministries and associations easily attainable and how substantially useful were they?

e. Customer-aware and focused.
   i. What legwork did you carry out to ascertain the demands of the customers/beneficiaries?
   ii. How do you continuously keep up-to-date with the changing demands?
   iii. How do you measure or ensure that your beneficiaries are benefitting from your products?
   iv. What are some the misconceptions customers might have on products and services offered by Social Enterprises?

f. Committed to innovation.
   i. In what ways have you innovated? What are some innovative ideas and in which context did it develop?

g. Environmentally and socially responsible.
   i. What efforts are being made to ensure that the SE is both environmentally and socially responsible?

h. Possesses detailed market knowledge.
   i. Why is this factor important to success?
   ii. What are some ways one can learn and build up his knowledge about the specific market he is about to delve into?
   iii. To know everything is impossible; so what are some key things that an entrepreneur must know?

i. Able to establish a strong asset base - underlying assets giving value to a company/enterprise.
   i. What is your strongest asset base? The volunteers, the staff, the unique programmes, etc.

j. Building teams with shared values and the right skills.
   i. How is this factor, focusing on team work, more or less important than the influence of the entrepreneur himself?
   ii. Are there fundamental differences for people who go to work for social versus not-for-profit start-up? Are they any misconception for staffs who work in social versus not-for-profit start-up?
   iii. How do you then motivate your staff to produce quality work?

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iv. For some SEs, their employees are the beneficiaries (eg. Employment for disadvantaged group). How then do they empower and provide their staff with access to right skills, fair employment and conducive working environment? What are some of the considerations made?

k. Competitive strategy and industry position - resulting from the chosen strategy of the business and its positioning within the market.
   i. Is there one strategy (or more than one strategy) you adopted and applied to the start-up? How do you position them such that it will provide your organisation with the competitive advantage? Perhaps, a multi-stage strategy, and please elaborate.

l. Temporal factors - resulting from short-term situations, often crises, which may be important but are usually short-lived.
   i. Did the SE face any of such temporal factors? Please elaborate.
   ii. How did the temporal factor lead to/catalysed the success of the SE today?

m. Social entrepreneurs themselves as important influences.
   i. Why?
   ii. Are there certain traits/characteristics that are more important than others? Refer to the list below: These may include, amongst others (Elkington and Hartigan, 2008):
      - the ability to shrug off ideology and discipline;
      - a focus on practical solutions;
      - the ability to innovate;
      - a focus on social value creation and sharing;
      - the tendency to jump in without waiting for back-up;
      - an unwavering belief in the innate capacity of others;
      - dogged determination;
      - a passion for change;
      - a great deal to teach change-makers in other sectors; and
      - a healthy impatience.
   iii. Do the financial capabilities of the entrepreneur himself matter, since that may or may not allow him to pump in the financial resources needed?

n. Active networkers.
   i. Is it important for the SE to have at least one liaison officer in charge of networking?
   ii. At the moment, how is the networking done for the SE?

o. Entrepreneurial in culture.
   i. What does it mean for you, to be 'entrepreneurial in culture'?

p. Global in their outlook.
   i. For an SE to work in a local context, is it still important for it to have a global outlook/perspective? Why?

q. Active in their uptake and use of IT.
   i. How important is it for an SE to be in touch with the public?
   ii. Can social media platforms like Facebook and Twitter boost the success of the SE?

r. Active in promoting learning.
   i. Would you consider this as an important aspect? How do you cascade this value downwards to your staff?
   ii. Should the entrepreneur himself (the boss) instil entrepreneurial characteristics and qualities in his/her staff? What are some of these characteristics and qualities? And how should he go about doing it?

s. Committed to continuous improvement.
   i. Is there no end? To end goal/target to reach?
   ii. When will you decide if the product can still be repaired or has reached its maximum potential? And then what should be expected?

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t. Importance of informal/formal networks of support.
   i. What are some types of informal/formal networks that have supported this SE?
   ii. Why are they important?

u. Sustainability and scalability
   i. What is your vision in terms of scale, sustainability and social impact?
   ii. How do you measure social impact?
   iii. What have been the challenges of scaling up your business and if not done, why and what are some of the constraints?

Other questions
1. Did you seek assistance from the relevant ministries or associations before or during the initial stages of the start-up? Why or why not? Were they helpful in answering your queries accurately?
2. How do you consciously make the effort to distinguish yourself from a regular profit-driven business? Where do you draw the line?

Challenges
1. What are some challenges/major drawbacks you faced in the process of stabilizing this SE?
   This could refer to various difficulties related to:
   - Size
   - A lack of resources
   - Finance and funding issues
   - A lack of qualified staff
   - Inadequate premises
   - Cash flow difficulties

2. What were some of the measures or solutions you adopted to circumvent the particular drawbacks?

3. How do they balance social and financial goals?

4. Were the relevant ministries or associations helpful in overcoming the problem?

Vital Tips/Advices for budding SEs
1. Identify 3-5 things (aspects/technicalities/looming challenges/characteristic) that every budding social entrepreneur must know or have.

Expected responses and usefulness of such responses

Elaborate on how the findings may further advance SENSE's 1) overarching vision, mission and 2) objectives it has initially set out for the promotion of the enterprising spirit.

Suggested short-term solutions to problems

The interviews will also allow the interviewer to identify conceivable solutions to the problem, at least for the short term. If for instance, the problem lies in the difficulty of garnering financial support for the start-up then this particular finding will present an opportunity for improvement. A probable solution would be to propose more grants or collaborative efforts to fully maximize ideas and financial resources.

However, this step can be brainstormed and developed further only after the challenges have been consolidated.

CLF LABs

Case Study Owner: **Mr Saktiandi Supaat**
Research Assistant: **Mr Muhd Nadim Adam**

Introduction

General Approach

For the purpose of CLF-Labs first review exercise, the approach shall be investigated through three main angles, in terms of its:

1) Scalability 2) Sustainability 3) Collaboration

Key Research Questions

- What are the various forms of ideas and initiatives which been churned out from CLF-LABS proposal so far?
- In what aspects would CLF-Labs provide the young a platform for volunteerism, and apply their respective areas of expertise in the area of social volunteerism?
- In what ways do CLF-LABS create an impetus for creativity and social capital for the younger generation?

Overview of Research Findings

As an overview, the research findings from CLF-Labs first review exercise indicate that there is a good prospect for CLF-Labs to be a platform for collective collaborative effort amongst partners within the Malay/Muslim community, and also the possibility of roping in relevant national agencies to value-add specific programs that are geared towards the betterment of the Malay/Muslim community[1]. CLF-labs also possess prospects towards being up-scaled.

Methodology

A qualitative approach has been taken for CLF-Labs first review. In this respect, the method of seeking information and feedback towards CLF-Labs are done mainly through the following methods:

1) Interview (face-to-face, online and telephone)
2) Observation (formal and informal meetings)
3) Observer-Participant (mainly through personal conversations)

The target group for these formal interviews and informal enquiries are from the following groups:

- CLF-Labs Steering Committee Members
- CLF-Labs Secretariat
- Project owners of CLF-Labs funded projects
- Participants who participated in the CLF-Labs funded projects

Online interview and conversations had been conducted with the key members of the CLF-Labs Steering Committee. The purpose of the engagement is to better understand the strategic role that CLF-Labs can potentially explore within the larger framework of CLF.

Observations were made during the quarterly CLF-Labs meetings. In these meetings, notes of observation were being made with relation to the inputs given by the Steering Committee members, especially with regards to their feedback on CLF-Labs projects that were being proposed and presented during the meeting sessions.

Observations were also made during the publicity exercise. Thus far, the CLF-Labs Secretariat had expanded its outreach mainly to students from the institutes of higher learning like NUS (Malay Studies Department), NTU (NTU Muslim Society) and SMU (SMU Business & Finance Society). In late October 2012, the Secretariat had already arranged another public education session, this time with students from ITE (East Campus).

Inputs by the project owners and beneficiaries from the programs funded by CLF-Labs too were sorted out. Feedback from beneficiaries is meant to indicate how the programs funded by CLF-Labs had impacted on their everyday lives, while nuances from the project owners are meant to gauge the sustainability of these CLF-Labs funded projects.

Inputs from the beneficiaries had been sorted out since the philosophy of CLF-Labs is to garner a grounds-up approach, it is crucial to attain sentiments from the ground on their views towards CLF-Labs, and whether they see CLF-Labs as a potential for them to expand their social networking and work on a more collaborative effort with existing and potential partners of CLF-Labs.

General Findings

Outside the student circle, informal conversations and public engagements were conducted to audience from the young professional right up to the informal arts circles. Acceptance to the idea of CLF-Labs is wide and varied, but the common subject of agreement, is the general public's appreciation of an added funding platform for the purpose of community development and activism.

1 *For a detailed list of partners involved in CLF-Labs projects from 2011-12 (as of mid-October 2012), and on the proposals submitted for CLF-Labs funding (as of 17 November 2012), please refer to Annex A and Annex B.*

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Projects specific, there were projects like "Windows on Working Life" (WOW), and the "LIVING IQRAA" that had been successfully piloted in 2011, and have gone through its subsequent series of post-pilot phases, with new batches of participants in 2012. CLF-labs former project owner, MyPart (Malay Youth Performing Art), a registered society since 2010, has also thus far, progressed in terms of its outreach towards youths from low-income families, amongst others, utilizing funds offered by CLF-labs to provide additional platform for its youths in exhibiting their performance skills to the wider public audience[2]. At present, the projects funded by CLF-Labs seem to be targeted very much to the Malay/ Muslim student population. For instance, two Islamic finance seminars were conducted by the Muslim societies from NTU and SMU respectively[3]. Meanwhile, in terms of developing the local arts talent, a group of ITE students too, approached CLF-Labs in their effort to materialize the launching of a fan club, so that to promote a local hip-hop group that calls themselves "X-Clusive"[4]. For the factor of scalability, research findings from the review exercise identified that CLF-Labs has the potential to be further up-scaled. Participation from student groups are most welcomed. But on top of student bodies and initiatives from the institutions of higher learning, it is also crucial for the outreach of CLF-Labs to penetrate the radar of the national social service sectors and the corporate sectors as well. Project partners from the Mobile Hub of Community Learning (MHCL), was a good example in which, external volunteer bodies like from the grassroots sector, could play a more active role in dealing with other national agencies, could work hand-in-hand, in a common platform.

Nonetheless, it has to be pointed out that, from the projects under CLF-Labs so far, there seems to be a lack of corporate presence, in terms of providing strategic partnership. Admittedly, the idea of "Corporate Social Responsibility" (CSR)[5], is an area that needs to be further explored by CLF-Labs. In a nutshell, the idea of "CSR" embraces a process with the aim to embrace responsibility for the company's actions and encourage a positive impact through its activities on the environment, consumers, employees, communities, stakeholders and all other members of the public sphere who may also be considered as stakeholders.

The advantage CLF –Labs to obtain the buy-ins from corporate sector is encapsulated in the illustration below.

Key Research Findings

The general sentiment towards CLF-Labs is a positive one. Project owners who benefited from CLF-Labs funding realized that CLF-Labs has in fact, widened the platform for them to express their ideas into action, at least at the level of a pilot, and a few programs even had subsequent runs, as a result of the success of their pilot, that were funded by CLF-Labs.

Participants who benefited from the CLF-Labs funded programs, by and large too, felt that the shared experiences and expertise channelled through the various projects executed under CLF-Labs, were useful.

According to Keelat Theatre Ensemble, the project owner of "LIVING IQRAA"[6]:

"The financial support from CLF-Labs enabled Keelat Theatre Ensemble to fully concentrate on the execution and ultimate success of LIVING IQRAA…The endorsement from CLF-Labs gave added confidence to potential partial participants in participating in the LIVING IQRAA and garnered even more support of the program from youth and youth groups."[7]

Participants too benefited from the CLF-Labs funded programs. By and large, felt that the shared experiences and expertise channelled through the various projects executed under CLF-Labs, were useful. A participant from the "Windows on Working Life" (WOW) Project[8], another program funded by CLF-Labs in 2011, Miss Nur Afiqah Bte Mahalim, a final year Mechanical Engineering student from ITE Tampines, shared as follows,

2 *MyPart Young Talents Year End Concert organized at Chong Pang CC in 2011 was partly sponsored by CLF-Labs. That platform opened up another platform for MyPart to perform in front of the Malay/Muslim community setting, this time round, during the Youth Symposium, jointly organized by MENDAKI's Research and Policy Department (RPD) and the Youth Development Department (YDD), in April 2012.*

3 *See Annex for details of the projects by these two student bodies.*

4 *This group of young musicians hope to raise the awareness of the community of the existence of lesser known local talents, in the effort of creating of what is called as "Singapore music"For a more detailed background of the local group, "X-Clusive", please refer to their website at: http://www.x-clusiveonline.com/sample-page/*

5 *The concept of "corporate social responsibility" (CSR) had been used amongst the academics from the United States from the 1970s. For a more detailed historical evolution of CSR, refer to Donna J. Wood, "Corporate Social Performance Revisited" in Academy of Management Review, Vol.16, No.4, (1991), pp.691-718*

6 *"Living Iqraa" was carried out in 2011, that comprised of a 12-sessions theatre immersion program, targeted at students from the Ngee Ann Polytechnic Student Society, where these students were exposed to the art of theatre, and utilizing the skills acquired during the immersion program , in terms of theatre-making and playwiting, so that to come out with their own theatre performance at the end of the program.*

7 *Based from an online interview with Keelatat Theatre Ensemble representative, who feedback the comments on 10 August 2012.*

8 *The "Windows on Working lIfe" (WOW) project was an initiative conceptualized by former members from the CLF Forward Planning Exercise (FPE), specifically from the Employability Network. The project was meant to provide post-secondary students the experience to be connected with the relevant industries in the local economic sector, to tap on the social media "revolution", and enhance their social capital, besides being technically exposed to the skills of resume and CV writing, personal grooming, personality profiling and corporate presentations. The operationalization of the project was collaboration with Young AMP.*

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"A chance to be part of the WOW project allowed me to be more exposed to the challenges and expectations in the working life. During the program, participants were subjected to very tight deadlines, which can be a norm in working life, and participants too were encouraged to think creatively in role play situations, where for my team, we were assigned to think of the most suitable strategy in marketing a product that we wish to sell to the public…What I appreciate most was the fact that the project facilitators in the program, guided us through on the marketing strategies to publicize our product, and improving on the overall product in its technical sense as well. So far, organizers of WOW project had set up a Facebook website where participants and the organizers can still keep in touch. I am looking forward for more similar engagements. I am also interested to volunteer, especially in assisting the less fortunate. As this is my final year of study, I expect to have more time to do community service work in the future."[9]

A former LIVING IQRAA participant, Mr. Nasrulhaq Ramli, from Ngee Ann Polytechnic, he testified the impact of having the privilege to be part of a community-driven initiated project was an emancipatory experience. According to Mr. Nasrulhaq,

"After the course, I feel I have more confidence in myself that I can pretty much do anything I put my mind to."[10]

As a matter of fact, one of the project owners for CLF-Labs highlighted that,

"The past participants of LIVING IQRAA continue to be active leaders in their own right, to serve and initiate activities in various community groups. Among them is presently the President of Ngee Ann Polytechnic Muslim Society, activists with Al-Fataa En-Naeem (mosque youth group) and the youth wing of Darul Arqam."[11]

Literature Review

In the face of Singapore's ageing population, the Malay/Muslim community in Singapore, however, is faced with a unique situation, that is the increasing "youth bulge" amongst its community members. From the Singapore Census of Population 2010, approximately 54% the Malay community are under the age of 35. This trend has been visible since the earlier statistical release of General Household Survey in 2005.

For the relatively young Malay/Muslim community of Singapore, ideas from within the community need to be tapped. But then again, ideas do not exist in a vacuum, and therefore through the literature review, it is useful to study various community-driven, seed funding models, that are deemed as successful in reaching the objectives of community development that is up-scaled, sustainable and collaborative in nature.

Ensuring Sustainability

In Singapore, there are bodies that fund community-driven projects; advocate pilot projects that can help especially the needy, and a more general funding that specifically target youths to implement projects for the community. Special attention was given towards the sustainability on the projects that these organizations are funding, or had previously funded, and a trekking system set in place . Below are the relevant examples.

The Low-Income Families Empowerment (LIFE) Fund	ComCare Social Support Projects Fund (CSPF)	Young ChangeMakers (YCM) Grant
• Source: Lien Foundation	• Source: Ministry of Community Development, Youth and Sports (MCYS)	• Source: National Youth Council (NYC)
• Target Applicants: A collaboration with the Early Childhood Division of PPIS (Persatuan Pemudi Islam Singapura)	• Target Applicants: Provide seed funding for organizations	• Target Applicants: For individual youths and informal youth groups
• Beneficiaries: Low-income families (PCI = $350)	• Beneficiaries: For needy families	• Beneficiaries: To benefit local community in general
• Amount of Fund: $686,000 divided among 50 recipients over a period of 4 years	• Amount of Fund: Undisclosed	• Amount of Fund: Up to $3,000
• Measures to Ensure Sustainability: Mandatory parenting workshops for beneficiaries, so that to equip parents with essential parenting skills, and foster greater personal commitment to their children's education	• Measures to Ensure Sustainability Funding made available up t 3 years, and project owners need to explain how they plan to keep the program running after CSPF funding expires.	• Measures to Ensure Sustainability Upon grant approval usually only 50% of approved gran quantum is given, with the rest of the funds only to be disburse upon submission of a detailed post-program/event report

9 *Based from a telephone interview conducted on 17 October 2012.*
10 *Based on an e-mail feedback sent to the CLF-Labs Secretariat on 17 October 2012.*
11 *Based from an e-mail to Research and Policy Department (Yayasan MENDAKI) dated 17 October 2012, in Keelat's process of updating the Secretariat for CLF-Labs of their sustained effort in working towards conducting a fifth run of the Living IQRAA.*

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Up-Scaling the "Third-Sector" via the "New Paradigm"

The "old paradigm" is about scaling up through expansion, whereby institutions become larger, more professionally managed, more efficient and programmatic in nature. A "new paradigm", meanwhile, emphasize more towards innovation, creating alternative knowledge and influencing other social actors (see also Clark, 1991, and Edwards & Hulme, 1992)[12].

From the 1970s, the sphere of social activity which are non-profit and non-governmental in nature, are considered to be the discourse within the voluntary (non-profit) sector, or simply the discourse on "the third sector".[13]

In the new paradigm, third sector institutions like CLF-Labs, are seen as builders of vibrant and diverse civic societies, catalysts of innovation and social capital, besides functioning as creators of knowledge that can be spun off into two mainstream sectors of society: governments and markets. According to Rondinelli (1983), projects under initiatives like the CLF-Labs, can be described as "policy experiments" rather than as solutions to problems.

Above all, the extent which institutions like CLF-Labs can scale-up can be judged not only in terms of its size, or the number of projects that have been undertaken below its flagship, or the amount of money that being invested into it, but also in terms of the extent of networks that have been created, and the amount of alternative knowledge that has been collated[14].

In other words, impact of CLF-Labs needs to be evaluated not merely by seeking the number of beneficiaries its programs had managed to outreach, or the specific policy changes that had been won, but it is also about local capacity within the community that had been built, the collaboration that had been developed, norms of trust and corporation that had been strengthened, and the extent social diversity that had been reinforced. It is thus, about diversity, fluidity and synergy (see also Brown & Ashman, 1998; Miller, 1994).

Best Practices that Can Be Further Explored by CLF-Labs

Examples of best practices, in terms of collaboration, that may be useful for CLF-Labs to further explore, can be in the form of further scrutinizing theoretical models, like the "asset-based community development" approach, and the application of how community participation could actually improve the quality of public projects and services, such as Imagine Chicago and J-Pal (Abdul Lateef Jameel Poverty Action Lab). J-Pal works through a network of affiliated academics from around the world who are united by their use of Randomized Evaluation (Res) to answer questions critical to poverty alleviation.[15]

(1) The Asset-Based Community Development (ABCD) Model

Asset-based community development (ABCD) is a methodology that seeks to uncover and utilize the strengths within communities as a means for sustainable development. The first step in the process of community development is to assess the resources of a community. The next step is to support communities, to discover what they care enough about to act. The final step is to determine how citizens can act together to achieve those goals[16].

Popularized by American academics and social activists, John McKnight and Jody Kretzmann, the idea of ABCD has developed in the form of a formalized institution. Located at School of Education and Social Policy, Nothwestern University, Illinois (United States), the Asset-Based Community Development Institute, has grown into a large and growing movement that considers local assets as the primary building blocks of sustainable community development. Building on the skills of local residents, the power of local associations, and the supportive functions of local institutions, asset-based community development draws upon existing community strengths to build stronger, more sustainable communities for the future.[17]

12 *Peter Uvin, S. Jain Pakaj and L. David Brown, "Scaling Up NGO Programs in India: Strategies and Debates" in IDR Reports, Vol.16, No.6,(2000), p.12.*
13 *In 1976, Daniel Bell predicted that the third sector would become the predominant sector in society, as the knowledge class overcame the effects of the private sector. Dee Daniel Bell, The Coming of Post-Industrial Society: A Venture in Social Forecasting, (New York: Basic Books, 1976), p.147.*
14 *Op.cit.*
15 *See http://www.povertyactionlab.org/.*
16 *The "ABCD" approach considers local assets as the primary building blocks of sustainable community development. Building on the skills of local residents, the power of local associations, and the supportive functions of local institutions, asset-based community development draws upon existing community strengths to build stronger, more sustainable communities for the future. Its founders, John Kretzmann and John L. McKnight, were influential in developing this community development philosophy. For more details in the "ABCD" approach, see John P. Kretzman and John L. McKnight, Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets (Illinois, Northwestern University: Center for Urban Affairs and Policy Research, 1993).*
17 *http://www.abcdinstitute.org/*

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At the Northwestern University, there are four broad types of community building work:

- Building community capacity is at the heart of ABCD's work. ABCD engages directly with community groups to support their asset-based community development efforts. The Institute and its affiliated faculty also participate in an array of local, regional, and international conferences and workshops as keynote speakers, workshop and training facilitators, technical support providers, and learning participants.
- Using a community-based participatory research approach, ABCD partners with community residents and other local entities to conduct research that helps prepare them to achieve their own community building objectives. ABCD also works with community groups, non-profits, and an array of other institutions to evaluate asset-based community development projects.
- Working directly with students, Northwestern faculty, and other organizations, ABCD contributes to the development of the next generation of engaged civic leaders and community builders.
- Producing community building publications and other resources for practitioners and scholars in the community development field, ABCD contributes to a growing body of knowledge about the effectiveness of the asset-based approach to strengthening communities.

All in all, ABCD and its affiliated faculty have created a library of community building workbooks, published scholarly articles, books, and chapters oriented to an array of audiences, and developed training curricula and other materials associated with the asset-based community development approach. Additionally, ABCD has gathered community stories from many of its partners and feature them on this website as a resource from which other communities can learn. Finally, ABCD provides examples of asset-mapping tools so that community groups and organizations can borrow from the experiences of others doing asset-based community development work.[18]

(2) Imagine Chicago

Meanwhile, Imagine Chicago, another US-model, is an example that adopts the "ABCD" approach. Imagine Chicago works in partnership with change agents in organizations, institutions and communities, building local capacity with strength-based communication and development tools that continuously seek opportunities for collaboration, in the effort to make a difference.

The objective of Imagine Chicago is to assist in the design and facilitation of community forums that inform and inspire the community, by examining the situation faced by the local community, identifying the internal resources that the community actually possesses, and best method to build sustainable networks which will facilitate community and systemic change. Basically, Imagine Chicago works on 3 basic principles[19]:

1) Understand issues faced by community via constructive questions (problem posing)
2) Imagine what could be (working in partnerships with others)
3) Create what will be (in terms of dialogue, curriculum/event design and network formation)

In essence, Imagine Chicago aims towards:

- young people are leading the way forward
- schools thriving as community learning centres
- neighbourhoods and institutions to work together to share ideas and resources
- all citizens recognize and apply their talents to create a positive future for themselves and their community

The core processes for Imagine Chicago is interestingly advocating the learning lessons from historical past, cross-cultural interaction, systematic curriculum design and highlighting the relevance of network formation. The basic core processes of Imagine Chicago are as follows:

- Constructive questions- that draw out the best of the past and build on that foundation to design and create a more vital future; this includes mapping individual and collective assets, strengths and experiences that can be leveraged to community benefit
- Dialogue - across cultural, racial, economic and generational boundaries.
- Curriculum and event design - frameworks and organizers to understand, imagine and create projects that build community. These often involve arts-based opportunities to bring vision to expression in creative ways

18 http://www.abcdinstitute.org/about/
19 See official website at http://www.imaginechicago.org/work.html

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- Network formation - identifying and linking individuals and organizations eager to develop a positive future for their community, who share a common mission and commitment and are willing to work together as productive collaborators.

(3) J-PAL

The Abdul Lateef Jameel Poverty Action Lab (J-PAL)[20] works through a network of affiliated academics from around the world, united by their use of Randomized Evaluation (Res) to answer questions critical to poverty alleviation.[21]

J-PAL's headquarters is a centre within the Economics Department of the Massachusetts Institute of Technology (MIT), with independent regional offices in Africa, Europe, Latin America and South Asia, hosted by the local universities. J-PAL's programs include Agriculture, Education, Environment and Energy, Finance, Health, Labour Markets and Political Economy.

The interesting factor of why J-PAL is chosen as among the best practices that can be further explored by CLF-Labs is the fact that, J-PAL is strong in the area of providing appropriate research direction in terms of steering the up and coming research proposals that would be parked under J-PAL funding and initiatives.

J-PAL Programs are led by members of J-PAL's Board of Directors, who have the primary role of providing intellectual leadership to J-PAL's research effort in that area. This includes helping to define the research agenda and taking the lead on special Initiatives in each Program. These Initiatives are made possible through funds dedicated to a specific J-PAL Program. This creates a clearer direction in terms of the intended research outcome.

At the policy level, programs also provide guidance to J-PAL's policy group on turning research results into material that policymakers can easily access, including cost-effective analyses and policy bulletins. In terms of optimum outreach, the policy group then works to disseminate results of J-PAL research to policymakers including governments, NGOs, international development organizations, foundations and donors, through presentations, conferences, seminars, and policy publications.[22]

Challenges Faced by CLF Labs – Some Recommendations

Members of the CLF-Labs Steering Committee are volunteers, and it is a challenge for many if not all of the members, to manage between their volunteering hours and their own individual careers. Therefore, CLF-Labs need to operate in a more purposeful manner, where its volunteers, who are to fill in the role of the Steering Committee, would be further spurred to continue with their roles, be provided with platforms to nurture future committee members as a means of leadership transition, and motivated by the fact that CLF-Labs are able to touch the heartstrings and make a difference in other people's lives.

Another one of the greatest challenges of CLF-Labs is to indicate its existence among the Malay/Muslim community, especially in relation to its primary target group – youths. Thus far, numerous public engagements in promoting CLF-Labs had been done, especially at the local institutions of higher learning (IHLs). CLF-Labs even has its own official website[23]. But more effort needs to be garnered so that a larger segment of the Malay/Muslim youths are strategically informed of CLF-Labs as a platform to incubate their ideas into actions.

As for the target to increase the number of proposals to CLF-Labs, the dilemma would be of whether to inculcate more spontaneity among potential project owners, and therefore ease the sustainability requirement for each project, even if it means the CLF-funded projects would be one-off in nature, oralternatively, to be insistent that the distinguishing factor for all CLF-Labs projects would be its aspect of good sustainability and youth-centric elements.

The idea of spontaneity is important, as youths may not be as patient when it comes to red tapes or an overtly bureaucratic procedure in terms of seeking platforms to express their creative ideas into action. But at the same time, there is also a genuine concern, where proposals submitted to CLF-Labs cannot be too diluted, to the extent that it compromises the quality of the programs that are to be funded by CLF-Labs. Thus, earlier mentioned best practices from Singapore and around the world may possibly be explored, so that CLF-Labs can adopt a model that is unique, and best fit the Malay/Muslim community needs.

20 *The lab is named for Abdul Latif Jameel, father of MIT alumnus Mohammed Abdul Latif Jameel, who supported the Poverty Action Lab with three major endowments in 2005, and in 2009 gave another substantial gift of endowment support.*
21 *See http://www.povertyactionlab.org/.*
22 *http://www.povertyactionlab.org/programs*
23 *http://clflabs.com/*

CLF LABs

In terms of creating deeper creativity and social capital for project owners of CLF-Labs, a more serious effort to increase the number of Resource persons for CLF-Labs ought to be reviewed, so that the new resource persons added to the present list would come from a more diverse background, that includes the corporate world, information technology (IT), scientists and academics, craftsmen and technopreneurs. The Malay/Muslim organizations (MMOs) can also play a more significant role in mentoring project owners from CLF-Labs.

The ultimate challenge would be if whether CLF-Labs can be a research nucleus or a test-bed for Malay/Muslim youths to test their ideas for the collective good of the community. And in the long-run, of whether CLF-Labs could provide an impetus for its successful projects be scaled-up and therefore to be further expanded and continued by the respective CLF network partners. (see diagram below)

Conclusion

Expanding the Idea of Thought-Leadership Among Youths

In 1994, Joel Kurtzman[24] introduced the idea of thought leadership. For Kurtzman, thought leaders are constantly exploring, learning, pushing the boundaries and building on solid foundation of research.

For CLF-Labs to remain relevant, the idea of a thought-leader needs to be embraced by every project proposer of CLF-Labs, so that the projects to be undertaken that are to be funded by CLF-Labs are of a quality one, and not merely diluted ideas that comes from premature reactions in response to the present social trends and living environment.

In creating the presence of thought leaders, perhaps CLF-Labs need to consider a more concrete curriculum, as a means of public education to the target group that is intended to utilize the CLF-Labs platform – in this context, the youths. The target group needs to understand the crucial process of problem posing, so that the state of the Malay/Muslim community in Singapore can be accurately diagnosed, before any concrete actions are to be planned and followed on.

Inculcating the culture of creating thought leaders amongst the community, it admittedly shall not be an overnight process. The first step is to make public education in diagnosing the challenges faced by the Singapore Malay/Muslim community in Singapore to be concretized in a more systematic and synchronized manner. A more intensive outreach needs to be done for this purpose. And only when the general public have better insights of the progress and challenges of its own community, only then would CLF-Labs may become more relevant as an incubator for fresher ideas towards the collective betterment of the Malay/Muslim community in Singapore.

24 *Joel Kurtzman is a senior fellow, executive director of the Center for Accelerating Energy Solutions and publisher of The Milken Institute Review. He is the former editor of the Harvard Business Review and a former member of the editorial board of Harvard Business School Publishing. He was also business editor and columnist at The New York Times. He was a columnist for Fortune, Chief Executive and the European Business Forum, and was an on-air book reviewer at CNN.*

CLF LABs

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CLF LABs

ANNEX A
Collaborative Partners of CLF-Labs Based on Completed Projects (2011-12)

Project Team	Project Collaborators	Role of Team	Purpose of Project
Project "WOW"	1) FPE (Employability Network) 2) Young AMP	Concept, event management and resource persons Secretariat role	Career development for post-secondary students (ITE and Poly)
Mobile Hub Community Learning (MHCL)	1) FPE (Education Network) 2) Research and Policy Department (RPD), Yayasan MENDAKI 3) Education Department and Corporate Services, Yayasan MENDAKI 4) MAEC Ace the Place (Admiralty) 5) Student volunteers from Nanyang Polytechnic 6) National Library Board (NLB – Woodlands Branch) 7) Anak Wayang (fronted by Suria artists in the likes of Rafaat Hamzah, Khairuddin Samsudin, Sani Hussin and Ahmad Stokin etc.)	Initial concept, resource persons Extended conceptualization Operationalization Mobilization of Participants Child-caring Story-Telling sessions Theatre-in-Education	Public education for lower-income families at Champions Way, Woodlands, in the area of strengthening the family institution, and tapping the neighbourhood's ecological system, with regards to services and social support
Living Iqraa	Keelat Theatre Ensemble, led by Gene Sha Rudyn Ngee Ann Polytechnic Muslim Student Society	Theatre Workshop Participants	Engaging Islamic Discourse through Theatre
Official Fan Club Launch & Re-Launch of "X-clusives" music album	Group D (students of ITE College East)	Event Management	To raise funds for needy ITE College East students
MyPart – Young Talents Year End Concert	Malay Youth Performing Art (MyPart), led by local musician, Moliano (former guitarist of Lovehunters)	Mentor cum Music Instructor	Nurturing youths, mostly from low-income families, and to raise their self-esteem via music and performance
Islamic Business Seminar	NTU Muslim Society (NTUMS) Business Committee	Event Management	Promoting entrepreneurship & business activities along Islamic lines
SMU Islamic Business Seminar Series	SMU Islamic Business And Finance Society	Event Management	To promote awareness of Islamic finance

CLF LABs

Annex B
Proposed CLF-Labs Projects for 2012-13 (Pending for Approval)

Project Name	Project Team	Objective	Expected Outcome
Pulse Exhibition 2012	Pulse Team (include one of the participants from Project Protégé presently studying in NTU, a NUS undergraduate and a student from Nanyang Academy of Fine Arts)	To provide a platform for young and budding artists to showcase their art works in a professional gallery setting (Maya Gallery)	To inspire more Singaporeans, specifically the Malay/Muslim community, especially amongst the younger generation, to consider the possibility of expressing themselves through the medium of the arts.
Urbane – PALS After-School Program	Urbane Academy (former participants from Praxis, a collaboration between Young AMP and MENDAKI Club)	Aimed to become an after-school program that is attractive to adolescents, so that to mitigate the problem of teenage delinquency	To encourage students to utilize their after-school hours wisely by receiving academic assistance and being exposed to talent development programs.
Aftercare Mentorship Program 2013	Alumni from Madrasah Al-Irshad Al-Islamiah	Weekly academic mentoring program for Madrasah Al-Irshad's Secondary 4 and Secondary 5 students in preparation for their Sijil Tsanawi Empat (TSE) and GCE-O Level.	To inspire students to be self-motivated and inter-dependant learners.
One-Day Family Bonding Workshop for HELP family Service Centre (FSC)	A group of 18 trainee teachers from the National Institute of Education (NIE)	A one day nutritional-and-financial literacy lesson, plus a hands-on cooking session.	For trainee teachers to pick up humanistic skills, so that to be more socially and morally apt teachers in the future.
Living Iqraa	Keelat Theatre Ensemble	As a continuation from pilot conducted in 2012, so that to equip youths with public speaking skills and encourage them to contribute back to society by assuming a different spectrum of leadership roles.	To ensure that each mosque has its own theatre group so that to create a more vibrant community of mosque hubs.

Supporting Family Involvement in Early Learning of PCF Kindergarten Children from Tiga M

Case Study Owner: **Ms Aidaroyani Adam**
Research Assistant: **Ms Siti Nur Ida**

Introduction

Topic area

Since its conceptualization in 2002, the Maju Minda Matematika programme has impacted many lives of Malay/Muslim low-income families and their preschool children. Based on the Mediated Learning Experience model, the community-based programme has collaborated with 16 partners comprising mosques, voluntary welfare organizations (VWOs), community clubs, PAP Community Foundation centres (PCFs) and primary schools.

The PAP Community Foundation is one of the main providers of early childhood education to children from low-income backgrounds. The PCF provides affordable preschool education at its kindergarten centres, childcare and infant care centres. The PCF has 87 centres islandwide. Under the Community Leaders' Forum (CLF), there have been 3 PCF kindergarten centres (Woodlands, Eunos and Bedok Reservoir) that have worked with MENDAKI in delivering the Tiga M programme. They have been successful in garnering the involvement of parents to participate in the Tiga M programme together with their children.

Using a case-study approach, CLF has contacted Woodlands PCF to study their partnership with us and their success and challenges in running Tiga M programme. The significance of the study is to contribute to an increased understanding of the relationship between community partners and how they (CLF and PCF kindergarten centres) can further support family involvement in the early learning of children from low-income Malay/Muslim families.

Background

Yayasan MENDAKI (YM) recognizes that children's skills and attitudes towards learning mathematics may be formed well before the start of formal schooling. During these pre-school years, parents play a dominant role in creating and enhancing opportunities for learning that affect children's sense of competency in mathematics. A child who starts school with a firm foundation and positive attitude towards mathematics is well placed to succeed in mastering the subject in future. Hence, a mathematics and community-based programme, Maju Minda Matematika (Tiga M), was piloted in 2003 to assist parents develop the knowledge and skills to help their children develop the competency towards learning of mathematics.

The objectives of the programme are

(a) To increase parents knowledge and understanding of the development of basic numeracy concepts
(b) To boost the confidence level of the parents at the same time improve their skills in engaging in home-based activities
(c) To empower parents in creating a home environment that is conducive to the development of children's mathematical skills.

Several evaluation mechanisms have been formulated to evaluate the effectiveness of the programme. They are Children Numeracy Checklist, Mediation Checklist, Parents Perception on Mathematics (Pre and Post) and Overall Programme Evaluation.

Based on the evaluation exercise done in 2010, 94% of parents acknowledged their role as parents as one of the most important factors in the learning of Maths. They also are aware of the importance of early learning where 85% of parents realized the importance of early exposure to Maths to excel in the subject.

Upon completion of the programme, the percentage of parents who demonstrated the ability to stimulate thinking in their child beyond the immediate experience, thereby enhancing the child's understanding of the environment, improved from 44% (before intervention), to 67% (upon completion of intervention) and continues to improve to 78% (after 6 months of completion of intervention).

BODY

Literature review

Micro-communities, according to micro-community.com, are small groups of individuals gathered to share resources and activities: living, working, managing. Communities share something within themselves among members and it can be as simple as a roof or common utilities and as complex as a social or political value systems. Micro-Communities are looked upon as the replacement for the neighbourhood and organizations many of us grow up in a very different time and place last century. The difference between a random number of individuals, residences and/or commercial activities of any size is the intention to share some or all of the communities' intentions, interests, and resources among its members. Dr Maliki (AsiaOne, 2011),

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Senior Parliamentary Secretary, Ministry of Defence & Ministry of National Development and Mayor, South East District, believes strongly in growing and strengthening micro-communities. He states that it is essential for the members of communities at a deeper level, to understand their needs, concerns and interests and to develop programmes to meet their needs. By using all available channels, it will allow them to bond, build trust and interpersonal relationships.

Home-School-Community partnerships proved to benefit the students in their educational progress. Partnerships can be developed with community organizations, individual families, and local businesses or corporations. The resulting partnerships can serve the school with support and services and the school can serve the community by providing an educated population of students (Madison, n.d)

Parent involvement has always been linked to children's school readiness. Research shows that greater parent involvement in children's learning positively affects the child's school performance, including higher academic achievement (McNeal, 1999; Scribner, Young, & Pedroza, 1999; Sui-Chu & Willms, 1996; Trusty, 1998; Yan & Lin, 2002) and greater social and emotional development (Bredekamp & Copple, 1997; Fantuzzo & McWayne, 2002). Simple interactions, such as reading to young children, may lead to greater reading knowledge and skills (Snow, Burns, & Griffin, 1998). And, children with richer home literacy environments demonstrate higher levels of reading knowledge and skills at kindergarten entry (Nord, Lennon, Liu, & Chandler, 2000). Parent involvement outside of home, such as participation in extracurricular activities (e.g., concerts, sports, scouts), relates to their reading, general knowledge, and mathematics knowledge and skills (Reaney, Denton, & West, 2002).

Methodology

To comprehensively answer the two stipulated research questions, this review took on a data-collection method on 2 separate target groups. In-depth interviews were selected as it allows for deep seated emotions, motivations and attitudes to be explored and uncovered. An unstructured or semi-structured set of questions were used to guide the interviews. In-depth interviews were carried out with Woodlands PCF Kindergarten centre to better understand the dynamics behind the partnership between CLF and PCF. Separate in-depth interviews were also carried out with identified parents to understand how further support can be provided to them for their continued involvement in their children's learning. The list of families to be interviewed was given by Woodlands PCF Kindergarten and the list only consists of those who participated in Tiga M on 2010 and 2011. Out of the 27 families listed, only 12 parents responded positively. 3 declined to be interviewed while 12 other families did not respond. In-depth interviews were conducted to understand how further support can be provided for their continued involvement in their children's learning.

Findings

Open coding was adopted to organize the recently collected data. Data were allocated into themes and assigns labels in the first attempt to condense the mass of data into categories. Open coding was used as it allows new themes to be created and changed if need be. The themes are at a low level of abstraction and come from the researchers' initial research question, concepts in the literature, terms used by members in the social setting, or new thoughts stimulated by immersion in the data (Neuman, 2007) Data obtained from the Branch Administrator for PCF Woodlands Branch and the Principal of PCF Woodlands was coded as follows: (1) Outreach to families; (2) School leaders' support for involvement and (3) School resources, services and investment.

Data from the families were coded as follows: (1) Parent-child relationship and responsiveness; (2) Involvement at school: Parent-teacher contact and presence in classroom and (3) Involvement at home: child-centered activities and practices.

With regards to research question 1, Woodlands PCF Kindergarten and CLF have employed several strategies to successfully attract and positively engage low-income Malay/Muslim families to attend the programme. Ms Amy shared that their target group for Tiga M programme comprises of 2 categories that are families on KIFAS assistance and children identified to be weak in Maths by their teachers. Letter of invite to this programme was sent to parents. A follow-up calls was made to all parents involved. In an event where there is no response to the calls, teachers will approach these parents when they sent their children to school. These parents will be briefed on the programme and the benefit they could derived from Tiga M. Parents and children attendance are monitored to ensure they attend regularly and complete the whole run (6 sessions). All kindergarten teachers who are involved in Tiga M were sent for training at Yayasan MENDAKI. Ms Manisah mentioned that their teachers

Supporting Family Involvement in Early Learning of PCF Kindergarten Children from Tiga M

played an important role in ensuring the success of the programme and she constantly observe the performance of the teacher (trainer) to ensure quality in delivering the programme. She is very selective in appointing teacher as a trainer. With the strong backing from PCF Branch Administrator (BA), Principal (P) and the Head of PCF Branch, MP of GRC, it is no doubt that school resources, services, and investment are high. The investments of teachers' time in training parents through Tiga M has improved parent-teacher bonding, enhanced teachers' confidence in dealing with parents and strengthen the teamwork amongst the teachers. Positive feedbacks from parents on their children's progress after attending the course also attract other parents to take up the course. With regards to research question 2, parents suggested for teachers to meet parents more regularly beyond the parents-teachers meeting to continue the positive engagement with the schools of their children. Teachers also have to be aware of specific parental needs and to engage parents accordingly as some parents face a language barrier as they are fluent only in Malay. As parents prefer face-to-face communication, teachers need to be open to parents that approach them when the parents send and fetch their child from school and also anytime if necessary. Based on Epstein's 6-levels of parental involvement, the PCF in case has the following home-school partnership.

Level 1: Parenting – parent-teacher meetings
Level 2: Communicating – newsletters, communication books, phone calls, house visits
Level 3: Volunteering – parent support group
Level 4: Learning at Home – homework, FLAIR reading programme
Level 5: Decision Making – parent support group
Level 6: Collaborating with Community – Student volunteers from a nearby secondary school, delivering the CLF Tiga M programme

Challenges and how they were met

Ms Manisah shared the challenges her team faced in convincing parents to attend the workshop. She mentioned that the marketing strategy is very important. However, parents who are on the programme will stay through the whole sessions as they find it beneficial. In her effort to convince the parents to stay on the programme, she will personally address the parents during the introduction of the programme on the objectives and benefit of Tiga M. The hands-on activities will be handled by her teacher whom she thinks are capable and creative. She believes when parents realize the benefit of the programme they will persuade friends to attend the programme.

Conclusion

Recommendations

As Tiga M caters especially to low-income Malay-Muslim with preschool aged between 4 to 7 years old with household income below $1800 nett or PCI $450 nett, this labelled the programme unconsciously. Thus, Ms Manisah suggested opening up the programme to parents beyond the target income group because she has been receiving request from parents who are not under the low-income bracket but need assistance in guiding their children at home.

In order to expand Tiga M so that more families could benefit from it, Ms Amy recommended that Yayasan MENDAKI could outreach to centres with high percentage of Malay students or promote the programme at branch level. Ms Manisah welcomes new partners to observe Tiga M at her various centres to gain better understanding of the programme. In terms of honorarium paid to project and child minder, she suggested for the amount to be reviewed.

Lesson learnt

CLF can contribute to home-school-community partnership by promoting awareness of parent involvement in PCF kindergartens and supporting PCF efforts to reach families. Both CLF and PCF can be further engaged in reflective practice to assess the efficacy of specific parent outreach and collaboration efforts especially those that are targeted at the low-income families.

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The Relevance of the NUR Integrated Programme for Teenagers

Case Study Owner: **Mr Sazali Wahid**
Research Assistant: **Mr Suffyan Othman**

1 Introduction

1.1 Responding to some of the challenges facing Malay/Muslim teens in Singapore, Yayasan MENDAKI set up amongst other youth-focused programs, the Integrated Programme for Teenagers (also known as NUR), which was initiated in 2006 as a collaborative effort between Yayasan MENDAKI and its Malay Muslim partners. NUR strives to provide a comprehensive intervention plan for Malay/Muslim teenagers and their parents (Community Leaders Forum 2011) who may face general social challenges. Its three main activities include road shows, teen hotline and five drop-in centres to provide social services.

1.2 The Malay Muslim community has the highest youth base. Youths aged between 10 -19 years form 92,216 of the Malay Muslim population. (Census 2010). They must benefit from the education system, widen their horizons and be meaningfully engaged. The teens are therefore seen as a huge potential to be tapped to the fullest to reap astounding results in the future. It is important to ensure that the community in addition to what is available at the national level provide enough services to ensure sustainable, structured and long term personal and emotional development of its youths.

2 Literature Review

2.1 The number of youth and parents calling the NURteensLine was initially very high at around 1078 calls in 2006, but dropped dramatically to only 250 calls in 2007 (Mendaki 2008) and only 153 calls in 2011 (Community Leaders Forum 2011). As for the drop-in centres, in the first year, each of the three initial centres handled an average of 137 cases per year. Despite the addition of two new drop-in centres in 2007, the average number of cases per centre halved to 67 (Mendaki 2008). There was an increase in productivity in 2008, but the average number of cases handled per drop-in centre declined again until it stood at a figure of 28 in 2011 (Community Leaders Forum 2011). This is clearly below the target of 60 cases per drop-in centre set out in the CLF Annual Report 2011.

2.2 Despite the very positive assessments about quality and impact of the hotline and drop-in counselling, both the hotline and the drop-in centres have experienced substantial declines in use of their services. The Community Leaders Forum Annual Report (2011) is of the opinion that "NUR has not met its desired outcomes", especially in terms of the number of teenagers and parents served, given its resources. The reasons for the drop in utilization of services are not yet fully understood.

2.3 An internal review was initiated by the NUR partners to uncover and discuss the decline in numbers and examine the current changing youth landscape and decide if there is a need to transform the programme structure. Six focus group discussions were held from March to October of 2011. From the reviews, the possible reasons for the decline are

2.3.1 a reduction in outreach
2.3.2. a lack of awareness of the helpline
2.3.3 minimal engagement of youths in programmes/activities before they become receptive to counselling
2.3.4 the changing youth landscape and youth needs which may require varying levels of intervention and different modalities of engagement
2.3.5 the deployment of full time school counsellors in schools since 2007 which may cause the reduced need by youths to contact a helpline or drop in centre

3 Purpose Of Research/Topic Area

Based on the statistics presented, this research is a forward looking exercise aimed to uncover the unanswered questions to the decrease in the number of youths using the NUR services and moving forward making recommendations to the Community Leaders Forum its future directions in terms of its programme structure or its relevance to the youths.

4 Research Questions

4.1 The key objective of this case study is to investigate through research the relevance of a helpline and drop-in centres for youths in today's changing landscape. The research questions are:

- What are the factors affecting attitudes toward hotlines in Singapore
- What are the significant help-seeking behaviour of MM teens
- What services are available to teens
- What are alternative models of services that are able to meet the needs of youth in crisis

The Relevance of the NUR Integrated Programme for Teenagers

5 Significance To Knowledge

5.1 It is important to understand the decline in outreach of the NUR programme and what explains the varying levels of awareness of the telephone 'hotline' for teenagers across different groups (age groups, income groups, family composition). In addition, by understanding the decrease in numbers of teenagers undertaking counseling within the NUR program, a better option could be presented to the youths. Through the research, it is hoped that MENDAKI and its partners will understand how to increase its outreach to more Malay/Muslim youths ages 10 to 19 years old. This study is an important milestone as it is one of the inter agency collaborations amongst the Malay Muslim organisations to build the community assets using the Asset Based Community Development Model (ABCD model). It is the capacities of people and their associations that build powerful communities. MENDAKI has approached the LKY SPP to assist in this forward looking exercise.

6 Research Methodology

6.1 The study will utilise a mixed method research methodology. Mixed methods research is a design for collecting, analyzing, and mixing both quantitative and qualitative research (or data) in a single study or series of studies to understand a research problem. The study itself will be conducted over two stages. The Primary stage will be conducted over a period of 18 months while the Secondary stage while take up the following 18 months.

6.2 The Primary stage will be qualitative in nature in that it seeks to identify and scope the factors that may explain the decline in the utilisation of both the NUR Teensline and the Drop-In centres through the conduct of Focus Group Discussions. The Secondary stage will be quantitative in that it seeks to test out and confirm, or otherwise, the factors that affect the utilisation of NUR's services.

6.3 The Primary Stage

6.3.1 At this stage, the study will focus on examining the factors that had been suggested as having an impact on the number of calls to the NUR Teensline as well as the number of cases handled by the NUR Drop-in centres. It also aims to identify other factors that may have not been surfaced during the internal review sessions but have been found to have an impact.

6.3.2 The study will utilize qualitative data to understand the research problem. To this end, the data collation will be done through semi-structured focus group interviews. As the programme targets young people between the ages of 10 to 19, it will be useful for the participants to be representative of this age-range. At this stage, the study will only look into the sub-groups of teens in terms of demographics, specifically age and gender but not into other socio-economic factors. Therefore, the following sub-groups are suggested:

Group A Males between 10 to 13	**Group B** Females between 10 to 13
Group C Males between 14 to 19	**Group D** Females between 14 to 19

(i) Purposive sampling is used for the focus group interview based on the predetermined criteria. This will allow for a better contribution of data to the research study. Each group has to be also somewhat homogeneous to ensure that the discussion can be relatable to all the participants within each interview. The youths identified for the focus group interviews will be those classified as at-risk youths (defined as youths who have been identified by their teachers as having been disciplined for a pattern of acts of truancy or misbehaviour). This is because the NUR integrated programme is an intervention-based programme to mitigate the issues that these youths face.

(ii) The recommended number of participants for each group should be between 6 to 12 participants. This is to ensure that there are enough participants for a stimulating dialogue and at the same time ensuring that all participants have a chance to express their views.

(iii) An important group of people to be interviewed is that of the School Counsellors. These counsellors will be able to provide information on the needs of the students, the number of students utilising the counselling services as well as the programmes, be they enrichment, developmental or pastoral, that are available to the students. To this end, 10 schools (those with a Malay student population of at least 15%) will be selected.

(iv) Another important group that needs to be interviewed are the service providers and/or agencies that provide their services to the

The Relevance of the NUR Integrated Programme for Teenagers

schools. This group will be able to provide information on the nature of needs of the students by virtue of their interaction with them through the programmes/activities that they conduct. Information from this group will be contrasted against those that have been gathered from the youths as well as from the counsellors. Three of the largest providers of these services will be interviewed.

6.3.3 Document reviews including proposals, evaluations and periodic reports will be carried out to obtain information about hotlines or counselling services. These documents can be used for both qualitative and quantitative examination to look at processes, contents, and outcomes.

6.3.4 The study content will also include factors influencing attitudes about hotlines. Since there are no pre-existing surveys of factors affecting attitudes towards hotlines in Singapore, it will be necessary to seek out potential questions from focus group discussions, and other sources of information like newspapers or published articles on similar or related topics in Singapore or in other countries.

7 Analytic Techniques

7.1 The in-depth interviews will be transcribed and the data analysed. By reading through the interview responses, themes or new concerns may arise.

7.2 In areas in which there is quantitative data, a summary of all of the outcome evaluation findings will be consolidated.

7.3 Finally the summarization process will incorporate:

a. The extent of the youths' knowledge of the NUR programme;
b. Ways in which they think the NUR integrated programme can help them;
c. The extent of the support available for the at-risk youths ;
d. The at-risk youths' help-seeking behaviour, including their own coping mechanisms;
e. The services that are available to the at-risk youths; and
f. The gaps in services for the at-risk youths.

8 Utilisation Of Results

8.1 Identification of facilitating factors and barriers would be used to assess if the current NUR helpline is a sustainable model/service;

8.2 Identifying alternative model of provisions/ services that are needed to meet the needs of youth at-risk

8.3 Identifying future plans for the NUR helpline, i.e. to discontinue or to strengthen, (depending on study results)

9 Progress Report

10.1 The FGDs and interviews were conducted between the months of July to September. Four FGD sessions with a total of 43 youths were conducted while Counsellors, teachers and principals of 10 schools (3 of them through telephone conversations) were held. Two sharing sessions were held with two service providers.

10.2 The FGDs with the youths revealed that although some hotlines are known (e.g. SOS and TinkleFriend) the NURTeensline was hardly known to them. These sessions also revealed that the youths are actively engaged with many developmental and co-curricula activities through the school and they have easy access to their school counsellors and to support programmes such as Enhanced Step-Up, Time-Out and Guidance Programmes. A summary of these responses appear in Annex A.

10.3 The interviews with the school counsellors, teachers and a principal revealed a plethora of activities and programmes that are available to the students. The list include:

a. Co-curricula activities;
b. Developmental and Learning activities;
c. In-School After-School Care;
d. Enhanced Step-Up (A and B) programme;
e. Time-Out programme;
f. School Family Education (SFE) programme;
g. Sexuality Education programme;
h. School Counsellors; and etc.

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10.4 The sharing sessions with the service providers revealed some of the issues that are of concern to the youths which include:

a. Social interaction skills (adapting behaviour to different social settings);
b. Relationship and communicating with parents (specifically) and with adults (in general);
c. Relationship with peers (including BGR issues);
d. Family (mostly financial, home and divorce) issues;
e. Academic performance (coping with schoolwork); and
f. Other issues (bullying, smoking and sexuality).

10.5 The NUR Integrated programme has a built-in evaluation component. Based on the Logic Model, the MENDAKI Performance Evaluation System (MaPES) monitors the efficacy and effectiveness of the activities conducted within NUR. Over the years, it has been shown that out of a total of about 1,320 cases attended to, 87% of the cases had successful closure while 93% of clients indicated they were satisfied with the services.

10.6 A scan of the trends of helplines in Singapore showed that there were only 3 hotlines that were dedicated to troubled youths, namely TinkleFriend, Babes and NUR. Although there were other helplines, these were general in nature and also serve other segments of the community, including parents and adults. In general, with the exception of a handful of helplines including SOS, most have experienced a decline in their call-in rate. Babes experienced a decline from a rate of more than 100 a year to about 50 in 2011. The helpline operated by the Singapore Anti-Narcotics Association also experienced a decline from a peak of about 30 calls a month in 2000 to about 6 to 7 calls monthly in 2011. Officers manning these helplines point to the availability and creation of new and more easily accessed alternatives such as Facebook and Twitter for the decline in calls to their helplines. These experiences indicated that helplines in general may not be as useful as it had been before the advent of these new alternatives.

10 Moving Forward

11.1 The responses from the FGDs, interviews and sharing sessions have presented factors that have direct impact on the response to the services provided by NUR. These factors will be examined and a quantitative study (Secondary stage) will be conducted based on the analysis.

11.2 The Secondary Stage

11.2.1 The Secondary stage will focus on the factors that have been identified through the findings from the Primary stage. A survey questionnaire will be drawn up for each of the three groups of respondents, namely, the youths, the school counsellors and the service providers.

11.2.2 The study will be conducted between the months of November 2012 to March 2013. Following that, the responses will be collated and analysed and will be shared with partner agencies as well as the CLF.

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The ABCD Model How to Unlock Gifts in a Community and Organization

Dan Duncan, Adjunct Faculty Member, ABCD Institute

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Robert Yin, Case Study Research Case Study Research: Design and Methods

Annual Review of Programme (2006 to 2011)

Access to records of NUR beneficiaries (2011)

Access to any other information relating to the programme

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The Relevance of the NUR Integrated Programme for Teenagers

Annex A

Summary of initial findings from the focus groups interviews with Youths

- Awareness of helplines
  - Most of the participants have knowledge of the help-lines that are available
  - These include the stop smoking campaign and the problem gambling campaign
  - There are also aware of Tinkle Friend, an initiative by Singapore Children's Society. The younger participants were most aware while the older males are least aware of this helpline.
  - Awareness of this helpline was through schools and assembly programmes
  - Some of those who are under counselling with national agencies are referred to by their school counsellors
  - There was a complete lack of knowledge of NUR teens line

- Perceived Issues with helplines
  - Lack of trust as most feel uncomfortable discussing issues that are private to those they do not know.
  - They find it difficult to express themselves to strangers
  - Most say that they do not like talking on the phone in general and would rather text or chat online with others
  - Language is another issues, with most of the participants preferring to communicate in a mix of Malay and English
  - The younger participants also expressed that they are afraid that their parents will be informed of the things that they have talked about. They would rather not have their parents find out.

- Coping mechanisms
  - All the participants have people they can turn to for advice and help
  - They also have various forms of coping mechanisms to help them with the issues they are facing
  - Some of the males in both age groups believe that they do not take their issues as serious
  - The issues that they face are mainly environmental, pressures from home, school and their peers. There needs to be a greater analysis of the structural/ecological factors that contribute to the youths' development

From the focus group interviews which were examining the youth-at-risks and the facilitators and barriers to using and accessing the help-line, the responses were expected and in line with that from the literature on these youths. The behaviour and attitudes towards seeking help are in line with their gender and the developmental stage that they are in. The traditional roles of males and females were underlined, especially with the older age groups as the males are more focused on financial issues while the females were placed with greater responsibility in maintaining the household. In terms of responses, both female groups were more willing to share their experiences and in greater detail while the male groups was more cursory in their answers.

Their awareness of national agencies providing support was apparent and they were made aware of these through advertising campaigns. The awareness of Tinklefriend helpline with all the groups is a good sign and a good practise to follow. The method of engagement with students through schools is a good model and created a lasting impact even with the older groups who were no longer in school. However, the lack of awareness to NUR teens line is very worrying. However, the need for counselling services to continue and be accessible to these youths must still be a priority.

Possible solutions to stop the decline of the utilization of the NUR services are to tie in directly with schools following the example of Tinklefriends. A more targeted approach can be taken, to have engagement during the Malay language classes. Another method is to have a strong relationship with the school counsellors, to refer these youths to NUR for a more specific approach. The youths require greater trust with those they are speaking to before they can express themselves and the issues they face in greater depth. The use of online platforms is possible as they are more tech savvy but this limits those who do not have access to such devices or technology. Most importantly, a strong working relationship with the schools, especially primary schools within the vicinity of the NUR centres will be helpful in increasing the numbers of people utilizing these services.

The Enhanced Wrap Around Care (eWAC) – Formative Evaluation of An Integrated Case Management System for Malay/Muslim Families

Case Study Owner: **Mr Joachim Lee**
Research Assistant: **Mr Syed Muhd Hafiz Nasir**

Introduction

The Wraparound Model is a collaborative, team-based approach to service and support planning. The team creates, implements and monitors an individualised plan using a collaborative process driven by the family's perspective, develops a plan that includes professional support, natural support and community members, bases the plan on the strengths and culture of the family as well as ensures that the process is driven by the needs of the family rather than by the services that are avail (VanDenBerg, Bruns & Burchard, 2008).

Contextualising the Wraparound Model into Singapore context, Enhanced Wrap Around Care; a team-based and phased approach framework was then developed. Action plans are designed and to be implemented by a team of professionals comprising Social Workers from the Family Service Centre (FSC), Community Development Council (CDC) Managers, Mosque Social Development Officers and MENDAKI's Project Manager. The team will come up with a team-agreed intervention plan for the families and ensuring that these services are provided for these needy families.

Background

The issue of dysfunctionality of Malay Muslim families at the national level and the related problems had been shared by PM Lee Hsien Loong several times over the years. It was observed that the problem of dysfunctional families manifests itself in many ways: divorce rates, single parents and the "unacceptable high" number of teenage births. It was then way back in August 2007 that PM Lee rallied the Malay Muslim Voluntary Sector (MMVS) to work together in addressing the issue, with Yayasan MENDAKI taking the lead.

Thus, the Action Plan for Strengthening Malay Muslim Families was then introduced by Minister Dr Yaacob Ibrahim at the Community Leaders' Forum on 10 November 2007. What was shared was a strategy to "wrap around" the family with a continuum of services and programmes aim at different levels of family functioning. At the core of the strategy is the Social Worker from the FSC who charts a holistic intervention programme for families facing multiple difficulties. He/she identifies the appropriate interventions by assessing the needs of the clients and their families. A Project Manager based at MENDAKI is the main Wrap Around Care (WAC) coordinator ensuring that each member of the family is assisted through all the available schemes provided by the various agencies.

A pilot project was then initiated in September 2008 with 5 FSCs involving 125 families for a duration of 15 months. One of the key recommendations from the evaluation was to have a more structured framework with case consultations from agencies that are working together to assist the clients. The other recommendation was to enhance the existing collaboration amongst CDCs, FSCs, Mosque Clusters (MUIS) and MENDAKI.

Literature Review

The beauty of the many helping hands model is that everyone can play a part to reach out to the needy in the midst. While it was recognised that better coordination among help agencies is critical to helping families facing chronic and complex problems, there is a lack of database sharing or a common database of client information among the social service agencies. Ideally, a case should have been logged in the various agencies so that when a client arrives, the case can be administered more efficiently. Instead, currently in order to receive assistance, the client can end up repeating their stories at many agencies and processing time may take one to six months (Mathi & Mohamed, 2011).

In a collaborative model, each agency communicates, but makes its own decision about the intervention for the family. This results in multiple service plans for one family, which may potentially be in disagreement and result in one family having been asked to go to a number of appointments over a month. When these well-intentioned plans fail, the family is often blamed. However, in a transformed, integrated system i.e. Wraparound Model, the multiple systems establish structures for decision making with the family in the middle of the process, using voice and choice as foundational principles (VanDenBerg, Osher & Lourie, n.d.).

Studies in efficacy of Wraparound Model in overseas countries have shown significant success in helping families with children and youth dealing with complex needs work towards having a better life on a day to day basis. These successes were measured individually at the individual and family level by tracking changes in the goals of the individuals and the family members (Debicki, 2009; Walrath, Sheehan & Holden, 2004; Pullman, Kerbs, Koroloff, Veach-White, Gaylor & Sieler, 2006).

The Enhanced Wrap Around Care (eWAC) – Formative Evaluation of An Integrated Case Management System for Malay/Muslim Families

Research Question

While the Wraparound Model has shown to be effective in the management of cases in other countries, the efficacy of the eWAC approach that has been adapted for Malay/Muslim families is unknown. Thus, in this study, two questions are being addressed:

i) In what ways do families who are assisted by the eWAC approach show better progress than those receiving help through the conventional casework model?
ii) What are the benefits or 'value-addness' of the eWAC approach as perceived by case workers?

Methodology

Ten clients who have received counselling through the eWAC approach for at least a year were selected. Clients who were identified to be involved in eWAC were consciously selected by the Social Workers and identified as needing multi-party intervention.

To specifically capture the progress of the eWAC clients, a milestones checklist was developed (see Annex A). The milestones checklist encompassed four clients' outcome indicators. A total of 15 milestones were drafted and these progresses were grouped into 4 levels of progress depending on the number of milestones that the clients had achieved.

To investigate how families who are assisted through eWAC show better progress than those receiving help through conventional casework model, a comparison method was used. The progress of the clients was tracked over a 24 months period and data on clients' status were obtained at 3 months intervals. For comparison, ten clients who received help through conventional casework model for at least a year were selected.

Clients from both the eWAC and comparison groups were similar in terms of their social demographics (see Annex B). To ensure a fair comparison, clients from the comparison group must not be under MUIS Empowerment Partnership Scheme (EPS) programme and handled by Social Workers who are not eWAC team members. Data for both groups were gathered by two independent researchers who were blind to the type of counselling received by the eWAC and comparison groups. Conducting an external assessment and administered by individuals not directly involved in services with the families serve both quality assurance and research and evaluation purposes (Bruns, 2008).

To investigate the benefits of eWAC, qualitative interviews were conducted with five case workers who were involved with the ten clients. A structured interview protocol was developed and administered by RAs (see Annex C). The qualitative responses from the case workers were analysed and summarised to extract key dimensions of the benefits.

Results

In what ways do families who are assisted by the eWAC approach show better progress?

Based on the assessment done, findings showed that five clients achieved slow progress and four clients achieved average progress upon 15 months into eWAC. The remaining one client achieved average progress after being in eWAC for 13 months (see Figure 1). The common milestones achieved by the clients include attending first session of counselling at FSC, approaching any of the service agencies for assistance, ensuring that child attends school regularly and learning how to manage finances.

Figure 1. Progress level vs duration in eWAC. This figure illustrates the progress level of the clients against the duration that they have been in eWAC.

The summary data based on the assessment of both independent researchers on the ten eWAC clients were compared with those who had undergone the conventional casework counselling approach. It was found that eWAC clients achieved an average of 11 progress while the comparison group achieved an average of 6 progress over the span of 15 months (see Figure 2). These progress include enrolling children into tuition and enrichment programme, successfully gaining employment, increase in household and per capita income, upgrading oneself and benefitting assistance from other agencies.

Both independent researchers agreed that for eWAC clients, officers from other agencies describe support resources and interventions available in the community and were present during the meetings with the families. They also agreed that social workers did not review goals, objectives, intervention plans and progress of the family alone. In conclusion, both researchers concluded that eWAC clients achieved more progress, in a shorter period of time and went through a specific process.

Figure 2. Progress made vs duration assisted. This figure illustrates the progress made by the clients against the duration that they are assisted.

The Enhanced Wrap Around Care (eWAC) – Formative Evaluation of An Integrated Case Management System for Malay/Muslim Families

What are the benefits or 'value-addness' of the eWAC approach?

Based on the qualitative interviews with the caseworkers (see Annex D), four key dimensions were identified.

Difference between eWAC and Conventional Casework Counselling

Case workers agreed that the processes involved in conventional casework and counselling was more tedious and time-consuming. They found that there was better communication amongst the agencies involved in eWAC. There was a seamless exchange and transparency of information where constant updates were given to agencies involved. Division of roles and responsibilities was found to be clearer and the agencies involved felt responsible to track the progress of the clients.

The Value-add of eWAC

It was agreed that eWAC garnered other systems to work together and allowed for the team to discuss on any issues faced by the clients. More resources were available especially in the area of educational needs for the children. No duplication of assistance from the various agencies was ensured and there was clear coordination and transparency of roles. Project Manager from MENDAKI facilitated in the communication with clients and provided consultative services while assistance needed was processed immediately. Constant updating of the clients' progress allowed for the team members to be prepared for any course of actions.

How eWAC helped in working effectively with clients

Case workers agreed that the team-based approach in eWAC allowed for them to advocate the assistance needed by the clients. It also allowed for the cases to be tracked longer and enabled them to work on other aspects or issues within the family, apart from the presenting issue which was financial. The milestones checklist assisted in providing a structured way of tracking the progress of the families and captured the different aspects and specific details for the families.

How eWAC can be further improved

Recommendations given by the case workers include getting relevant officers i.e. HDB and Medical Social Workers to be in the team. Clients should also be involved as part of self-evaluation during the review. It was also recommended for eWAC to be extended to other agencies as an appreciation that certain cases needed long-term tracking and hand-holding due to the life events that were happening in their families.

Conclusion

As found earlier, clients in eWAC achieve a faster rate of progress compared to clients who went through conventional casework approach. Factors contributing to the faster rate of progress include seamless exchange of information and timely decision-making, shared ownership of cases and secondary concerns of families are being addressed.

As mentioned by Mr Chan Chun Sing, then Acting Minister for Community, Development, Youth & Sports in his speech during NCSS 20th Anniversary Celebrations on 11 October 2012, to continue providing quality and quantity services to the public, organisations need to work with the ministry and other agencies to capitalise on their resources to provide an integrated network of services for the people.

Previous research has shown that partners can make effective contribution to the change process if a team facilitator is responsible for bringing the team together. Team members are also critical in identifying strengths, options for goal accomplishments and critical decisions, holding others accountable for their commitments as well as providing feedback about progress.

Thus moving forward, it is recommended to evaluate the value-add of the team coordinator and how the modus operandi of the team affects the progress rate of the clients.

The Enhanced Wrap Around Care (eWAC) – Formative Evaluation of An Integrated Case Management System for Malay/Muslim Families

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Members Perception on Benefits of FEC and Programme Improvement

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Background

During his speech at the Community Leader's Forum (CLF) on 30th October 2004, Dr Yaacob Ibrahim Minister in charge of Muslim Affairs and then Minister for Environment & Water Resources shared that loose groupings of families exist in pockets. Apart from providing support to one another, the members of these groups shape the behavior patterns of each other. He added that we should find ways to catalyze the replication of these informal groupings and nurture their growth.

With this in mind, the Family Excellence Circles was formed in January 2005, with the objective to build informal social support networks that help build resiliency and improved ability to manage adversity and embrace life-long learning and mediated by the voluntary sector (facilitator-volunteer). The Family Excellence Circles became a platform in which parents share their parenting difficulties and successes, parenting skills, and explore different ways of dealing with family challenges and everyday issues.

Literature Review on similar Parent Support Groups

Southwark Learning model

Prior to Dr Yaacob's announcement at the CLF in 2004, research was conducted from June to October 2004 to learn about the benefits and effectiveness of forming informal social support networks for parents, as well as the structures and modalities in which these networks could function.

Based on the research findings, it was recommended that MENDAKI adopted and adapted the Southwark Learning Model from the UK. In this model, the entire community was involved in the introduction of Family Learning. Family Learning is a process of discovery which can include learning with an outcome, promote lifelong learning within the family and between the generations. By helping and empowering parents, it would enable parents to support their children's learning and a method to instill confidence and self-esteem.

Apart from the Southwark Learning Model, several studies have shown that the formation of informal family support groups has been significant because it helps parents feel involved in the developmental and support of their children's learning. They begin to better understand how children are taught in school. With new knowledge, they become effective parents. This increases their self-esteem and confidence. Indirectly, this extends opportunities for parents themselves to pursue some form of learning.

National Study on Parent to Parent Support Group

The National Study on Parent-to-Parent Support Group directed by Dr George Singer, University of California at Santa Barbara, USA and conducted by a consortium team of parents and researchers interviewed 400 parents who were involved in such groups. Their interview was to study on the effectiveness of a parent support group. Their findings revealed that there is an increase in parent's sense of empowerment, parent's acceptance of their family situation, parent's sense of their own capacity to cope and parents make progress on the problem they present at their first contact.

Circle of Parents

Circle of Parents* is a national network of mutual self-help parents support groups which started in Chicago, Illinois that represents collaboration between Prevent Child Abuse America and the National Family Support Roundtable. Developed by the consensus of the membership, Circle of Parents work towards preventing child abuse and neglect and strengthen families through mutual self-help parent support groups. It is a network of parent led self-help groups where parents and caregivers can share ideas, celebrate successes and address challenges surrounding parenting.

As part of their framework, the groups utilize a mutual self-help support model where a trained group facilitator and parent leader facilitates the support groups. The group is driven by parents' need and feasibility. Community resource information that supports healthy family development is made available to all group members.

Family Excellence Circles

Since the formation of the first 7 FECs in January 2005, a preliminary evaluation was conducted in 2007 involving all MENDAKI managed groups. As part of the evaluation, we relooked into the alignment of desired outcomes and evaluation mechanics, the introduction of trained facilitators and the need for a development of the Resiliency Kit.

Members Perception on Benefits of FEC and Programme Improvement

The evaluation was based on observations that were carried out by programme staff and facilitators, as well as feedback sessions with individual family members. The identification of each group's developmental stage & the usage of evaluation tools for the evaluation would thus help ascertain the effectiveness of the programme, the key success factors for an FEC group to reach the mature developmental stage and guided by its desired outcomes and the effect of member's learning journey on their family members

Since these families entered the program at different stages, it is important to cater to their differing needs. The facilitator is key to this program as he/she should possess the necessary skills in guiding each group while at the same time, allowing these groups to develop as organically as possible. The vital cog however, in each cluster is the parent leader and assistant parent leader as they will set the tone and sustain the dynamics of each group. An example of a matured group includes parents joining the Parents Support Group of their children's' schools or being proactive in continuously attending relevant courses/seminars/conferences which add value to their development both as parents as well as workers.

Research Question

Based on the evaluation of FEC in 2007, we would like to explore members' perception of FEC programme and to identify strengths and weaknesses to develop programme improvement.

Methodology

Focus Group Discussions

Two Focus Group Discussions were conducted for Sinar Harapan and Evolusi groups on 8 Sept and 16 Sept 2012 to determine the benefits that families gained and the progress achieved by the families upon being in informal support networks. A questionnaire (refer to Annex A) was utilised to aid in facilitating the discussion. The topics were categorised into 3 major components particularly programme, benefits to FEC members and their family and Involvement in children's education and developmental needs. 8 members from Sinar Harapan and 17 members from Evolusi participated in the Focus Group Discussions. Refer to (Annex C for the profiles of the members)

The findings of the focus group discussions depicts that FEC is a movement that empowers parents with knowledge and skills to be more effective parent. It promotes lifelong learning and the experienced gained translates to their development as an individual, worker and a parent. The objective of lifelong learning is to sharpen and improve members' parenting skills to move towards Knowledgeable Families, Quality Families.

Group Support Session is a platform which allowed them to share on their day to day issues and to learn from each other. This has cultivated a form of social support and teamwork between the members and has resulted in strong bond between the members. Some of the traits shared were that the members looked out for each other, become the mentor for their members' children and created a cohesive culture within the group. A strategy shared to leverage on the strength of each member and utilised them as part of a learning process.

The group members shared that the self-confidence level of each member was boosted after joining FEC. They were able to overcome their fear of speaking in front of strangers and are able to share openly their experiences for the benefit of other group members. Group members translate similar strength to their children by motivating them to interact better with their classmates and to enquire with their teachers when in doubt. By having such confidence in themselves, the children were able to manage the challenges faced in school and are comfortable to confide in their parents on their emotional issues.

One of the valuable advantages cited by members were their participation in family oriented and bonding activities which includes educational visits to the Singapore Zoo, Asian Civilization Museum and Science Centre. Other opportunities for the children of FEC members is to see their parents interacting and meeting with ministers and MPs. FEC members were able to attend seminars /workshops and to apply what they have learnt to their daily lives.

2 additional Focus Group Discussions were held with Anggerik group which have participated in FEC since 2008 and with the all-males group whose spouse are members of FEC to explore the involvement of father's involvement in their children's education and how it has contributed to their children's overall development including academic.

Members Perception on Benefits of FEC and Programme Improvement

Survey

A survey (refer to Annex B) was conducted to gather feedback and suggestion on the review of the programme on 30th September 2012. The survey is categorized into 5 main components consisting of demographics, programme, training, benefits to family members and other issues. 40 members from Sinar Harapan, Evolusi and Anggerik groups have completed their surveys.

The findings of the survey showed that members believed in lifelong learning where they gained life skills, how to remain relevant in the ever-changing external environment and the need to relook into their training needs which are relevant in their effort to conduct their activities. Members proposed for inclusion of activities ranging from 'parenting' camp, Islamic knowledge and personal development. On the aspects of training, members suggested for training provided by YM to include topics relating to personal development, marriage, parenting, education-related to their children and motivational. Members suggested for the resiliency kit to be reviewed to include components on family, teenagers and Islamic studies.

The findings gathered from the focus group discussions and surveys showed that informal support networks encourage families' suggestions towards lifelong learning and develop their interests towards their children's education. We will therefore work with various agencies in the various districts replicating FECs to other agencies serving the Malay Muslim families so that their clients would embrace lifelong learning and play more proactive roles as parents to guide their children to face the uncertain future.

Utilization of Results

Programme Redesign

The findings of the survey showed that the aspects of training should be reviewed to better assist the different segments of groups who have been in FECs for more than 3 years and lesser. We will be providing observation training for staff to carry out observation sessions for each Group Support Session, Learning Activities and Bonding Sessions to track all groups under FECs. A set of milestones and outcomes have been introduced for Mendaki to track and monitor the progress of the FEC group members and to align their status to the infancy, working or matured stages.

Training Framework

The existing training for new members is based on 10 modular components of the Resiliency Kit. The kit consists of broad structures of family goals, autonomy and belief system as well as problem solving, planning and management skills. In order to ensure the objective and the fidelity of the programme is achieved, we need to invest on the training programme as it serves to be the pivotal point. The proposed training structure will be redesigned to be more concise and relevant to the facilitators. The revised structure will enable the facilitator to guide the training of their members towards becoming resilient families. The proposed structure will consist of 3 modular formats to include the following:

- Introduction to an informal support network and process facilitation skills
- Programme planning and management skills
- Monitoring and Tracking Process

Replication of FEC by Geographical Boundaries

Currently, the FEC groups have been formed in the various geographical boundaries according to the CDC zones. Our 13 partners who have been participating in FEC since 2008 are from the various geographical locations. We will work with more agencies which reside within the 5 CDC boundaries.

References

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Publication:
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Supported by:
Ramna Kamaludi
Family Development Network, MENDAKI

Members Perception on Benefits of FEC and Programme Improvement

Annexes

Annex A: Profile of families that are identified for the FGD
Annex B: Focus Group Discussion questionnaire
Annex C: Survey
Annex D: FGD Report 1 & 2
Annex E: Distribution list of FEC agencies

Annex A

Profile Of Members Participated In Focus Group Discussions

Sinar Harapan
- 5 Females and 3 Males
- Married, single parent
- Age: 36 - 47
- Monthly Income: $1000 - $3880
- PCI: <$200 - <$450
- No of children : 2 – 9

Evolusi
- 13 Females and 1 Male
- Married, single parent and reconstituted
- Age: 41 - 57
- Monthly Income: $1148 - $1600
- PCI: $143.50 - $533
- No of children : 1 – 6

Anggerik
- 14 Females
- Married and single parent
- Age: 20 - 51
- Monthly Income: <$1000 - >$2000
- PCI: <$450
- No of children : 1 – 6

Fathers' Group
- 9 Males
- Married and reconstituted
- Age: 42 - 53
- Monthly Income: $1000 - $2500
- PCI: <$200 - $833
- No of children : 2 - 7

ANNEX B

Focus group discussion

Topic Guide

We hope that FEC has provided you a journey worth remembering and have contributed in your family's well-being! To help us understand how FEC have benefitted you and your family, we would appreciate if you could share with us your experience. Thank you!

I.	Programme Component
1.	How long you have been a member of Family Excellence Circles (FEC)? How many members were in your group?
2.	Share with us on the processes that members go through in a typical Group Support Session.
3.	Out of the Group Support Session, Learning Journeys and Bonding Sessions, which one in particular do you like the most and the least? Share
4.	Share with us one activity that you and your family enjoyed attending and what were you able to learn by attending the activity?
5.	Name at least 2 skills and 2 knowledge that you have acquired.
II.	Benefits to FEC members and their families
6.	Share with us an insight on your family circumstances before and after joining FEC? What were the changes that took place?
7.	How have an informal support network been useful for you?
8.	How does being in FEC benefit you as an individual/a parent and a worker?
9.	Give us an example of how your family have benefitted from your involvement in FEC.
10.	Share with us your definition of lifelong learning. Do you think it is important?
III.	Involvement in children's educational and developmental needs
11.	How often do you attend the parent teacher meeting session in your children's schools in a year?
12.	Do you enquire with your child's form teacher to know the progress of his/her development in school? Why is it important to you?
13.	How has FEC enhanced your communication with other family members?
14.	Between both parents, who is more involved towards the children's education? How has it benefitted the child?

Members Perception on Benefits of FEC and Programme Improvement

Annex C

Family Excellence Circles

SURVEY

Thank you for agreeing to be part of this survey. We thank you for your time and contribution.
We will keep the information confidential.

I. DEMOGRAPHICS

NAME: GROUP: ❑ Evolusi ❑ Anggerik ❑ Sinar Harapan

AGE : ❑ 1-10yrs ❑ 11-20yrs ❑ 21-30yrs ❑ 31-40yrs ❑ 41-50yrs ❑ 51-60yrs ❑ >60yrs

GENDER: ❑ Male ❑ Female

EDU LEVEL: ❑ Pri ❑ Sec ❑ Diploma ❑ University ❑ ITE ❑ No formal education

STATUS: ❑ Single ❑ Married ❑ Divorced ❑ Reconstituted

II. PROGRAMME

1 Share with us your definition of life-long learning.

_____

_____

2 Why do you think life-long learning is important?

_____

_____

3 Are 6 Group Support Session, 4 Learning journeys and 2 Bonding Sessions too much to be completed within 1 year?

❑ Agree ❑ Disagree

4 How have you benefitted from the activities under FEC?

❑ New info/Knowledge ❑ Opportunity to share my opinions

❑ Make new friends ❑ Self-development

❑ Learn how to handle challenges ❑ Skills upgrading

❑ Educational Visits ❑ Attend seminars/courses

5 Which activities do you like most in FEC? Why?

_____

_____

6 In your opinion, what other activities should be included under FEC in future?

_____

_____

III TRAINING

1 Do you find the training provided for members to be trained as facilitators sufficient?

❑ Yes ❑ No If No, why?

_____

2 In your opinion, what should be included to better equip members with relevant skills?

❑ In house workshop/courses ❑ Invite speakers on relevant topics

❑ More sharing sessions by other agencies ❑ Attend internship training

Members Perception on Benefits of FEC and Programme Improvement

3 In your opinion, which agencies could collaborate with YM as a better support to FEC?

❑ FSCs ❑ MUIS ❑ SSTI ❑ Mosques ❑ Others _____

4 Which types of training would interest you?

❑ Personal Development ❑ Marriage ❑ Parenting ❑ Skills upgrading

❑ Education (related to children) ❑ Others _____

5 How have you developed as an individual, spouse and parent after attending the training?

_____

_____

6 Do you think the Resiliency Kit Booklet need to be reviewed?

What new components do you think should be included?

_____

_____

IV BENEFITS TO FAMILY MEMBERS

1 How have FEC supported your relationship with your family members?

❑ Communication ❑ Bond closer ❑ Provided support to each other

❑ Understanding each other roles better ❑ To overcome challenges together

2 How are you able to provide support/involvement in your children's education?

❑ Coach them in homework ❑ Send them for tuition ❑ Talk to them

❑ Stay by their side ❑ Provide food and drink ❑ Motivate them

3 Has there been any improvement in managing your challenges with your children?

_____

_____

4 Has there been any improvement to you and/or your spouse employment in any of the following?

❑ Higher income ❑ Promotion ❑ Salary increment ❑ None

V OTHER SUGGESTIONS

1 Please provide any other suggestions below by their headers:

Programme Components

_____

_____

Training

_____

_____

_____

Any other suggestions

_____

Members Perception on Benefits of FEC and Programme Improvement

Annex D

Focus Group Facilitator: Hafiz Nasir
Rapporteur: Ramna Kamaludi

On 9 September 2012, we conducted a focus group discussion with 8 members from the Sinar Harapan FEC group to gather feedback and experiences from their journey in FEC since 2005. The objective is also to understand whether the informal support network benefit families in Family Excellence Circles programme.

i. Programme Component

Sinar Harapan comprised members from Rangkaian Kemesraan, Orang Barat and 3M which was merged from their respective groups in 2005. It consists of 11 members of whom 10 are intact families and 1 single parent.

The election of the leader and assistant leader was through nomination and decision made through a consensus. The role will be interchangeable within the group members every year. Since 2010, Hamdan and Rosli have been the leader and asst leader. Due to size of the membership, they have to work within the constraint of having lesser people to nominate as leader and asst leader.

The leader shared that they will convene for a meeting with the members every month. It usually starts off with the recital of a doa and the topics are opened for discussion. The sessions should be covered within 3hours but usually ends slightly more than the stipulated time. After the end of the discussion, the group will adjourned for dinner as a group to continue the discussion in an informal setting as part of a bonding session.

The group would start to discuss on the planning for the upcoming year by Nov. This is to ensure that the members are able to anticipate in the upcoming activities and block their calendar to ensure full participation. The benefits that the group highlighted are the ability to attend courses and activities that involved their children. They shared that the group's strategy is to identify each other's strength and leverage on these strengths to share with the rest of the members. The group cited that one of their members, Hazlan is very good in his knowledge on IT products. As such, one of the activities they did was to go to Sim Lim Tower as a learning activity where he briefed the group including the children on the IT parts and the related components of IT.

One of the members commented that the group is united and still together since 2005. This signifies that the FEC programme has definitely benefitted the members. A member shared that they went for an events planning course as a group and was able to translate the information into their planning for their activities.

The group agreed that the individual member' self-confidence level that they had before and after joining FEC has definitely been boosted. One member shared that she used to be fearful to speak up and share her opinions however she has become comfortable and willing to share her experiences to other group members. The similar skill has been translated to their children but motivating them to interact with their classmates and to enquire with their teachers when in doubt. By having such confidence in themselves, the children will be able to manage the challenges that they are facing in school and at the same time confide in their parents on their emotional issues.

FEC is a movement that empowers parents with knowledge and skills in order to make them a more effective parent. One of the valuable advantages cited by a member is that the children of FEC members are able to see their parents interacting and meeting with ministers and MPs.

ii. Benefits to FEC members and their families

A member shared on his experience that FEC has made a difference to his life and his outlook on life. He was unable to work for a few months due to his poor health. He approached agencies to go for skills upgrading but was rejected. He was disappointed as he wishes to utilize the time to gain new skills to prepare him back for the workforce. He then approached Mendaki Sense and was provided the opportunity to go for skills upgrading and that instill in him the need for continuous learning. He has also encouraged his spouse and children to adopt similar mentality that education is the only way towards a better future.

His spouse added that FEC has provided her with the opportunity to attend a workshop in Mathematics and it has assisted her to teach and guide her children in that subject. The members agreed that FEC has helped them in matters relating to parenting but also benefitted their children. The group shared that being part of FEC group, they are able to gain useful skills that are directly applicable to their families. The group agrees that they would like to see

Members Perception on Benefits of FEC and Programme Improvement

their children improve in their educational pursuits and excel in life, to be better than their parents.

A member shared that FEC has provided her with opportunities of endless learning and experiences gained translated to the positivity and energy shown in work and as a parent. The parenting talks and workshops have provided new skills and ways to handle day to day parenting issues and in fostering better relationship as a couple. A member attended a workshop on origami and has learnt how to make flowers from origami papers and was able to provide this skill as a marketing tool. A member who is good at design was able to contribute his skills into good use by designing the school's banners.

iii. Involvement in children's educational and developmental needs

A member shared that she engages in open communication with the teachers and constantly consult the teachers for assistance. She shared that it is crucially important to build good rapport with the teachers and school counselors to know the progress of the children in school.

Pertaining to parent's involvement towards children's education, the husbands play more proactive role to motivate their children on the importance of good education. This came along as natural to the leadership that they provide to the family as the heads of households. They cited people with low education as an example of the struggle that they go through, the range of income they could possibly gain and the amount required to manage and sustain a family. They also shared that it is important that as parents, they do not simply get involved academically but also in incorporating good values in their children. This has improved their children's attitude gradually in education and the parents constantly remind over lunch/dinner to motivate their children to finish off their homework and do more practice using assessment books.

The rapport building ultimately contributes to the children being comfortable to share with parents on their personal problems. A member shared that as parent, we need to know our children's' strength and limitations. He shared that we need to leverage on the interest of our children to bond with them and boost their self-confidence. The gradual process of family involvement in children's life would bond the family close together and portrays each member's existence is important and valued.

A member commented that parents usually scold and beat their children if they fail and not do well in their studies and fail to motivate and compliment/ reward their children for good behavior or good grades. This need to change and he was greatly appreciative that he learnt useful parenting tips by attending SFS courses /workshops/seminars.

Annex D

Focus Group Facilitator: Hafiz Nasir
Rapporteur: Julaiha Meshudi

On 16 September 2012, we conducted a focus group discussion with 17 members from the Evolusi FEC group to gather feedbacks and experiences from their journey in FEC since 2005. The objective is also to understand whether the informal support network benefit families in Family Excellence Circles programme.

i. Programme Component

Evolusi comprised members from different groups which merge to form Evolusi. The group consists of 31 members of whom 3 single parents, 2 widows, 4 reconstituted and 22 intact families.

For a typical group support session, the leader will start off by addressing the members and in the respective groups and start off discussions of issues at the previous meeting. The next item is to go through the calendar of activities and start off discussion for the topic of the day. Most of the topics are on problems with teenagers and marital issues. Session will last approximately for 2 hours including monthly meetings.

Activities that were mostly liked by the members are educational and parenting workshops as those help them to apply what they have learnt in their daily lives. From the workshops, they are able to understand and realize their roles as well as keeping themselves updated with the current reality. Bonding sessions provide a platform where they are able to gather and share about the challenges that they faced involving their family members.

Members shared on four activities which they attended with their family which they enjoyed and the learning points from the activities. From Strengthening Family Series, they are able to learn how to communicate better with their teenagers. From the bonding sessions, they are able to afford to go to the zoo and benefit from the experience which they normally would not be able to enjoy. These include being privileged to attend dinner in hotels or seminars where Mendaki provided fees subsidies. Financial Literacy Programme taught members

Members Perception on Benefits of FEC and Programme Improvement

on how to better manage their finance and learn about hardware and components of computer by attending an IT workshop.

ii. Benefits to FEC members and their families

A member shared that she used to be shy, aloof with her children, does not get cooperation from her husband and was not paying much attention to her personality. Upon being in FEC, she gained more confidence, learnt how to socialize and was able to bring the family closer through better communication. Her husband became more proactive and involved in their children's education and development. She has also gained knowledge on how to groom herself.

Members shared that FEC is a platform for members to release the stress and tensions that they faced, display their talents and skills, ability to leverage on each others strengths, provide support for each other while boosting confidence in oneself, educate and share the skills amongst the members and respecting each other though leader may be younger than the rest of the members.

Members shared that their spouses are not actively involved in FEC due to work commitment. Thus far, only 4 husbands have been involved in the activities. Nevertheless, they have been supportive of their wives' involvement in FEC and enquired on what was learned in FEC.

Lifelong learning is defined as continuation of gaining knowledge in every aspect. It is an eye opening experience to learn from other member's experience. It is important to share and advise each other on problems that they faced and adopt positive thinking. A member shared that she is able to adopt the knowledge gained from workshops to benefit her children. Lifelong learning should be made into a culture for the family.

iii. Involvement in children's educational and developmental needs

Members shared that they are more aware of the available assistance to provide their children on education and the need to support their children in their development.

Annex E

Geographical Zone	Existing Partners
North East	Nil
Central	Singapore Kadayanallur Muslim League Muhajirin Mosque
South West	Assyakirin Mosque Sinar Harapan (YM)
South East	Ain Society Malay Youth literary Association PERGAS Bedok Green Pri Sch United Indian Muslim Association Muhammadiyah Welfare Home Al Wehdah (Arab Association) Evolusi (YM)

learning journey

Key Take Aways by Participants

Mr Md Zin Handair
President, Progress Class Society @ Bukit Batok East CC

Your experience at the case study sharing session:
The case study sharing sessions have been great. We have a lot of our partners contributing ideas and i think it fits in to the CLF theme; in what community-connectedness means, in renewing common purpose, inspiring engagement, and enabling participation. With every partner putting an effort to contribute and to do some renewals in the CLF case studies and sharing sessions, CLF will definitely be able to achieve more

Your views on the CLF engagements so far:
CLF programmes are very well-planned. In terms of the execution, definitely there are areas where we can still improve on and definitely we are looking at trying to improvise a new set of programme in the future.

Ms Teo Mee Hong
Executive Director, Social Enterprise Association

Your experience at the case study sharing session:
I'm impressed with the case study sharing sessions. There was a lot of candor by the presenter on the challenges faced by a young programme, and how it would have benefitted from greater publicity, as well as how the community would have found it more engaging had the application process be simplified. I'm also very happy with the social enterprise study. I think there's a lot of good in doing that. The sharing of Mendaki SENSE is very appropriate as they are already a good example of an established social enterprise, and going forward, to compare their model to existing social enterprise models, I'm sure their finding will be very useful for the Singapore context. I'm eager to hear their findings at the Convention.

Mr Saktiandi Supaat
CLF LABs Steering Committee, Chairman

Your experience at the case study sharing session:
The experience that I had for the case study session was quite interesting. We heard quite diverse views on social enterprise by Mendaki SENSE, as well as a discussion on CLF Labs and some of the methodology and process about CLF Labs. It's good that I learnt a bit more about what to expect and what will be coming up at the convention, and it's a good engagement process in terms of the sharing of what is going to be coming up.

Commentary - Workshop on Coordinating the Community Help EcoSystem (17 Sep)

by Suffyan Othman

Held on the 17 September 2012, the Learning Journey Workshop was the first in a series of workshops organised by the Community Leaders Forum (CLF) Secretariat. The workshop, conducted by Stanley Fong, General Manager of Southeast CDC, was attended by 20 participants from 13 various Malay/Muslim Organizations (MMOs), mosques, Community Development Council (CDC) and Malay Activity Executive Committee (MAEC) . The purpose of the workshop was to examine the different needs and challenges within the community help eco-system, as well as the comparative strengths (and weaknesses) of various types of organisations, and to better understand how each partner could contribute more effectively towards an effective support structure for the beneficiaries. The first task was to increase the awareness of what each MMO does in helping the community. This is to better understand the interconnectedness of the work by individual partners. The participants highlighted the specific nature of their work, be it in terms of the target audience, the groups of people they assist, or the geographical boundaries of their work,. From here, there were three pertinent questions asked, why do we help, to what outcomes and how have we done so far. These questions brought out an honest assessment of the capabilities and limitations of each organisation as well as a greater awareness of the need to work together.

For the CLF partners, a deeper understanding of shared goals needs to be revisited, so that greater emphasis can be placed in working collectively. While each of the partners face different challenges and have different objectives, which can lead to them working in isolation, collaboration is still possible. This can be done through case-specific collaborations or in a broader framework. This will sustain a network where individual strengths of a particular organisation can be leveraged on and that a community help eco-system can exist. The importance of the value proposition of the partners was highlighted, with their distinct roles and diversity of partners. From here, there can be an aggregation effect and this can bridge both micro and macro level needs for those seeking help.

The next point highlighted was the importance of the MMOs in Singapore. In terms of help-seeking behaviour, a cultural understanding of norms, language and a common imagination was explored. From here, clarity of purpose was then discussed, in terms of the organisation itself, vis-a-vis the Malay/Muslim community and the society at large. Therefore purpose, outcomes and issues can be seen from both community and national perspectives. At the same time, it is also important to remember who we are doing it (providing help) for.

Building on this, it is pertinent to look at help at different levels. From the perspective of the organisation, there needs to be an understanding at the individual and systems level. For the individual level, it is important to focus on the needs of the consumer, the services provided and how this affects them. At the systems level, it is important to understand how the organisation will affect other organisations in a local context, and at the national level, how it affects other national agencies.

Looking at this from the individual level, the main question is whether a family is self-reliant. The criteria include health, finances, children and elderly, shelter, food, employment and support. Based on these criteria, help can be given accordingly. With MMOs providing a diverse range of support, as well as the other CLF partners, inter-linkages between them becomes more important. This is to be able to provide the best support possible without the need to duplicate help. These inter-linkages can be very complex and needs to be understood from the systems level. This can be seen from the perspective of issuesbased or on locality. At the national level, it is important to understand the expectations and demands placed upon these organisations.

Therefore, the main challenge is that of the connections, to coordinate help at the systems level. The value of social capital in this case is very important. The familiarity with those in other organisations will ease the difficulty in building up connections and trust and this will facilitate coordination in the ecosystem. Building up from this, at the national systems level, there are also other factors to consider, the resource-to-challenge ratio, which is the importance of prioritising scarce resources, capacity development as well as strategic planning. Ultimately, it is a question of how the CLF partners should organise themselves and these conversations has to continue in order to be more affective in the lives of those who require help.

Commentary - Case Study Sharing Session (5 Oct)

by Suffyan Othman

1) **The Relevance of the NUR Integrated Programme for Teenagers**
2) **An Integrated Approach towards Assisting Malay/ Muslim Families**
3) **The Evolution of Family Excellence Circles**

The second of a three part CLF case study sharing session was held on the 5th of October 2012 in the Yayasan MENDAKI hall. More than thirty people attended, and this includes heads of MMOs as well as the members of the CLF Review Committee. The three case study owners who presented were Mr Abdul Halim Aliman, Head of the Family Development Network, on The Evolution of the Family Excellence Circles, Mr Joachim Lee, from Tampines Family Service Centre, on An Integrated Approach towards Assisting Malay/Muslim families and Mr Sazali Wahid, Head of the Youth Development Network, on The Relevance of the NUR Integrated Programme for Teenagers. The session was to share the preliminary findings they had from the case studies and to provide a platform for these findings to be deliberated and discussed to further fine tune the studies themselves.

Chairman of the CLF Steering Committee, Associate Professor Dr Yaacob Ibrahim gave the opening remarks, focusing on the importance of this review process. This platform allows the partners of CLF to bring about the changes that they want in CLF. Furthermore, the inputs given during the discussions will help ensure that the programmes are refined or updated. The review process provides a safeguard so that CLF will not stand still and will remain open to suggestions for further improvements for the community platform.

Mr Mohd Ali Mahmood, Senior Director of PPIS was the chairperson and moderator of the panel discussion. He posited three main questions to the audience, in light of the question and answer session after the speakers' presentations, to help guide the audience towards a more focused discussion where greater constructive responses and inputs can be gleaned. The questions were, how can the findings be used to improve the relevance of the programmes, to look at the possible structural and procedural challenges that need to be addressed to sustain these efforts and ensure the improvements and the success of the programmes and finally the possible areas of additional development that can be gleaned from the findings to enhance the review process further. As these are preliminary findings, these inputs will help the case study owners to reflect and learn from them and further fine tune the studies.

The first speaker was Mr Abdul Halim Aliman, presenting on The Evolution of the Family Excellence Circles (FECs). His presentation was focused on the preliminary findings made from focus group discussions held with the two pioneer groups of the FECs. Conceptualized in 2004, the main focus of the FECs was to encourage the participants to be lifelong learners and therefore, the main research question was to find out what have the participants learnt and acquired for themselves and their families. The two groups that were interviewed were female centric, with only one member who is male. It was also highlighted that the husbands were very supportive of their involvement in this and from here, the need to hold focus group discussions can be seen. He stressed that this will be done to examine the multiplier effect of such efforts as well as to corroborate the findings from the earlier focus group discussions with their wives.

The main themes that were garnered from the focus group discussions were, the importance of good parenting and the importance of lifelong learning. In terms of good parenting, FECs were platforms for sharing and learning from one another, their involvement in Learning Journeys and workshops allow them to learn about best practices in parenting and thus they felt that their parenting skills were enhanced. In terms of lifelong learning, an important factor will be how this was then translated to their children, empowering the parents to take charge of and assist in their children's education. In essence, the importance of the FECs is that it empowers parents to help realize their children's potential.

The future progress of the review will be seen through analysis of the survey to look into the efficacy of the programme in terms of its structure and the processes as well as evaluating the groups that were helmed by the CLF partners, to examine how well the programme has been translated. This will assist in the review process as a whole and in light of further expansion and replication of the FECs in the near future as this will garner greater numbers of families who are active learners.

The next presenter was Mr Joachim Lee from Tampines Family Service Centre. His presentation was an examination of the efficacy of the Enhanced Wrap around Care (eWac) programme. From the

Commentary - Case Study Sharing Session (5 Oct)

by Suffyan Othman

perspective of the FSC, working alone is not enough as the families have multiple needs. The study was a comparative study of 20 families, 10 families under the eWac and 10 who receive regular services from the FSC, to highlight the progress and differences of the different approaches. Using blind raters, it was discovered that families under the eWac show greater improvements in a shorter amount of time. In terms of progress markers, these families had 11 progresses compared to 6 for those receiving regular services.

This reinforces the idea that traditional casework counselling is more tedious and time consuming as it has only one caseworker handling the case as opposed to the many helping hands approach under eWac. Another factor is that there are more resources that can be used for a particular family and the time taken for intervention is shorter. Cases can also be tracked over a longer period of time. For the families, because the other agencies that are helping are Malay/Muslim organizations, this helped the FSCs understand the cultural nuances as well. However, he felt that due to a high incidence of medical issues, there should be medical social workers to join in this approach as well as other relevant agencies. This will allow for a greater improvement in the approaching of helping these families.

For the final presentation, Mr Sazali discussed on the relevance of the NUR Integrated programme. The programme itself was to provide youths who face difficulties to have someone to talk to and to provide help. From 2006, the inception of the programme, to now, the number of calls and cases has decreased dramatically. The study is to understand why this is so. The study encompasses the youths themselves as well as the social service landscape provided for these youths. Therefore, there are focus group interviews with a range of youths as well as interviews with schools and agencies providing help.

This was also to look into alternative models of help. Issues arising from the focus group interviews with the youths show that they are aware of the helplines but are not aware of the NUR helpline. Further results show that young males do not perceive their problems to be issues that require attention. Currently, according to Mr Sazali, they are looking into the services that schools provide and these services are comprehensive. National agencies also have a wide range of programmes for the youths in need. These findings will then be shared with the NUR partners to improve the programme.

The question-and-answer session was focused on providing a more comprehensive framework for all three case studies. There were gaps that within each case study that were found during the presentations and the questions allow for a greater exploration of the case studies. For example, there were questions on the use of social factors to examine eWac, comprehensive use of indicators to ensure fidelity of the findings to expand the utility of the studies. All in all, the question-and-answer serves to improve the studies and its utility.

Commentary - Case Study Sharing Session (9 Oct)

by Humairah Zainal

1) CLF LABs
2) Greater Understanding of Social Enterprises in Singapore

The case study sharing session held at Wisma MENDAKI on 9th October 2012 was the third in a series of four sessions conducted in conjunction with the Community Leaders Forum (CLF) Learning Journey. The objective of the session was to involve CLF partners in the review process on important aspects of CLF and the myriad of programmes that come under the purview of CLF. Two speakers were invited to present their case studies. The first speaker, Mr Muhd Nadim Adam, Research and Policy Officer at Yayasan Mendaki, provided an inaugural review of CLF labs since it was officially launched in 2011. The CLF labs is an initiative that has emerged out of the current CLF partnership structure and that aims to carve out an avenue for young people from youth-led organisations to translate fresh ideas into reality through the implementation of projects. The second speaker, Ms Shenaz Poonawala, Head of Employability Network at MENDAKI SENSE probed a model that could possibly be developed for budding Social Enterprises (SEs) in Singapore. Both speakers highlighted the current challenges as well as key recommendations that could be considered in order to ensure more desirable outcomes for their respective initiatives. The session was moderated by Dr AlBakri Ahmad, Dean of the Islamic Religious Council of Singapore (MUIS) Academy.

In gauging the receptiveness of the Malay/Muslim community towards CLF labs as a tool for realising ideas that will the benefit the community, Mr Muhd Nadim first identified gaps within the present operation of CLF Labs in order for them to be re-evaluated and ideally, rectified. Responses on CLF labs were garnered from members of the Steering Committee, the CLF Secretariat, individuals or groups who had previously sought funding from CLF labs, as well as Malay/Muslim youths, including those who are studying in tertiary institutions. Based on the responses gathered through interviews with these research participants, Mr Muhd Nadim highlighted two main challenges that impede the possible operationalisation of ideas that youths may already have for the community: (i) The need to increase the level of commitment by youths to CLF labs, and (ii) To promulgate the philosophy of CLF labs in a more palatable form.

Having recognised these challenges, Mr Muhd Nadim posited that a more intensive publicity drive may have to be carried out in order to galvanise youths into further action. One way to do this is to engage youths in issues that the community faces, through public education. It is hoped that only when youths are able to internalise the social consciousness of the environment they are living in through comprehending the issues of today will a critical effect in the number of project proposals submitted to CLF Labs be observed.

In addition to increasing awareness and participation amongst youths, the current framework for CLF Labs needs to be revisited in order for it to be more palatable to youths. This includes reducing the jargons used in the current proposal guidelines in order to create initiatives for more proposals to be turned in. More relevant information on CLF Labs, including its mission and vision, also has to be made available on such social media as the CLF Labs website. Moreover, CLF Labs should also seek potential collaborations with national agencies. A more intensified outreach effort between the CLF Labs Secretariat and the Youth Development Network is one area where such collaborations could be made possible. In relation to this, the Minister-in-charge of Muslim affairs and Chairman of the CLF Steering Committee, Dr Yaacob Ibrahim put forth the idea of establishing partnerships with schools in order to create opportunities for school-going children to utilise the funds. Students who are involved in Community Involvement Programmes (CIP) may realise the potential of some of the CIP activities they are engaged in to be translated into sustainable projects. Such partnerships would help to promote a multiplier effect that would enable more youths to tap on the CLF labs platform and to ensure its sustainability.

Nonetheless, despite all the existing gaps within CLF Labs, many positive elements have emerged out of the projects that have been approved by CLF Labs thus far. Mr Saktiandi Supaat, Chairman of the CLF Labs Steering Committee, noted that successful projects were mostly those that have established partnerships with other organisations. A case in point would be a project executed in 2011 by a youth group called Windows on Work Factor (W.O.W). W.O.W conducted a full two-day programme at United World College of Southeast Asia (UWCSEA), which aims to provide post-secondary students an insight into corporate life and to equip them with project management skills. Through effective collaboration with Young AMP (Association of Muslim Professionals), W.O.W has scaled up its efforts and programme design to various institutes of higher learning. The CLF labs has also enabled some youths to tap into larger pools of youth groups upon successful implementation of their projects. The above are just some examples in which youths are able to utilise CLF Labs to realise

Commentary - Case Study Sharing Session (9 Oct)

by Humairah Zainal

their ideas into sustainable projects. Thus, these elements indicate a promising future for CLF labs in terms of its relevance and viability.

The second case study was presented by Ms Shenaz Poonawala. The key thrust of her case study lay in extrapolating the factors that have enabled successful SEs in Singapore to thrive and the drawbacks that they have faced. Ms Poonawala first outlined SEs as an innovative alternative way of looking at social needs. Justifying Singapore as her area of inquiry, she affirmed that unlike in developing and developed countries around the world, SEs are a new phenomenon in Singapore. Therefore, this should pave a way for research on an SE model that is unique to Singapore and that will enable budding SEs to emulate and succeed. Ms Poonawala also discussed four SE models that are currently used in Singapore and abroad. They are: (i) The 'Plough Back Profit' model; (ii) 'Subsidised Services'; (iii) 'Work Integration' and (iv) 'Social Needs'. Each of these four models has been designed for various purposes. The 'Plough Back Profit' model generates profits to fund the social programmes of their affiliated or parent charities. This helps VWOs or charities reduce their reliance on donations and enhance their financial sustainability. On the other hand, the 'Subsidised Services' model provides services to the needy and/or disadvantaged clients and charge commercial rates to mainstream customers. This ensures that the people who could not usually afford certain services have access to such services to improve their quality of life. The 'Work Integration' model provides skills training and/or employment opportunities to the needy and disadvantaged. This includes those who have higher than usual barriers to employment, such as ex-offenders. The skills training acquired should provide a means to reintegrate them into society and encourage them to be self-reliant. It also provides opportunities to people who may not find employment on the open market. Last but not least, the 'Social Needs' model is designed to address certain social issues and serve society's social needs, which may include community bonding, family bonding and racial harmony. While still at its infancy stage, there has been a lot of government support and commitment for SEs in Singapore. From the Ministry of Community, Youth and Sports (MCYS) SE fund to the setting up of SE Association, SEs are encouraged by the government such that more grants are now made available for SEs to thrive.

Ms Poonawala also shared some of the key findings from the SE Committee Report in 2007, which was based on the SE Committee formed in 2006. She quoted a 2007 study by the Lien Foundation Centre for Social Innovation (LFCSI) on SEs in Singapore, which estimated the existence of about 150 SEs in Singapore, with two-thirds of these founded by Non-Profit Organisations (NPOs) or Voluntary Welfare Organisations (VWOs). The remaining one-third were founded from the private sector, which is a positive and encouraging sign, though there can be more participation from the private sector to run SEs. The study also concluded that low-income individuals were the most common beneficiaries, with 32 out of the 94 identified SEs benefiting this group. Also, of all the SEs, 23 offer employment services while others provide skills training. Hence, there is a lot of room for SEs to thrive in Singapore. Key recommendations that emerged out of the Committee Report include the need to bring in more private sectors into SEs in order to encourage the growth of SEs, to build a pro-SE environment and to create a culture of social entrepreneurship.

Following that, in order to interrogate the model that could be emulated by budding SEs in Singapore, Ms Poonawala shared her ongoing research, which entailed in-depth interviews with four successful SEs. These SEs are namely MENDAKI SENSE, Dialogue in the Dark, Dignity Kitchen and Laksania. The aim of the research is to explore the top 10 key factors that are deemed important by the SEs. Four factors have been identified by three of the SEs as contributing to their success: (i) Access to finance and funding, with the ability to manage cash flow regarded as critical (ii) Building teams with shared values and right skills, as strong human capital is needed to run programmes (iii) Commitment to continuous improvement, with innovative measures to run business, and (iv) Sustainability and scalability. Ms Poonawala hoped that through this research, one common model that has been tried and tested could be developed through the share of best practices. Additionally, she hoped that the model could provide mosques and Malay Muslim Organisations (MMOs) the possibility to rethink, restructure and transform its SEs for long-term sustainability.

The two case studies have invited a number of responses and suggestions from the audience during the question and answer session. For instance, Mr Izzuddin Taherally, President of the Malay Youth Literary Association or 4PM emphasised the need to improve the level of commitment and perception of youths towards CLF Labs. At the end of the session, both presenters expressed their appreciation to all CLF partners for their insights and hoped to garner more positive feedback for their respective initiatives.

hopes for the future

CLF Steering Committee Hopes for the Future

RESOURCE PERSONS

Mr Masagos Zulkifli

The CLF is a unique and powerful platform our organisations have come together under. It is both a testament of the Malay Muslim community's sense of ownership and responsibility as well our ability to align our multi-pronged approach towards a common objective to uplift our community. This has come a long way from when we went our separate ways to resolve the issues our community faced. The way forward is even brighter: many organisations are already professionalising their staff to complement the volunteer ranks. This means we will know how to apply evidence-based methods, and with our efforts aligned, we will be able to help more effectively than ever.

Mr Zainul Abidin Rasheed

CLF is one institution that's unique and effective. CLF does not only reflect our symbolic value of 'gotong- royong' but has also been productive. Something we can be collectively proud of. It is not perfect. It can be uplifted further and that's our joint responsibility. A Malay proverb goes: Ringan sama dijinjing, berat sama dipikul, meaning light we carry by our fingers, heavy together we shoulder. CLF is our common responsibility. Well done, CLF. Well done our MM Community which has been steadfast standing together and solid in spirit to face and in overcoming challenges, step by step.

EDUCATION NETWORK

Mr Zainal Sapari

Our educational landscape is changing rapidly. To better prepare ourselves for challenges in a competitive global economic environment, we need to embrace life-long learning to ensure we equip ourselves with knowledge and skills that are applicable to these times. And while we pursue educational excellence, we must ensure our programmes remain relevant and effective. It is thus necessary to continually – and collectively – review them. The Education Network does this through the different platforms and outreach programs it has spearheaded. If we capitalise on the opportunities it gives us, we will become the community of excellence that we envision.

Assoc Prof Muhammad Faishal Ibrahim

While we are committed to enhance our current programmes, such as Tiga M, we will continue to explore new ways to better engage our community to improve our performance in education. Specifically, we will do more to sharpen our children's process and thinking skills. I urge parents to develop positive parenting skills so that their children can have a holistic development in their lives.

FAMILY DEVELOPMENT NETWORK

Mr Zainudin Nordin

The Family Development Network hopes to expand our network through our stakeholders and key partners so as to render services closer to the ground and outreach to the target group more effectively. The efforts to rally the community resources and partners have been very promising. We aim to strengthen the families by connecting them to different community nodes and thus growing their social network. We believe that the 'wrap around' care for these families will ensure that they are holistically supported in their journey towards self-reliance.

CLF Steering Committee Hopes for the Future

Dr Mohamad Maliki Bin Osman

"A strong and supportive family environment enables its member to grow and succeed academically, economically and socially. The FDN members continue to collaborate and tap on each others' strengths to support our families to overcome their challenges and scale greater heights. From developmental to preventive to remedial programmes, we strive to strengthen families to support the development and harness the potential of their children to the fullest. As families continue to face complex challenges, we also realised that we need more skilled manpower to support our families. We will continue to work with other government agencies to build up our manpower capabilities in this sector."

EMPLOYABILITY NETWORK

Assoc Prof Fatimah Lateef

The Employability network under CLF will continues to strengthen its coordination efforts in the coming years. Now, besides just focusing on job placement and matching, we will also promote FURTHER upgrading, reskilling, relearning and unlearning as appropriate. It is going to involve more education and mind-set change as well as ensuring each worker has a strategic mission, vision and objective for himself. More mentoring processes will also be a welcome, especially by people from the same industries who are more experienced. This way we provide a better and more realistic sharing platform.

Mr Hawazi Daipi

Singaporeans are recognizing the importance of training and skills upgrading. As a community, we must continue this effort to promote as many of our Malay/Muslim workers to upgrade such that the profile of the Malay workforce could be improved, evident by an increased in the proportion of our workers in the PMEs category. This is important and necessary in order to meet the job demands in the future. The network should strategise effective ways that will help aspiring PMEs to realize their dreams and potentials.

YOUTH DEVELOPMENT NETWORK

Mr Zaqy Mohamad

I am heartened by the progress made by the Community over the years and the contribution the CLF and all the organisations that have made a significant impact to our progress. Today, close to 88 per cent of the P1 cohort of Malay students are admitted to post-secondary education compared to the 75 per cent 10 years ago. I am confident that given the progress made today, we will continue to better ourselves and make our mark in Singapore and the World.

Dr Intan Azura Mokhtar

CLF has managed to bring together many Malay Muslim organisations, professionals and individuals who share the same vision of improving the community. I have met some of them and they have been truly focused, energetic, inspiring and committed in helping move our community forward. I am happy that CLF has served as a useful platform for us to work with one another and generate new, workable ideas to realize this shared vision that we have, and I am confident CLF will continue to play this important role.

directory of partners

Directory of Partners

CDC & CC

Organisation : Admiralty Citizens' Consultative Committee (ACE the Place CC)
Address : Blk 547 Woodlands Drive 16 #01-177 Singapore 730547
Contact Number : +65 6891 3430
Fax Number : +65 6891 3431
CLF Programme(s) : ACE Learning Families Club

CDC & CC

Organisation : Ci Yuan CC MAEC
Address : Blk 662 Hougang Avenue 8 #01-413 Singapore 530662
Contact Number : +65 6387 9012
Fax Number : +65 6387 9015
CLF Programme(s) : 3M and Program Bijak Belanja

CDC & CC

Organisation : Bukit Batok East Malay Activity Executive Committee (BBEMAEC)
Address : Bukit Batok East Community Club 23 Bukit Batok East Avenue 4 Singapore 659841
Contact Number : +65 6565 9330
Fax Number : +65 6565 6057
Website : http://bukitbatokeast.blogspot.com
CLF Programme(s) : Life Style | Home Ownership | Credit & Loan Management | Time Management | You & Your Insurance

CDC & CC

Organisation : Hougang Community Club
Address : 35 Hougang Avenue 3 Singapore 538840
Contact Number : +65 6282 8887
Fax Number : +65 6282 7136
Website : www.hougangcc.org.sg
CLF Programme(s) : Maju Minda Matematika (Tiga M)

CDC & CC

Organisation : North East Community Development Council
Address : 300 Tampines Avenue 5 #06-01 NTUC Income Tampines Junction Singapore 529653
Contact Number : +65 6424 4000
Fax Number : +65 6424 4066
Website : http://www.northeastcdc.org.sg/ www.facebook.com/necdc
CLF Programme(s) : Enhanced Wrap Around Care

CDC & CC

Organisation : Pasir Ris Zone 13 RC
Address : 585 Pasir Ris Street 53 Singapore 510585
Contact Number : +65 6582 5306
CLF Programme(s) : Training Facilitation

Directory of Partners

CDC & CC

Organisation : Pasir Ris Zone 12 RC
Address : 520 Pasir Ris Street 52
Singapore 510520
Contact Number : +65 6583 8212
CLF Programme(s) : Training Facilitation

CDC & CC

Organisation : South East Community Development Council
Address : 10 Eunos Road 8 #02-01
Singapore 408600
Contact Number : +65 6243 8753
Fax Number : +65 6243 3130
Website : http://www.southeastcdc.org.sg
CLF Programme(s) : Enhanced Wrap Around Care

FSC

Organisation : The Ang Mo Kio Family Service Centres (Sengkang)
Address : Blk 223D Compassvale Walk
#01-673
Singapore 544223
Contact Number : +65 6312 8100
Fax Number : +65 6312 5631
Website : http://www.amkfsc.org.sg
CLF Programme(s) : Enhanced Wrap Around Care

FSC

Organisation : Ang Mo Kio Family Service Centres (Ang Mo Kio branch)
Address : Blk 230 Ang Mo Kio Avenue 3
#01-1264
Singapore 560230
Contact Number : +65 6453 5349
Fax Number : +65 6455 6183
Website : http://www.amkfsc.org.sg/
CLF Programme(s) : Wrap Around Care 2011

FSC

Organisation : Fei Yue FSC (Bukit Batok)
Fei Yue FSC (Choa Chu Kang)
Fei Yue FSC (Yew Tee)
Contact Number : +65 6569 0381 (Bukit Batok)
+65 6762 5215 (Choa Chu Kang)
+65 6416 2162 (Yew Tee)
Fax Number : +65 6569 5868 (Bukit Batok)
+65 6762 8120 (Choa Chu Kang)
+65 6416 2182 (Yew Tee)
Website : http://fycs.org
CLF Programme(s) : Wrap Around Care 2011

FSC

Organisation : MacPherson Moral Family Service Centre
Address : Blk 91 Paya Lebar Way #01-3023
Singapore 370091
Contact Number : +65 6741 4255
Fax Number : +65 6741 6989
Website : http://www.thkms.org.sg
CLF Programme(s) : Enhanced Wrap Around Care

Directory of Partners

FSC

Organisation : PPIS Family Service Centre (West)
Address : Blk 301 Bukit Batok Street 31
#01-01
Singapore 650301
Contact Number : +65 6561 3462
Fax Number : +65 6561 6420
Website : www.ppis.sg
CLF Programme(s) : NUR teensLINE

FSC

Organisation : Serangoon Moral Family Service Centre
Address : Blk 238 Serangoon Avenue 2
#01-47
Singapore 550238
Contact Number : +65 6284 7123
Fax Number : +65 6284 5221
Website : http://www.chkmps.org.sg
CLF Programme(s) : Wrap Around Care 2011

FSC

Organisation : Rotary Family Service Centre
Address : Blk 346 Clementi Avenue 6 #01-10
Singapore 120346
Contact Number : +65 6779 9489
Fax Number : +65 6776 2673
Website : http://www.rotaryfoundationsing.org
CLF Programme(s) : Wrap Around Care 2011

FSC

Organisation : Tanjong Pagar Family Service Centre
Address : Blk 18 Jalan Membina #04-01
Singapore 164018
Contact Number : +65 6270 6711
Fax Number : +65 6270 9663
Website : http://www.thkms.org.sg/index.html
CLF Programme(s) : Wrap Around Care 2010
Wrap Around Care 2011

FSC

Organisation : Singapore Children's Society – Yishun FSC
Address : Blk 107 Yishun Ring Road #01-233
Singapore 760107
Contact Number : +65 6753 7331
Fax Number : +65 6753 2697
Website : www.childrensociety.org.sg
CLF Programme(s) : Wrap Around Care 2010
Wrap Around Care 2011

MMO

Organisation : AIN Society
Address : 20 Joo Chiat Road #02-06
Singapore 427357
Contact Number : +65 6296 6027
Fax Number : +65 6344 1314
Website : www.ainsociety.org.sg
CLF Programme(s) : Family Excellence Circles
Max Out Programme
NUR@Bukit Batok East

Directory of Partners

FSC

Organisation : Tampines Family Service Centre
Address : Blk 470 Tampines Street 44
#01-194
Singapore 520470
Contact Number : +65 6787 2001
Fax Number : +65 6787 4459
Website : http://www.tampinesfsc.mws.org.sg
CLF Programme(s) : Enhanced Wrap Around Care

MMO

Organisation : AMP
Address : 1 Pasir Ris Drive 4 #05-11
Singapore 519457
Contact Number : +65 6416 3966 (Main Line)
Fax Number : +65 6583 8028
Website : www.amp.org.sg
CLF Programme(s) : NUR@Jurong Point
NUR@Pasir Ris
Core Parenting Skills 2010
YIA Plus

MMO

Organisation : Clubilya
Address : c/o Toa Payoh North Post Office
PO Box 844
Singapore 913135
(w.e.f. January 2012) -
Blk 854 Yishun Ring Road
#01-3511
Singapore 760854
Contact Number : +65 8323 5969
Website : www.clubilya.org.sg
CLF Programme(s) : NUR @Yishun

MMO

Organisation : MENDAKI Sense
Address : 1 Lorong 6 Toa Payoh
Singapore 319976
Contact Number : +65 6478 3100
Website : www.mendaki.org.sg/general/about-mendaki-sense.aspx
CLF Programme(s) : Career Readiness
Employment Facilitation through job preparation exercise and career-coaching
Training Programme and Subsidies

MMO

Organisation : Jamiyah Business School
Address : 970 Geylang Road
Tristar Complex, #02-03
S(423492)
Contact Number : +65 6478 0456
Fax Number : +65 6478 0457
Website : www.jbs.edu.sg
CLF Programme(s) : Employability
Partner since 2004

MMO

Organisation : Muhammadiyah Welfare Home
Address : 58 Bedok North Street 3
Singapore 463624
Contact Number : +65 6344 7551
Fax Number : +65 6348 2661
Website : www.muhammadiyah.org.sg
CLF Programme(s) : Projek Keluarga Teguh
Projek Keluarga Akrab

Directory of Partners

MMO

Organisation : Malay Youth Literary Association (4PM)
Address : Blk 606 Bedok Reservoir Road #01-716 Singapore 470606
Contact Number : +65 6242 6288/+65 6242 6381/ +65 6242 6589
Fax Number : +65 6242 0610
Website : www.4pm.org.sg
CLF Programme(s) : Maju Minda Matematika (3M)
Keluarga Akrab
Youth In Action Plus (YIA+)

MMO

Organisation : Singapore Kadayanallur Muslim League
Address : Blk 65 Telok Blangah Drive #01-166 Singapore 100065
Contact Number : +65 6224 7748
Fax Number : +65 6224 7748
Website : www.skml.sg
CLF Programme(s) : Family / Youth / Women Empowerment Focus

MMO

Organisation : Muslim Kidney Action Association
Address : 122 Telok Kurau Road Singapore 423806
Contact Number : +65 6440 7390
Fax Number : +65 6440 7386
Website : mkacassociation.org
CLF Programme(s) : Family Excellence Circle

MMO

Organisation : Singapore Islamic Scholars & Religious Teachers' Association (PERGAS)
Address : Wisma Indah 448 Changi Road #03-01 Singapore 419975
Contact Number : +65 6346 9350
Fax Number : +65 6346 3450
Website : www.pergas.org.sg
CLF Programme(s) : Family Excellence Circle & In-Care Program

MMO

Organisation : PPIS Vista Sakinah
Address : Blk 549 Woodlands Drive 44 #01-86 Singapore 730549
Contact Number : +65 6891 3090
Fax Number : +65 6891 3295
Website : www.ppis.sg
CLF Programme(s) : Vista Sakinah

MMO

Organisation : The Arab Association Singapore (Alwehdah)
Address : 11 Lorong 37 Geylang Road Singapore 387908
Contact Number : +65 6747 5590
Fax Number : +65 6746 4330
Website : Arab Association of Singapore, Alwehdah
CLF Programme(s) : Keluarga Akrab (Family Development Network)

Directory of Partners

MMO

Organisation : United Indian Muslim Association
Address : 587 Geylang Road #03-01
Singapore 389526
Contact Number : +65 6748 6187 / +65 6775 1455
Fax Number : +65 6775 1454
Website : www.uima.org.sg
CLF Programme(s) : Parents support Group
Family Bonding
Helping needy families to be self-reliant
Education services

MMO

Organisation : Yayasan MENDAKI
Address : 51 Kee Sun Avenue Off
Tay Lian Teck Road
Singapore 457056
Contact Number : +65 6245 5739
Fax Number : +65 6243 2142
Website : www.mendaki.org.sg
CLF Programme(s) : Maju Minda Matematika (Tiga M)
Prepatory Math & Science Workshop
Success in PSLE Math Seminar
Core Parenting Skills (Education Seminar Series)
Family Excellence Circles (FEC)

MOSQUE

Organisation : Al-Falah Mosque
Address : #01-01 Cairnhill Place
Bideford Road
Singapore 229650
Contact Number : +65 6235 3172
Fax Number : +65 6735 5580
Website : www.alfalah.org.sg
CLF Programme(s) : NUR@Orchard

MOSQUE

Organisation : Al-Ansar Mosque
Address : 155 Bedok North Avenue 1
Singapore 469751
Contact Number : +65 6449 7280
Fax Number : +65 6445 4702
Website : http://www.mosque.org.sg/alansar/index.html
CLF Programme(s) : Maju Minda Matematika (Tiga M)

MOSQUE

Organisation : Ar-Raudhah Mosque
Address : Bukit Batok East Avenue 2
Singapore 659919
Contact Number : +65 6899 5840
Fax Number : +65 6564 1924
Website : http://www.mosque.org.sg/arraudhah/index.html
CLF Programme(s) : Financial Literacy 2010
Back to Work Women
Youth Development Programmes

MOSQUE

Organisation : Assyafaah Mosque
Address : 1 Admiralty Lane
Singapore 757620
Contact Number : +65 6756 3008
Fax Number : +65 6753 0095
Website : www.assyafaah.sg
CLF Programme(s) : Maju Minda Matematika (Tiga M)
Employability Partner since 2006

Directory of Partners

MOSQUE

Organisation : Assyakirin Mosque
Address : 550 Yung An Road
Singapore 618617
Contact Number : +65 6268 1846
Fax Number : +65 6268 9725
Website : www.assyakirin.sg
CLF Programme(s) : Employability
Partner since 2007
Strengthening Family Series
Core Parenting Skills
3M
Family Excellence Circles

MOSQUE

Organisation : Darul Makmur Mosque
Address : 950, Yishun Ave 2
S(769099)
Contact Number : 6752 1402
Fax Number : 6752 2743
Website : www.darulmakmur.org
CLF Programme(s) : Core Parenting Skills 2011

MOSQUE

Organisation : Darul Ghufran Mosque
Address : 503 Tampines Avenue 5
Singapore 529651
Contact Number : +65 6786 5545
Fax Number : +65 6786 5485
Website : www.darulghufran.org
CLF Programme(s) : Maju Minda Matematika (Tiga M)
Employability Partner since 2010

MOSQUE

Organisation : Hasanah Mosque
Address : 492 Teban Gardens Road
Singapore 608878
Contact Number : +65 6561 7990
Fax Number : +65 6566 5537
Website : http://www.mosque.org.sg/hasanah/web/files/index.html
CLF Programme(s) : Maju Minda Matematika (Tiga M)

MOSQUE

Organisation : Masjid Al-Mukminin
Address : 271 Jurong East Street 21
Singapore 609603
Contact Number : +65 6567 7777
Fax Number : +65 6567 3441
Website : http://www.mosque.org.sg/almukminin/index.html
CLF Programme(s) : Employment Facilitation

MOSQUE

Organisation : Masjid An-Nahdhah
Address : 9A Bishan Street 14
Singapore 579786
Contact Number : +65 6354 3138
Fax Number : +65 6354 3139
Website : http://www.mosque.org.sg/an-nahdhah/index.htm
CLF Programme(s) : Employment Facilitation

Directory of Partners

MOSQUE

Organisation : Masjid Al-Mutaqqin
Address : 5140 Ang Mo Kio Central Avenue 6
Singapore 569844
Contact Number : +65 6454 7272
Fax Number : +65 6451 0781
CLF Programme(s) : Employment Facilitation

MOSQUE

MASJID KASSIM

Organisation : Masjid Kassim
Address : 450 Changi Road
Singapore 419877
Contact Number : +65 6345 2884
Fax Number : +65 6346 1279
Website : http://www.mosque.org.sg/kassim/
CLF Programme(s) : Employment Facilitation

MOSQUE

Organisation : Masjid Khalid (Khalid Mosque)
Address : 130 Joo Chiat Rd
S(427727)
Contact Number : +65 63452884
Fax Number : +65 63461279
Website : www.masjidkhalid.sg
Email Address : mkhalid@singnet.com.sg
CLF Programme(s) : Financial Literacy workshop

MOSQUE

NORTH EAST
MOSQUE CLUSTER

Organisation : North East Mosque Cluster
Address : Al-Istighfar Mosque
2 Pasir Ris Walk
Singapore 518239
Contact Number : +65 6583 8711
Fax Number : +65 6583 8722
Website : http://www.muis.gov.sg
CLF Programme(s) : Enhanced Wrap Around Care

Directory of Partners

MOSQUE

Organisation : South East Mosque Cluster
Address : Al-Ansar Mosque
155 Bedok North Avenue 1
Singapore 469751
Contact Number : +65 6449 2420
Fax Number : +65 6445 4702
Website : http://www.muis.gov.sg
CLF Programme(s) : Enhanced Wrap Around Care

PCF&SCHS

Organisation : Bartley Secondary School
Address : 10 Jalan Bunga Rampai
Singapore 538403
Contact Number : +65 6288 9013
Fax Number : +65 6280 5595
Website : http://www.bartleysec.sg
CLF Programme(s) : Youth in Action (YIA)
Empowerment Programme for Girls (EPG)
Engagement Programme for Boys (EPB)

PCF&SCHS

Organisation : Bedok Town Secondary School
Address : 232 Bedok North Street 3
Singapore 469626
Contact Number : +65 6445 1163
Fax Number : +65 6449 0075
Website : http://www.bedoktownsec.moe.edu.sg
CLF Programme(s) : Empowerment Programme for Girls (EPG)

PCF&SCHS

Organisation : Bedok South Secondary School
Address : 1 Jalan Langgar Bedok
Singapore 468585
Contact Number : +65 6441 4479
Fax Number : +65 6449 4314
Website : http://www.bedoksouthsec.moe.edu.sg/
CLF Programme(s) : Youth-In-Action

PCF&SCHS

Organisation : Bendemeer Secondary School
Address : 1 Saint Wilfred Road
Singapore 327919
Contact Number : +65 6292 7616
Fax Number : +65 6293 2594
Website : http://www.bendemeersec.org/
CLF Programme(s) : Youth-In-Action

PCF&SCHS

Organisation : Bishan Park Secondary School
Address : 2 Sin Ming Walk
Singapore 575565
Contact Number : +65 6458 8772
Fax Number : +65 6458 8773
Website : http://www.bishanparksec.moe.edu.sg/
CLF Programme(s) : Youth-In-Action

Directory of Partners

PCF&SCHS

Organisation : Deyi Secondary School
Address : 1 Ang Mo Kio Street 42
Singapore 569277
Contact Number : +65 6456 1565
Fax Number : +65 6458 3364
Website : http://www.deyisec.moe.edu.sg
CLF Programme(s) : Youth in Action (YIA)
Empowerment Programme for Girls (EPG)
Engagement Programme for Boys (EPB)

PCF&SCHS

Organisation : Fuchun Secondary School
Address : 21 Woodlands Avenue 1
Singapore 739062
Contact Number : +65 6368 1984 / 6365 8732
Fax Number : +65 6367 0180
Website : http://www.fuchunsec.moe.edu.sg
CLF Programme(s) : Engagement Programme for Boys (EPB)
Empowerment Programme for Girls (EPG)

PCF&SCHS

Organisation : Greenwood Primary School
Address : 11 Woodlands Drive 62
Singapore 737942
Contact Number : +65 6366 6158
Fax Number : +65 6366 6159
Website : http://www.greenwoodpri.moe.edu.sg/
CLF Programme(s) : Youth-In-Action

PCF&SCHS

Organisation : Geylang Methodist Primary School
Address : 4 Geylang East Central
Singapore 389706
Contact Number : +65 6748 6746
Fax Number : +65 6748 8980
Website : http://www.gmsp.edu.sg/
CLF Programme(s) : Youth-In-Action

PCF&SCHS

Organisation : Hong Kah Secondary School
Address : 931 Jurong West Street 42
Singapore 649370
Contact Number : +65 6567 9655
Fax Number : +65 6567 9665
Website : http://www.hongkahsec.moe.edu.sg
CLF Programme(s) : Youth In Action (YIA)
Empowerment Programme for Girls (EPG)
Engagement Programme for Boys (EPB)

PCF&SCHS

Organisation : ITE East (Simei)
Address : 10 Simei Avenue
Singapore 486047
Contact Number : +65 6544 9100
Fax Number : +65 6544 9111
Website : college_east@ite.edu.sg
CLF Programme(s) : Academic & Lifeskills Coaching Programme

Directory of Partners

PCF&SCHS

ITE College Central

Organisation : ITE College Central (Balestier Campus)
Address : 114 Balestier Road Singapore 329679
Contact Number : +65 6580 5040
Fax Number : +65 6580 5020
Website : college_central@ite.edu.sg
CLF Programme(s) : Academic & Lifeskills Coaching Programme

PCF&SCHS

ITE College West

Organisation : ITE West (Choa Chu Kang)
Address : 1 Choa Chu Kang Grove Singapore 688236
Contact Number : +65 6411 1052 or +65 6411 1053
Fax Number : +65 6411 1022
Website : college_west@ite.edu.sg
CLF Programme(s) : Academic & Lifeskills Coaching Programme

PCF&SCHS

Loyang Secondary School

Organisation : Loyang Secondary School
Address : 12 Pasir Ris Street 11 Singapore 519073
Contact Number : +65 6582 1727
Fax Number : +65 6581 0557
Website : http://www.loyangsec.moe.edu.sg/
CLF Programme(s) : Youth-In-Action Engagement Programme for Boys

PCF&SCHS

Junyuan Primary School

Organisation : Junyuan Primary School
Address : 2 Tampines Street 91 Singapore 528906
Contact Number : +65 6783 0375
Fax Number : +65 6788 7395
Website : http://www.junyuanpri.moe.edu.sg/
CLF Programme(s) : Youth-In-Action

PCF&SCHS

Naval Base Secondary School

Organisation : Naval Base Secondary School
Address : 901 Yishun Ring Road Singapore 768689
Contact Number : +65 6257 1996
Fax Number : +65 6755 7706
Website : http://www.navalbasesec.moe.edu.sg/
CLF Programme(s) : Youth-In-Action

PCF&SCHS

Northland Secondary School

Organisation : Northland Secondary School
Address : 3 Yishun Street 22 Singapore 768578
Contact Number : +65 6257 6781
Fax Number : +65 6257 3634
Website : http://www.northlandsec.moe.edu.sg/
CLF Programme(s) : Youth-In-Action

Directory of Partners

PCF&SCHS

Organisation : Bedok Green Primary School
Address : 1 Bedok South Aveue 2
Singapore 469317
Contact Number : +65 6442 5416
Fax Number : +65 6449 1491
Website : bgps@moe.edu.sg
CLF Programme(s) : FEC (project Akrab)

PCF&SCHS

Organisation : PCF Woodlands
Address : Blk 875 Woodlands Street 82
#01-548
Singapore 730875
Contact Number : +65 6365 1589
Fax Number : +65 6365 3725
CLF Programme(s) : Maju Minda Matematika (Tiga M)

PCF&SCHS

Organisation : PCF Eunos
Address : Blk 616 Bedok Reservoir Road
Singapore 460616
Contact Number : +65 6841 6973
Fax Number : +65 6441 2068
Website : www.pcfeunos.org.sg
CLF Programme(s) : Maju Minda Matematika (Tiga M)

PCF&SCHS

Organisation : Ping Yi Secondary School
Address : 61 Chai Chee Street
Singapore 468980
Contact Number : +65 6448 9580
Fax Number : +65 6444 2731
Website : http://www.pyss.edu.sg
CLF Programme(s) : Youth In Action (YIA)
Empowerment Programme for Girls (EPG)
Engagement Programme for Boys (EPB)

PCF&SCHS

Organisation : Sembawang Secondary School
Address : 30 Sembawang Crescent
Singapore 757704
Contact Number : +65 6756 6760
Fax Number : +65 6758 5380
Website : http://www.sembawangsec.moe.edu.sg/
CLF Programme(s) : Youth-In-Action

PCF&SCHS

Organisation : Siglap Secondary School
Address : 10 Pasir Ris Drive 10
Singapore 519385
Contact Number : +65 6582 9461
Fax Number : +65 651 6879
Website : http://www.siglapsec.moe.edu.sg
CLF Programme(s) : Engagement Programme for Boys (EPB)
Empowerment Programme for Girls (EPG)

Directory of Partners

PCF&SCHS

Organisation : Springfield Secondary School
Address : 30 Tampines Avenue 8
Singapore 529593
Contact Number : +65 6318 3053
Fax Number : +65 6318 3050
Website : http://www.springfieldsec.moe.edu.sg
CLF Programme(s) : Engagement Programme for Boys (EPB)
Empowerment Programme for Girls (EPG)
Youth-In-Action (YIA)

PCF&SCHS

Organisation : Siling Secondary School
Address : 11 Marsiling Lane
Singapore 739148
Contact Number : +65 6269 1096
Fax Number : +65 6367 7030
Website : http://www.silingsec.moe.edu.sg/
CLF Programme(s) : Engagement Programme for Boys

PCF&SCHS

Organisation : Teck Whye Primary School
Address : 11 Teck Whye Walk
Singapore 688261
Contact Number : +65 6769 1025
Fax Number : +65 6763 5191
Website : http://www.teckwhyepri.moe.edu.sg/
CLF Programme(s) : Maju Minda Matematika (Tiga M)

PCF&SCHS

Organisation : Teck Ghee Primary School
Address : 1 Ang Mo Kio Street 32
Singapore 569299
Contact Number : +65 6454 8769
Fax Number : +65 6458 9886
Website : http://www.teckgheepri.moe.edu.sg/
CLF Programme(s) : Youth-In-Action

PCF&SCHS

Organisation : Woodlands Primary School
Address : 10 Woodlands Drive 50
S(738853)
Contact Number : 6269 7410
Fax Number : 6367 1165
Website : www.woodlandspri.moe.edu.sg/
CLF Programme(s) : Youth-In-Action

PCF&SCHS

Organisation : Woodlands Ring Secondary School
Address : 10 Woodlands Ring Road
Singapore 738239
Contact Number : +65 6364 3712
Fax Number : +65 6364 3713
Website : http://www.woodlandsringsec.moe.edu.sg
CLF Programme(s) : Empowerment Programme for Girls (EPG)

Directory of Partners

PCF&SCHS

Organisation : Yusof Ishak Secondary School
Address : 11 Bukit Batok Street 25
Singapore 658712
Contact Number : +65 6560 2026
Fax Number : +65 6567 5502
Website : http://www.yusofishaksec.moe.edu.sg
CLF Programme(s) : Empowerment Programme for Girls (EPG)

PCF&SCHS

Organisation : Yuan Ching Secondary School
Address : 103 Yuan Ching Road
Singapore 618654
Contact Number : +65 6261 2489
Fax Number : +65 6261 6275
Website : http://www.ycss.edu.sg
CLF Programme(s) : Youth in Action (YIA)
Empowerment Programme for Girls (EPG)
Engagement Programme for Boys (EPB)

PCF&SCHS

Organisation : Ngee Ann Polytechnic
Address : 535, Clementi Road
S(599489)
Contact Number : 6466 6555
Website : www.np.edu.sg
CLF Programme(s) : Youth Development Network Partner

PCF&SCHS

Organisation : Singapore Institute of Materials Management
Address : 229 Mountbatten Road, #03-28
S(398007)
Contact Number : 6484 5737
Fax Number : 6484 5537
Website : www.simm.org.sg
CLF Programme(s) : Employability Partner

PCF&SCHS

Organisation : CG Protégé
Address : Employment & Employability Institute
141 Redhill Road, #01-24, block E and H
S(158828)
Contact Number : 64737502
Website : http://www.cgprotege.com
CLF Programme(s) : Employability Partner

PCF&SCHS

Organisation : Singapore Media Academy
Address : 30 Merchant Road,
Riverside Point, #04-13
S(058282)
Contact Number : 6435 6000
Website : www.esma.sg
CLF Programme(s) : Employability Partner

Directory of Partners

TRNGORGN

Organisation : Advance Supply Chain Solutions
Address : 51 Anson Road #09-51A
Anson Centre
Singapore 079904
Contact Number : +65 6323 4084
Fax Number : +65 6323 4085
Website : www.advancescs.com
CLF Programme(s) : Training Facilitation

TRNGORGN

Organisation : BMC International College Pte Ltd
Address : Blk 130 Jurong Gateway Road
#03-221
Singapore 600130
Contact Number : +65 6565 5655
Fax Number : +65 6565 6703
Website : www.bmc.edu.sg
CLF Programme(s) : Employment Facilitation

TRNGORGN

Organisation : August International Pte Ltd
Address : 21 Toh Guan Road East #09-14
Toh Guan Centre
Singapore 608609
Contact Number : +65 6316 8386
Fax Number : +65 6316 8563
Website : www.8ipl.com.sg
CLF Programme(s) : Training Facilitation

TRNGORGN

Organisation : First Learning & Training Centre
Address : 19 Cecil Street #03-01
Singapore 049704
Contact Number : +65 6538 3805
Fax Number : +65 6538 3823
Website : www.fltc.com.sg
CLF Programme(s) : Training Facilitation

VWO & OTHERS

Organisation : Andalus
Address : 503 Tampines Avenue 5
Singapore 529651
Contact Number : +65 6786 5545
Fax Number : +65 6786 5485
Website : http://www.darulghufran.org/
CLF Programme(s) : Training Facilitation

VWO & OTHERS

Organisation : Dream+
Address : 69 Killiney Road
S(239526)
Website : http://www.dreamplus.org/
CLF Programme(s) : Youth-In-Action

Directory of Partners

VWO & OTHERS

Organisation : Corda
Address : 473 Pasir Ris Drive 6 #B1-498
Singapore 510473
Contact Number : +65 6582 2127
Fax Number : +65 6582 6757
Website : http://www.cordova.com.sg
CLF Programme(s) : Employability
Partner since 2008

VWO & OTHERS

Organisation : Society for the Physically Disabled
Address : 2 Peng Nguan Street
SPD Ability Centre
Singapore 168955
Contact Number : +65 6579 0700
Fax Number : +65 6323 7008
Website : http://www.spd.org.sg
CLF Programme(s) : Wrap Around Care 2011

VWO & OTHERS

Organisation : BoxHill Institute
Address : Finexis Building
Level 10, 108 Robinson Road
S(068900)
Contact Number : 6227 7606
Website : www.boxhill.sg
CLF Programme(s) : Employability Partner

VWO & OTHERS

Organisation : Social Enterprise Association
Address : 9 Raffles Place, #B1-05A
Republic Plaza
S(048619)
Contact Number : 65351883
Website : www.seassociation.sg
CLF Programme(s) : Employability Partner

VWO & OTHERS

Organisation : Health Promotion Board
Address : 3 Second Hospital Avenue
S(168937)
Contact Number : 6435 3500
Website : www.hpb.gov.sg
CLF Programme(s) : Youth Development Network
Partner

VWO & OTHERS

Organisation : O School Ltd
Address : *SCAPE
2 Orchard Link #04-04
S(237978)
Contact Number : 6509 0016
Website : www.oschool.com.sg
CLF Programme(s) : Youth Development Network
Partner

Directory of Partners

VWO & OTHERS

Organisation : Camp Challenge
Address : 8 Admiralty Road East S(759991)
Contact Number : 6257 4427
Fax Number : 6257 2449
Website : www.camp-challenge.com
CLF Programme(s) : Youth Development Network Partner

VWO & OTHERS

Organisation : National Youth Achievement Award Council
Address : 151 Lorong Chuan #06-01B (Lobby A) New Tech Park S(556741)
Contact Number : 6733-6753
Fax Number : 6733-6754
Website : www.nyaa.org
CLF Programme(s) : Youth Development Network Partner

VWO & OTHERS

Organisation : Esplanade- Theatres on the Bay
Address : The Esplanade Co Ltd 1 Esplanade Drive S(038981)
Contact Number : 6828 8377
Website : www.esplanade.com
CLF Programme(s) : Youth Development Network Partner

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