

Impart Impact Report 2020



message from the team

It was towards the end of May, when we were still riding out the circuit breaker, that Impart decided on our slogan. The process of consolidating 4 years of experience in 4 words functioned more smoothly than I expected, and I remember my team member musing that “Little Moments, Larger Narratives” had an intuitive charm which the rest of our working team quickly resonated with.

These 4 words capture the heart of our operations: we are deeply invested in empowering and enriching every little moment of engagement that takes place through our organisation, because we believe that they can amount to larger narrative change - narrative change that spans our potential as individuals, our prospects as youths, and our power for enacting change in communities.

In many ways, we have also come to realise that these 4 words capture the life of our organisation. Impart started out with the simple desire to see just one youth achieve successful developmental transition. We did not have a grand plan for change, but what we had was a sincere commitment to the potency of little moments, and by the virtue of grace and grit, our organisational narrative has also developed. We now see the plausibility of significant contribution to the social impact sector, and we would love for you to join us on our plans in 2021.

Before that happens, we'd like to invite you to take in the year with us and appreciate both its predicaments and progress. What you are about to read represents our best efforts at portraying the overarching narratives that have formed throughout the year. While it has been impossible to capture every meaningful little moment in the process, know that they have all been precious to us, and we look forward to sharing them with you in the years ahead.



Joshua Tay,
On behalf of Impart

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about Impart

Impart is a non-profit organisation in Singapore that develops volunteers to empower youths facing adversity by helping them thrive through relationship-driven developmental opportunities.

Our formal operations began in 2017 with the simple desire to support a youth facing adversity through a key developmental transition. This youth-centric approach has stayed with us even through organisational scale, and it has remained our conviction that youth deserves access to quality resources and genuine relationships which help them make the most out of their developmental years.

Over the years, we have had the privilege of journeying with a wide span of volunteers, professional youth workers, and youths facing adversity. Some 100 volunteers have been connected with 80 youths this year, and we're excited to share with you our experiences in detail.

www.impart.sg

www.instagram.com/impartsg

www.facebook.com/impartsg

www.linkedin.com/company/impartsg



Little Moments, Larger Narratives

“ We envision a Singapore where every youth is *empowered in healthy communities.* ”

Mission

developing *youth-work
complementary volunteers* to
empower youths-facing-adversity
through *relationship-driven
developmental opportunities*

Milestones

The idea of Impart was first formed in 2015, when we realised that few community-based programs were accessible to at-risk youths. This realisation came from our experience working in a formal youth rehabilitation institution, where we were impressed by the quality of institutional resources, but concerned by gaps in aftercare services. While we started out with a focus on supporting at-risk youths, we have broadened our scope of care to encompass youths facing adversity from various risk and need profiles. Here's a quick overview of our milestones over the years:



Needs-based Approach 2015-2017

To complicate the aftercare landscape, many social workers and caseworkers who form the bulk of professional youth work were not receiving robust and coordinated support from community-based programs. Finally, many volunteers struggled to facilitate deep impact through their volunteerism hours. Hence, Impart was formed with the desire to bridge these needs.

Key Events

- *Identified aftercare gaps (community-connectedness, education)*
- *Tried volunteer-driven aftercare models*
- *Successfully supported first youth through academic transition in 2017, in partnership with 1 SSA*



Youth-Centric Design 2018-2019

The more we spent time getting to know our youths and their youth workers, the more we recognised the need to refine existing program models. Our time spent listening to these voices alerted us to the need for a greater diversity of support which functioned organically within communities, rather than rigidly within formal institutions.

Key Events

- *Refined our community-centric outreach model*
- *Piloted Sports and Passion development opportunities*
- *Scaled up the number of youths supported, and diversified the types of SSA partnerships*



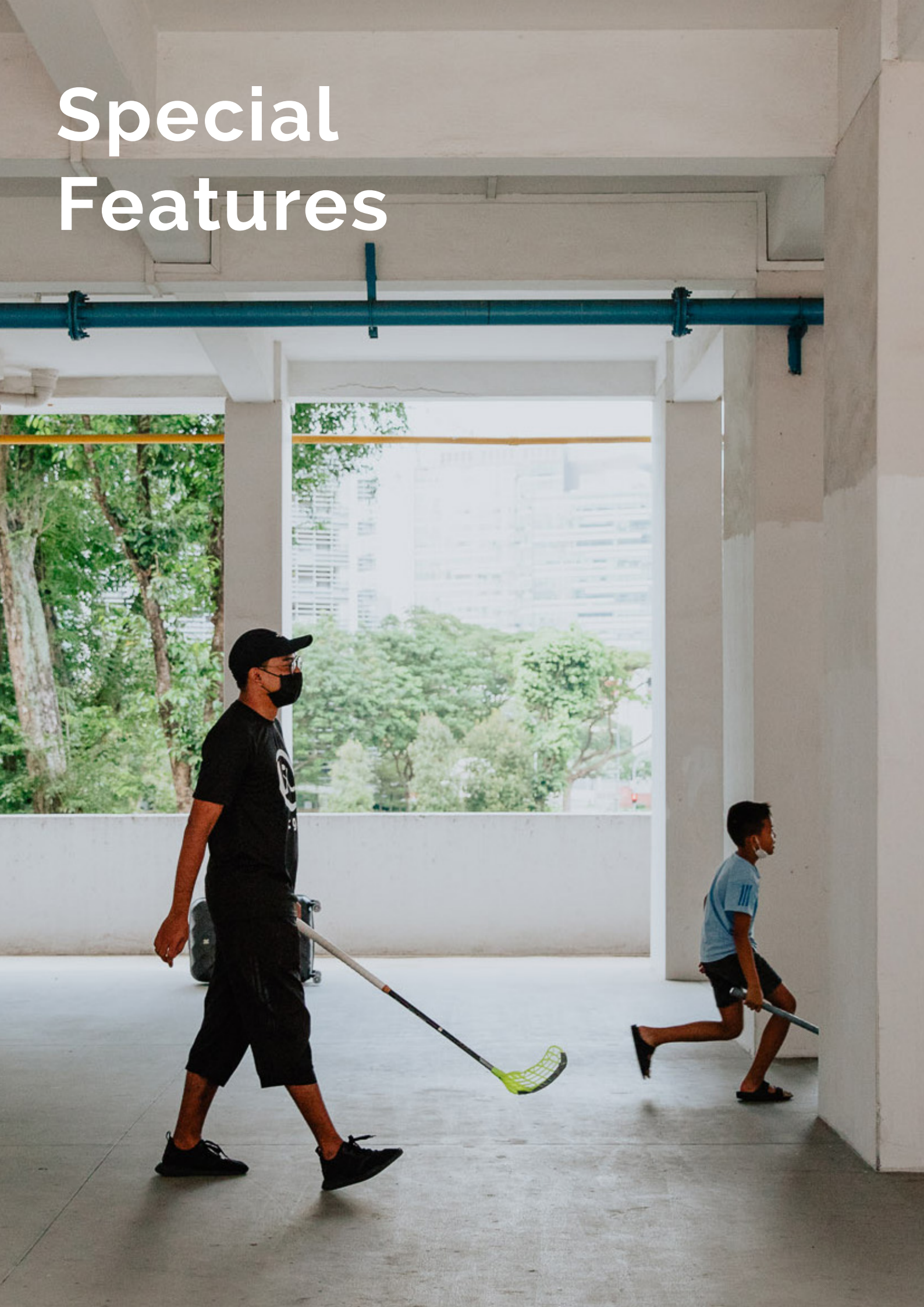
Community-Building Vision 2020

After we established the relatively high degree of intervention effectiveness, we found the bandwidth to invest in community health. To borrow an analogy, isolated intervention programs can function as safety nets, but networks of care are trampolines. And we want more trampolines. When we invest in strong communities where youths can find a home, we also empower communities to help themselves. This explains Impart's focus on coordinating strong partnerships with community groups, and within communities.

Key Events

- *Piloted an Impart Sports project within the Kampong Glam community*
- *Partnered with professional youth workers from 14 different SSAs and Community Groups*
- *Formalised working relationship with key community stakeholders and organisations*

Special Features



Nanyang Polytechnic Sharing on Volunteer Management



On November 6 2020, we gave our very first lecture on our experience with volunteer management and development to a group of NYP Social Work final year students. We presented Impart's approach to service-based volunteering, demonstrating how our Volunteer Management principles translated into practice.

To maximize our volunteer's impact, we adopt a three-pronged approach:

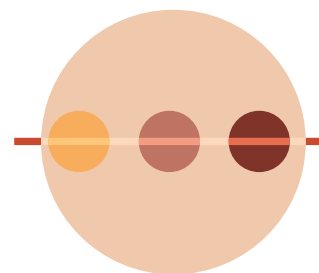
1) **providing** for our volunteer's professional skill development, 2) **promoting** on-the-job learning through our programme design, and 3) **planning** for strategic partnerships that will maximise our volunteer's efforts.



***Professional Volunteer
Development***



***On-the-Job Learning
in Programme Design***



***Strategic
Partnerships***

Beyond maximising impact, these elements also form part of our desire to share genuine relationships with our volunteers, where they would increasingly see themselves as partners to be empowered, rather than mere resources to be moved around. We're thankful to NYP for the opportunity to guest lecture, and grateful to the individuals who facilitated the connection.

NUS Conjoint Consulting Panel Talk

On 19 September 2020, Impart took part in NUS Conjoint Consulting's Social Impact Day.

Social Impact Day aims to empower people with knowledge and awareness to inspire them to take positive and effective action to contribute to the complex and ever-expanding social sector landscape. Impart, represented by Head of Operations Stefan Liew, was one of the panellists on the panel on youth issues in Singapore.

During the session, panellists engaged in discussion on topics such as the urgent needs of the youth demographic, the diversity of youth engagement programmes in Singapore developed in response to challenges on the ground, as well as the unhelpful and counterproductive nature of the "at-risk youth" label. Challenges of creating meaningful and sustainable change were also discussed, with panellists each sharing their take on possible solutions. It was our pleasure and privilege to be able to share our experiences as a relatively new non-profit in the youth work scene, and to represent the stories of our youths and volunteers to the wider public.



Volunteer Development Course

We piloted a three-part volunteer development course with Narash, our strategic advisor. This course sought to consolidate and improve on the knowledge and skills that had been informally introduced to our volunteers.



Understanding the Youths-facing-Adversity Landscape

Differentiating between the levels of categorisation for risk that the youths face, Narash elaborated on the nuances of their situations, and some typical coping responses for youths. He then dove deeper to share on the various lenses through which their situations could be assessed, citing a few examples from psychology, such as Choice Theory and Reality Therapy (CTRT), and Trauma-Focused lens.

Trauma-Informed Youth Engagement Strategies

This session helped volunteers to understand trauma, and highlighted how proper engagement of youths with trauma involves a recognition that trauma is not an attitude issue, but a matter of dysregulation. He introduced us to specific models of trauma-care, namely PACE (read more below), as a way in which we can respond to the youths that we support.

Volunteer Self-Care and Self-Evaluation

In caring for our youth, it is equally important that we monitor our own emotional resilience in order to better facilitate meaningful and healthy relationships. Narash introduced us to specific models of stress regulation, namely IMPROVE, as a way in which we can prevent burnout.



Youth Stories





Izz

Izz took his 'N' Levels as a private candidate with support from Impart in 2019.

"My tutor is a very nice guy lah. **He really tahan with me for those few months even though I was very bad** and always never wake up. I would sleep very late because I was playing with my friends all night. He would come at 8 or 9am but I couldn't wake up, so when I was very sleepy I would ask him to go back.

But he would still stay and ask somebody to wake me up because he knew it was important for me to take my N'Levels.

I could see him trying to get to know me more. I stopped school when I was Sec 3, so I really missed a lot of things. He had to teach things from A-Z, but he gave me break time to stop and take a smoke so I wouldn't be very tired during lessons. We would stop studying to talk to each other about life, and he would get to know me more. I would learn about him and he would learn about me.

The last few days with him were one of the most memorable – he brought me to Starbucks to study, and he told me he was going overseas for a teacher posting with MOE. He said he wouldn't be able to tutor me anymore and he wished me all the best for my exams.

Until I met him, I didn't really think that studying was important. Now, I know that it's important for my future, so I continue going to school. I'm now in my second year at Mechanical Technology at ITE. They almost kicked me out, but I tried to come to school every day. I have to work and study and manage my family all at the same time, but I tahaned, went to school and tried to study.

In six weeks, I will graduate. I'm very lucky to have people like my tutor who support me and remind me of the potential that I have."

Yaash & Yushen

Yaash's Story

"I realized that many of my friends didn't really know how to fight; they just throw their arms around and get angry. But as I started to train and watch other martial artists, I started to see how angry I used to be in the past. I started to see that my fights didn't help me to reach my true potential.

At that point, Yu Shen also started tutoring me in Geography and Social Studies. It felt like he was a friend who knew more about the subject, quite similar to the way I tried to teach my friends some Muay Thai moves! We also had a lot of good laughs over a lot of jokes. Honestly, some of them are really quite stupid, so I don't dare to put them up here!

Yu Shen also likes Muay Thai, so that's a common interest for both of us. Of course, I still think I'm better than him, but sparring with him really felt like a learning experience. He taught me how to perfect some moves, and I could teach him some as well.

There was also this one time that Yu Shen taught me more about the Singapore government. I actually thought the PAP was an electrical company, because of that 'lightning' logo! But now I know better, and I'm really thankful for that.

If I were to say something to Yu Shen, it would be this:

"Thank you. Thank you for teaching me so much, and I hope we can continue to be friends."



Yushen's Story

"It wasn't just about tutoring. Through academics, I was trying to develop his character."

Tutoring isn't always easy. When I first started with Yaash, there were quite a few times that he had to cancel or postpone our sessions. The social worker I worked with told me that I was too lenient with him at times.

As we went along, we started to grow closer. We both practice Muay Thai, so one time after a tutoring session, I asked him: "Eh, how's your Muay Thai?" He told me about his training, then asked me: "Why don't we spar for a bit? We can have a training session now!"

So we actually sparred together! Yaash was naturally competitive, and tried to "show off" some moves to me. But this competitiveness was really good; I could see that he had a real interest and talent in Muay Thai. He told me that he'll show me more moves, next time!

I count those small moments as breakthroughs with Yaash. On another occasion, we actually tried to do an exercise routine, over Zoom. I asked Yaash to come up with a regime, and we did one session together! We did have to cut it short, because he wasn't feeling well then. But still, I'm proud that he was responsible for something, and that we could do it together.

Yaash is really curious about many things. He knows and does care a lot! However, Geography and Social Studies can feel very 'dry', so I tried to relate them to the things we see around us. For instance, we both like Mala and Mookata, so we used that to talk about globalization. Yaash also told me how he saw our Law Minister Shanmugam at a public event, and that gave us the opportunity to talk about how our government and parliament is structured.

"At the end of the day, I do hope that Yaash continues to be more curious, and to think more critically. If he can ask the right questions in life, that would be enough for me."

2020 Highlights



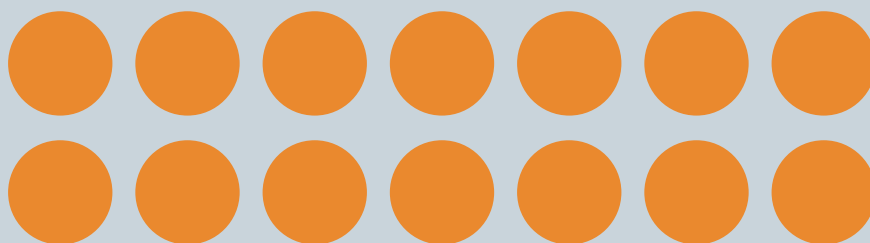
2020 in Hindsight

100



In **2020**,
Impart connected
100 volunteers to
70 youths

70



14

While partnering with
professional youth workers from
Social Service Agencies
and Community Groups

Survey with Professional Youth Workers

Impart operates on the premise that volunteerism's impact is enhanced when volunteers are developed into collaboration with professional youth workers.

We conducted an end-of-year impact survey with 15 professional youth workers that experienced Impart's services, and 15 professional youth workers who have never experienced Impart's services. Through the survey, we found that Impart's volunteer effectiveness, matching, and development performed well above the average. This also led to greater sentiments of support for the professional youth workers, and greater desirability for future collaborations.



- Non-Impart partners
- Impart partners

1 Academic Support

2 Community Strength

(friendships, hobbies, shared values and community-based activities, etc)

(in no particular order)

3 Mental Wellness, | Family Intervention, 6 Career Development / Job Opportunities, Others

We also asked professional youth workers to rank interventions with the most potential for volunteer-driven change, and "Academic Support" and "Community Strength" were the two highest potential categories identified.

Synergistically, these two categories encapsulate Impart's programs over 2020 which sought to support youths through key developmental opportunities.





Impart Education

Impart Education provides end-to-end volunteer management to support professional youth workers whose youths have educational needs. We focus our resources on supporting youths through their secondary-level education, noting that successful transition at this stage of their development will empower them towards a greater diversity of developmental pathways.

End-to-end Volunteer Management Process

1

YOUTH REFERRAL

A professional youth worker refers a youth to Impart.

2

VOLUNTEER ASSIGNMENT

Impart recruits, develops, and deploys a suitable volunteer to support the youth on a 1-1 basis.

3

COLLABORATION

Impart facilitates the collaboration between volunteer, youth, and professional youth worker.

4

SUSTAINED ENGAGEMENT

Impart supports the volunteer and youth through any post-education engagement, which can take the form of healthy community relationships or mentorships.

This year, inhouse resources were developed for the **Workplace Literacy and Numeracy (WPLN) Assessment**, empowering youths who struggle with formal education pathways to further their academic development. The WPLN certification allows such youths to enroll into Institutions of Higher Learning (IHLs). Here's the breakdown for the educational demographics we supported this year:

| 2020 BREAKDOWN | |
|----------------|----|
| IHL | 3 |
| 'N' Levels | 26 |
| 'O' Levels | 6 |
| WPLN | 6 |
| Secondary | 4 |
| PSLE | 2 |

Through Impart Education, we provide a model of volunteerism where youths achieve tangible results, volunteers encounter deep impact, and professional youth workers experience greater support. We see education as a strategic touchpoint for befriending and mentoring relationships to be formed, and we trust that these integrated efforts will lend to healthier community narratives in the long-run.





Impart Sports

Sports surround us with a strong sense of community and have the potential to engage and uplift underserved communities. At Impart Sports, we identify sports that interest our youths and collaborate with organisations and volunteers to develop regular sporting communities.

Common Ground Floorball (CGF) is one such project under Impart Sports. Following their pilot programmes at institutions such as the Singapore Boys' Hostel and the Community Rehabilitation Centre in 2019, CGF further refined its operational model.

In 2020, **CGF** began a partnership with community-based social service organisation Beyond Social Services to build community at the Kampong Glam rental flats. With the support of 20 volunteers and 3 neighbourhood leaders, CGF@Kampong Glam has brought together more than 30 youths in the community. The project is designed with three core operational principles in mind:



RELATIONSHIP-DRIVEN

We value one-to-one relationship building and small group engagements. Strong social relationships and strong communities are inherently powerful to catalyse and drive change.

EMPOWERMENT-FOCUSED

We believe in moving away from provision by external stakeholders, towards youth empowerment and ownership. In addition to individual growth and development brought about by youth empowerment, it also enables more long-term programme sustainability.



INCLUSION-CENTRED

Labels, stereotypes and negative stigma have been shown to be harmful for marginalised communities, keeping them in cycles of poverty, abuse, or offending. Sports provides a unique opportunity for us to find common ground in diverse communities which thrive beyond labels.



With these operational principles, CGF envisions strong and diverse communities where youths facing adversity can develop individual competencies and strengthen opportunities for social mobility.

Impart Projects

Passions Project

Currently in its pilot run, the Passion Project creates opportunities for youths to pursue a passion via a 4-step programme model:

1

GENERATION

We work with the youths to generate and explore their interests, picking one of them to develop (e.g. learning drums).

2

COLLABORATION

The youth will learn under a practitioner for 4-6 months, working together to achieve a set of goals that they will collaboratively set (e.g. fortnightly drum lessons).

3

CELEBRATION

The collaboration process will culminate in a celebration of the youth's achievement (e.g. recording a drum cover of a song and posting it online).

4

INTEGRATION

The celebration is just the beginning of developing this lifelong passion!

We will find communities of like-minded individuals, united by a similar interest, for the youth to further his passion (e.g. joining a community drumming circle).





Impart Learning Journey

We ran the first iteration of our **Impart Learning Journey** on 13 December 2020. It is a day-long workshop that teaches critical thinking skills in applied settings, through which we imparted presentation skills and analytical thinking techniques -- useful in applied situations such as class presentations and job interviews, and also crucial for improving youths' clarity of thought and confidence in their own beliefs.

The Learning Journey has two unique features:

First, it occurs entirely outside the classroom. Instead of learning through lectures and classwork, youths participate in activities which require them to think on their feet, observe their surroundings and interact with strangers. This change of environment gives youths a greater sense of autonomy over their learning.

Second, every youth experiences the learning journey with their Impart tutor. By capitalising on pre-existing tutor-youth relationships, we aim to create a more comfortable learning environment for the youth. At the same time, we also intend for the Learning Journey to be an opportunity for youth-tutor bonding outside of tutoring sessions.

Ten youths and tutors joined us for the pilot run which comprised three interactive activities which challenged youths to gather various types of evidence to support a given claim, before analysing the quality of the evidence they collected and presenting the evidence cogently in an engaging sales pitch. The pilot run was well received: participants appreciated that the workshop was held outdoors instead of in a classroom, and said that the activities were very helpful for improving their analytical thinking and presentation skills.

Health / Strength Training



OBJECTIVES. To engage underserved youths in the Singapore Boy's Hostel through a strength and conditioning program to inculcate values of resilience, teamwork and perseverance. This program will continue until the boys graduate from the hostel's program.

CURRENT STATUS. As Phase 2 resumed, Keith has returned to the Singapore's Boys Hostel to resume the Strength Project. He conducts the program bi-monthly and engages four to five youths at any given point in time. As of December, Shyartiana has volunteered and is committed to participating in the program.

CHALLENGES. The main challenge remains on how we can engage the youths beyond the hostel and build a community outside of the hostel.

LOOKING AHEAD. We are trying to recruit 4-5 more volunteers to join so that we can serve two groups of boys simultaneously. This need arises due to safe-distancing measures implemented by the hostel. Furthermore, we are looking at external vendors whom we can engage to help us with supporting the boys.

Research & 2021 Projections

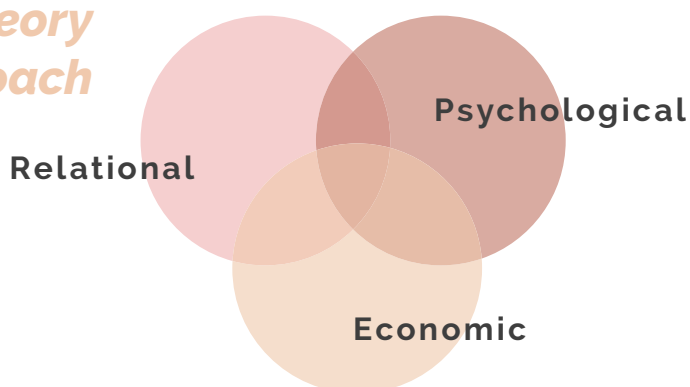


Impart x CTPCLC Research Project

In Singapore, youth arrests are over-represented in the criminal justice system. Youth offenders who are subsequently institutionalised face a transitional period of re-entry into the community. Impart collaborated with Chua Thian Poh Community Leadership Centre to conduct a study with male youth ex-offenders aged 18-25 to better understand their lived experiences of reintegration following institutionalisation

Six semi-structured interviews were conducted, with more interviews scheduled to run throughout the upcoming months. Using the grounded theory approach, **three themes of stability - economic, relational, and psychological** - central to youths' perception of reintegration, emerged from the analysis. The importance of safe physical and emotional spaces for youths as they navigated the reintegrative process was also significant in youths' narratives of re-entry.

*Grounded
Theory
Approach*



Together, these findings provide a framework for understanding the complex and multi-faceted process of reintegration, which can inform policies and programme design to best support youth ex-offenders in Singapore

Qualitative Impact Assessment

We also conducted a series of semi-structured interviews with 11 Impart youths to evaluate our qualitative impact. Where the quantitative surveys gave us a fair sense of our impact, we recognised that the relational aspects of our work and multifaceted nature of change is best understood through a qualitative assessment. The following comprises a selection of case studies and summary findings.

CASE STUDY

Zen*

“I realised how much my parents spent on my soccer education in Australia and London... And I just wasted it. I didn't care. And they are still fighting for me now... that's why now I'm changing.”

Zen is a very talented football player. To allow him to develop his talent in football, Zen's parents sent him to a sports school in Australia where he impressed many professional football teams which offered to sign him as a player. However, he rejected all these offers because his friends wanted him to stay with them in Singapore. Today, he regrets giving up those opportunities for friends that were not a good influence for him. He feels that he has disappointed his parents and wasted their hard-earned money.

To make his parents proud, Zen wants to study hard and concentrate on soccer to earn lots of money in the future. He actively avoids his old friends and spends most of his time at home studying. Having been a social butterfly in the past, Zen feels weird and awkward settling into this in solitary lifestyle. Zen also feels frustrated whenever old disputes with friends from the past resurface, but encourages himself by thinking of these disputes as a test of life.

Although Zen hated studying in the past because he felt that academics were difficult, since he started being tutored by Iskandar, he has successfully learnt many concepts that he once thought were impossible to grasp. This is Zen's first experience with one-on-one tuition and he thinks it's really helpful because Iskandar's attention is focused on him, and he can approach Iskandar easily with any academic questions that he has.

A young man with dark hair and glasses is sitting on a tiled floor in a school hallway, playing an acoustic guitar. He is wearing a dark blue school uniform with a crest on the sleeve. The hallway has a tiled floor and a wall with a poster. The image is overlaid with a semi-transparent white box containing text.

CASE STUDY

Will*

“I see [my tutor] as like someone who I can approach when I need help or any advices. Someone I can approach and be open with.”

Will is only sixteen but he has big dreams to become a singer-songwriter. He plans to first make it to ITE and Polytechnic, where he can take a course in ‘Audio Tech’ to get closer to his dreams. He knows what he wants and acts to get there - he ensures he has good influences in school and also asks a friend who also makes music practical tips on how to balance music-making and studies, as well as how to improve his musical skills. It encourages him that he has the support of his caseworker and his tutor, Rui Zhe.

Will enjoys his relationship with Rui Zhe because he supports him in his goals and makes learning fun by drawing funny illustrations alongside the questions. While he used to dislike math and science, he now finds these subjects exciting and looks forward to solving problems. Though Will says he is shy and doesn’t like to talk in class, he says he has opened up to Rui Zhe because he feels comfortable and understood around him.

CASE STUDY

Joe*

[On his tutor] “Understanding lah. He cares about me. Even if I miss the tuition he’ll try to set another date, another time.”

Joe has always found it difficult to do well in school. He finds math and science especially hard: He often blanks out during exams, forgetting all the content that he’d worked so hard to learn. He appreciates that his tutor, Alex, does not give up on him -- whenever Joe encounters a topic that he doesn’t understand, Alex would patiently repeat the explanation until Joe understands.

Joe doesn’t feel comfortable opening up to others, and is repelled by teachers who try to probe into his personal life. Because Alex doesn’t force any personal questions upon him, Joe feels much less awkward with Alex than with his teachers.

Despite his shy personality, Joe is a talented boxer, and loves the sport. He proudly recalls being late to boxing training one day, only to receive a shocking invitation from his coach to join the gym’s competitive team as its youngest player. Encouraged by his coach’s affirmation, Joe aspires to be a competitive boxer in the future.

CASE STUDY

Sasha

Sasha is 16 years old, and has just completed her N levels. In her free time, she likes to draw, and occasionally works part time. She is one step closer to pursuing her childhood ambition of becoming a nurse after getting an early placement in a nursing course at a polytechnic. She is greatly inspired by her family members, some of whom are nurses as well.

She wants to do well in life so that she can support her parents in the future through a comfortable retirement. This came from her realisation that her parents had gone through a lot of hardship in order to provide her with a good education in Singapore. This motivates her to work hard, and has also made her share more with them about her life so that they will know that she trusts them.

She found Impart to be a great support in her studies, especially her mathematics, because she has always found it difficult to ask questions in class. Having the opportunity to ask questions 1-on-1 has helped her to become braver, and also academically better.

Key Themes & Analysis

The case studies provide a small sample of the lived experiences that were shared during the interviews. In this section, we highlight common themes across interviews and discuss the relevance of these themes to Impart's work. The themes are grouped into three aspects of lived experience: **Formal Education Experience, Purpose and Life Direction** and **Friendships and Communities**. An summary of our analysis on this themes follow:

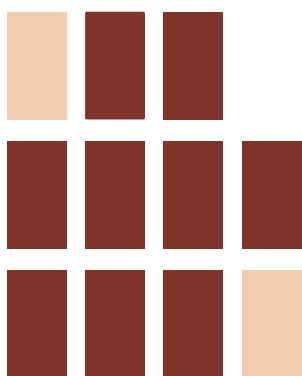


Aspect 1: Experience with Formal Education

Engagement in school is an important predictor of positive outcomes for youth facing adversity. Li et al. (2019) found that youths with a positive sense of engagement with school or work were 3.09 times more likely to complete probation compared to unengaged youths.

Most of the youths interviewed had either a **negative or ambivalent perception of their experience in secondary school**. Only 2 out of 11 youths recounted positive experiences from school. Here, we highlight two key factors which influenced youths' experience in school:

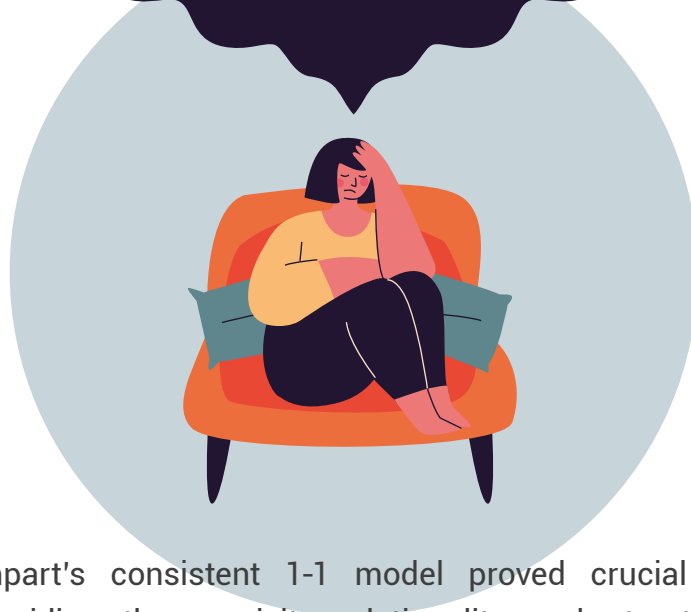
- 1) **Attitude towards academics** and
- 2) **Experiences with formal education**



Summary of their challenges

(A) Youth attitudes towards academics were challenged by

- 1) their perceived inability to excel, and
- 2) a lack of clarity concerning the purpose of studying.



Impart's consistent 1-1 model proved crucial in providing the requisite relationality and structure for addressing these challenges. For instance, Zen mentioned that after successfully learning many concepts from his tutor, he realised how easy academics can be, and began reflecting on why he hated academics in the past. **However, there remains a need to deepen our ability to move students from rote memorisation to deep conceptual understanding, and also equip volunteers with the ability to facilitate more holistic goal-setting.**

(B) At least four youths shared experiences of differential treatment in educational institutions.



For example, one youth described himself as “the most hated person in the entire school”, while another described school as a “toxic atmosphere”.

Impart provided an alternative avenue for academic help. While teachers and schools remain the cornerstone for any youth’s educational journey, the alienation that some youths experienced creates the need for an alternative pathway towards educational reintegration. Most of the youths interviewed perceived Impart tutors as peers or friends rather than full-fledged teachers, which led to more comfort in approaching their tutors with their academic questions.

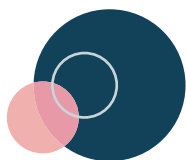
Still, two youths expressed very positive experiences in school owing to good relationships with their teachers, where small acts of service and gift giving helped foster healthy relationships. Moving forward, Impart sees potential in **facilitating better youth-teacher relationships, where Impart could be a bridge between alienated students and formal institutions, and a bonus for students who already share healthy relationships with the same institutions.**

Aspect 2: Purpose and Life Direction

The research collaboration between Impart and CTPCLC found that **personal agency** was a common pathway towards achieving economic, relational and emotional stability. Personal agency refers to the stories that youths tell themselves, how they make sense of past events, and what their takeaways are from their life experiences.



In this section, we review the personal narratives shared by Impart youths during the interviews. We consistently found that the way youths narrate their past had a profound influence on their future aspirations. The youths interviewed gave rich and diverse accounts of their aspirations--10 out of 11 youths had an idea of what they wanted to do for a career, and all the youths that we interviewed identified at least one source of motivation in life. For the sake of thematic analysis, we categorised motivations as extrinsic or intrinsic. However, it's important to note that these sources of motivation are deeply intertwined and resist simple categorisation.

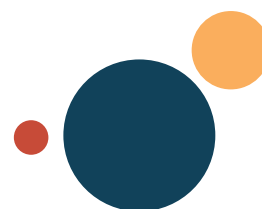


Intrinsic

Youths' career goals were shaped by:

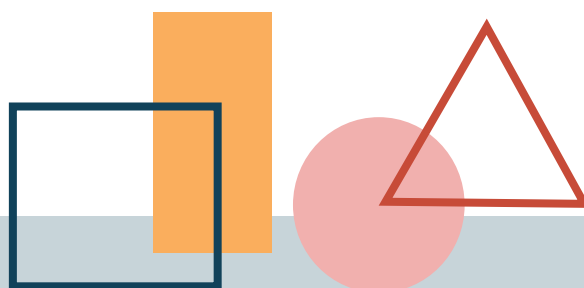
1) **Personal interests:** These youths aspire to be professional athletes, sports coaches or music artists.

2) **An innate desire to help others:** These youths aspire to become counsellors, physiotherapists and social workers, often because they were inspired by others who helped them in the past.



Extrinsic

Many youths feel indebted to their family, and said that they are motivated to succeed to make their family proud. These youths typically defined success in monetary terms, aspiring to earn lots of money to provide their family with a materially comfortable life.



Impart Sports and **Impart Passion Projects** provide avenues for youths to explore personal interests outside of academics, giving youths the opportunity to find new communities and grow into new non-offender identities as they explore these interests. At the same time, the inspiring stories of youths who aspire to give back to the community reminds us that youths are especially empowered when they are seen as '**future changemakers.**' To promote a spirit of long-term volunteerism among both tutors and youths, Impart will look into organising volunteer sessions where tutors and youths can serve a common cause together.

Although most of the youths interviewed had ambitious aspirations, many of them **did not know how to attain their aspirations** and did not have back-up plans. Furthermore, some youths were solely extrinsically motivated, which is less sustainable than intrinsic motivation. Currently, Impart tutors are not equipped to engage youths in meaningful reflection about their life goals. Moving forward, we hope to **train our tutors to encourage such reflection** in youths without imposing their own judgments, and equip tutors with resources about course options and job prospects that they can share with their tutees.

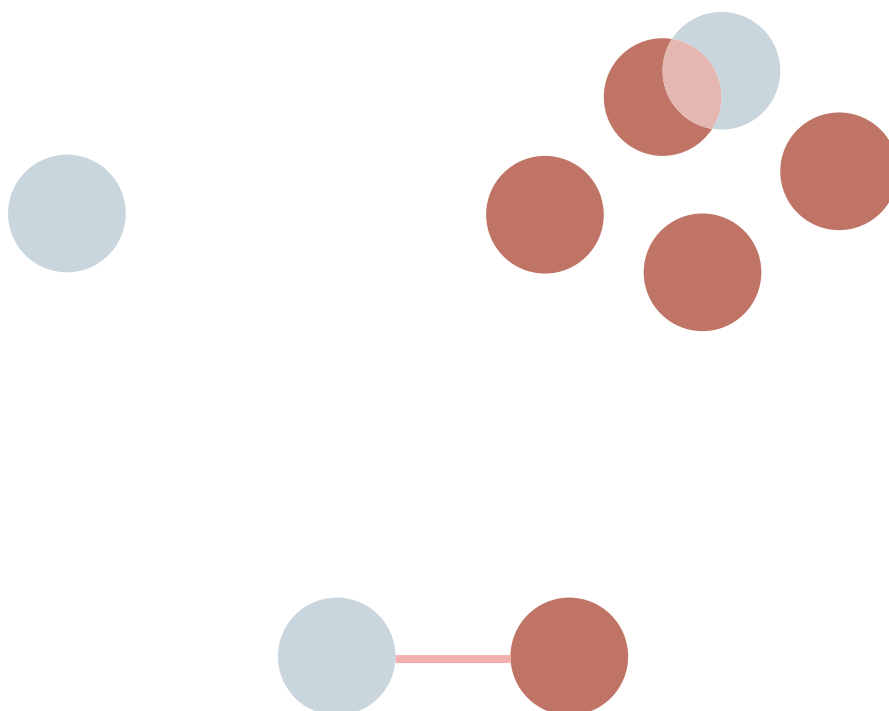
Aspect 3: Friendships and Communities



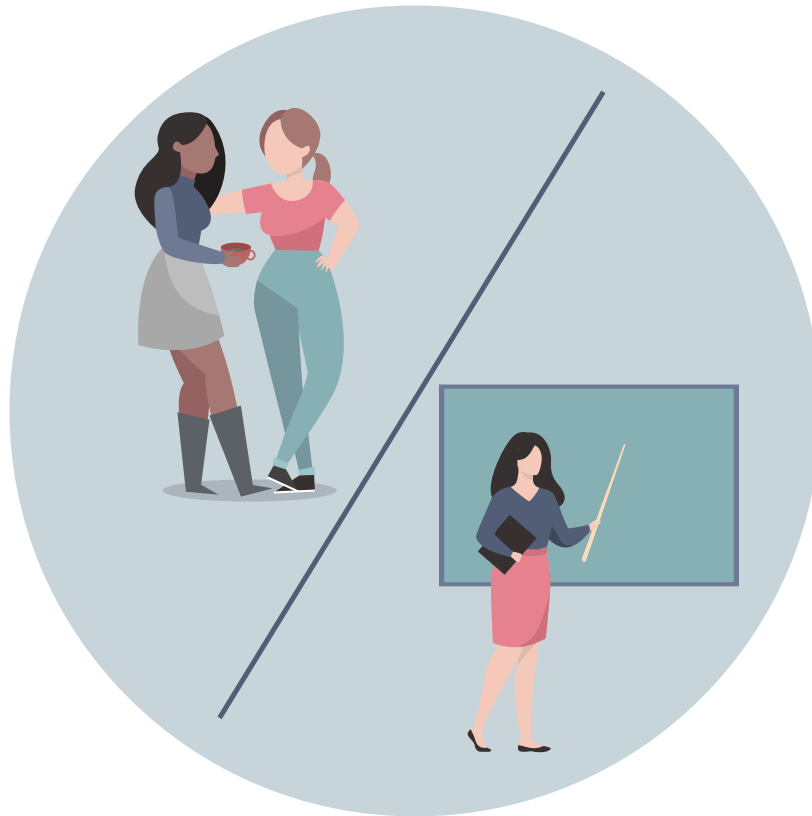
In this section, we explore the experiences of our youth in pursuing friendships and forging meaningful connections in their communities. When uncovering the motivations that underlie youths' search for positive friendships, we found that these friendships largely stem from the youths' experiences in school. Given differences in their personalities, some youths do enjoy greater engagement in social activities, where they are driven to glean positive meaning out of their interactions with others. On the other hand, some youths may be more aloof. Nonetheless, the experiences reflected below are not representative of all our youth as they each continue on their unique pursuits of what they find meaningful in their lives.

The importance of positive social networks

Positive social networks are key enablers for youth resilience. Youths with positive friendships said that their friends were pillars of support and sources of motivation, while youths that were bullied reported low self-esteem. Although most youths recognised the importance of healthy social networks, **success in finding these networks varied**. For instance, Zen is trying to distance himself from old toxic friendships but finds it difficult because he has not found new communities.



The **Impart Sports** and **Impart Passion Project** introduce youths to healthy communities with a diversity of experiences and life stages. Our one-to-one teaching model at Impart Education also helps youths realise bridging capital between their communities and the volunteer's communities. However, this also means that the number of touchpoints at Impart Education are relatively diminished, and we plan to **broaden modes of engagement** to kickstart the creation of broader communities.



Different modes of youth-volunteer engagement

Some youths have grown to regard their volunteers as **friends rather than tutors**. Sasha recalled having a meaningful personal conversation with her tutor over a cup of coffee prior to the start of their tutoring session.

Other youths preferred to maintain a **purely professional relationship** with their volunteers. Joe, who shuns teachers who probe into his personal life, appreciates that his tutor Alex only focuses on teaching academic content and does not ask him personal questions.

To cater to the diverse needs of youths, Impart uses academic tutoring as the baseline of engagement, and encourages volunteers and youth to explore deeper friendships if (and only if) the opportunity presents itself. However, new volunteers, who might not be familiar with the diverse needs of youths, might be less attuned to the needs of their tutees. Future onboarding programs will seek to better prepare volunteers to **calibrate their expectations and interactions** according to the needs of the youth that they will work with.

Conclusion



Concluding Remarks

While the extent of our impact significantly increased this year, about 1000 students from 'N' and 'O' level cohorts do not progress into post secondary education each year. This statistic gives us a proxy for envisioning the task at hand -- there are still many youths yet to be adequately empowered.

To meet this challenge, Impart will have to grow more volunteer capabilities, contribute to healthier support networks, and develop greater resilience as an organisation. And we hope that in one way or another, we will have the chance to share this journey with you.

Special Thanks:

It is both a source of great pride and a matter of sober humility that Impart has been entirely volunteer-run and volunteer-driven. To all of our volunteers, from those on the Working Team to those who participated in our weekly operations, you have our warmest thanks.

We have greatly benefitted from our engagements with professionals from a wide span of backgrounds, all of whom have lent Impart varied expertise that has been vital for our success. To all of our professional youth workers, partner organisations, and advisors, thank you for being a part.

To our funders, your monetary support provided us with means, and your moral support spurred us forward with motivation. We would like to thank the private individuals, as well as Our Singapore Fund and SportCares, for enabling us to realise our ideas.

