



PROSPECTUS | 2025 - 2026

NATIONAL COMMUNITY LEADERSHIP INSTITUTE

# Inspiring Leaders, Serving the Community

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#### VISION

The Institute of Learning Excellence for  
Community Leadership Development

#### MISSION

To Develop, Align and Inspire Leaders  
in Building and Bridging Communities

Leadership development is crucial to the continued excellence and growth of leaders in the community sector. As the community leadership development arm of the People's Association (PA), the **National Community Leadership Institute (NACLI)** has been developing leaders in the service of the community since its establishment in 1964. It prides itself as the Institute of Learning Excellence for Community Leadership Development. NACLI offers a wide range of training programmes to develop the future readiness of our community leaders and prepare them to lead change in the community.



# Milestones

## Founding Years in the 1960s

### Year of Establishment

Buona Vista Youth Leadership Training Centre was set up by the People's Association (PA) to train leaders to run Community Centres in the early 60s.

The Centre was officially opened by Dr Goh Keng Swee, then Minister for Finance and Deputy Chairman of the People's Association on **5 October 1964**.



### 3-year Diploma in Community and Youth Work

The first programme offered by the Training Centre was a three-year Diploma in Community and Youth Work. Known for its strict discipline and tough training, the programme equipped PA staff and youth/community leaders with values, mindset, skillsets and knowledge to operate under a challenging environment.



## 1980s

### Building Grassroots and Youth Leadership Capabilities

During the 1980s, the Institute scaled up training programmes to equip Grassroots Leaders (GRLs) with the relevant skills to serve and engage the community.

Outdoor field camps were an integral part of many student leadership courses.



### Larger Community Focus

In conjunction with its 25<sup>th</sup> anniversary in **1989**, NAYTI was renamed National Community Leadership Training Institute (NACTI) to reflect the Institute's larger focus on community of Singaporeans of all age groups.

## 1990s

### Birth of Modern NACL I

The name of the Institute was changed to National Community Leadership Institute (NACL I) in **1995** to reflect its more specialised role in leadership development and to modernise the brand image of the Institute.



### Showcase of the PA and its Grassroots Heritage

The Grassroots Heritage Centre was set up in **2003**. It chronicles the history of the PA and its Grassroots Organisations (GROs) through a rich array of grassroots artefacts, historical accounts, visuals, audio reels and exhibits.



### Ready to LEAD

The Community LEAD Framework was launched to provide a systematic and holistic approach to the development of GRLs. Community LEAD Champions were appointed to further the efforts to recruit, develop, and retain GRLs at the constituency level.

### Collaboration with Institutes of Higher Learning

To provide an opportunity for GRLs to acquire professional certification, NACL I and the Republic Polytechnic co-developed three certificate programmes in **2007**; namely, Certificate in Community Development (CCD), Certificate in Community Leadership (CCL) and Advanced Certificate in Community Leadership (ACCL).



### Dissolution of NACL I Board

NACL I Board was dissolved in **2017** upon fulfillment of its mission to guide NACL I in its training and education focus. The dissolution was also to allow NACL I to re-align its objectives more closely to the needs of the PA and its GROs, enabling more responsive and timely adjustments to its programmes.

### Upholding Training Quality

In **2019**, NACL I was accredited as an Approved Training Organisation (now known as Registered Training Provider) by SkillsFuture Singapore (SSG). This enabled the Institute to offer nationally-recognised Workforce Skills Qualification (WSQ) courses to equip our learners with key competencies in their community building work.

## 2020s

### Contributions to Nation's Fight against Pandemic

When COVID-19 hit our shores in Jan **2020**, NACL I was activated as a Government Quarantine Facility (GQF) within 48 hours turnaround time. Part of the campus was converted for the GQF operations in support of the nation's fight against the pandemic. Multiple profiles of Persons-Under-Quarantine (PUQs) were housed at NACL I GQF during the two-year activation period.



## 1970s

### National Youth Leadership Training Institute (NYLTI)

Soon after independence in **1965**, the Buona Vista Youth Leadership Training Centre was upgraded to a national institution and renamed the National Youth Leadership Training Institute (NYLTI). The PA gave NYLTI autonomy with the formation of a Board of Governors chaired by Dr Goh Keng Swee.

### Revamp of Diploma

In **1970**, the three-year Diploma in Community and Youth Work was condensed into a more compact four-month residential programme. It was further streamlined to a three-month programme in **1972**.

### Transfer of Institute to the People's Association

In **1974**, the Board of Governors was dissolved. NYLTI was brought back under the administration of the PA to focus on developing PA youth leaders.

### Emphasis on national-level role

In **1979**, the Institute was renamed NAYTI to emphasise the word "National" and signal the importance of the Institute as a national-level training centre.



## 2000s

### Campus Upgrading

The campus underwent major upgrading of its facilities as part of its restructuring plan in **2002** to reflect the Institute's commitment to supporting an emerging learning organisation.



### Structured Training Roadmaps

Greater emphasis was placed on developing the core competencies of PA staff and GRLs including the introduction of PA staff milestone programmes and leadership courses for Grassroots Office Bearers.

### Formation of NACLI Board

A NACLI Board was formed in **2003** to bring the Institute to a higher professional level and direct its future developments. Mr Mah Bow Tan, then Minister for National Development and PA Board Member, was appointed as the first Chairman of the NACLI Board.



## 2010s

### A Refreshed Vision

In **2009**, under the guidance of 2<sup>nd</sup> NACLI Board Chairman, Mr Lim Swee Say, then Minister in the Prime Minister's Office (PMO) and PA Board Member, NACLI's vision and mission were refreshed to reflect its new focus in support of the new PA vision for the community.

### Singapore's Inaugural Master of Community Leadership and Social Development

In **2012**, the PA partnered SIM University (now known as Singapore University of Social Sciences) to offer a Master of Community Leadership and Social Development programme, to professionalise those involved in community leadership and social development work.

### Outreach to Youths

Guided by 3<sup>rd</sup> Chairman of NACLI Board, Ms Grace Fu, then Minister in the PMO and PA Board Member, NACLI launched its Grassroots Heritage Roving Exhibition in **2012** as an outreach to schools, public libraries and community clubs to share the heritage of the grassroots movement and its continuing role in nation building.

### NACLI turns 50!

In conjunction with its 50<sup>th</sup> anniversary, NACLI launched a new corporate logo, tagline and a commemorative book titled, "Growing as One".



### Pivoting of Training Modalities

With COVID-19 pandemic and the introduction of various safe management measures, NACLI pivoted its mode of training engagement from one that is in-person, to virtual, hybrid and self-directed.

During the 8-week Circuit Breaker period, learning did not stop. NACLI introduced the F.L.I.P & Learn virtual learning series (modelled after the flip classroom approach). A total of 24 bite-sized e-learning packages were specially curated to quickly equip GRLs and PA staff with new skills needed to engage and support the community during the pandemic.



## 2024

### NACLI celebrates its 60<sup>th</sup> anniversary!



# Dean's Foreword

As the saying goes,

*“Great leaders don’t set out to be a leader, they set out to make a difference.”*

The commitment to **build a cohesive, resilient and caring community** will always remain at the heart of what we aspire to develop in our leaders. In an evolving world with changing societal trends, it is crucial to **continue to strengthen and build bridges with diverse segments of society**.

As the training arm of the People’s Association (PA), the mission of the National Community Leadership Institute (NACLI) is to **develop, align and inspire** grassroots and PA staff leaders in **building and bridging communities**, in support of the PA’s objective of building social cohesion.

Established as the Buona Vista Youth Leadership Training Centre in 1964, NACLI has continually transformed itself to meet the changing community landscape. With 60 years of experience in community leadership development, our Institute is rich in history and our learners were descended from a generation of dedicated youths who believed in the mission of working towards One People, One Singapore. They were pioneers who radiated with passion to address challenges in the community when Singapore was at the brink of nationhood – ranging from poverty and unemployment to social tensions and riots.

Today, NACLI is a key learning institute in Singapore dedicated to nurturing future-ready community leaders. Since our inception, the institute has empowered many participants through our training programmes. We aspire to develop strong leaders and teams through our **timely, targeted and relevant training**. Besides our grassroots and PA staff leaders, we also actively engage youth leaders in shaping the future generation of community builders poised to tackle emerging challenges.

Our training serves as the foundation to discover the innate potential of community leaders and hone their skills to shape our communities and neighbourhoods. Through our holistic training programmes, learners are exposed to theories and practice of community development, and equipped with practical and applied skills to serve the community.

The key to our Institute’s continuous progress is our dedicated training faculty and staff, culture of service excellence and spirit of continuous learning and experimentation.





In the years ahead, NACLI aims to stay purposeful in developing community leaders, by inspiring hope for future possibilities and driving meaningful action in building a high-trust society.

As we hit our 60-year milestone, NACLI's next stage of growth is propelled by two endeavours. Firstly, we aim to **cultivate a dedicated and dynamic PA workforce** that is committed to continuous learning and strives for excellence in their roles. Secondly, we aspire to position NACLI as the **Centre of Learning Excellence** for Singapore's community sector by expanding our focus from grassroots leadership to encompass a broader spectrum of community leadership, including engaging leaders in civic society.

Community participation will be an integral part of strengthening Singapore's renewed social compact. Moving forward, we strive to **build a broader PA movement**, focusing on 3 key areas: to **build consensus amidst diversity**, to **strengthen active community participation** and to **stay connected to our youth**. This approach allows citizens to be more deeply involved and contribute to the community. We look forward to journeying with you in charting the way forward to inspire, facilitate and empower citizens in our communities.

I hope this prospectus offers a flavour of life at NACLI and you will be able to visit our campus during one of our programmes. Join us in our learning journey to make a difference and build bridges – to see beyond the 'me' and find the purpose in 'we'.

I look forward to welcoming you on campus soon!

**Reena Ng**

Dean & Director of Schools

We embrace growth mindset and value opportunities to constantly remodel ourselves to remain relevant and relatable, and create a better experience for our learners.



# Training Approaches

## IN A NUTSHELL

4 key training approaches include:

- Widening capability development through multiple modalities such as face-to-face, hybrid, digital learning
- Cultivating the spirit of innovation & experimentation to enhance training delivery
- Reimagining future learning spaces to create an inspiring learning environment
- Exploring learning technologies, sciences and systems such as micro-learning, gamified learning



Societal and technological changes have led communities to adapt, restore community relations and build bridges with diverse segments. Likewise, at NACLI, we are committed to maintaining agility in engaging our learners, preparing and empowering them to effectively connect with communities in the future.

The driving motivation for NACLI is to continue to strengthen the capabilities of our Grassroots Leaders (GRLs), PA staff and youth leaders, amidst the changing societal landscape.

To fulfil this objective, we have seized opportunities to re-invent our training approaches and explore new and innovative ways to engage our learners. Here are 4 strategies we have embraced in our endeavour to reimagine learning.

## 1. DEPLOYING MULTIPLE MODALITIES IN CAPABILITY DEVELOPMENT

Firstly, we **leverage multiple learning modalities** in our training to achieve the best learning outcomes and create a supportive learning environment for our learners.

We recognise that with the busy schedule of our community leaders, **learning flexibility** enables them to gain **bite-sized learning contents on-the-go** outside the classroom. As such, besides face-to-face and virtual synchronous training, we offer asynchronous self-directed e-learning; empowering learners to access learning through a 'Just-in-Time, Just Enough, Just for You' approach.

Our flexible modes of learning allow learners to acquire knowledge and new insights on community building and engagement while on-the-go, anytime, anywhere!



## 2. CULTIVATING THE SPIRIT OF INNOVATION & EXPERIMENTATION

Secondly, we constantly seek out opportunities to **innovate** and value **experimentation** in our training delivery.

During the Circuit Breaker in 2020 when in-person training came to a halt, NACLI introduced the **F.L.I.P. (Flexi Lesson through Independent Participation) & Learn** - an asynchronous virtual learning series modelled after the 'flip' classroom concept. This approach enabled us to quickly reach out to our GRLs and equip them with essential skills to engage the community virtually.

In 2022, we **collaborated with Nanyang Polytechnic (NYP) School of Interaction Design** for the **NYP-NACLI Hackathon**, to enhance learning experience for a course titled, "Partners-in-Harmony." Through this collaboration, the students created prototype apps that may be further developed to support the understanding of cultures, customs and practices of diverse communities.

In 2023, NACLI embarked on its first foray into a **learning gamification prototype app**, the **Strong Red Dot**, featuring 4 engaging bite-sized e-learning packages with valuable tips to support our GRLs' journey as community builders.

## 3. REIMAGINING FUTURE OF LEARNING

Next, the Institute has adopted the **Pedagogy-Space-Technology framework**, which focuses on the **intersection of pedagogy, learning spaces** and technology in support of learning to create an **Integrated Learning Ecosystem**.

Learners can expect a future-ready campus with **collaborative** and purpose-built spaces, as we create modern and forward-looking training facilities to inspire innovation in our next mile of community leadership development.

## 4. EXPLORING LEARNING SCIENCES AND SYSTEMS

NACLI also recognises the value of leveraging learning sciences and systems to enhance evidence-based practices and learning engagement.

NACLI experimented with learning systems that enabled virtual and real world to come together through the use of **augmented reality (AR)** and **AI-based role-playing scenarios** to create immersive experiences for better learning retention. NACLI also leverages learning sciences to deepen our understanding of different learner archetypes, styles and attitudes for more targeted learning interventions.



## Empowering Community Leaders for Challenges of Tomorrow

NACLI is committed to empowering the community leaders of tomorrow through innovative training approaches. By leveraging innovative learning methodologies and insights from learning sciences, our programmes are designed to equip them with the knowledge, skills and mindset necessary to address the evolving challenges of tomorrow's communities.

Through **evidence-based practices** and **interactive learning approaches**, we aim to build the confidence and capabilities of our learners to lead and drive positive change in their communities.



Bringing more learners onboard digital learning



NACLI's first foray into learning gamification prototype app, the Strong Red Dot



Immersive role-playing learning experience



Bite-sized e-learning packages on the Strong Red Dot prototype app



PA Inductees in an interactive situation room simulation at Singapore Discovery Centre



Gamified learning through thematic memory matching card tiles

# *Grassroots Training*



NACLI is committed to developing the potential of our Grassroots Leaders (GRLs) and equipping them with future-ready mindsets and skills to serve and lead change in the community.

Our courses are designed to develop baseline and leadership competencies to empower GRLs with the skillsets they need in the different roles they play in the Grassroots Organisations (GROs).

# Courses for *All Grassroots Leaders*

## Community LEAD Framework

The Community LEAD Framework is a holistic approach in competency-based training, to equip GRLs with knowledge, skills and practical 'know-hows' in leading the community.

Our grassroots training is organised into three leadership tiers to cater to the different roles of grassroots leaders i.e. Members; Office Bearers (OB); and Key Office Bearers (KOB).

The three processes of Develop, Align and Inspire are included and integrated at each leadership tier.

A range of courses including milestone programmes in various modalities are organised at each tier, to align with the GRLs' volunteering journey. This includes Induction for PA New GRLs (IPNGL) and Grassroots Foundation courses for all GRLs; Office Bearer Induction and courses for Leadership Performance for OBs; and Leadership in Community Programme for KOBs.

An overview of the Community LEAD framework for GRLs is illustrated in Figure 1.

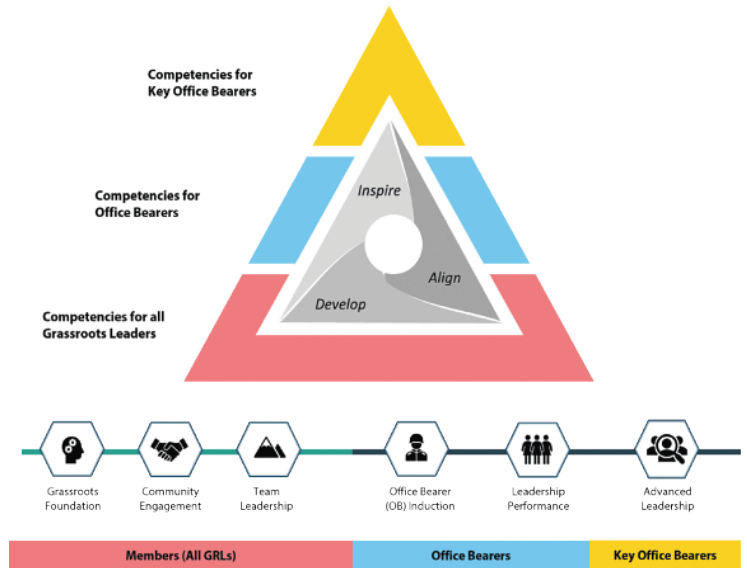


Figure 1: Community LEAD Framework

## Constituency-Based Training (CBT) Programmes

Besides offering regular scheduled courses, NACLI also offers CBTs, where training is conducted at the constituency for grassroots leaders from the same division. The CBTs can be contextualised for the constituency for greater learning effectiveness. Where appropriate, a practicum can also be included so that participants can demonstrate how they can put their learning into practice.

## Induction for PA New Grassroots Leaders (IPNGL)

The IPNGL is organised at the respective constituencies. The IPNGL is a blended learning programme consisting of a bite-sized pre-course learning package followed by a face-to-face or virtual session specially designed for newly appointed GRLs.

The IPNGL provides new GRLs with an overview of the PA and its GROs; an understanding of the values, roles and responsibilities of a GRL; and an opportunity to interact with fellow GRLs, dialogue with local leaders, experienced GRLs and PA senior officers.

## Annual Constituency Workplan (ACWP)

The ACWP is a key strategic and integral part of the annual PA and constituency planning and alignment cycle. ACWP involves aligning vertically to directions set at PA's annual Community Seminar and harmonising horizontally across all GROs in the constituency on the key priority areas for the coming year.

It is also a platform for GRLs in the constituency to strengthen bonds, share ideas and co-create a common vision moving forward. Through the facilitation process, constituencies will be engaged in various learning activities, discussions and reflections to reinforce the importance of growing networks and strengthening resident engagement within their communities. These will help shape action plans for the constituency and GROs to lead them for the year ahead.

<p>Design Thinking for Creative Problem Solving</p> <p> F2F  1 day</p>	<p>Effective Self-Management</p> <p> F2F  1 day</p>	<p>Embracing the Human Side of Change</p> <p> F2F  1 day</p>	<p>Emotional Intelligence – Connecting with Self &amp; Others</p> <p> F2F  1 day</p>
<p>Grassroots Financial Management</p> <p> F2F  1 day  CBT</p>	<p>Handling Negative Feedback for Best Outcomes</p> <p> F2F  1 day  CBT</p>	<p>Induction for PA New Grassroots Leaders (IPNGL)</p> <p> F2F  0.5 day  CBT</p>	 <p>Sharing volunteering journey with fellow learners</p>
<p>Partners-in-Harmony (1): Appreciation of Cultures, Customs and Practices</p> <p> F2F  0.5 day  CBT</p>	<p>Partners-in-Harmony (2): Understanding Faiths, United in Harmony</p> <p> F2F  1 day</p>	<p>Secrets of Body Language</p> <p> F2F  1 day</p>	



## Community Engagement



Understanding motivation of community volunteers

**Building Relationships – House Visit Engagement Skills**

F2F 0.5 day CBT

**Building Relationships through Social Media**

F2F 1 day

**Design Thinking and Residents' Journey Mapping**

F2F 1 day CBT

**Engagement Tools for Community Bridging**

F2F 1 day

**Essentials for Communicating Public Policies (1)**

F2F 1 day CBT

**Facilitation Skills**

F2F 1 day CBT

**From "Doing For" to "Doing With" Residents in your Neighbourhood**

F2F 0.5 day CBT

**Growing Community Volunteering**

F2F 0.5 day CBT

**Let's Talk About It: Communicating Better**

F2F 1 day CBT

**Social Media Engagement – Engaging Residents through Social Media**

F2F 1 day CBT

**Using Storytelling for Community Engagement**

F2F 1 day



Discovering ways to promote co-creation in the community

## Team Leadership



Establishing a team charter to guide performing grassroots teams

**Develop a Performing Team (Level 1)**

F2F 1 day CBT

**Develop a Performing Team (Level 2)**

F2F 1 day CBT



# Courses for *Office Bearers*

Grassroots Office Bearers are crucial team leaders in the community. They are instrumental in cultivating leadership and driving change in the community. These courses are specially tailored to equip participants with the essential skills to effectively lead the community towards positive change.

## Office Bearer Induction

Office Bearer Induction for Chairmen/Vice-Chairmen



Office Bearer Induction for Residents' Network (RN)/ Residents' Committee (RC)/ Neighbourhood Committee (NC) Chairmen/Vice-Chairmen



Office Bearer Induction for Secretaries/Assistant Secretaries



Office Bearer Induction for Treasurers/Assistant Treasurers/Auditors



## Leadership Performance

Coaching in Action



Leadership in Practice



Leading Change in a VUCA World



Team Conflict Management



Scan the QR code or visit our 'Learn with NACLI' page at [www.pa.gov.sg/learnwithnacli](http://www.pa.gov.sg/learnwithnacli) to download the latest copy of our training calendar.

# Featured Courses



## Induction for PA New Grassroots Leaders (IPNGL)

### SYNOPSIS

The IPNGL is organised at the GRC level. It allows Grassroots Leaders (GRLs) to relate to the purpose of the PA and its Grassroots movement and network with fellow GRLs within the GRC. There is also a community sharing session where new GRLs get to exchange ideas and interact with local leaders and PA senior officers.

### NOTE

There is a bite-sized learning package for pre-course learning before the session.

### COURSE DURATION

0.5 day

### MODALITY



Hybrid

### TARGET AUDIENCE

Newly appointed GRLs within their first 6 months of appointment.

## Office Bearer Induction for Chairmen & Vice-Chairmen

### SYNOPSIS

This course equips learners with the knowledge and awareness of their roles and responsibilities to lead their Grassroots Organisations (GROs) to achieve PA's vision and mission. Learners will also learn about the roles and responsibilities of a Chairman/Vice-Chairman and experience collective learning through sharing of good practices and useful tips on addressing common issues faced while leading their GROs.

### COURSE DURATION

1 day

### MODALITY



Face to Face

### TARGET AUDIENCE

This course is recommended for newly appointed GROs Chairmen and Vice-Chairmen who are in their first term of appointment.

## Building Relationships — House Visit Engagement Skills

### SYNOPSIS

This course equips learners with the skills to build and strengthen relationships with residents in the context of house visits. Learners will learn effective communication strategies, cultural sensitivity and relationship building techniques to create meaningful connections for community building.

### COURSE DURATION

0.5 day

### MODALITY



Face to Face

### TARGET AUDIENCE

This module is recommended for intact group training involving GRLs and PA Staff that are nominated by their Constituency Directors.



Applying learning about effective colour contrast for social media content



Learning journey to Darussalam Mosque as part of Partners-in-Harmony (2)

## Social Media Engagement: “Engaging Residents through Social Media”

### SYNOPSIS

With the acceleration of digitalisation especially in the last few years, social media offers significant opportunities for community building. It has emerged as a means to outreach to untapped residents and amplify our engagement efforts. This course will equip Grassroots Leaders (GRLs) with the fundamental knowledge and skills to enable them to widen outreach and improve residents’ experience through social media. It aims to inspire GRLs to adopt a hybrid engagement mode by complementing face-to-face engagement with online engagement. Through hands-on activities, GRLs will learn how to create impactful social media content to connect with different resident profiles for community building efforts.

### COURSE DURATION

1 day

### MODALITY



Face to Face

### TARGET AUDIENCE

GRLs, nominated by Constituency Offices based on their current or potential involvement in managing and creating contents for Grassroots Organisations’ (GROs) social media platforms

## Partners-in-Harmony (2): Understanding Faiths, United in Harmony

### SYNOPSIS

This course provides learners with an opportunity to develop a deeper understanding and appreciation for Singapore’s diverse multicultural society. Learners will attend a learning journey consisting of visits to the Harmony in Diversity Gallery, one or more religious organisations and tour of the Street of Harmony Trail before concluding with a group discussion. Through these experiences, learners will be guided in their exploration of the significance of racial and religious harmony, as well as social cohesion, with the opportunity to interact with each other and gain valuable insights.

### COURSE DURATION

1 day

### MODALITY



Face to Face

### TARGET AUDIENCE

All GRLs

*The instructors were very engaging! I learnt a lot on the culture and religion of the different races in Singapore. These information are definitely very useful in helping to engage residents. This course is also an open space where participants get to ask subject matter experts (of different races) about their practices.*

JOEY PEH  
Chua Chua Kang YN



# Let's Talk about It: CommU&Icating Better

## SYNOPSIS

Communication skills are at the very heart of building strong community relations. A good communicator is one who leverages strong social interaction skills to achieve win-win outcomes. For learners who interact frequently with community partners and residents, this course enables them to examine ways to have better conversations and overcome common barriers to communication for more effective community outreach and relationship-building.

## COURSE DURATION

1 day

## MODALITY



Face to Face

## TARGET AUDIENCE

GRLs who are relatively new to community work

# Essentials for Communicating Public Policies (1)

## SYNOPSIS

This course provides learners with essential skills for effectively communicating public policies to residents so that they can benefit from the policies. Learners will acquire basic knowledge and resources, and learn about the I.D.E.A approach, which helps in communicating these policies to different profiles of residents.

## COURSE DURATION

0.5 day

## MODALITY



Face to Face

## TARGET AUDIENCE

All GRLs

# Leading Change in a VUCA World

## SYNOPSIS

Today, we live in a VUCA (Volatile, Uncertain, Complex and Ambiguous) world. How do we then navigate change in our community? This course equips learners with the framework to lead and sustain change in the community. They will learn to examine the various stakeholders involved in the change process and how to communicate the need for change.

## COURSE DURATION

1 day

## MODALITY



## TARGET AUDIENCE

Key Office Bearers of GROs



Sharing insights on ways to engage residents through social media



Exchanging ideas and best practices on communication techniques



Cross-pollination of ideas about community participation



Identifying ways to engage community volunteers

## Growing Community Volunteering

### SYNOPSIS

This workshop aims to equip Office Bearers with an understanding of the evolving volunteering landscape in Singapore and how to leverage trends to reach out to the harder-to-reach groups, expand avenues for people to be involved as volunteers in the community on the causes they care about. Through the sharing of early success stories of Grassroots Organisations (GROs), learners will be introduced to ways of seeking out cause-based groups or volunteers that they could collaborate with and co-design programmes to achieve the intended outcomes.

### COURSE DURATION

0.5 day

### MODALITY



Face to Face

### TARGET AUDIENCE

Office Bearers of GROs

## From “Doing For” to “Doing With” Residents in your Neighbourhood

### SYNOPSIS

This workshop equips learners with the knowledge, skills and aptitude to go beyond “Doing For” to “Doing With” residents in their locality. It introduces to learners from the Residents’ Network (RN)/Residents’ Committees (RCs)/Neighbourhood Committees (NCs) what Community Participation is and its importance in community development. In addition, learners will be equipped with basic skills and knowledge to enable Community Participation. The workshop also serves as a platform for sharing, with cross-pollination of ideas amongst learners and sharing of successful examples through case scenarios.

### COURSE DURATION

0.5 day

### MODALITY



Face to Face

### TARGET AUDIENCE

All GRLs

*I find this course very useful. It offers concise bite-sized learning. It incorporates real-life examples, allowing participants to easily relate to the content. We could transfer the learning back to our committees to create a critical mass for fostering active participation in curating community initiatives.*

**LOH YONG CHENG, PBM**  
Jalan Besar GRC & Potong Pasir SMC



GRLs attending ACWP to align on key directions for the new year



Exchanging experiences about volunteering journey



Active dialogue at IPNGL community sharing



Connecting to the bigger picture through purposeful play and reflection at ACWP



NACLI Senior Learning Facilitator Halim facilitating an ice-breaker activity



GRLs aligning on key focus areas for their constituency

# *Staff* Training

NACLI's staff programmes are designed to equip PA staff at different levels of their appointment with essential skills and competencies, from foundational skills and leadership development to advanced leadership and management skills, tailored to different levels of leadership.

Since 2022, NACLI has adopted the Our Core Competencies (OCC) framework by the Public Service Division (PSD) in its training curriculum to better support PA staff in their professional development and facilitate greater consistency in core competency development across the Public Service.

# Courses & Programmes for *PA Staff*

## BUILDING COMPETENCIES OF PA STAFF

Similar to the development pathway for Grassroots Leaders (GRLs), the training pathway for PA staff is also organised into different tiers.

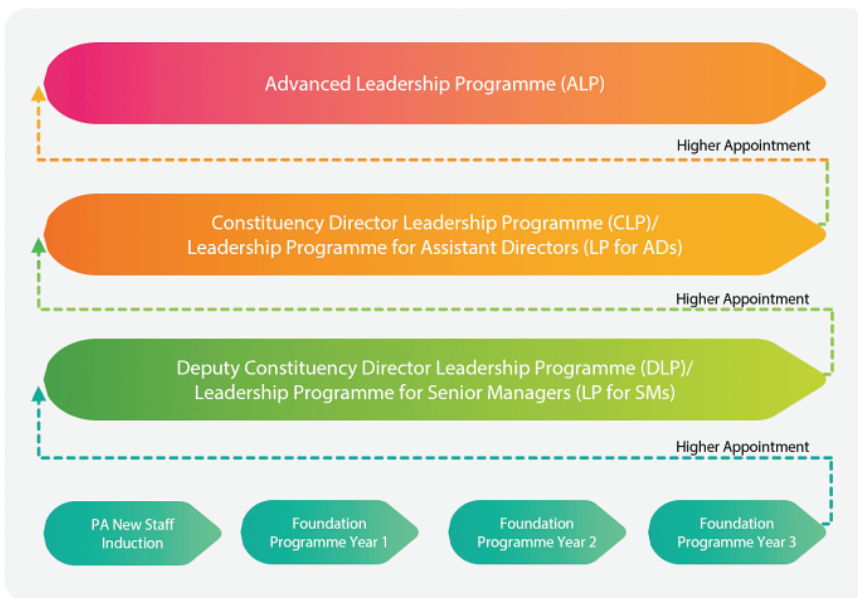
The staff training pathway consists of milestone programmes for each level, culminating in the facilitation of **Community of Practice (CoP) sessions** to share learning applications and new knowledge.

PA supports staff training at every level, offering milestone programmes to **level up their competencies** required of their job role. Upon completing each level's milestone programme, staff will participate in CoP sessions to share their learning applications and new knowledge.

Our staff milestone programmes also include nationally-accredited **Workforce Skills Qualification (WSQ) modules** such as **Designing Community Engagement Initiatives (DCEI)** and **Design Thinking Practice for Innovation and Continuous Improvement (DTPICI)**, providing officers with concepts and tools on design thinking to deepen their understanding of issues and co-create solutions together with residents and stakeholders. There is also a **WSQ course, Leading Towards a Broader PA Movement**, focusing on change management.

To develop effectiveness of intact staff teams, NACLI offers **Team Effectiveness Programmes (TEP)** which help to strengthen relationships among team members, clarify roles and responsibilities, enable better operations control, and promote self and team learning among team members.

## PA Staff Training Pathway



A diagram depicting an overview of the training pathway for PA staff as illustrated in Figure 2. At each level, one or more milestone programmes are offered to PA staff to level up their competencies required for the job.

Figure 2: PA Staff Training Pathway



*NACLI Senior Learning Facilitator Sean demonstrating application of journey mapping at DLP*



*PA inductees feeling accomplished after a team bonding activity*

## PA STAFF TRAINING PROGRAMMES

### PA New Staff Induction (PANSI) Programme

PANSI is a crucial milestone programme for new PA officers. PANSI includes a residential segment to provide new PA officers to gain a deep understanding of the organisation's mission, vision and core values, while enhancing their organisational awareness. The programme also covers essential aspects such as financial management and practical training in CPR/AED.

### Foundation Programme (Year 1, 2 and 3)

The Foundation Programmes (FP) equip officers with "skills to build skills" over three years, fostering a growth mindset, thinking capabilities and foundational skills for operational roles.

### Deputy Constituency Director Leadership Programme (DLP)

DLP is designed for newly appointed Deputy Constituency Directors (DCDs). This programme equips DCDs with leadership competencies, knowledge in design thinking and foster a growth mindset when leading and managing their team.

### Constituency Director Leadership Programme (CLP)

CLP focuses on leadership, planning and evidence-based approaches using data, aiming to strengthen the officer's ability to lead change at individual and team levels, including the WSQ module on Leading Towards a Broader PA Movement.

### Leadership Programme for Senior Managers (LP for SMs)

LP for SMs aims to equip Senior Managers in the HQ divisions with essential knowledge and tools for effective junior leadership. It focuses on developing skills in staff work, planning, strategising, implementing and managing, while enhancing leadership capabilities. Learners will also gain skills in leading, influencing, effective communication, collaboration and analysing complex information for future challenges and opportunities.

### Leadership Programme for Assistant Directors (LP for ADs)

LP for ADs in the HQ divisions equips them with essential knowledge and tools for effective middle management leadership. It focuses on planning near to long-term operations for PA in a VUCA (Volatile, Uncertain, Complex and Ambiguous) environment. Learners gain insights to navigate challenges, futures thinking and leadership abilities for organisational growth.



PA inductees rejoicing after completing final team challenge activity



Scenario-based group discussion at DLP

STAFF TRAINING



Personal reflection on effective leadership in practice



NACLI Senior Learning Facilitator Shameel leading a discussion at DLP



CDs sharing their learning and reflections with PA senior management



Working together to overcome obstacles in the Team Challenge Rescue activity at FP



NACLI Senior Learning Facilitator Rong Rong outlining the purpose of the PA for new staff



Collaborating and problem-solving as a team at LP for SMs

# Social Learning:

## From Kampung Games to Online Worlds

Dr Isnis Isa  
Deputy Director, People & Government Engagement  
People's Association



### IN A NUTSHELL

- Researchers found that role-playing games and immersive social games induce a state of 'flow,' enhancing immersion, engagement and collaboration.
- This mirrors the team-based play of childhood games and appeals to collectivist cultures.
- Immersive social learning improves knowledge retention, focus and motivation.
- Effective strategies for immersive social learning include setting overarching goals, fostering dynamic communities and keeping content fresh.

“Kevin rushed home, switched on his laptop, grabbed a soda off the fridge and immediately logged onto his World of Warcraft account to join his guildmates on a team quest they had planned for the night before. His mother’s refrains asking him to take a shower and take his meal become muted echoes through his door. His girlfriend’s texts buzzed apologetically in the muffled distance of his pillows where he had thrown his phone in his haste. Successful login. Kevin had become Sir Kevin Ironheart, Level 46 Demon Knight Hunter of the Server Burning Iron”.

What made it so successful? Researchers Salen & Zimmerman (2003) discovered that role-playing games could induce a state of 'flow' in the players in a way that asks them to 'suspend reality' and act as if they 'inhabit' the avatars and characters that they portray. This 'fades' real time away and increases immersion and engagement. This is then complemented with 'quests' which allow the players to overcome obstacles and earn 'points' to further the story. In this way, the players also control part of the storytelling, together with interactions with other avatars of other players who play in the same 'worlds'. This has been shown to increase collaboration, engagement and reward-seeking behaviors which translate into positive learning behaviours.

*All meaningful, organic and foundational learning is at heart playful and ludic.*

Marcelo Suárez-Orozco, Contemporary American Professor (Education)



*To the art of working well a civilized race would add the art of playing well.*

George Santayana,  
American Philosopher, 1863–1952



But was this something new? Most of us would have had our fill of social and community games before, in our childhood. Even as children in schools, games played in earnest during the precious minutes at recess quickly became spectacles that befitted gladiatorial Rome, with epic 'catching' matches and 'one-leg' tournaments played by all and sundry. All these had 'groups' or 'teams'.

All these had their social and community rules and relied on learning and improving as teams to 'win'. Was there something in our Asian psyche that made the online virtual community or online avatars more appealing? Markus & Kitayama (1991) had postulated that Asian communities tend to be more 'collectivist' in their play and sense of identity. This means that certain gaming elements become more attractive and more engaging to us at a subconscious level because we enjoy group identity and group learning.

Was this a purely WoW phenomenon? Definitely not. We do not have to go far to see the impact of Pokemon Go among seniors and Maplestory for the young at heart – to see that community play is important and is thriving. For the most part, it is taken seriously too. During the fevered heights of Pokemon Go, entire legions of players, groups and families would be seen crowding around a particularly desolate community spot, oft bereft of amenities, lighting and even sanitation, all in the hope of capturing that elusive pocket monster.

The visual learner experience has long been summarised into two different aspects – 'participation' which is active or passive, and 'connection' which is a spectrum ranging from simple absorption to in-depth immersion. This is key to defining the nature of learner experience (Pine & Gilmore, 1999). These concepts of participation and connection in traditional experience literature echo recent research in online gaming or virtual experiences. Several studies have found that immersion (Caru & Cova; Jennett et al, 2008; Raptis et al, 2018; Shin, 2018) as subjectively experienced through interactions with other learners as well as the created scenarios or situations. Cairns et al. (2013) have even found that immersion, social interaction and person-environment interactivity in a simulated setting are significant predictors of positive learning experiences.

In an intriguing offshoot, it's not just an individual's actions towards the virtual environment or scenario that enhances the effects of learning, but also combined with that of others (teammates or colleagues) due to common goals, motivation and mutual understanding and involvement which lead them to enter the experience in a more shared meaningfulness (Grinberg et al, 2014).

## What are the benefits of immersive social learning?

### BETTER KNOWLEDGE RETENTION

Hamilton et al (2020) found in their studies that while **lectures and readings** had **memory retention levels** of between **5-10%**, **virtual and simulated environments** had **retention levels** of up to **75%**.

### LESS DISTRACTIONS, MORE FOCUS

Quasi experiments conducted by Cohen et al (2018) found that **adult learners** who learnt **procedures and processes** via **simulated environments** reported being able to **concentrate more** on the task at hand and the goals to be achieved. They also discovered that **team-based learning and competition** was **more effective** compared to individual-based learning.

### ENHANCED INTRINSIC MOTIVATION

In an educational setting trial by Bogusevski et al (2019), it was found that **increased positive experience** led to **greater learner satisfaction and enjoyment** (i.e. fun), in which turn led to **increased intrinsic motivation** (which is the holy grail of pedagogical delivery).

## What are effective strategies to foster immersive social learning?

### HAVE A SUPERORDINATE GOAL

The seminal study by Muzafer & Sherif (1991) revealed that **having an overarching goal or objectives** to a period of learning will **aid competitive and collaborative goals** among participants and **increase intrinsic motivation**. Remember those games where you had to solve or overcome the small little puzzles which gave you clues on how to solve a bigger more difficult 'final' puzzle.

### PART OF WIDER, DYNAMIC COMMUNITY

One thing which aided in WoW's success as a gaming fraternity was its **proliferation of fan-sites, organic community forums and discussion sites**. It allowed 'time-off' to discuss at one's pace with other like-minded players and also to sit back and engage in a 'third place' (apart from the game world and real life).

### CONTENT DOES NOT GET STALE

Over the years, all the MMORPGs and various games, be it Pokemon Go, or Ingress **developed additional content, downloadable content or off-shoot material**. This gave the perception that the virtual world was growing, living and breathing. This **increases self-identity and 'renews' motivation**.

Well, with Meta introducing an online metaverse, reality as we know it will evolve and shift to a new dimension. It is safe to say that virtual and simulated environments in the way we learn and play are here to stay. The question is, can we shift ourselves and our communities in tandem — and how do we increase the levels of comfort and familiarity.

# *Youth* Leadership



Besides programmes for Grassroot Leaders (GRLs) and our staff, NACLI also offers community leadership programmes for youth. Among our programmes include the Youth Network Key Leadership Programme and Our Singapore Leadership Programme, where we aim to empower the leaders of the future generations.

# Courses & Programmes for *Youth Leaders*

## YOUTH NETWORK KEY LEADERSHIP PROGRAMME

The Youth Network Key Leadership Programme (YN KLP) equips participants with essential skills to lead and direct YN. The programme focuses on guiding the YN to achieve outreach and engagement goals and building strong community relationships with network of partners to **co-create impactful solutions**. Participants will learn to **organise and mobilise resources**, fostering a **collaborative environment** for sustainable community development.

## PAYM-COMMUNITY LEADERSHIP PROGRAMME

The People's Association Youth Movement (PAYM) Community Leadership Programme (CLP) is a nine-month **youth community leadership development programme** by PA, engaging student leaders in Institutes of Higher Learning (IHLs). Organised by PA Youth & Sports Division, it includes a 4D3N leadership camp, a 34-week attachment with PA Youth Networks (YN) and a graduation ceremony.

NACLI is involved in the leadership camp, focusing on **developing leadership capabilities, personal growth and fostering friendships**. The camp, a crucial phase before the YN attachment, involves experiential, team-based activities facilitated by NACLI Learning Facilitators. These activities aim to help student leaders sense make their experiences of their community leadership journey.



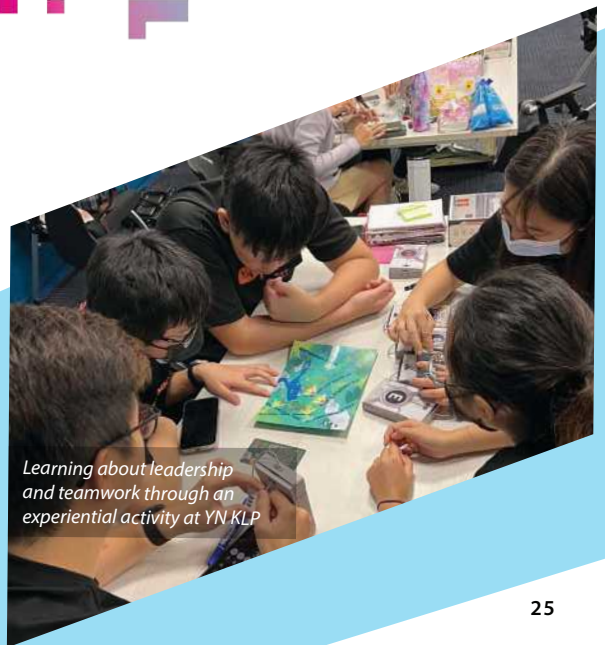
## OUR SINGAPORE LEADERSHIP PROGRAMME

Our Singapore Leadership Programme (OSLP) is a **foundational youth leadership developmental programme** co-organised by NACLI and the National Youth Council (NYC), in partnership with the Ministry of Education (MOE).

It aims to advance the **understanding and appreciation of the larger societal landscape and unique complexities governing Singapore**. One Secondary 4 student leader representative from each school, including Madrasah students, is nominated for OSLP each year. More details of the programme can be found on the next page.



*Demonstrating the power of teamwork during OSLP*



*Learning about leadership and teamwork through an experiential activity at YN KLP*

# Empowering Leaders of Tomorrow: NACLI's Journey in Youth Leadership

## 💡 IN A NUTSHELL

- It is important for young Singaporean leaders to understand Singapore's unique national circumstances and be willing to step forward to shape the nation's progress.
- Through our youth leadership programmes, we aim to empower youths to be future leaders who can contribute constructively towards Singapore by raising their understanding and appreciation of relevant policy perspectives, skills and networks.
- Mentorship is integral for youth leadership development.



*Learning about sustainability through a learning journey to ComCrop during OSLP 2023*



*Minister for Culture, Community & Youth and Second Minister for Law, Chairperson of NYC and Deputy Chairman of PA, Mr Edwin Tong, engaging OSLP participants on Singapore's key fundamentals*



*OSLP 2023 participants actively sharing their thoughts about multiculturalism and value of diversity*

## Our Singapore Leadership Programme

The 4 key themes of OSLP are "Our Singapore Identity and Fundamentals", "Sustainability and Innovation", "Economy and Employment" and "Building a Shared Future". Through these themes, Secondary 4 student leaders gain an understanding of national perspectives and important national issues such as multiculturalism, sustainability and economy.

They also learn about the realities and challenges Singapore faces, gain a better understanding of their place in the community and feel inspired to take ownership of issues that they truly care about. The OSLP also provides the opportunity for student leaders to be empowered and be able to play a more active and constructive role in society as they embark on their personal leadership journey.



*Celebrating OSLP 2022 graduation at NACLI with Minister for Culture, Community & Youth and Second Minister for Law, Chairperson of NYC and Deputy Chairman of PA, Mr Edwin Tong*



OSLP harnesses the power of daily watch-based reflection as a key lever for deep learning



OSLP 2022 participants exploring the future of work and role of innovation in shaping our economy

### Post-programme and community impact

The OSLP for Secondary 4 students was launched in 2022. Besides interacting with youth leaders from different institutions, student leaders are also exposed to diverse perspectives through insider access to locations such as the Grab Headquarters and Sembcorp Tenenge Floating Solar Farm. The student leaders also had unique overnight stays at various landmarks such as the National Museum of Singapore, Kranji Transmitting Station and Jewel Changi Airport.

#### Opportunities for mentorship

During the 4D3N programme, students leaders from the different institutions also benefitted from mentorship. The mentors for each “watch” play an important role in guiding the student leaders throughout the programme.

During OSLP 2023, the programme took a step further by inviting past participants as assistant team mentors to join the team mentors in guiding the new participants in their leadership journey. Positively impacted and enriched by their own experience of the programme, 17 participants from the inaugural run of OSLP 2022 stepped forward in 2023 to serve as assistant team mentors; a promising start to expanding the network and growing the community of future generation of leaders. This approach not only fosters a supportive environment but also empowers youths to identify and nurture their leadership skills, instills self-confidence and encourages initiative.

The OSLP also encourages participants to take lead in the community. Half a year after the inaugural OSLP, the participants reunited at a cozy gathering organised by NYC. As they reminisced over dinner and a movie, they shared reflections of their growth as leaders in service of the community, drawing from invaluable lessons learned during OSLP 2022. The impact of the programme was evident as the participants shared their post-OSLP experiences and the meaningful contributions they made within their respective communities.

One of the participants for OSLP 2022, Tan Shih Han, was appointed as the president of her co-curricular activity, Dance. She highlighted the ongoing support from her OSLP watch members and team mentors. Another participant, Salwa, reflecting on her experience, expressed how OSLP broadened her perspectives and inspired her to be more involved in policymaking and community service.

*“I’ve really been able to see how different leaders honestly lead differently. Leaders don’t just step in front. Leaders very well may just step behind and lead from within the hearts.”*

**Jemmima Tan**  
OSLP 2022 Participant



These reflections underscore the profound impact of OSLP, demonstrating how the programme has instilled in youths the importance of making positive impact at the local level. The experience has also motivated youths to dive deeper into the understanding of the real-world applications of leadership and community development.

### NACLI60: Nurturing future leaders of the years ahead

Youths play a pivotal role in shaping the nation’s future. As NACLI celebrates its 60<sup>th</sup> anniversary, it reaffirms its commitment to nurturing future leaders who will carry the mantle of leadership for Singapore in the future. By empowering and equipping today’s youth with the necessary skills, values and vision, we work to ensure that Singapore’s next generation of leaders will lead with purpose, resilience and innovation, while embracing a deep sense of social responsibility. Together with strong collaboration among partners and stakeholders, we can continue to play a part in shaping leaders of tomorrow, preparing and inspiring those who will guide Singapore towards a brighter future.

*“Since OSLP, I had joined the Leadership, Experience, Opportunity (LEO) Club, where I participated in food donation drives and got to know beneficiaries like the elderly. Topics covered during OSLP such as sustainability also helped me gain a deeper understanding of where Singapore stands and how the world is working towards a shared goal. The OSLP experience enabled us to connect with issues of global concerns a lot easier!”*

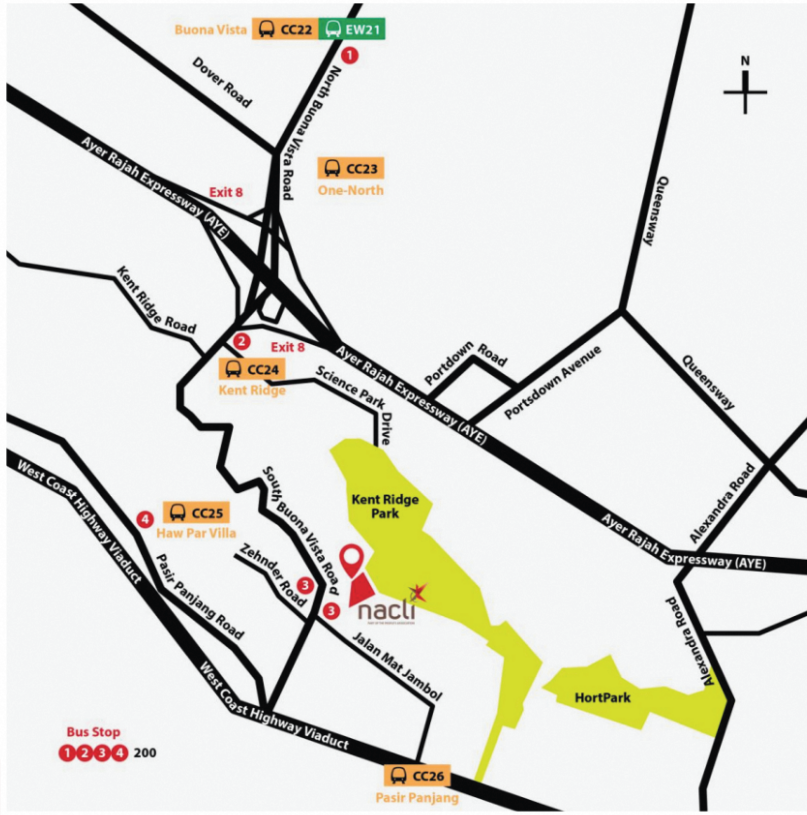
**Leong Shu Ling, Megan**  
OSLP 2022 Participant





# Getting to NACLI

LEAD WITH PURPOSE



**National Community Leadership Institute**  
70 South Buona Vista Road  
Singapore 118176



Scan to view our Campus Map



## Public Transport (By Bus No. 200)

### From Buona Vista MRT (Exit D):

Alight at the 7th stop\*  
Bus Stop 15099 Natl Leadership Inst

### From Kent Ridge MRT (Exit B):

Alight at the 4th stop\*  
Bus Stop 15099 Natl Leadership Inst

### From Haw Par Villa MRT:

Alight at the 4th stop\*  
Bus Stop 15091 Opp Natl Leadership Inst

\*excluding the bus stop you board from



## Driving

### From Tuas towards AYE (City)

On AYE, take Exit 8 towards North Buona Vista Road. Turn right into Buona Vista Flyover and continue straight towards the winding South Buona Vista Road for about 1.9km. NACLI Campus is on your left.

### From CTE towards AYE (Tuas)

On AYE, take Exit 8 towards South Buona Road and continue down the winding road for about 1.8km. NACLI Campus is on your left.

### Carpark

Parking at the campus is complimentary for learners and registered visitors based on availability.

# Follow us and learn on-the-go!

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