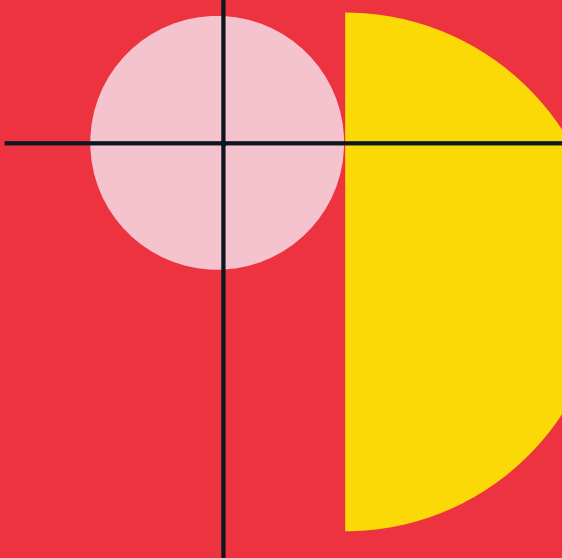




mentoring (SG)

NYC
NATIONAL YOUTH COUNCIL
SINGAPORE

State of Youth Mentoring in Singapore





Mentoring SG is Singapore's national youths mentoring movement, bringing together mentors, organisations, and resources to make mentorship accessible for youths to create more opportunities for every young person to be guided, inspired, and empowered.

Join us – because Mentoring Matters!

Preface

Mentoring is a powerful way to support youths development in Singapore. However, while many programmes and initiatives exist, there has not previously been a nation-wide study to provide a comprehensive view of the mentoring landscape. The State of Youth Mentoring in Singapore study was initiated by Mentoring SG to address this need, offering insights that can guide the strengthening of mentoring practices and outcomes for young people.



Mentoring

is a whole-of-society effort to
support our youths as they navigate
through life transitions

Sample and methodology of the research

10

Youth Mentoring Organisations (YMOs) interviewed

95

Youths and mentors interviewed in total, over 15 sessions¹

500

Youth mentees² surveyed



In-depth Interviews



Focus Group Discussions



Quantitative Survey



Ecosystem Scan



Social Listening



Literature Review

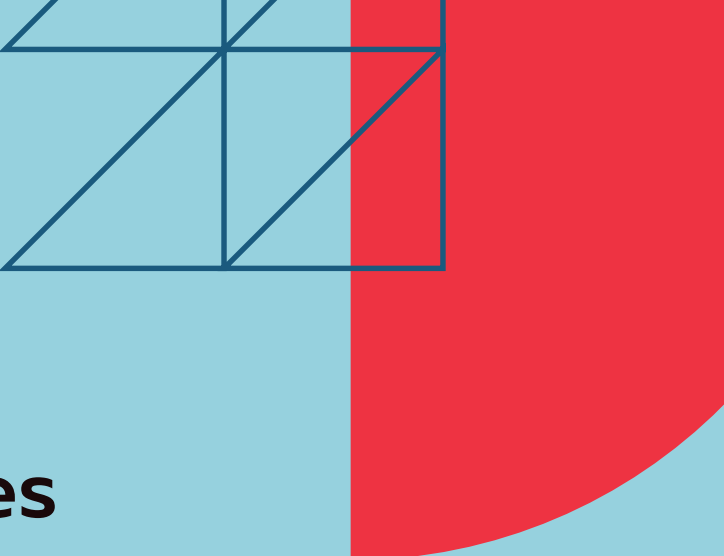
¹N=62 youths (including mentees, non-mentees, youths with fewer access to opportunities, and youths with low initial motivation to be mentored), N=33 mentors (including mentors of varying levels of experience)

²N=500 mentees surveyed were aged between 16-34 from a diversity of educational institutes

Refer to section 7 for Data Collection Specifications

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Mentoring can change lives - for both mentors and mentees

For mentors, it's an opportunity to give back, share your experience, and make a meaningful difference. You guide, you inspire, and you grow alongside the young person you support.

For youths, mentoring provides guidance through life's key moments – helping you build confidence, explore your strengths, and take the next steps with clarity and resilience.

Mentoring is a two-way journey that strengthens connections, builds skills, and turns potential into possibility. When organisations create and nurture mentoring programmes that support these relationships, they help foster lasting impact – empowering individuals and strengthening communities for the better.

SECTION 1

**Outcomes
Related to Youths
Mentoring**

Mentees are largely satisfied with mentoring,
rating highly for various aspects of engagement,
such as satisfaction and advocacy

87% Mentored youths
value the connection
they share with their
mentors.

86% Mentored youths
find the mentoring
experience
beneficial for them.

84% Mentored youths are
satisfied with the
overall mentoring
experience.

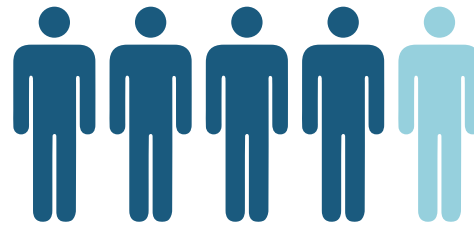
77% Mentored youths
have recommended
mentoring
to their peers.

77% Mentored youths feel
motivated to become
a mentee again.

71% Mentored youths
feel motivated to
become a mentor
themselves.

Findings: n=500 quantitative survey.

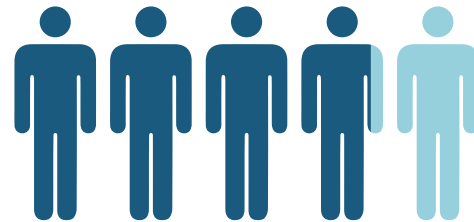
There is strong consensus amongst youths that mentoring can help in navigating life transitions, promote social mobility, and offer psychological and emotional support



Youths who engage in mentoring feel positively about:

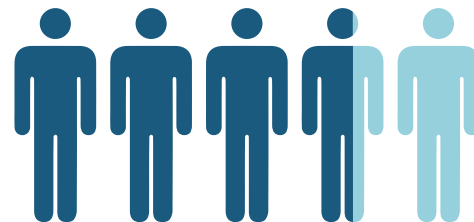
4 out of 5

Navigating various life transitions



3.99 out of 5

Social mobility, in terms of access to networks/resources



3.95 out of 5

Psychological and emotional well-being

Findings: Online survey with n=500 youth mentees

Respondents were shown a series of statements to measure these aspects, and asked to give a response from 1 to 5, with 1 being Strongly Disagree and 5 being Strongly Agree.

SECTION 2

**Youths'
Perceptions of, and
Motivators &
Barriers to Mentoring**

Understanding youths' perceptions of mentoring and achievement of mentoring outcomes

Guidance & experience sharing

Across all groups, youths consistently linked mentoring to the idea of guidance, with mentors playing a role in sharing experiences, providing advice, and helping mentees navigate life and career challenges.

Personal & professional development

Both personal and professional growth are key outcomes youths expect from mentoring relationships. This includes self-improvement, career progression, and overcoming personal challenges.

Experience & wisdom

Youths frequently mentioned the importance of learning from someone more experienced or knowledgeable, with age being secondary.

Trust & non-judgmental support

Youths value mentors who believe in them, are empathetic, and provide a safe space for personal exploration.

Differences across profiles

Mentees view mentoring as more personal, supportive and relational, focusing on emotional connection and holistic guidance along one's journey.

Non-mentees are more likely to view mentoring as a more formal, transactional relationship, akin to teaching, coaching or career advising, where they are receiving advice or building skills.

Mentees with high motivation for mentoring see mentoring as a way to further their development, both personally and professionally. They value the journey and process of growth, often mentioning terms like 'improvement' and 'development'.

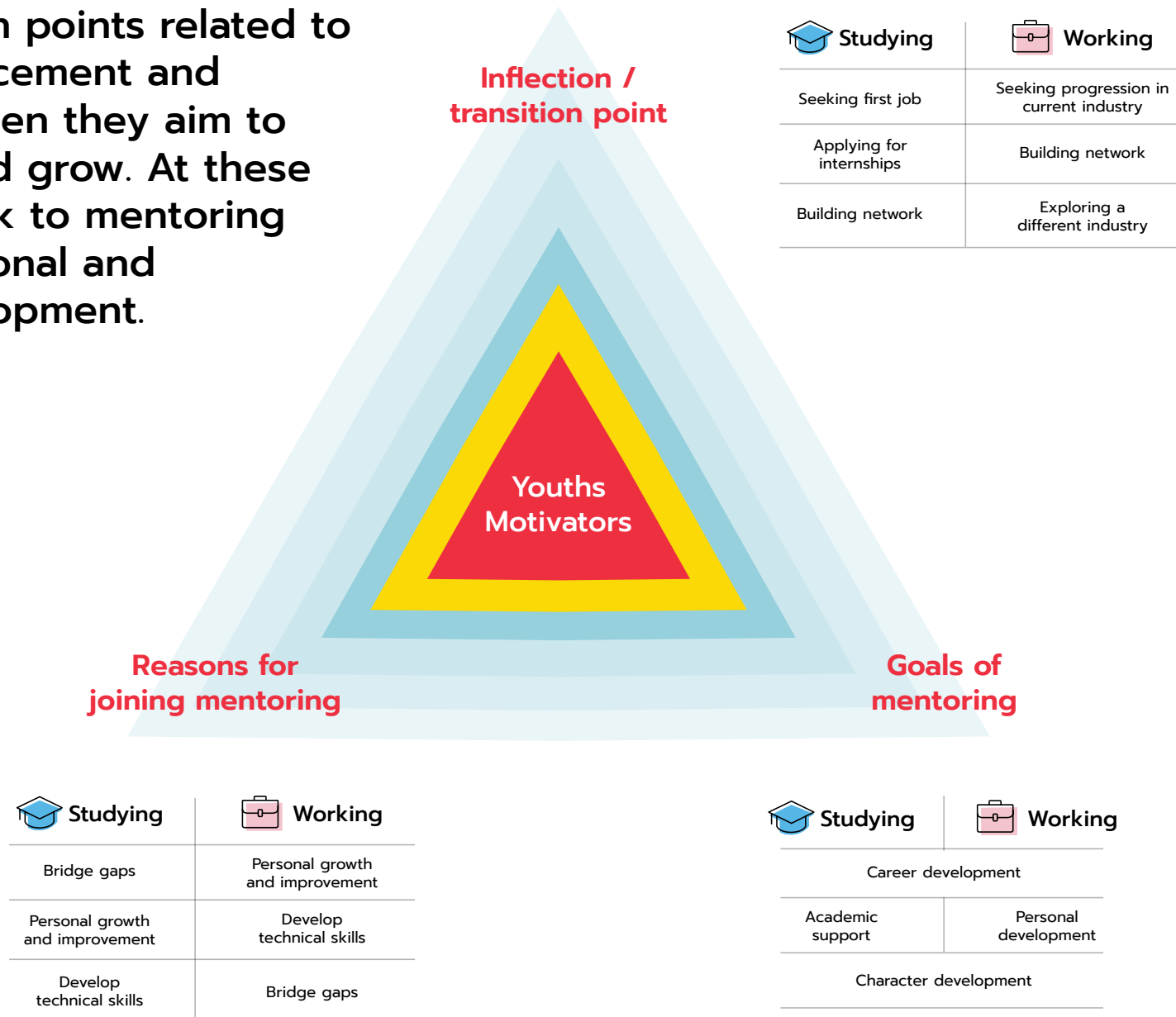
Mentees with low motivation for mentoring are more skeptical about the benefits of mentoring and may view it as forced or useless. They value mentors who believe in them and have their best interest at heart – like 'a good friend'.

Non-mentees with more access to opportunities focus more on career advice, skills and resources. They seek mentors who are more senior or experienced.

Non-mentees with fewer access to opportunities emphasise the need for trust, no judgement and patience. They value mentors who are empathetic, relatable and 'have a heart'.

'Mentoring' is generally associated with supportive guidance from someone with lived experience for personal & professional growth, but nuances exist across the various profiles

Youths tend to seek mentoring at critical transition points related to career commencement and progression, when they aim to bridge gaps and grow. At these points, they look to mentoring for career, personal and character development.

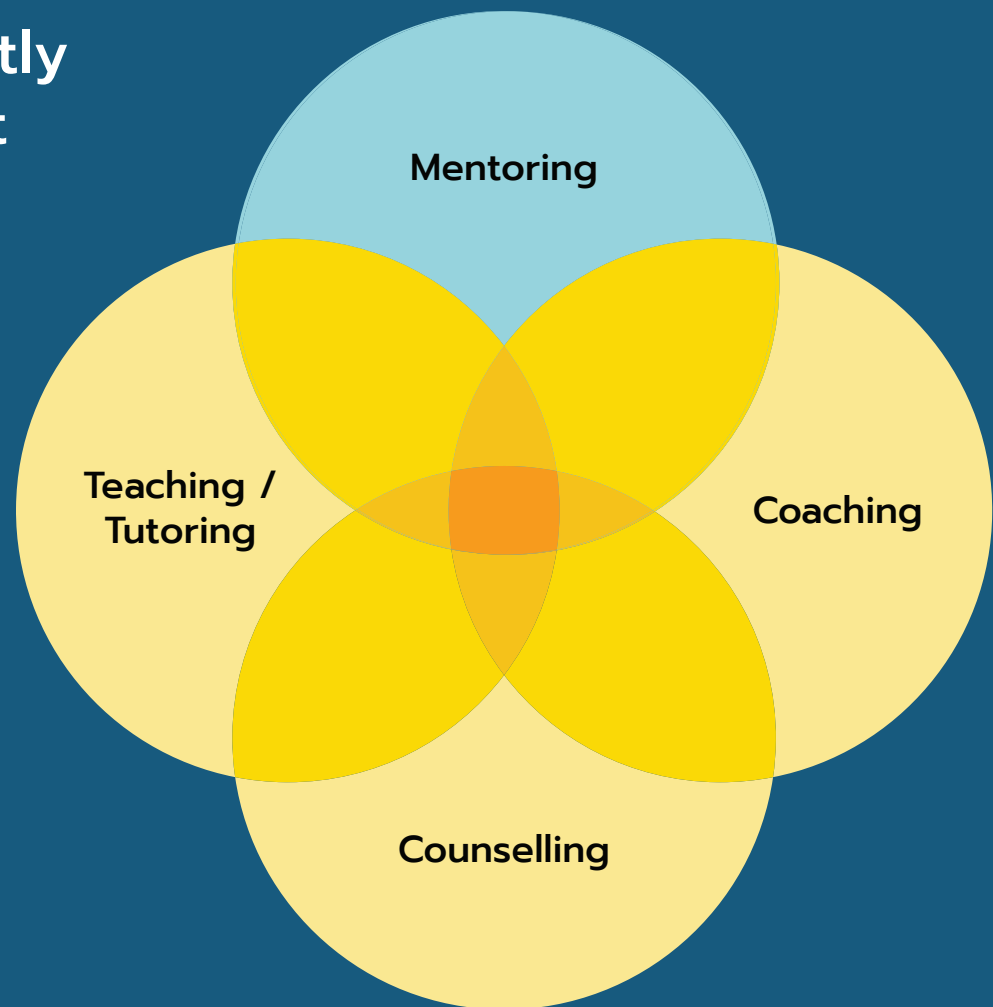


Some youths are able to manage these life transitions independently or with the help of other support systems.

Self-reliance & alternative support systems

Many non-mentees believe they can manage life decisions with existing support (e.g. family, friends, colleagues, online resources).

Mentoring is sometimes seen (particularly by non-mentees) to overlap with coaching, teaching and counselling, with limited awareness of peer mentoring, but stands out for its personal, relationship-driven focus.



Some youths face several barriers to mentoring, including:

Lack of awareness

Youths feel uncertain about the currently available mentoring opportunities and how they would personally benefit.

Even amongst mentees, 59% agree that they are unaware of suitable mentoring opportunities and how mentoring can benefit them.

Time and Cost

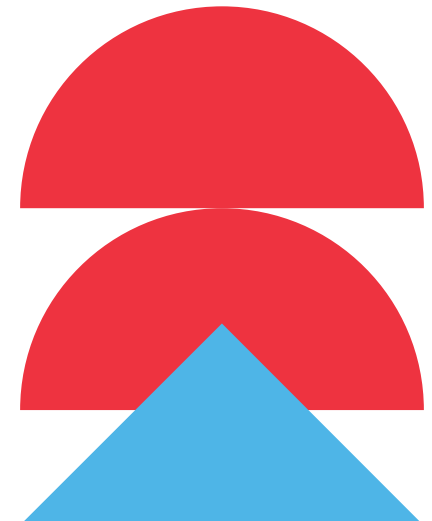
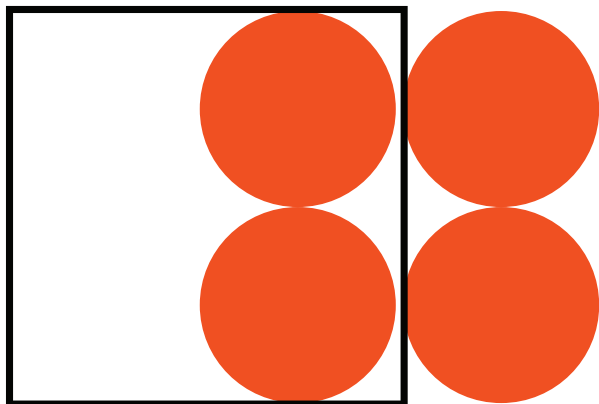
Many students and disadvantaged youths are deterred from taking up mentoring, due to factors such as a lack of time, competing priorities, concerns about commitment, and the effort and financial cost required.

This is in line with concerns mentees have regarding mentoring, namely about effort (72%), competing priorities (66%) and financial costs (65%). Mentees living in 1-3 room HDBs are significantly more likely to experience these concerns.

Fear of poor fit with mentors

Both non-mentees and mentees express fears of not being matched to the right mentor or being able to build good rapport.

About 70% of mentees indicated that they were concerned about being matched with a suitable mentor and about building a good rapport with them.

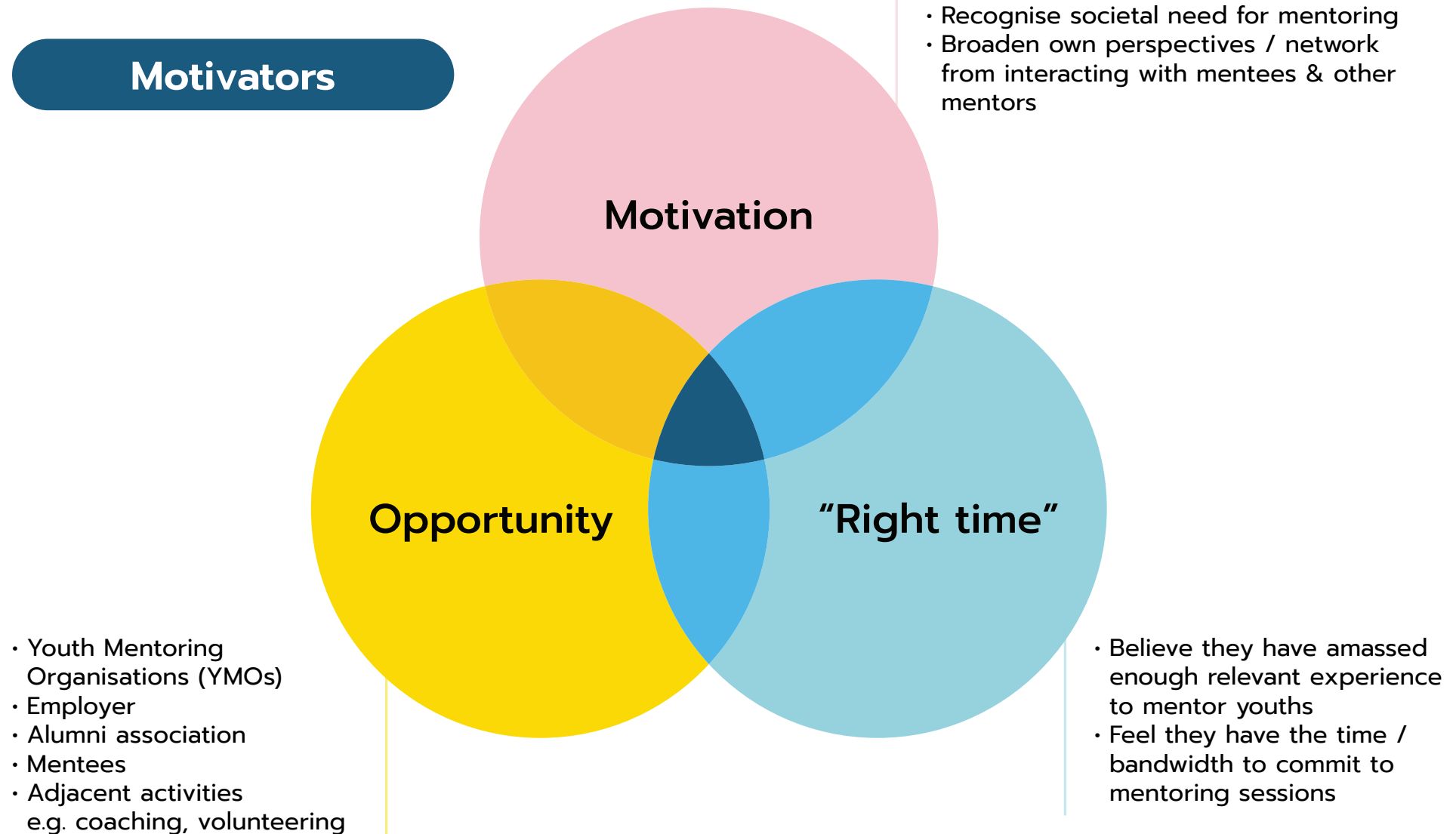


SECTION 3

**Mentors'
Motivators
and Barriers to
Mentoring**

Prospective mentors are motivated by altruism

Motivators



Like mentees, mentors are also inhibited by concerns about time and ability to relate to them, as well as a lack of self-efficacy, awareness and engagement from Youth Mentoring Organisations (YMOs)

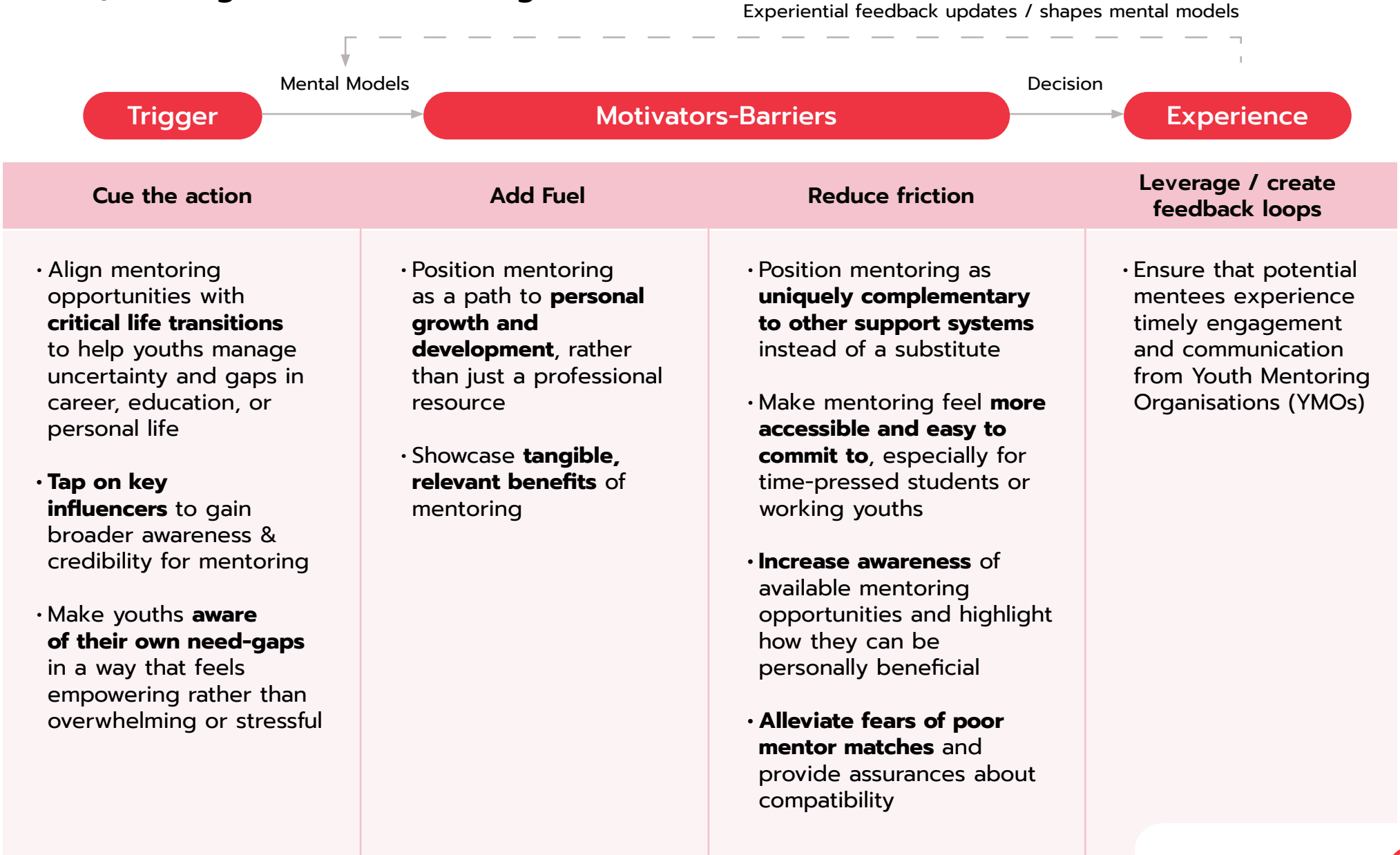
Barriers

- Lack of time / bandwidth to commit, competing priorities
- Fear of not being able to relate to mentees from different backgrounds
- Assumption that mentors need to be very experienced & accomplished in their life / career / area of expertise
- Concerns about responsibility and/or soundness of own advice
- Low awareness of suitable mentoring opportunities & perception that there are already enough mentors
- Lack of engagement / response from Youth Mentoring Organisations (YMOs)

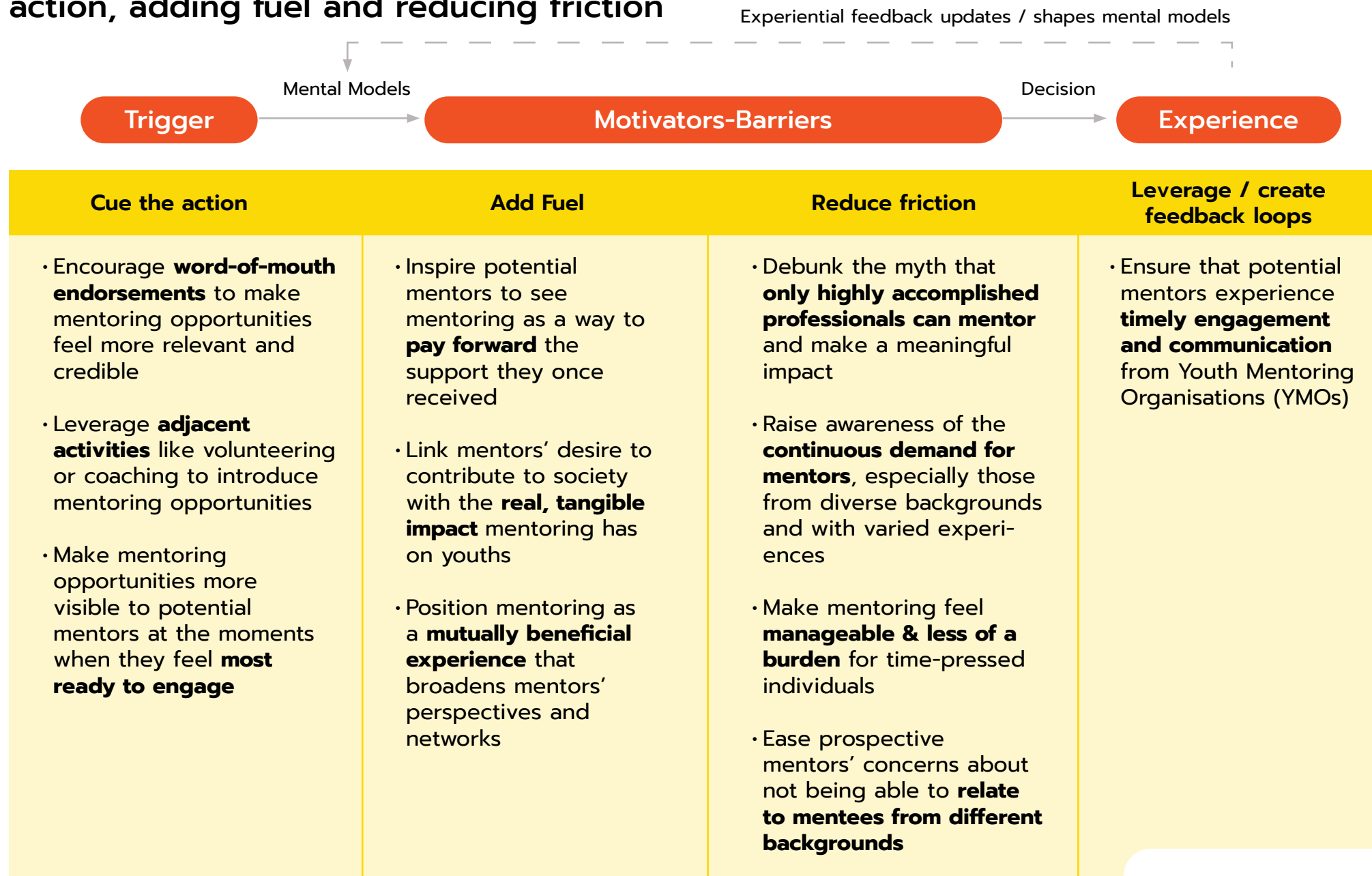
SECTION 4

**Opportunity Areas
for Converting
Youths & Mentors**

Attracting & converting non-mentees to take up mentoring requires cueing the action, adding fuel and reducing friction



Attracting & converting prospective mentors to become mentors requires cueing the action, adding fuel and reducing friction



Summary of insights for each non-mentee profile

	 Studying non-mentees (more access to opportunities)	 Studying non-mentees (fewer access to opportunities)	 Working non-mentees (more access to opportunities)	 Working non-mentees (fewer access to opportunities)
Trigger	Transition to the workforce (e.g. final year of education, pre-graduation)		Career changes or stagnation / desire for growth (e.g. switching companies, job roles, industries) or life changes (e.g. marriage)	
Motivators	- Successfully transition to workforce / Land 1st job - Gain clarity & direction	- Successfully transition to workforce / Land 1st job - Gain clarity & direction - Self-actualisation	- Successfully transition to new role / industry / Advance in career - Start a family, buy house, etc - Gain clarity & confidence	- Successfully transition to new role / industry / Advance in career - Start a family, buy house, etc - Gain clarity & 'reset / recalibrate' - Self-actualisation
Barriers	- Reliance on self / external support - Limited time / competing priorities - Fear of a poor match - Doubt effectiveness of mentoring	- Reliance on self / external support - Limited time / competing priorities - Lack of awareness - Perceived financial cost	- Reliance on self / external support - Fear of a poor match - Lack of awareness - Perceived financial cost	- Reliance on self / external support - Limited time / competing priorities - Fear of a poor match
Programme focus	- Career guidance & industry insights - Self-discovery - Networking - Skills development	- Career guidance & Industry insights - Self-discovery - Practical life & soft skills development	- Self-discovery - Career guidance & exploration - Life guidance - Develop skills & work experience	- Self-discovery - Career guidance - Life guidance - Character development
Mentor profile	- Industry professional / recent alumni - Relatable	- Industry experts / career coaches - Friendly, caring, diverse backgrounds	- Industry experts / leaders / successful entrepreneurs - Life coaches / counsellors	Same as working non-mentees with more access to opportunities + Nurturing, personable, down-to-earth
Programme features	1-on-1 sessions for personalised guidance + optional group sessions for networking & industry insights (online / offline) - Monthly, over 3-6mths	1-on-1 sessions held in informal, personal settings (post-intro can be online) - Weekly / monthly, over 6mths	1-on-1 for career advice + group mentoring to foster skill / industry knowledge sharing, peer learning & networking (online / offline) - Monthly, over 1yr	1-on-1 mentoring in safe, casual offline / online settings + group meetings to develop practical skills - Weekly (or more), over 6mths
Outreach channels	- Social media (e.g. TikTok, FB, IG) - School chatgroups, emails, etc - Posters - Articles / blogs - Referrals from close friends	- Social media (e.g. TikTok, FB, IG) - School chatgroups, emails, etc - Messaging platforms (e.g. Telegram, WhatsApp)	- Social media (e.g. LinkedIn, FB, IG) - School eDMs, newsletters, etc - Posters	- Social media (e.g. TikTok, FB, IG) - Messaging platforms (e.g. Telegram, WhatsApp) - Posters

Summary of insights for each mentee profile

	Overall	 Studying mentees	 Working mentees
Triggers, channels and sources	• Voluntarily participate in mentoring (90%) – largely via active search (39%) or by chance (32%) • Most common channels to hear about opportunities are word-of-mouth (18%) or social media (especially LinkedIn – 15% and Instagram – 13%) • Common sources to receive information are their educational institution (21%); workplace (20%); or a mentoring organisation (18%)	• Majority voluntarily participate, but are more likely to participate in mentoring as a requirement (14%) • Top 3 channels are word-of-mouth (22%), Instagram (13%), Google search (12%) • More likely to have educational institution as a source of information	• Majority voluntarily participate, and are less likely to participate in mentoring as a requirement (5%) • Top 3 channels are LinkedIn (20%), Facebook (14%), Instagram (13%) • More likely to have workplace as a source of information
Motivators	• Common reasons for participating in mentoring are: personal growth (83%), development of technical (80%) or soft skills (78%) • These are in line with participants' mentoring goals of career (54%), character (38%), and personal development (35%)	• More likely to participate in mentoring during transition to the workforce (Seeking first job – 44%; Applying for internships – 41%) • Academic support is also an important focus area (46%), more so than personal development (33%)	• More likely to participate in mentoring when desiring career progress or change (Seeking progress in current industry – 46%; Explore different industry – 34%)
	• The focus areas of the mentoring programmes that mentees participate in are at least partially in line with their own mentoring goals (61%), with some being a full match (22%)		
Concerns	• Key concerns relate to: effort required (72%) and rapport (71%) & match (70%) with their mentor		

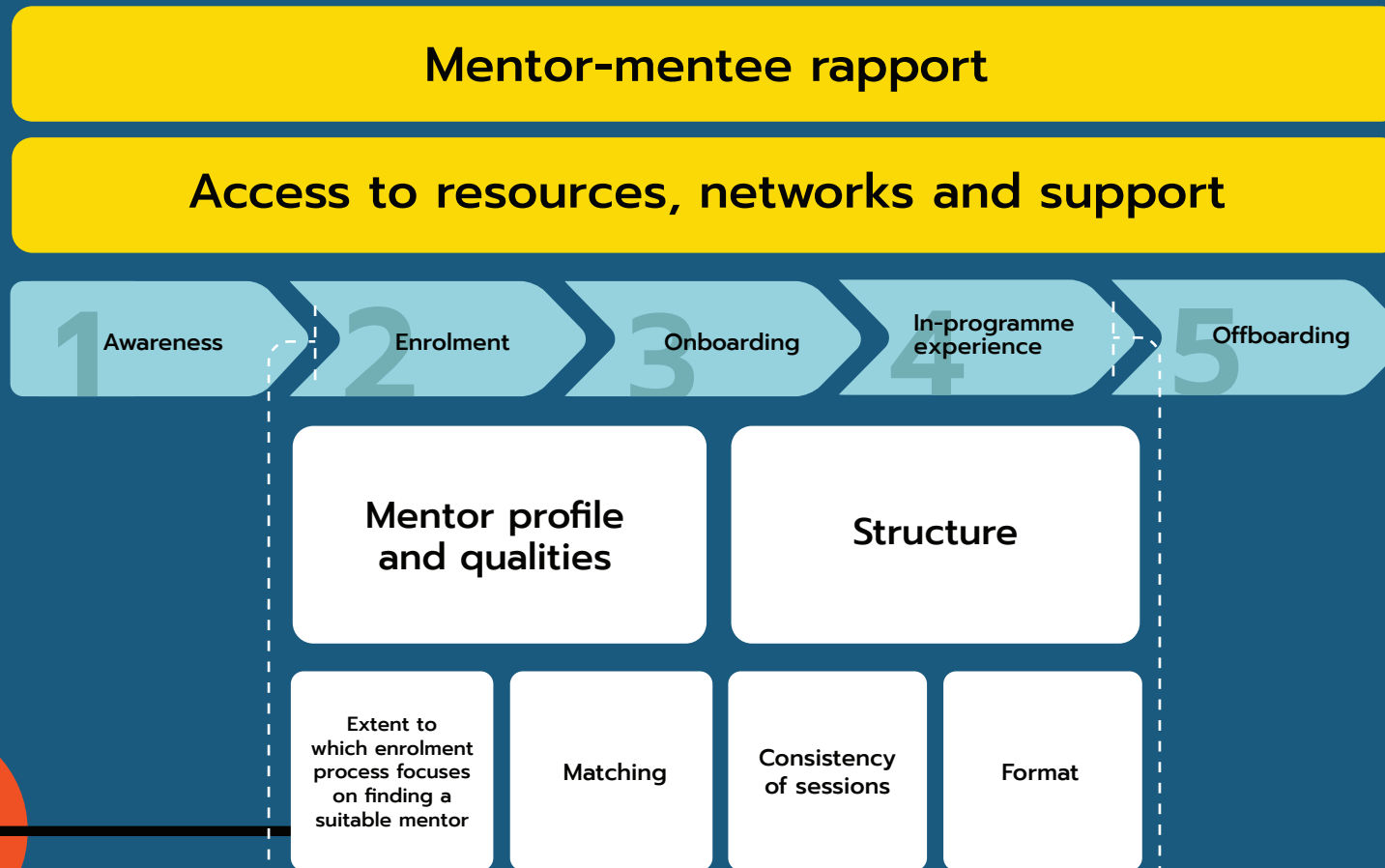
Summary of insights for each **mentor** profile

	Aspiring mentors	Ex-mentors	Mentors (< 1 yrs exp)	Mentors (1-5 yrs exp)	Mentors (>5 yrs exp)
Trigger	• Not explored in FGD	• Not explored in FGD	Alignment: • Intrinsic motivation to 'give back to society' / help youths • Invitation / passive discovery of mentoring opportunity via word-of-mouth, mainstream news, social media, etc. • 'Right time'		• Not explored in FGD
Motivators	• Altruism & desire to give back • Personal growth in gaining new perspectives from people of different ages & backgrounds • Having previously benefited as a mentee / Filling a gap they experienced as youths	• Altruism & desire to give back • Knowledge / experience that they can make / have made a direct impact on youths' lives	• Altruism & desire to give back (having amassed enough experience) • Having previously benefited as a mentee / Filling a gap they experienced as youths • Recognising societal need for mentoring • Character development	• Altruism & desire to give back (in specific areas) • Personal growth in gaining new perspectives from people of different ages & backgrounds • Having previously benefited as a mentee / Filling a gap they experienced as youths • Recognising societal need for mentoring	• Altruism & desire to give back • Having previously benefited as a mentee / Filling a gap they experienced as youths • Recognising societal need for mentoring • Personal growth in gaining new perspectives from people of different ages & backgrounds • Mutual sharing of networks and insights
Barriers	• Time constraints / conflicting priorities • Perceived lack of experience & training	• Time constraints • Heavy administrative workload • Perceived lack of experience & training • Lack of engagement / response from Youth Mentoring Organisations (YMOs) • Relatability concerns (due to differences in background / age)	• Time constraints (lack of bandwidth / mental load) • Lack of engagement / response from Youth Mentoring Organisations YMOs	• Time constraints	• Time constraints • Relatability concerns (due to differences in background / age)

SECTION 5

**Design Parameters
for Mentoring
Programmes**

Mentor-mentee rapport and **access to resources, networks & support** are important factors in achieving outcomes, which in turn are influenced by: **mentor profile / qualities**, **matching process**, level of **structure**, and the **format** and **consistency of sessions**



The mentee-mentor relationship can be different and mentoring programmes need to be designed flexibly to meet the specific needs of mentees. The table below outlines a possible model to meet the desired mentoring outcomes for mentees, based on the inputs from mentees

Success factors	What should this success factor entail?	
	 Studying mentees	 Working mentees
Awareness: Channels	Word-of-mouth; Instagram; Google search	LinkedIn; Facebook; Instagram
Enrolment	Enrolment process should focus on determining the best match between mentee and mentor The following mentor profile and qualities are important: Relevant knowledge, experience and qualities; Suitability of values, personality, life challenges, career experiences, and religion	
Onboarding: Matching	Mentee indicates preferences for mentor e.g. Mentees rank their preferred mentors from a list of mentor profiles, which can be done after participating in networking sessions where they meet and interact with mentors.	
Structure	Structured, but with some flexibility e.g. Set objectives and activities at the start of the mentoring, but flexibility in adhering to them	
Format	One-to-one mentoring	
Consistency of sessions	Consistent cadence Ideally once every 1-2 weeks	Consistent cadence Ideally once every 1-2 weeks, with some preference for once every 5 weeks or more
Mentor-mentee rapport	Facilitating learning through reflections and questions; understanding mentees; approachability	
Access to resources	Toolkits / Workbooks; Personality tests	
Access to networks	Industry professionals; Other mentors	
Access to support	Provision of tools to work on goals independently; Advice that mentees are receptive to	

Note: There were no notable differences found in the 'ideal' mentoring model for Studying vs Working mentees for most of the factors.

Possible programme design for mainstream youths

Ensuring a good mentee-mentor match & rapport are critical to achieving engagement & the Youth Development Outcomes (YDOs)

Whilst most mentees report good rapport with their mentors, supporting Youth Mentoring Organisations (YMOs) to implement critical elements that foster mentee-mentor compatibility will help to achieve more effective programmes.

[most important elements to achieve engagement & YDOs in blue boxes]

Enrolment	Onboarding		In-Programme			Offboarding
	Matching	Induction	Ongoing support	Structure & format	Cadence & length	
Simple online sign-up (2 min) with self-completed profile form (5-10min) Option to rank preferred mentors from curated profiles Clear automated confirmation & timeline	Matched on values & beliefs, personality, life challenges, career experiences Mentors have relevant knowledge, experience, qualities Allow preference indication	In-person session to clarify programme goals & expectations Foundational tools: • Goal-setting worksheets • Personality assessments • Reflection template • Relationship-building tips & guidance	Mentor directory for additional perspectives Industry talks / networking events	Structured with objectives & activities set upfront Flexibility to determine meet-up frequency, modality, agenda Primarily 1-on-1, supplemented with group sessions for specific topic or skill-building	Regular cadence: session frequency co-decided between mentee & mentor	Session to facilitate closure, reflection, appreciation Signpost to complementary resources Connect to alumni network Clear guidelines / template agreement for ongoing engagement
			Regular feedback collection for programme refinement		'Ideal' duration: 6mths	

Possible programme design for mentors

Ensuring a good mentee-mentor match & rapport are critical to achieving engagement & the Youth Development Outcomes (YDOs)

Enrolment	Onboarding		In-Programme			Offboarding
	Matching	Induction	Training & resources	Ongoing support	Structure, format, cadence, length	
Proactive mentors: Immediate acknowledgment, clear steps, concise forms Passive mentors: Highlight why they were chosen, clear programme overview, simple enrolment, opportunity to shadow a mentor All: Replace formal interviews with informal chats, focus on qualities over credentials	Matched on background, personality, values, life experiences Host informal meet-and-greet session Gather mentor feedback on potential mentees Offer trial period (1-2 sessions) & rematch if needed	In-person session to clarify programme goals & expectations Mentee profiles summarising goals & assessment results	All: Mentoring guidebook incl core skills, real-life case studies, best practices New mentors: Structured templates, conversation prompts, checklists & strategies Experienced mentors: Advanced topics, leverage for peer sharing	Peer forums (eg WhatsApp groups) for experience sharing & collective problem-solving Regular feedback collection for programme refinement	Structured, with flexibility Primarily 1-on-1, supplemented with group sessions Regular cadence: session frequency co-decided between mentee & mentor 'Ideal' duration: 6mths	Session to facilitate closure, reflection, appreciation Signpost to complementary resources Connect to alumni network Clear guidelines / template agreement for ongoing engagement

SECTION 6

**Recommended
Communications
Strategy**

Unclear value proposition limits broader adoption of mentoring by youths and prospective mentors

Mentoring is sometimes seen to **overlap with coaching, teaching and counselling**.

Some youths believe they can **manage life transitions independently or with other support systems**; others face barriers such as **time, cost and fear of poor fit** with mentor.

Recommended communications strategy for youths:

Position mentoring as a means of empowerment, covering professional & personal development, and offering meaningful connections.

Current outreach to mentors by Youth Mentoring Organisations (YMOs) do not explicitly address mentor motivators and barriers – they are mostly descriptive in nature, covering programme objectives, required commitment level and administrative information.

Recommended communications strategy for mentors:

Position mentoring as a mutually beneficial experience, that is accessible and inclusive.

Suggested messaging for motivating more youths to seek mentorship

Overarching
Core Proposition

Mentoring

- Supports you through life's transitions
- Helps you build confidence through changes
 - You receive tailored support
- Meaningful connections are fostered

Why it works

- **Focuses on empowerment:** Youths are motivated by the promise of self-improvement and self-actualisation, which this phrasing highlights.
- **Broad application:** 'Supports you through life's transition' is inclusive, covering both professional and personal development, without explicitly calling out the Youth Development Outcomes (YDOs) since the reasons and goals are already captured in the message pillars. Instead, the YDOs can be used internally for programme design or when presenting to stakeholders.
- **Relatable and aspirational:** By emphasising confidence and meaningful connections, it feels accessible and inviting.

Note: The proposition and messages were derived from our study insights, and should be tested for resonance with youths

Suggested messaging for motivating more youths to seek mentorship

Key Message Pillars

	1. Support through life's transitions	2. Guidance for personal growth	3. Accessible to all
Message	• Mentoring supports you at every stage • It helps you navigate transitions with greater clarity and confidence • It opens up new possibilities • You'll be encouraged to recognise and seize opportunities	• Mentoring works alongside your existing support systems • It's designed to help you grow • You receive personalised guidance • Your mentor brings real-world insight	• Mentoring is centred around you • It's flexible and adaptable • Wherever you're starting from, mentoring meets you there • It's for everyone
Why it works	Captures the motivational aspect of 'seizing opportunities' and frames transitions as a shared challenge, normalising the need for support.	Positions mentoring as uniquely additive to other support systems, instead of a substitute. Uses empowering, future-focused language that emphasises fulfilling one's own potential and possibilities, rather than shortcomings.	Directly addresses barriers such as time constraints and fears of judgment. 'Mentoring is for everyone' reinforces inclusivity without singling out disadvantaged groups.

Note: The proposition and messages were derived from our study insights, and should be tested for resonance with youths

Suggested messaging for motivating more individuals to become mentors

Mentoring

- Gives you a meaningful way to share your experience
- It's an opportunity to inspire and support the next generation
- Every journey has value
- It's flexible and fits around your life

Overarching Core Proposition

Why it works

- **Mentoring as a mutually beneficial experience:** Emphasises mentoring as a two-way relationship, allowing mentors to make a tangible impact on youths while meeting their desire for personal growth.
- **Highlights accessibility:** Directly addresses concerns about time constraints and perceived burden of mentoring, without downplaying the need for meaningful engagement.
- **Emphasises inclusivity:** Assures mentors that they do not need to be perfect or highly accomplished to make a meaningful impact, highlighting that everyone has something valuable to offer.

Note: The proposition and messages were derived from our study insights, and should be tested for resonance with prospective mentors

Suggested messaging for motivating more individuals to become mentors

Key Message Pillars

	1. Make a lasting impact	2. Mentoring fits you	3. Mutual growth
Message	• Your guidance has the power to make a real difference • It can open doors • You can inspire dreams • Your support helps shape the leaders and changemakers of tomorrow	• Mentoring is flexible • Every small effort counts • Your contribution can guide and inspire someone	• Mentoring is a two-way journey • It helps you reflect, connect, and grow • You can broaden your horizons • Being part of this journey is inspiring
Why it works	Appeals to altruism and highlights the direct and tangible impact mentors can have on mentees, from transforming lives to fostering social mobility.	Reassures mentors that mentoring is manageable and accessible, and recognises the value of diverse life and career experiences, whether early or late in one's journey.	Highlights the reciprocal nature of mentoring, appealing to those seeking personal growth and an enriching experience, rather than a one-sided responsibility.

Note: The proposition and messages were derived from our study insights, and should be tested for resonance with prospective mentors

SECTION 7

**Research
Context, Objectives,
Approach**



Central question:



How can we analyse the mentoring landscape in Singapore, strengthen the benefits of mentoring and Youth Development Outcomes (YDOs), and identify opportunity areas to enhance Youth Mentoring Programmes (YMPs)?

Overall research approach

Stage 1

Key takeaways:

1. Five key Youth Development Outcomes (YDOs) were established
2. Programme design appears to be shaped by certain mentee characteristics.
3. Youth Mentoring Organisations (YMOs) face resourcing, financial, logistical and capability challenges.

Methodology:

- In-depth interviews (IDI) with n=10 (YMOs)
- Literature review
- Social listening on relevant platforms
- Ecosystem scan survey with n=43 YMOs

Stage 2

Key takeaways:

1. Mentees largely find mentoring to be beneficial and value their relationship with their mentors.
2. Youths perceive mentoring to help them achieve the following 3 YDOs – Ability to navigate life transitions, Social mobility, and Psychological & emotional well-being.
3. Youths typically seek mentoring at critical transition points in their lives.
4. Mentee-mentor compatibility is a critical factor influencing engagement and YDOs, and a key point of concern for both youths and mentors.

Methodology:

- **Qualitative:** Youth mentees & non-mentees (n=62 over 10 FGDs), Mentors (n=33 over 5 FGDs)
- **Quantitative:** Youth mentees (n=500 online survey)

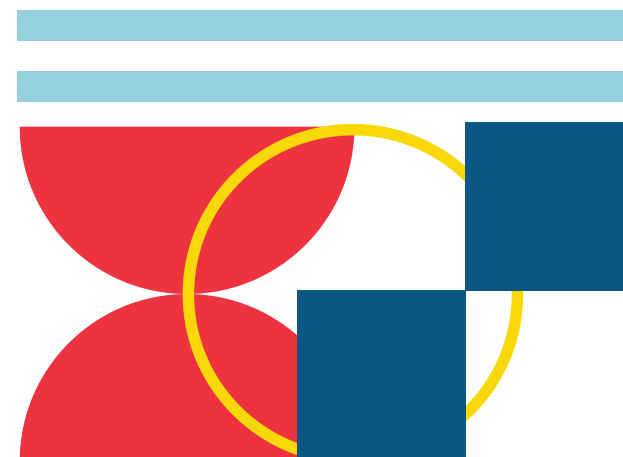
Stage 3

Overarching strategies:

1. Build a unified and resonant mentoring narrative
2. Integrate mentoring into policies and pathways
3. Build capacity through ecosystem collaboration and shared resources.

Methodology:

- Synthesis of insights across Stage 1 and Stage 2



Stage 1

Ecosystem scan survey & In-Depth Interviews

Survey specifications

- n=43 youth mentoring organisations
- Mentoring SG distributed this survey via email to various Youth Mentoring Organisations within their network, requesting their programme information.
- Timeframe: 27 May 2024 to 14 Aug 2024
- Length of online survey: ~10 mins
- English language

Characteristic	%	n
Type of organisation		
Charitable organisation	35%	15
Non-profit organisation	16%	7
Private enterprise	16%	7
University	16%	7
Social enterprise	7%	3
Government (non-education)	2%	1
Others	7%	3
Mentoring approach		
Career guidance	47%	20
Strengths based	28%	12
Gift-centered	2%	1
Others	23%	10

N=10 x 1.5hr in-person in-depth interviews

- Conducted 6-19 February 2024 by Verian moderators

Method

- In-depth interviews with 10 organisations selected based on recommended list of organisations by Mentoring SG.

Areas focused

- Understand the different mentoring programme offerings in Singapore
- Understand the impact and outcomes of the different mentoring programmes in Singapore
- Understand the design and delivery of the different mentoring programmes in Singapore
- Understand the resources and support required from the different mentoring programmes in Singapore

Organisations Interviewed

- The ten organizations represent a diverse ecosystem in Singapore spanning education, youth development, community support, industry advancement, and leadership empowerment. They include non-profit, charities and self-help groups promoting educational and social growth, a university focused on business and social sciences, an industry association driving innovation, and initiatives fostering career readiness, storytelling for social impact, and gender diversity in leadership.

Stage 2

Qualitative focus group sample breakdown & Ecosystem scan survey

N=15 x 2hr in-person focus group discussions

• Conducted 10 – 19 June 2024 by Verian moderators

Youth profiles (n=62 total)		
G1 (n=7)	First-time people managers, mentees	
G2 (n=5)	Life transitions, mentees (family, kids, marriage)	
G3 (n=6)	Studying, mentees	Low motivation for mentoring
G4 (n=6)		High motivation for mentoring
G5 (n=7)	Studying, non-mentees	More access to opportunities ¹
G6 (n=6)		Fewer access to opportunities ¹
G7 (n=4)	Working, mentees	Low motivation ² for mentoring
G8 (n=6)		High motivation ² for mentoring
G9 (n=7)	Working, non-mentees	More access to opportunities
G10 (n=8)		Fewer access to opportunities

Mentor profiles (n=33 total)	
G1 (n=7)	Individuals who considered mentoring, but did not go on to become a mentor
G2 (n=6)	Life transitions, mentees (family, kids, marriage)
G3 (n=6)	Mentors with < 1 year of mentoring experience (who can also be first-time mentors)
G4 (n=7)	Mentors with 1-5 years of mentoring experience
G5 (n=7)	Mentors with >5 years of mentoring experience

Survey specifications

- n=500 youth mentees
- 16-34 years old
- Online panel
- Inclusion criteria: Have participated in a youth mentoring programme (including paid, unpaid, formal, informal) for at least 3 months in the past 3 years
- Exclusion criteria: Have not participated in a youth mentoring programme in the past 3 years or have participated in one for less than 3 months
- Length of online survey ~15-20 mins
- English language

Characteristic	%	n
Age		
16-19	5%	27
20-24	29%	144
25-29	33%	164
30-34	33%	165
Sex		
Male	49%	247
Female	51%	253
Ethnicity		
Chinese	74%	371
Malay	16%	78
Indian	7%	40
Other	2%	11
Religion		
Religious	86%	429
Non-Religious	14%	71

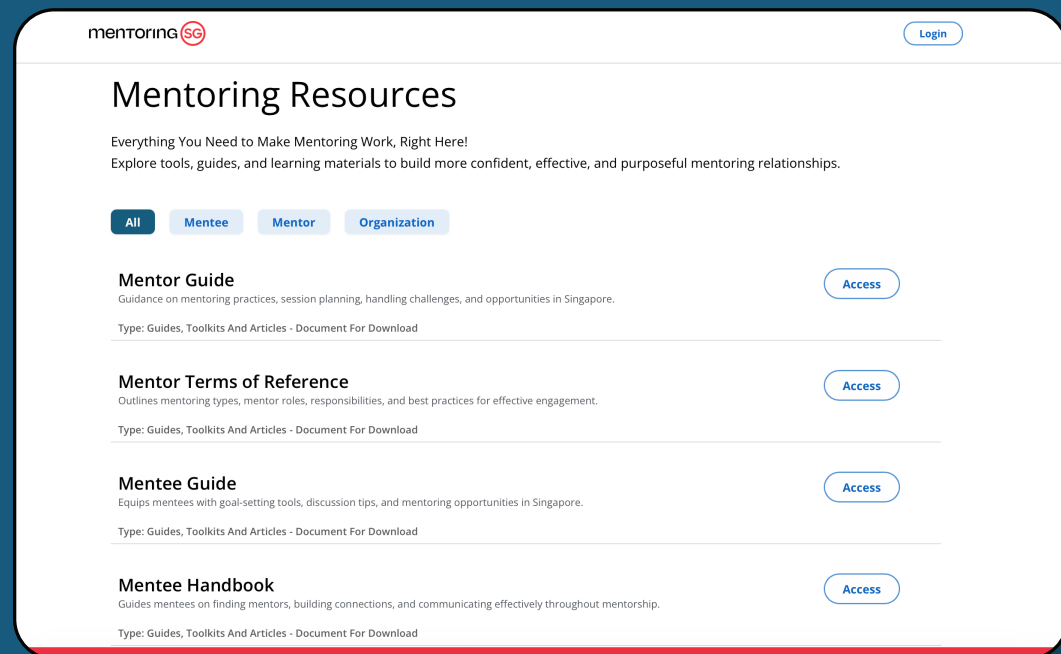
Characteristic	%	n
Life stage when starting mentoring		
Studying	54%	228
Working	46%	264
Education Level		
Secondary & Junior college	10%	49
ITE / Vocational institute	5%	26
Polytechnic diploma	14%	72
Bachelor's or equivalent	58%	281
Post degree	14%	69
No formal qualifications / pre-primary / primary / Other	0%	3
Housing Type		
HDB 1-3 room flat	36%	176
Other HDBs & Private	64%	324

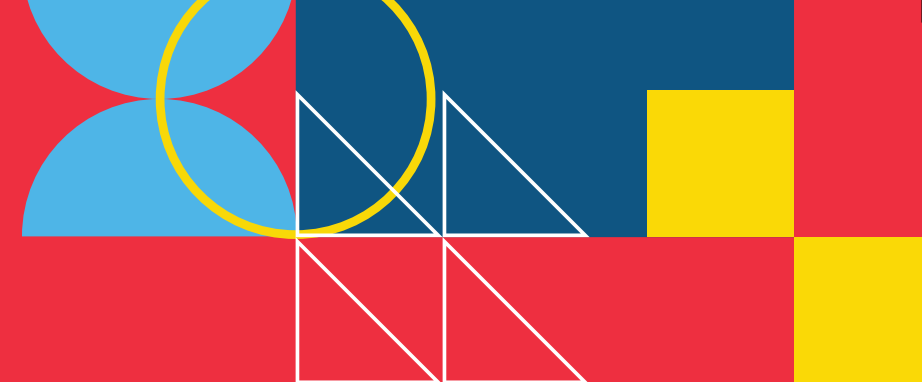
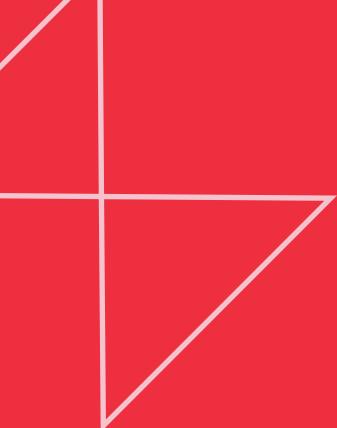
1. Screening question for fewer/more access to opportunities groups: To what extent do you agree or disagree with the following statement – 'I feel that I have access to opportunities, resources and people to achieve my goals.' [SA] Participants were asked to choose from a scale of 1 – Strongly agree to 5 – Strongly disagree. Those who indicated 1 to 3 were assigned to G5 / G9, those who indicated 4 and 5 assigned to G6 / G10.

2. Screening question for low/high motivated groups: To what extent do you agree or disagree with the following statement – 'Before I embarked on mentoring, I was interested in being mentored by a mentor or participate in a mentoring programme.' Participants were asked to choose from a scale of 1 – Strongly agree to 5 – Strongly disagree. Those who indicated 1 to 3 were assigned to G4 / G8, those who indicated 4 and 5 assigned to G3 / G7.

Contact us and resource page

Access other mentoring-related resources
(<https://mentoring.sg/mentoring-resources/>)





Contact Us

For enquiries or feedback on this Research Report, please contact the Mentoring SG team at contact@mentoring.sg.



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