

PD-A BW-069

113807

UPLIFTING ADOLESCENTS PROJECT

Submitted to:

USAID/JAMAICA
Contract No. 532-C-00-96-0234-00



Prepared by:

Development Associates, Inc.
1730 North Lynn Street
Arlington, Virginia 22209-2023

FINAL CONTRACT REPORT

March 2001

A

VOLUME I

UPLIFTING ADOLESCENTS PROJECT

Submitted to:

USAID/JAMAICA
Contract No. 532-C-00-96-0234-00



Prepared by:

Development Associates, Inc.
1730 North Lynn Street
Arlington, Virginia 22209-2023

FINAL CONTRACT REPORT

March 2001

B

UPLIFTING ADOLESCENTS PROJECT

Table of Contents

VOLUME I

	Page No.
Table of Contents	i
Executive Summary	iii
Glossary	v
1. PROJECT OVERVIEW	1
A. Contract Award	1
B. Contract Requirements	1
2. PROJECT OBJECTIVES AND OUTCOMES	2
A. Goal & Purpose	2
B. Achievement of Project Indicators	2
C. Outputs	5
3. PROJECT ORGANIZATION AND IMPLEMENTATION STRUCTURE	17
A. Organizational Inter-relationships	17
B. Implementation Stakeholders	17
C. Contractor Staff	19
4. LESSONS LEARNED	21
A. Project Design	21
B. Program Implementation	21
C. Project Impact	22

UPLIFTING ADOLESCENTS PROJECT

APPENDICES

Appendix I:	Training Program Data & Schedules
Appendix II:	Summary Data on the NGO Sub-Grants
Appendix III:	List of Documents Produced by the UAP

VOLUME II

- A. Summary of NGO Achievements
- B. Sub-Grantee Final Reports
- C. Executive Summaries of Operations Research Activities

UPLIFTING ADOLESCENTS PROJECT

Executive Summary

Development Associates, Inc. was awarded a contract by USAID/Jamaica, in June 1996, to provide technical assistance to local NGOs, manage a sub-grants program through which those NGOs would deliver multi-modal packages of services to adolescents, and to strengthen the Youth Unit of the Ministry of Education.

Development Associates, Inc., opened its Jamaica office in July 1996 with a staff of three professionals and five support persons. Initial activities to start-up the program were comprised of identifying organizational candidates to participate in delivering services to the 10 to 14 year age cohort; developing an inventory of potential NGO grantees; conducting several assessment events including an Orientation Seminar; presenting a diagnostic report to USAID; formation of the Joint Coordinating Committee; designing an NGO Selection Report; and formulating detailed work and training plans. Once these inaugural activities were completed, the real work of preparing NGOs to receive grant funds and to deliver the required services to the target population was begun. Below are some of the major results.

Over the nearly four year grant period, 18,460 adolescents were registered in the program. Of that number, 7,831 graduated (42% of participants), 1,687 returned to school (9%), 6,332 are continuing in the program under UAP 2 (34%) and 4,291 (23%) were drop-outs. Of equal or perhaps even greater importance was the model created by Development Associates for the delivery of services to the target group which can be replicated in Jamaica and other USAID programs.

Fifteen NGOs, over a 3.5 year period, received grant funds in the amount of US\$3.287 million. Strict selection and evaluation criteria were applied to a competitive process for grant awards. Flexibility in the application of the "effectiveness criteria" and creative application of teaching methods were widely accepted by so-called "troubled students". The training in and application of parenting programs, mentorship, peer counseling, conflict resolution, and the use of the performing arts as a means of reaching at-risk youth proved to be very successful.

NGOs demonstrated their greatest strength in delivering services to troubled youth through grass-root structures in the most volatile inner city communities with widespread participation by residents, the police, churches, civic organizations, gang leaders, and government agencies. Literacy and remedial education was seen by all these groups in the community as a dire need to be addressed, and they all were willing to assist.

The NGOs stated that the Development Associates training program was a major contributor to institutional strengthening especially in the areas of administrative and financial management. The conduct of semi-annual financial reviews of NGO grant funds by Development Associates assisted in developing staff confidence and institutional credibility with other donor agencies. Networking and building institutional relationships were unexpected but positive by products of the training program.

Many of the NGOs have received grants from other donors to assist and complement the ongoing UAP activities. Most noteworthy of these was the Jamaica Social Investment Fund which contributed significantly with capital investments in buildings for four (4) UAP NGOs. Other donor agencies which complemented USAID funding included UNICEF, the ILO, the Bernard Van Leer Foundation, Food for the Poor, and the

UPLIFTING ADOLESCENTS PROJECT

Multi-Care Foundation. These fundraising successes can be attributed to the training which the NGOs received in proposal writing and project design.

There were two Tracer Studies conducted during project implementation with major findings demonstrating that the greatest areas of impact on children enrolled in the UAP were advancements in literacy and personal development. Most beneficiaries cited improvements in reading and numeracy skills while even a larger number of respondents cited greater self-esteem and a sense of belonging as impacting on their lives. In the final NGO progress reports there are many examples of individual success stories.

Development Associates delivered 170.5 person months of long term technical assistance by February 28, 2001, with an additional two person months anticipated by the revised contract termination date of April 30, 2001. Approximately 19.2 person months of short term technical assistance was delivered up to February 2001. This is not expected to increase significantly by April 30, 2001.

There were some disappointments encountered during project implementation. These included the lack of funds for NGOs to cover core expenses, thus causing them to constantly invest time and resources looking to secure such monies. A second troublesome area was the implementation of the Performance Tracking System (PTS) which in theory was quite feasible, yet in practice proved quite difficult to implement fully.

The lack of resources at NGO outreach centers, the lack of available equipment and sufficiently trained staff, and sometimes less than ideal support from the top management of the NGOs were some reasons for the relative lack of success with this system. In terms of project design, the inclusion of Operations Research activities to be undertaken by NGOs proved to be challenging as NGOs had neither the inclination nor the capacity to conduct such research. However, the results of the four completed research projects conducted under the UAP did reveal important findings with recommendations for future use in working with at-risk youth.

It is most satisfying to Development Associates to note that after more than four years of operations in Jamaica its model is being continued by a local umbrella organization, Peoples Action for Community Transformation (PACT), and that the well deserved work of the NGOs will endure with future benefits going to a growing at-risk population.

UPLIFTING ADOLESCENTS PROJECT

Glossary

DA	Development Associates, Inc. , Institutional Contractor on the UAP
GARMEX	Academy operated by HEART/NTA to provide non-residential training to persons wishing to work in the garment industry.
HCDC	Hope for Children Development Company, Ltd., Jamaican NGO, sub-contractor to Development Associates under the UAP
HEART/NTA	Human Employment and Resource Training/National Training Agency, Jamaican training organization established by Act of Parliament in 1982.
JAMAL	Jamaican Movement for the Advancement of Literacy, established in 1973, as successor to the National Literacy Programme, to accelerate the eradication of illiteracy among adults in Jamaica.
LRE	Literacy and Remedial Education, one of four technical components of the UAP
NGO	Non-Governmental Organization
PFD	Personal and Family Development, one of four technical components of the UAP
RH	Reproductive Health, one of four technical components of the UAP
TVT	Technical and Vocational training, one of four technical components of the UAP.
UAP	Uplifting Adolescents Project, joint USAID/Government of Jamaica program
USAID	United States Agency for International Development, Mission to Jamaica

UPLIFTING ADOLESCENTS PROJECT

CHAPTER 1. PROJECT OVERVIEW

In this Chapter, we first present an overview of the contract requirements under the Uplifting Adolescence Project (UAP).

A. Contract Award

In June 1996, Development Associates, Inc. was awarded a contract with a level of effort of 194 person months of long and short term technical assistance to strengthen local NGOs to deliver a multi-modal package of services to adolescents between the ages of 10-18 years to improve their social skills to become more productive and responsible citizens, and to strengthen the Youth Unit of the Ministry of Education.

B. Contract Requirements

The three major project outputs articulated in the project's Work Statement were:

- Strengthening the NGOs: provide technical assistance and training to the NGOs to enable them: (a) to improve their managerial capabilities; (b) to improve or expand their program capabilities to deliver either the minimum or recommended package of services to adolescents; and (c) to apply to the contractor for grants to provide services to adolescents.
- Programs for Adolescents Designed & Delivered: deliver multi-modal packages of services to approximately 11,000 at-risk adolescents. Before this could take place, the NGOs would be strengthened (Output #1) and programs or packages (minimum and recommended) of services designed using results from operations research grants. The NGOs accepted for the project would deliver these packages of services with funding from sub-grants with the contractor. About 14,000 youth years of services (minimum and recommended) were to be provided to about 9,300 at-risk adolescents (since some adolescents would receive more than one year of services). For special populations (pregnant teens, learning disabled, etc.) who required specialized services, about 2,500 youth years of services were to be provided to about 1,700 adolescents.
- Youth Unit Strengthened: The Youth Unit in the Ministry of Education, Youth & Culture was to play an important part in the implementation of this project and be a central point on behalf of the government for continuing these activities after project termination. As a newly formed office within the ministry, it needed some inputs to become strong enough to fulfill its role.

In the remaining sections of Volume I of this final report, we provide a detailed discussion of key project objectives and outcomes, organizational and implementation structure, and lessons learned. The appendices to the first volume include the training program data and schedules, summary data on the NGO subgrants, and a comprehensive list of documents produced by the UAP project.

The second volume of the final report contains a summary of NGO achievements, copies of the final reports from each of the fifteen NGOs subgrantees, and executive summaries of the operations research activities.

UPLIFTING ADOLESCENTS PROJECT

CHAPTER 2. PROJECT OBJECTIVES AND OUTCOMES

In this section we present a discussion of the UAP project's goal, purposes, and outcomes.

A. Goal and Purpose

The original goal of the UAP, established in the Project Paper and Agreement, was *to promote smaller, better educated families, with particular emphasis on the poor*. The purpose, as elaborated in the same documents, was to *improve the social and job skills of Jamaica's at-risk youth on a sustainable basis so that they may become more responsible and productive citizens*.

In 1999, after nearly three years of implementation, USAID determined that the goal and purpose of the project, as applied to the Development Associates' contract, needed to be modified to reflect more closely what the contract would achieve, and also to establish revised indicators which will measure project outcomes and outputs more accurately. The modified goal and purpose were:

Goal: to promote better educated, socially adjusted families, with particular attention to the lower socio-economic sector of society.

Purpose: to improve the social, literacy and pre-vocational skills of at-risk youth offering them the opportunity to initiate a process towards becoming responsible and productive adults.

B. Achievement of the Project Indicators

In over four and a half years of project implementation significant progress was made towards achieving the project's goal and purpose. A comparison of achievements with the purpose level indicators is shown in the table below. The data presented are the most up to date and complete available.

Indicator	UAP Achievement
1. <i>Number of participating NGOs which have been strengthened in case management, accounting systems, personnel systems and are using the manuals developed.</i>	<i>Of the 15 NGOs who participated in the project, 13 participated in UAP Accounting training, 13 in Case Management training, and 11 in Personnel Management training. The external Project Evaluation conducted in March 2000 confirmed the value of these training programs and manuals to the NGOs' work.</i>
2. <i>Percentage of UAP at-risk youth who remain in school.</i>	<i>Of 10,742 in-school adolescents who were registered as participants, 82.4% of in-school at-risk youth have stayed in school. Accordingly, 1,888 dropped out, for a drop-out rate of 17.6%.</i>
3. <i>Percentage of UAP at-risk youth who have returned to an educational institution (formal school, vocational school, apprenticeship program, etc.).</i>	<i>By the end of the project, 21.9% of out-of-school adolescents registered in the UAP had returned to a formal school, vocational school, or apprenticeship program.</i>

UPLIFTING ADOLESCENTS PROJECT

4.	<i>Attendance rate (%) of at-risk youth at UAP NGO programs.</i>	<i>The average attendance rate of all UAP participants over the final four quarters of the UAP, when data were collected, was 50.4%.</i>
5.	<i>Literacy levels of at-risk youth (as measured by the % performing at or above level 4 JAMAL), for in-school and out-of-school populations.</i>	<i>The combined literacy rate (JAMAL Level IV) as reported in November 1999 for all UAP registrants was 59.33%. In November 2000, the combined rate had declined to 47.19%, due to the recent influx of adolescents whose literacy levels were lower than the previous average.</i>
6.	<i>Attendance rate (%) for parents at UAP NGO parent activities (as measured by 1 parent for each adolescent participating).</i>	<i>The latest reported attendance rate, (August 2000), for parents at NGO activities was 4.2%, (lower than the February 2000 rate of 11.5%; because the June to August period is the slowest in the school year.</i>

Another significant achievement of the project was the fact that the NGOs registered a total of 18,460 adolescents up to November, 2000 compared to the project target of 11,000 adolescents. This total represented 159% of the regular target (14,783 vs 9,300) and 216% of the Special Population target (3,677 vs 1,700).

Of the 7,718 out of school adolescents served by the project, 5,309 remained in the program, a retention rate of 68.8%. However, 2,409 dropped out, for a drop out rate of 31.2%. In view of the fact that the out of school participants were school drop-outs and that many of them, at the time of recruitment, were street children, this achievement of a 68.8% retention rate is quite significant.

Development Associates was charged with the management responsibility to ensure the accomplishment of project objectives. During the course of the contract Development Associates was able to :

- effectively manage the US\$3.3 million Sub-Grant Fund to the extent that allowable, allocable and reasonable expenditure by the Sub-Grantees approximated 99.6% of the authorized fund;
- release US\$50,000 of reimbursable contract funds which were added to the Sub-Grant Fund in 1999;
- provide for no-cost extensions to the contract for four months beyond the original contract termination date of December 2000.

As a consequence of Development Associates' stewardship of contract and sub-grant funds, it is further expected that additional procurement and delivery of equipment for the successor management agency and the sub-grantees will be accomplished by April 30, within the allocated funds for the contract.

The contractor was responsible for delivering a training program to the Sub-Grantees, and for strengthening the Youth Division. To this end, Development Associates points with pride to the training program which, although it delivered only 625 (87.4%) of the targeted 715 person weeks, was a resounding success by all

UPLIFTING ADOLESCENTS PROJECT

other measures. In fact, the shortfall in training person weeks was directly attributable to the inadequate number of NGO staff available for training at particular times, and the request by the sub-grantees, consequent to the 1998 training program evaluation (*Assessment of UAP-sponsored Training for Non-Governmental Organizations*), that the frequency and length of training programs should be reduced.

In addition, by the end of May 2000, 14 of the targeted 15 NGO leaders had completed two weeks of observational training in the United States. This target would have been fully accomplished, except that one NGO leader from the final group of observational trainees dropped out at the last minute, thus rendering substitution of another leader impossible.

Development Associates was also directly responsible for attaining the project indicator relating to the numbers of NGOs participating in the project, and strengthened in case management, accounting systems and personnel systems. The project minimum target of 15 NGOs was reached in 1998, and with the agreement of USAID/Jamaica, no additional grants were awarded. Development Associates and USAID elected instead to maintain longer term relationships with the 15 NGOs.

The formal training program in Case Management, Accounting and Personnel Systems took place in 1997, prior to the award of the final two grants. Accordingly, thirteen of the fifteen participating NGOs received the formal training in the three areas. In addition, five of the fifteen NGOs received specific technical assistance, either from a UAP key staff member, or from designated short-term technical specialists, in improving their understanding and implementation of appropriate accounting systems.

Another measure of the effectiveness of Development Associates' implementation of this contract and project, and of the esteem in which this was held by USAID, is the Award Fee scores over the life of contract. Under the terms of the contract, Development Associates was provided six monthly criteria to measure project and contract progress by USAID. Up to June 2000, over eight Award Fee determinations, Development Associates has achieved an average performance of approximately 96% , based on the fees received.

Project Assessment

In April 2000, USAID/Jamaica commissioned Aguirre International to conduct A Project Assessment of the UAP with the intent to document the actual effects and the positive results being accomplished with at-risk adolescents, and to initiate a design process for a follow-on activity. This assessment looked at project design, implementation, output, impact, and perceptions from the perspectives of USAID, GOJ, Development Associates, NGO sub-grantees, staff service providers, and recipient adolescents. This five person, multi-disciplinary team responded to key questions and issues directed by USAID/Jamaica.

The findings and recommendations of this voluminous study are too extensive to detail in this report, but the major outcome was that a follow-on activity to the UAP was recommended and that it be managed by a Jamaican umbrella NGO. The assessment cited many examples of the success of organizational strengthening under the UAP including Development Associates' excellent implementation especially in training, management and financial administration of grant funds. Output successes at the recipient level included advances in literacy and numeracy; high self-esteem; a sense of belonging; and a return to the formal system for large numbers of youth. Anecdotal narratives are found in the final reports from the NGO sub-grantees.

UPLIFTING ADOLESCENTS PROJECT

C. Outputs

As noted earlier, the project had three outputs:

- | |
|---|
| <ol style="list-style-type: none">1. <i>Strengthening the NGOs</i>2. <i>Designing and Delivering Services to Adolescents, and</i>3. <i>Strengthening the Youth Division</i> |
|---|

Output # 1: Strengthening Jamaican NGOs. Evidence of the successful accomplishment of this output was expected to yield enhancements by the NGOs in the following areas: (a) improved managerial capabilities; (b) improved or expanded program capabilities and deliverance of packages of services to adolescents; and (c) the successful administration of UAP sub-grants.

This output was focused on the management and technical capabilities of NGOs and aimed to improve the sustainability of those organizations beyond the life of the UAP. An intensive training program, conducted locally for NGO leaders and trainers, and supplemented by technical assistance as necessary, was utilized to deliver this output. The UAP had a target of 715 person weeks of training to be delivered to NGO leaders through the local training program.

In addition to the local training programs, the project sponsored *observational travel tours* for NGO leaders in the United States. The leaders would have the opportunity in these tours to visit similar organizations and programs for at-risk youth, to learn of the strategies used in these programs, to develop networks with the organizations and programs visited, and to identify ideas and program adaptations for use in Jamaica.

In addressing output 1, the UAP followed an intensive and varied training schedule over the 1996-2000 period. Fifty training events were implemented up to November 2000, with an aggregate of 1,321 participants at these training events. Average participation per workshop was slightly over 26 persons. Most training events were held over two to five days, except for two that were implemented in association with the Jamaican Institute for Management in 1997, and which were ten training days each.

A total of 533 separate individuals (397 female and 136 male), representing staff and volunteers from 52 NGOs and other organizations, including the 15 UAP sub-grantees and the Youth Division of the Ministry of Education, Youth and Culture (and later Ministry of Local Government, Youth and Community Development), have benefitted from the training programs implemented by the UAP. The majority of these participants attended multiple workshops. All workshops were uniformly well received, with high praise coming from the participants. Development of teaching techniques was a notable feature of the technical workshops, which were well appreciated by the NGO instructors. The Schedules of Training Events and participant training weeks delivered over the life of project are shown at Appendix I.

UPLIFTING ADOLESCENTS PROJECT

Institutional Development

The focus of the Training Program in the first year was on institutional development. Formal delivery of the training program started in December 1996 with the first Proposal Development Workshop at which 8 NGOs participated. Two further Proposal Development workshops were held in April and October 1997. A total of 23 NGOs attended the three workshops, while three other organizations benefitted from one-on-one discussions in 1998, on the subject of proposal preparation. Fifteen of these NGOs were eventually approved Sub-Grantees of the Uplifting Adolescents Project.

The effort to improve NGO management capability was launched in January 1997 with a six module course in Administrative Methods delivered by the Jamaica Institute for Management (JIM) over a ten day period extending from January to April. The modules of this program included such topics as Administrative Management, Volunteerism, Financial Management for NGOs, Documentation Systems, and Program Planning. The Training Program at that time was open to all the NGOs which had participated in the institutional and technical assessments conducted by the UAP in 1996, thus for this workshop and for all those implemented up to June 1997, some 20 organizations including the Youth Division, were regular participants. Most organizations were permitted to send two representatives to each workshop.

Part II of the Administrative Methods Course at JIM was held in October and November 1997, again over ten days. Staff from all twelve of the then awarded UAP sub-grantees were in attendance. Three modules, instead of six, were implemented this time around. The three modules emerged from a consensus among NGOs that their weakest areas were in not having manuals in Personnel Policy, Accounting, and Case Management. These manuals were the output of the three modules, and reflected the guidance of the course instructors, and the input of the participants. NGOs were therefore provided basic templates of each manual which could be modified and customized to suit their own organizations.

Continuing the strategy of improving NGO management capability, UAP also sponsored 53 NGO staff to attend computer proficiency classes, in 1998, 1999 and 2000. These courses were conducted by independent training providers, in Kingston, Ocho Rios, May Pen and Montego Bay. Through these courses, the UAP helped to ensure that a minimum capability would exist at each NGO to use the computer programs made available through the project. All courses were spread out over a period of three months to facilitate work and study without disruption to the normal NGO program. Most participants successfully completed the courses, and received certificates of proficiency.

One of the most talked about training programs was the "Fund-raising and Sustainability" workshop with consultations, held over four days in May 1999. The Florida Association of Voluntary Agencies for Caribbean Action (FAVA/CA) collaborated with the UAP in planning and implementing this activity. Two days were utilized for the workshop, attended by all NGOs and representatives from the Youth Division, and another two days used for one-on-one consultations between the three consultants and six NGOs. Through this activity, very useful linkages have resulted between the FAVA/CA volunteers and the UAP NGOs. In addition, several NGOs did put in place some of the fund-raising strategies learned at the workshop. Notable among these was the establishment of two endowment funds, and a re-engineering of the fundraising strategy, from one of "begging" to one of "pointing out the merits of the organization as a good investment" to potential donors.

UPLIFTING ADOLESCENTS PROJECT

Other workshops have included sessions on implementing Tracer Studies, use of the Performance Tracking System developed by the UAP, and a joint review by NGOs and the UAP on the Rapid Appraisal of the UAP Effectiveness Criteria. These workshops all served to enhance networking, comprehension of the milieu within which the UAP sub-grants are implemented, and strengthen the capability of the sub-grantees in key areas.

Two one day sessions were held in June and September 1998 to respectively discuss the general area of conducting Tracer Studies on NGO participants, and to train the interviewers who conducted the Tracer Study in October 1998. The successful completion of the Tracer Study, for which 204 interviews were completed, exceeding the contractual target of 150, evidenced the effectiveness of the workshops. UAP also convened a one-day meeting in March 1999 to discuss the results of the project-wide and NGO-specific tracer studies. The reports on these studies have yielded significant information for the guidance of project managers at both the UAP and the NGOs. Another one-day session was held in April 2000 to prepare NGO staff for the May-June 2000 Tracer Study.

Upon the completion of the design for the management information system, called the Performance Tracking System (PTS), which tracks the performance of adolescents participating in Sub-Grant financed programs, a one day workshop was held in June 1998 to introduce the system to key personnel in the NGOs. The workshop was hands-on, as it allowed the participants to manipulate the system on computers during the afternoon session. This introductory session was followed up by an intensive round of visits to each NGO to trouble-shoot, and to improve the skills of NGO personnel in using the system. Given the slow response from the NGOs in completing all aspects of the database, a half-day workshop was convened to discuss current status and problems with the PTS. Several suggestions, for the firmer establishment of the PTS as an integral management tool in NGOs, were consequently emphasized through further scheduled visits to NGOs by the UAP's Management Information Systems Specialist.

In May and June 1998, a UAP consultant completed a rapid appraisal of the implementation of the UAP Effectiveness Criteria by the Sub-Grantees since June 1997 when the first grants became effective. With the presentation of the report, the UAP took the opportunity to share it and to discuss its findings and recommendations with the Sub-Grantees. A one-day workshop was held in September 1998 for this purpose. Consequent to the workshop, UAP revised the Effectiveness Criteria, and with USAID's approval circulated these to all NGOs.

Other institution building training activities were conducted via several one-day workshops or roundtables conducted in 1997. Through these activities, the UAP elicited planning data from the NGOs, heightened their interest, and generally passed on essential information for improving NGO capability. These activities included the workshops on Operations Research (September), NGO Management of UAP Sub-Grants (October), roundtables on Identifying and Planning for Skills Training Needs (July), and Planning for Adolescent Reproductive Health Needs (December).

Over the years of implementing the Training Program, modifications were made to the initial strategy to respond to emerging needs. For instance, while in 1997, the training focused on "training of trainers" workshops, in 1998, the focus shifted to direct training of NGO instructor staff, persons junior to those staff trained in 1997. Also in 1998, an assessment of the overall direction and content of the Training Program was conducted, subsequently a revised Training Plan for 1999-2000 was prepared and submitted to USAID.

UPLIFTING ADOLESCENTS PROJECT

Modifications to the training strategy included fewer workshops than the hectic pace set in 1998, when 8 were held, and more packaged training by independent providers, such as computer software training, where NGO staff could attend after working hours.

UAP also continued to encourage "in-house" training which has a special value in monitoring and maintaining teaching standards. To this end, several NGOs reported that their participants at training workshops were required, upon return after the training, to hold a mini-workshop, at which they share the workshop content and material, and insights gained, with other members of staff. Others did request the support of the UAP Training Coordinator to conduct half-day briefings, which passed on to other staff members, the highlights of the workshops which they attended.

With the imminent completion of another year of training programs in 1999, and a recognition of the need to promote efforts at sustainability after the UAP grants to NGOs terminated, UAP convened, in September and October 1999, three regional networking fora. These one-day meetings gave the Sub-Grantees the opportunity to share with each other the "best practices" which they had gained and adopted in the time they had collaborated with the UAP, and to identify potential future areas of collaboration. Each forum ended with a commitment by sub-grantees to collaborate more, and with a plan to develop joint project proposals for future funding.

The Training Program was also responsive to the immediate needs of the NGOs. During the first six months of implementation of the Sub-Grants it appeared that some NGOs had over-estimated their capacity to recruit at-risk adolescents to their programs. A few were clearly foundering in their attempts to reach their targeted recruitment levels. In response, a Recruitment Strategies workshop was deemed necessary to assist Sub-Grantees to focus their energies better in ensuring that their numbers of targeted adolescents were registered and retained in the programs. The workshop was facilitated by two NGO leaders who planned and implemented the program in association with the UAP. The evaluation showed the program to be extremely well received. This particular workshop also served to bond NGO staff in recognizing each other's strengths and weaknesses and to promote networking with their peers.

NGO Management Manual for UAP Sub-Grants

Two editions of an "NGO Management Manual for UAP Sub-Grants" were prepared and issued to all the NGOs which received UAP sub-grants. This manual was a handy reference to the NGOs which, by and large, had not had a prior formal association with USAID, and were therefore unfamiliar with the rules and regulations applicable to USAID grants. A one day workshop was held in October 1997 to review the contents of this manual, in detail, with the then twelve sub-grantees. The two Batch III sub-grantees received dedicated sessions with the UAP NGO Coordinator over half a day each to review the manual. In December 1998, the original Manual was revised in the light of new regulations and circumstances since May 1997, and the second edition was issued to all sub-grantees in January 1999.

Performance Tracking System

The Performance Tracking System (PTS) was developed as a project requirement, and it allowed for the collection, storage, retrieval and analysis of data on each participant in the project. The data sets covered basic demographic information and the results of assessments done in the areas of literacy, personal development, reproductive health and vocational training. Development Associates took extensive steps to

UPLIFTING ADOLESCENTS PROJECT

support the Sub-Grantees' implementation of the PTS, and use of the data for management of the programs. A hands-on training program was held in June 1998, attended by 23 NGO leaders and staff who would implement the PTS, and extensive on-site and telephone follow up by the MIS Administrator was conducted from 1998 to the end of the project in November 2000. In an effort to improve the completeness of data entry at NGO sites, Development Associates hired and deployed two National Youth Service trainees for four months in late 1998-early 1999, to NGO sites in Kingston. Largely as a result of this action, and incentive payments to the NGOs to increase the number of entries and completeness of data, the PTS had over 75% of clients being registered on the system. Demographic data rather than outcome oriented information comprise the main entries to the system. Accordingly, in spite of these various and concerted efforts by Development Associates, the PTS was only a limited success of the UAP.

Effectiveness Criteria

As part of its responsibility to ensure that the services provided by the sub-grantees were properly and appropriately directed, UAP conducted a rapid assessment of the "Effectiveness Criteria" in 1998. A consultant visited a selection of five sub-grantees, and conducted 100 interviews of Sub-Grantee clients. The results of this analysis were provided in a report in July 1998, which was the subject of a specially convened one-day meeting with all Sub-Grantees in September 1998. Consequently, the effectiveness criteria were revised in the light of the analysis and the feedback from the NGOs, and were re-issued to all Sub-Grantees in October 1998.

Grants Awarded

The UAP eventually awarded and extended a total of 14 sub-grants for regular and special populations activities, involving 15 NGOs, and three other sub-grants plus two separate contracts for Operations Research activities. Appendix II provides information on the financing, length and recruitment levels achieved for each sub-grant or sub-contract awarded.

Two of the first sub-grants awarded in June 1997, and one from those awarded in September of the same year, terminated in July 2000. The remaining eleven sub-grants terminated on November 30, 2000. A total of 530 months of grant assistance was provided over the period June 1, 1997 to November 30, 2000 through the twelve sub-grants.

Financial Management of UAP Sub-Grants

The UAP Sub-Grantees were not required to submit detailed supporting documentation each month with their expenditure vouchers. Instead, they were required to ensure that their accounting systems met generally accepted accounting standards, and that the supporting documentation were on file and available for review. To verify this status, Development Associates conducted two financial assessments annually on each sub-grantee's books.

By the end of the project, six semi-annual assessments plus a final close out assessment had been completed for each of the Batches I and II sub-grantees, and five plus the close out assessment for each of the Batch III sub-grantees. General improvement was noted in the standard of accounting at all sub-grantees over the period that they had been associated with the UAP. The few minor issues which were identified in these assessments were readily resolved by the Sub-Grantees within the time-frames imposed by the Development Associates.

UPLIFTING ADOLESCENTS PROJECT

assessments were readily resolved by the Sub-Grantees within the time-frames imposed by the Development Associates.

Operations Research Grants

Five Operations Research activities were financed and implemented. One, with the Women's Centre of Jamaica Foundation, was concluded prematurely, after a management review indicated that it would not accomplish its objectives within the time-frame or budget provided. The other four proceeded to completion, with varying degrees of success. Nevertheless, workshops to share the results with the NGOs and other interested parties were conducted at the conclusion of each activity. Each of the four was able to share very valuable information for the improved design and implementation of future programs addressing the problems of the at-risk adolescent in Jamaica.

Copies of the Executive Summaries or Excerpts of the Reports are included in Volume II of this Final Report.

Some key activities delivered to the adolescents under Output # 2 of the UAP included:

- Coordinated programs to develop self-esteem, responsible decision making and leadership skills;
- Conflict resolution training;
- Peer and Group counseling;
- Parenting Skills and Adolescent-Parent workshops;
- Substance abuse prevention counseling;
- Comprehensive family life education, and sexually transmitted infection counseling;
- On-site testing to assess literacy skills;
- Remedial and literacy education classes, including homework assistance; and
- Two or more skill courses made available to vocational training participants.

Under this output the activities included the Sub-Grants to NGOs for delivering services to both regular and special population at-risk adolescents, Operations Research Grants or Contracts to "stimulate innovation and more creative service models", and Management Assistance to improve the delivery of services to Adolescents.

Grant Disbursements/Expenditure

The authorized sum for all grants (including sub-grants and sub-contracts for operations research) exceeded J\$126.9 million, while expenditure over the three and a half years of the grant program approximated J\$125.7 million, or about 98.9% of the authorized amount. In US dollars, the amount disbursed was \$3.287 million (or 99.5%) of a total Grant Fund of US\$3.303 million.

Observational Travel

As required by the Contract, three opportunities for Observational Travel to the United States were organized: in 1997, 1998 and 2000. Fourteen of the fifteen Sub-Grantees took advantage of the opportunity provided to visit a major city in the United States, meet other NGO leaders involved in programs similar in intent and clientele to those in Jamaica, and to obtain, through complementary training opportunities provided, new information on the improved implementation of their programs.

UPLIFTING ADOLESCENTS PROJECT

The first Observational Travel was conducted in September-October 1997, and three NGO leaders went to Washington DC for two weeks. During this period, they attended a four day workshop on Adolescent Sexual Health, in addition to visiting several NGOs. The workshop which formed the core of the second Observational Travel in May 1998, was on Parenting Skills, and was conducted by Boys' Town, in New York City. Five NGO leaders participated, along with a representative from the Youth Division.

The final Observational Travel was conducted in Miami, in May 2000, and involved six NGO leaders. The Florida Association of Voluntary Agencies for Caribbean Action (FAVA/CA), which had successfully collaborated with the UAP in the planning and implementation of the Fund-raising and Sustainability workshop in May 1999, agreed to arrange and coordinate this visit. Also over two weeks, the six leaders were exposed to a variety of agencies which dealt with at-risk adolescents in the Miami and Broward County area, in addition to three one-day workshops on Fund-raising, Mentoring, and Drug Abuse prevention and Counseling.

Output # 2: Delivering Services to Adolescents: Under this component, programs for adolescents were to be designed and delivered, entirely by Jamaican NGOs, to at-risk adolescents. The focus was on implementing a package of services, in the following technical areas, which studies had previously shown to be the four areas of greatest need for the at-risk adolescent in Jamaica:

- literacy and remedial education,
- personal and family development,
- reproductive health, and
- technical and vocational training.

Adolescents Served/Recruited

Registration of participants by the sub-grantees surpassed the project target of 11,000 adolescents by November 1998. As of February 2000, some 13,803 regular population adolescents have been registered (148% of the 9,300 target) and 3,183 (187% of the targeted 1,700) special populations adolescents have been enrolled. Nearly 60% of the adolescents registered by the NGOs have been in-school. Of the 6,866 out-of-school adolescents registered up to February 2000, 1,136 (16.5%) have either returned to the formal school system, or moved onto apprenticeships or to a HEART/NTA program. Some 37% of all registrants to the NGOs have graduated from their programs, while 42% of total registrants to date are current participants. Some 21% of registrants to date are considered to have dropped out of the program, with the out-of-school population, not surprisingly, dropping out at double the rate as found in the in-school population (30.1 % drop out for out-of-school vs 15.7% for in-school adolescents).

Appendix II includes a one-page summary on each of the sub-grants and operations research activities, as well as a statistical and financial summary, and a map showing the locations of project activity throughout Jamaica.

Improving Teaching Skills

In April 1997, an innovative training course, "Motivating Youth through the Performing Arts" was implemented over five days. Over 50 NGO representatives attended this intensive program, which went over the scheduled time on all five days, without complaint from the participants. This workshop culminated

UPLIFTING ADOLESCENTS PROJECT

in a two hour presentation by the course participants, including skits, poems, dances which they had developed over the five day period. All of the material presented exemplified one or more aspects of the four UAP technical components.

Further support to the NGOs in this area was provided through the Drama and Theatrics workshops in June 1998, and February 2000. These workshops were very participatory. In the June 1998 workshop, the NGO instructors worked on and refined six scripts of skits in the four UAP technical components. On both days of the workshop, they performed these skits, which were video-taped, and participants were provided the opportunity to review their performances with the Course Facilitator, for areas of improvement. The NGO Instructors left the workshop equipped with the six scripts, and a stimulated ability to develop and present quality and appropriate material in collaboration with their clients. The February 2000 workshop was a little longer, over two and a half days, and helped to further develop skills in the use of theatrics as a creative learning methodology, and to develop creative visual and written material for delivering UAP subject matter.

Teaching skills in literacy were also improved through training implemented by the UAP. In June 1997, a collaborative relationship was forged between the UAP and JAMAL, the Jamaican Movement for the Advancement of Literacy. The first Literacy and Remedial Education workshop under the project was implemented jointly, with JAMAL providing the presenters/facilitators, the training rooms, equipment and some literature, while UAP financed the course materials, hospitality and administrative support. This workshop was directed at NGO trainers of trainers and focused on utilizing the JAMAL literacy and remedial education materials (a set of material comprising some 45 teachers' and students' manuals) developed specifically for the Jamaican experience. Two follow up workshops were implemented in 1998, both of which led to the strengthening of the collaboration between JAMAL and the UAP. Consequently, a strong network between individual NGOs and the Field Operations Division of JAMAL has been established, a relationship which will out-live the UAP.

The second product of the JAMAL/UAP collaboration was the Materials Development workshop in Literacy and Remedial Education in May 1998. This workshop was more hands-on than any other up to that time, since participants were required to bring tools and materials, and were guided to develop games and other interesting teaching materials over the two days. Each participant returned home with a portfolio of materials that he or she had personally made during the workshop.

The third workshop in this area was conducted over two days in December 1998. It focused on improving skills to teach numeracy at Grades I to IV. Participants were introduced to the latest editions of the teachers' and students' manuals in numeracy for Grades I to IV, and were afforded very valuable teaching practice in a variety of contrived situations. Guided by the expert presenter from JAMAL, participants were able to evaluate and learn from each other's accomplishments and mistakes in the various situations.

Beyond the collaboration through workshops, JAMAL also worked with the UAP, in December 1999, to develop a UAP Literacy Teaching Standard, and assigned a senior staff member as consultant, to assist UAP in assessing NGO literacy teaching sites. The assessment was done in January - February 2000, and resulted in 53% of NGO teaching sites being rated as meeting the desired standard. A final workshop to further cement the relationship between the NGOs and JAMAL, and to improve teaching skills in literacy, will be held in April 2001.

UPLIFTING ADOLESCENTS PROJECT

Personal Development

The first Personal and Family Development workshop was implemented over two days in April 1998. Issues covered included case management and counseling, mentoring, conflict resolution, substance abuse and addictions. Examples of training material shared with participants were comprehensive. Three NGO leaders assisted a consultant from the UWI Faculty of Education to present this workshop, which was highly praised by participants.

Continuing under the theme of personal and family development, a Parent Training workshop was implemented in September 1998. This workshop was the outgrowth of the Second UAP Observation Tour, held in May 1998, at which 5 NGO leaders and a representative from the Youth Division participated. UAP had agreed with the participants at their de-briefing, that they should share the fruits of their tour with the wider Sub-Grantee population. The training workshop was planned and implemented by the five NGO leaders and the Youth Division representative, in association with the UAP. Implemented over two days, the workshop shared the content and learning from Parent Training which the NGO leaders had received at Boys' Town in New York City in May 1998.

Other Personal Development workshops have included Conflict Resolution & Mediation in November 1999, Counseling Skills & Classroom Management in December 1999, and Mentoring and Peer Counseling in May 2000.

Implemented in collaboration with the Disputes Resolution Foundation, the principal mediation organization in Jamaica, the Conflict Resolution & Mediation workshop imparted skills in developing and reaching solutions to conflict, which would be owned by the participants. The program was implemented over five days, was very participatory and interactive, and equipped the NGO representatives with the Seven Stage Model of conflict resolution.

The Classroom Management workshop was a timely follow-up one month later. It reinforced conflict resolution skills, and offered techniques to manage, facilitate and improve classroom behavior. Counseling, relationships, and affirmations of self-esteem were some of the subjects covered in this workshop.

The Mentoring and Peer Counseling workshop was a 2 1/2 day event with average attendance of 28 participants. Its aim was to develop skills in "designing, implementing and effectively sustaining Mentoring and Peer Counseling programs in NGOs". Implemented in association with Youth Opportunities Unlimited, one of the UAP Sub-Grantees which is the Caribbean's most experienced mentoring organization, the workshop was successful in raising understanding among participants of the issues involved in implementation of the two areas. Benefits, selection criteria, program appropriateness etc were all covered, through lectures and exercises, thus ensuring an effective learning environment.

A workshop on Effective Communications for Development was commissioned in July 1999, and over two days, helped equip NGO staff, mainly seniors and executives with communication skills which would stimulate and sustain not only image-building efforts with the public, but also internal communication within the organizations. This workshop was a useful follow-up to the one on Fund-raising, since it reinforced many of the principles shared before.

UPLIFTING ADOLESCENTS PROJECT

Reproductive Health

The Reproductive Health Workshop, held in March 1998 over four days, helped to break down certain psychological barriers which participants brought with them to delivering reproductive health training and counseling to adolescents. Most participants expressed how much of a change they experienced by having had the opportunity to meet an HIV-infected person "in the flesh". Previously held perceptions of how to treat such persons, how they expected them to look, and how they became infected, were debunked in this single session. Other sessions in the workshop addressed sensitive areas such as sexuality, sexual orientation, and appropriate contraceptive methods for young adolescents. Equally well received areas of the program included communication, teaching techniques, and dealing with stress and burn-out among service providers.

Interaction and contacts made with special presenters and agencies who helped to develop material and deliver aspects of the workshop have been most valuable. Included in these agencies have been the National Family Planning Board, the Fertility Management Unit of the University of the West Indies, and the Guidance Counseling Unit of the Ministry of Education.

A second Reproductive Health workshop was held in June 2000. This workshop brought together 29 NGO staff, 9 parents, and 14 adolescents to explore reproductive health issues such as prevalent attitudes, and values, availability of youth-friendly facilities for accessing reproductive health services. The workshop also provided information on new development in contraceptive technology, and sexually transmitted infections. The opportunity was taken to introduce the participants to USAID's new project "Adolescent Reproductive Health", which had started in March 2000.

Technical and Pre-Vocational Training

A training workshop on Skills Training was held in November 1998. This was in follow up to the one-day roundtable held in August 1997. The two day workshop, as the roundtable did, benefitted from the developing relationship between the UAP and HEART. One of the sessions was held at the HEART/NTA Training Centre at Rockfort, where participants had the opportunity to learn, at first hand, of the training methods used at the facility, and use of a wide variety of skills training equipment. The second day of the program moved to the HEART/NTA LEAP Training Centre at Duke Street, where the participants were again exposed to a different skills training environment. The importance of guidance and counseling in educating at-risk youth was stressed.

Realization of this output would also see the completion of several operational research projects, the results of which would improve the overall understanding of the target population, and aid in refining the approaches to better deliver the intervention package to adolescents.

Output # 3: Strengthening the Youth Division. The activities implemented in meeting this output were designed to assist the Youth Division to become more effective in performing its role as the central point in the Government of Jamaica for youth policy development, and coordination of continued implementation of initiatives targeted at youth, such as those which are implemented under Output # 2 of the UAP.

Main activities in pursuit of this output included assessments of the role and capability of the Division, and the provision of training, technical assistance, and equipment support. Subsequently, under this output, the Youth Division received technical assistance for a needs assessment through which training needs were identified and a plan for equipment and furniture procurement was developed. USAID financed the training

UPLIFTING ADOLESCENTS PROJECT

of Youth Division staff directly, through its participant training program, while Development Associates was contractually responsible for the procurement and delivery of the furniture and equipment.

Thirteen computers, including one laptop, along with corresponding furniture, software and printers were procured and delivered to the Division, in December 1997 and November 1998.

Eight staff members of the Youth Division, including the Director, participated in basic computer proficiency training, and the cost of these courses, held at a commercial training school in Kingston, was met by Development Associates from the funds allocated to the contract for supporting this output.

One senior staff member of the Division joined five NGO leaders on the second observational tour conducted in New York in May 1998. Arrangements and coordination were made by Development Associates, but expenses for this representative were met through the USAID's Participant Training Contractor, the University of Tennessee. Another senior staff member of the Division attended a training program in Washington in 1999, on the subject of Institutional Building: Strategies for Organizational Effectiveness. All arrangements for this program were made by USAID.

Some thirteen staff and Youth Service volunteers from the Division also benefitted from the local training programs run by the UAP, in areas such as Theatrics and Script-writing, Adolescent Reproductive Health, Administrative Development for NGOs, and Literacy/Remedial Education.

The Division also requested and was provided technical assistance by the project to develop a framework for recording and reporting counterpart expenditures on behalf of the Government of Jamaica. Development Associates staff designed a series of spreadsheets to which the data for each month would be entered. With the agreed attribution of various portions of these expenditures as counterpart to the UAP, the spreadsheets would facilitate the Division's reporting to USAID when required.

Development Associates served as the Secretariat for the Joint Coordinating Committee which was led by the Director of the Youth Division. In this role, Development Associates provided all recording services for the work of the JCC, and coordinated annual field visits by JCC members to NGO sites in 1997, 1998 and 1999. The JCC terminated activities in mid-2000.

One of the more significant activities with the Youth Division occurred as a consequence of a request, in 1998, for assistance in delivering responsibilities in social policy analysis, which had been recommended by the 1997 needs assessment. Development Associates sought and obtained USAID approval for financing the position of Social Policy Analyst for a year, and filled the position from April 1999 to April 2000, during which period the incumbent completed several key policy research documents.

Significant outputs of the Social Policy Analyst during the one year assignment included:

- Preparation of a policy document "A Definition of Youth in Jamaica."*
- Collection and coordination of material for the Youth Division Resource Centre;*
- Preparation of a policy document "Instruments which Address the Rights of Youth in Jamaica."*
- Preparation of a document reviewing "Government's Commitment to Youth in Jamaica."*
- Draft of a format, including indicators, for a database on Youth and youth programs in Jamaica.*

All of these documents were included in a comprehensive final report which was issued in April 2000.

UPLIFTING ADOLESCENTS PROJECT

In addition to the three key outputs specified under the UAP contract, other significant accomplishments occurred during the conduct of project activities. These additional outputs are highlighted below.

OTHER ACCOMPLISHMENTS

Emerging from suggestions made at training workshops, UAP embarked in 1999 on two activities, which are not directly related to the project outputs, but which were considered to have potential for improving the success of the program to adolescents, and to the eventual sustainability of the UAP. These activities were:

- The UAP Under-16 Football League, titled the "Jamaica Kidz Cup" and
- The UAP Web Site, titled *www.jamaica-kidz.com*.

UAP Under-16 Football League

After much coordination, involving the UAP sub-grantees, and with invaluable assistance from a U.S. Peace Corps volunteer, the League got under way in May 2000. Approval was obtained from USAID for the amount of US\$5,000 to purchase football gear: balls, nets, shoes, team trophies and personal medals/awards. Through sources in the US, these items were obtained at very low cost, and with the compliments of Air Jamaica, the gear was shipped to Jamaica.

The League in 2000 consisted of 13 teams divided into three groups, and 2 divisions. The final and semi-finals were held in August 2000, and were contested by teams from Montego Bay and Kingston. When the dust settled, the inaugural winner of the trophy, the Jamaica Kidz Cup, was the team from the Sam Sharpe Teachers' College.

UAP Web Site

The web-site titled *www.jamaica-kidz.com* was established as of October 1999. A copy of the home page is included in the Appendix. The web site continues to provide information on each of the NGOs involved in the UAP, and its several pages allow the visitor to the site to determine ways in which he/she could participate with the NGOs, or contribute to the NGOs' work. The site has undergone significant design re-furbishment since it was initiated, to make it more attractive to the visitor, and to facilitate movement between the pages. Average monthly hits to the site since its establishment has been 21,000.

Notable outcomes of the site have been the donation of US\$150, so far, from two visitors, and offers for voluntary assistance from 8 persons from England, the USA and Europe. All donations, or offers of

assistance are channeled to the participating NGOs for follow-up action, which results in the creation of a direct linkage between donor and recipient.

Another direct consequence of the web-site is that DA and the NGOs have been contacted with offers of donations of various items, including knapsacks and shoes, and particularly with inquiries for contacts on youth development activities in Jamaica.

The management and coordination of the site is to be taken over by PACT.

Jamaica/Final Report/Chapter2-UAP.Project/238.wpd

UPLIFTING ADOLESCENTS PROJECT

CHAPTER 3. PROJECT ORGANIZATION AND IMPLEMENTATION STRUCTURE

The organizational structure for the UAP project was designed to ensure effective utilization of Development Associates project staff and other resources, and those of our subcontractor, Hope for Children Development Company Ltd., through which three local staff were provided to the project. Further, the project's organizational design and implementation structure was created to maximize the staffs ability to respond multiple and potentially complex training and technical assistance requests, adhere to planned schedules, rapidly identify potential problems, maintain close communication with USAID and Ministry of Local Government officials, control project expenditures, and prepare high quality project deliverables.

Implementation of the UAP started on July 1, 1996 with the establishment of the Development Associates' Field Office. The three key staff members all assumed duties on that date, and the five support staff were locally hired and in place within two months of that date.

The Field Office was fully established within the first two months, with the procurement and installation of furniture, equipment, and telephones by the end of August 1996. The sub-contract with the Hope for Children Development Company Ltd., was also executed before the end of August.

In this section, we provide a detailed discussion of the UAP project's organizational structure and implementation design.

A. Organizational Inter-Relationships

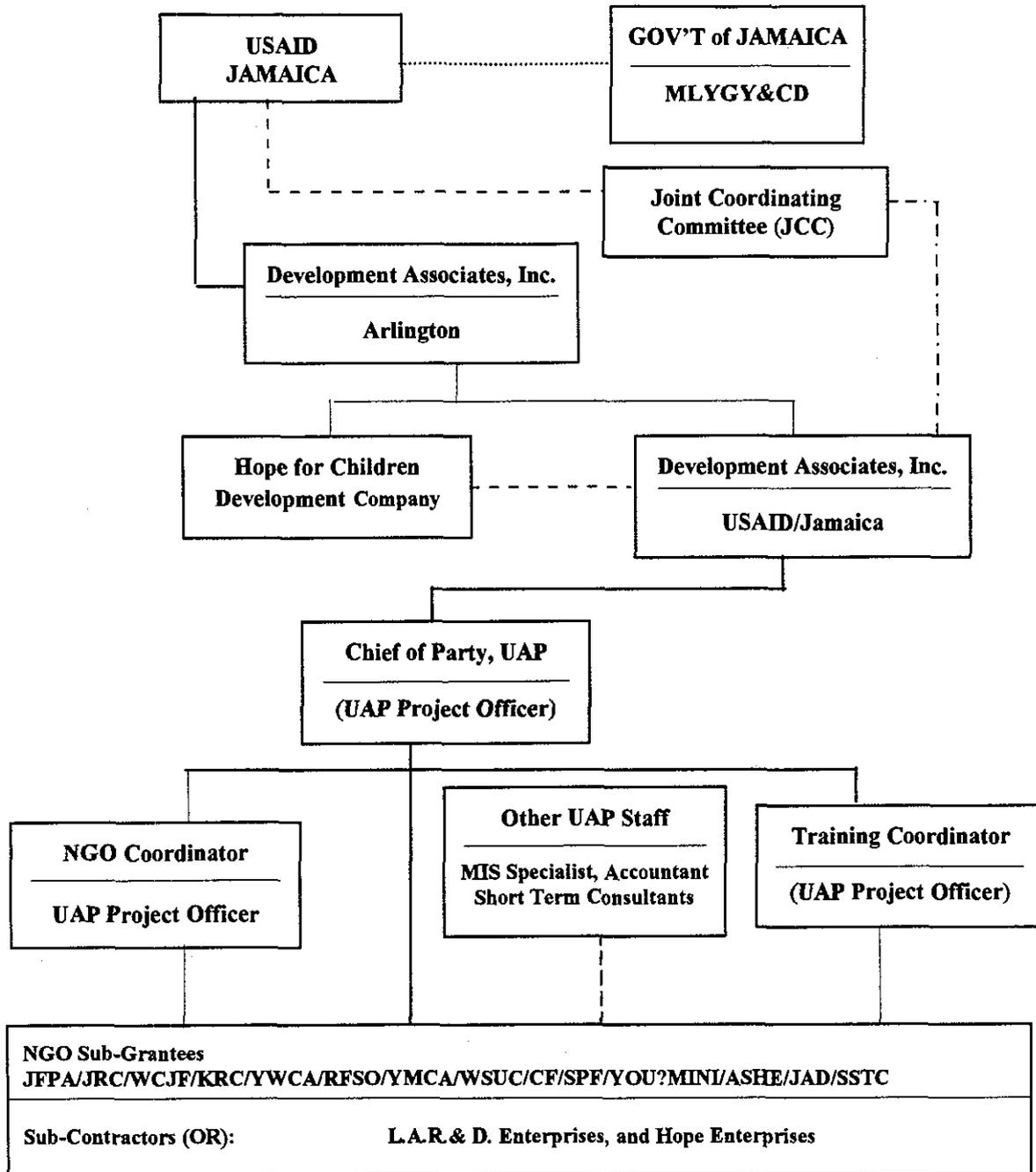
As a joint USAID and Government of Jamaica project, which was implemented by an institutional contractor in association with non-governmental organizations, the structure of implementation of the UAP was complex. The implementing agencies for the project included the donor agency, the cooperating government, the institutional contractor, and 15 NGOs. A graphical representation of the institutional relationships is shown on the following page.

B. Implementation Stake-holders

The UAP included many stake-holders, not the least of which were the adolescents who benefitted from the program's activities. The main stake-holders in the UAP were USAID, the donor agency, and the Government of Jamaica, the recipient. Each of these had sub-stake-holders. USAID devolved its implementation responsibility through a contract to Development Associates. The Government of Jamaica, devolved its implementation responsibilities to the non-government organizations, who received sub-grants, and to the Youth Division (initially a part of the Ministry of Education, and subsequently, a part of the Ministry of Local Government and Community Development).

UPLIFTING ADOLESCENTS PROJECT

INSTITUTIONAL INTER-RELATIONSHIPS



UPLIFTING ADOLESCENTS PROJECT

In summary, the key implementation personnel in the UAP were the USAID Program Specialist, the DA Chief of Party, the UAP Project Officers, the Director of the Youth Division, and the NGO Sub-Grant Managers. In the implementation of the sub-grants, specifically, the central personnel were the UAP Project Officer, and the NGO Sub-Grant Manager. Support was also provided by the UAP Accountant and MIS Administrator to their role counterparts in the NGOs.

The table below shows the personnel primarily responsible for implementation of the UAP, and their correspondent relationships:

Implementation of Actors

STAKE-HOLDERS	USAID/Jamaica	Government of Jamaica
IMPLEMENTATION ORGANIZATIONS	Development Associates, in association with Hope for Children Development Co.	Ministry of Local Government, Youth, and Community Development, and the NGOs
KEY IMPLEMENTATION PERSONNEL	Chief of Party, DA UAP Project Officers	Director, Youth Division NGO Sub-Grant Managers
OTHER KEY PERSONNEL	UAP Accountant UAP MIS Administrator	Sub-Grantee Accountant Sub-Grantee Activity Managers

Development Associates sub-contracted with the *Hope for Children Development Company Limited (HCDC)*, for the provision of three support staff to the project (MIS Specialist, Secretary/Receptionist, and Driver), and from time to time, to contract and deploy short term consultants to fulfill specific contract scopes of work. HCDC is a Jamaican NGO which was established in 1992 for the purpose of promoting and improving the well-being of children in difficult circumstances in the four inner-city Kingston communities of Rose Town, Bennett Land, Greenwich Town and Whitfield Town.

C. Contractor Staff

The contractor enjoyed relative stability in its long term staff assigned to implement the UAP. Remarkably, the two senior positions, Chief of Party and NGO Coordinator, did not experience any staff turn-over, leading to much valued continuity in program effectiveness. Even for the support staff positions, staff retention was impressive, with generally only one change of incumbent per position. The exception was the Driver position, which was occupied by four persons over the fifty six months of the contract life.

The table on the following page shows the persons who occupied the key staff positions over the life of contract.

UPLIFTING ADOLESCENTS PROJECT

Position	Occupant	Period of Occupancy
Chief of Party	Francis Valva	July 1996 to February 2001
NGO Coordinator	Samuel Dowding	July 1996 to April* 2001
Training Coordinator	Dr. Joyce Robinson Sandra Cooper	July 1996 to January 1999 March 1999 to July 2000**

** A two month extension of the DA contract was approved by USAID, authorizing the NGO Coordinator to continue to provide technical assistance to the successor management agency from March 1 to April 30, 2001.*

***The position of Training Coordinator was eliminated on July 31, 2000, with the agreement of USAID.*

Compared to the contracted level of effort of 194 person months of long and short term technical assistance, Development Associates had delivered a total of 190 person months by February 2001. An additional two person months of long term technical assistance would be provided by April 30, 2001, the revised contract termination date. USAID approved this extension specifically to allow for institutional strengthening of the UAP 2 management agency. Limited amounts of short term technical assistance will also be provided in the months of March and April, for training and institutional strengthening purposes.

With the measurable and impressive successes gained under the project, which are outlined elsewhere in this report, the Development Associates model of implementation has proven to be most effective, especially given the slightly lower level of effort utilized than originally planned.

UPLIFTING ADOLESCENTS PROJECT

CHAPTER 4. LESSONS LEARNED

Overall, the basic design and approach for the UAP project was sound. While adjustments were made as the project progressed, the essential approach to serving youth through grants to local NGO's, worked well.

A. Project Design

- One-Year Grant Awards, as dictated in the design, rather than multi-year awards fostered instability for NGO project staff and their commitment to program output. Yearly presentations of proposals and grant renewals increased bureaucracy and unnecessary paperwork. Multi-year grant agreements would avoid this excessive burden placed on the institutional contractor and the sub-grantees.
- NGO sub-grantees were limited in their capacity and desire to conduct operations research activities. Many sub-grantees considered the research activity to be extraneous to their daily operations which were more service delivery oriented. If NGOs are to perform operations research tasks in future initiatives, a significant amount of training and data collection, and data entry assistance should be available to them under the contract.
- In order to obtain baseline data on the experience of program participants of significance for determining program impact, initial research activities should be conducted prior to project implementation.
- The Training Program component had a very positive impact on organizational strengthening and on staff participants. A byproduct of the training program produced a spontaneous and effective networking practice. Training for NGOs is an ongoing process and should be considered for follow-on activities.
- Providing for a mid term project review and adjustment as part of the design was important and useful.

B. Program Implementation

- Semi-Annual Financial Reviews by Development Associates assured transparency and accountability. They further strengthened the organizational capacity of each sub-grantee which became aware of the benefits from adhering to strict accounting principles while completing contractual agreements. Such reviews are important to an institutional strengthening project.
- NGOs rely heavily on part-time and volunteer personnel and generally operate in volatile areas where it is difficult to attract and retain staff. Donor agencies need to consider this in developing program activities especially if financial resources are limited. Grant-making agencies need to consider each NGO individually acknowledging its potential and its shortcomings when allocating funds.
- NGOs are constantly challenged by their responsibility to meet monthly core expenses as well as adhere to donor requirements. Consideration should be given to allowing an overhead rate to be applied to NGO grants in order to relieve the time consuming burden of meeting core expenses.

UPLIFTING ADOLESCENTS PROJECT

C. Project Impact

- The project demonstrated that local NGO's can provide high quality, effective service. It also demonstrated that to do so requires resources for providing them training and technical assistance.
- Grants to NGO's to provide services and to strengthen them required considerable time to pay off.
- Training and TA must be carefully planned and evaluated both to assure it meets needs (and to make adjustments) and to not unduly burden grantees.

In sum, the UAP accomplished and demonstrated much of the original USAID design. Hence the final lesson is that the time spent in doing research and designing a project to carry out realistic activities, is time well spent.

APPENDICES

- APPENDIX I: TRAINING PROGRAM DATA
- APPENDIX II: SUMMARY DATA ON THE NGO SUB-GRANTS
- APPENDIX III: LIST OF DOCUMENTS PRODUCED BY THE UAP

APPENDIX I

TRAINING PROGRAM DATA

- ▶ Schedule of Training Events Implemented, 1996 & 1997
- ▶ Schedule of Training Events Implemented, 1998
- ▶ Schedule of Training Events Implemented, 1999
- Schedule of Training Events Implemented, 2000

UPLIFTING ADOLESCENTS PROJECT

PERSON WEEKS OF TRAINING DELIVERED: 1996-97

PROGRAM	Month Training Started	# Persons attending	# of Training Days	TOTAL Pers/Trg/Days	TOTAL Person Weeks
UAP Orientation Workshop/Seminar	Aug-96	43	1	43	8.6
Proposal Development Workshop I	Dec-96	18	1	18	3.6
Administrative Management for NGOs - 6 modules	Jan-97	20	10	200	40.0
Motivating Youths through the Performing Arts	Apr-97	53	5	265	53.0
Proposal Development Workshop II	Apr-97	17	1	17	3.4
Training of Trainers in Literacy and Remedial Educa	Jun-97	44	2	88	17.6
Identifying & Planning Skills Training for Trainers	Aug-97	15	1	15	3.0
Operations Research	Sep-97	11	1	11	2.2
Computer Proficiency Education	Sep-97	17	8	136	27.2
Administrative Management Part II (3 modules)	Oct-97	21	10	210	42.0
NGO Management of UAP Sub-Grants	Oct-97	24	1	24	4.8
Proposal Development Workshop III	Oct-97	7	1	7	1.4
Reproductive Health Round-table	Dec-97	6	1	6	1.2
TOTAL PERSON WEEKS DELIVERED					208.0

LOP Target for Training 715 person weeks

Portion of LOP Target reached 1996-1997 208 *person weeks* 29.09% of LOP target

TOTAL LOP Target reached to Dec. 1997 208 *person weeks* 29.09% of LOP target

TOTAL REMAINING LOP TARGET FOR 1998-2000 507 *person weeks* 70.91% of LOP target

UPLIFTING ADOLESCENTS PROJECT

PERSON WEEKS OF TRAINING DELIVERED: 1998

PROGRAM	Month Training Started	# Persons attending	# of Training Days	TOTAL Pers/Trg/Days	TOTAL Person Weeks
Recruitment Strategies	Feb-98	49	1	49	9.8
Reproductive Health	Mar-98	55	4	220	44.0
Personal and Family Development	Apr-98	41	2	82	16.4
Literacy and Remedial Education	May-98	46	2	92	18.4
Motivating Youths through Drama	Jun-98	41	2	82	16.4
Performance Tracking System	Jun-98	23	1	23	4.6
Tracer Studies	Jun-98	19	1	19	3.8
Parent Trainers	Sep-98	32	2	64	12.8
Tracer Study Interviewers	Sep-98	24	1	24	4.8
Effectiveness Criteria Progress Review	Sep-98	25	1	25	5.0
Skills Trainers for At-Risk Populations	Nov-98	19	2	38	7.6
Literacy/Numeracy	Dec-98	29	2	58	11.6
TOTAL PERSON WEEKS DELIVERED					155.2

LOP Target for Training

715 person weeks

Portion of LOP Target reached 1996-1997

208 *person weeks*

29.09% of LOP target

Portion of LOP Target reached 1998

155 *person weeks*

21.71% of LOP target

TOTAL LOP Target reached to Dec. 1998

363 *person weeks*

50.80% of LOP target

TOTAL REMAINING LOP TARGET FOR 1999-2000

352 *person weeks*

49.20% of LOP target

UPLIFTING ADOLESCENTS PROJECT

PERSON WEEKS OF TRAINING DELIVERED: 1999

PROGRAM	Month Training Started	# Persons attending	# of Training Days	TOTAL Pers/Trg/Days	TOTAL Person Weeks
Onsite Training: PTS Input, System Management	Jan-99	15	10	150	30.0
Tracer Study I Review W/S	Mar-99	49	1	49	9.7
Fund-raising & Sustainability W/S	May-99	27	2	54	10.8
Fund-raising & Sustainability post W/S Consultations	May-99	18	1	18	3.6
Computer Proficiency : Word cum Windows Application	May-99	2	10	20	4.0
Computer Proficiency : Excel	May-99	11	4	44	8.8
Computer Proficiency : PowerPoint	May-99	1	2	2	0.4
Computer Proficiency: Intro to DOS/Windows	May-99	7	10	70	14.0
Computer Proficiency : Excel cum Windows Application	May-99	2	10	20	4.0
Computer Proficiency: Access	May-99	4	4	16	3.2
Computer Proficiency : Word	May-99	12	3	36	7.2
Communications Techniques W/S	Jul-99	31	2	62	12.4
Onsite Training: NGO Accounting	Jul-99	2	5	10	2.0
Regional Networking Forum: Montego Bay	Sep-99	18	1	18	3.6
Regional Networking Forum: May Pen	Sep-99	18	1	18	3.6
Regional Networking Forum: Kingston	Oct-99	25	1	25	5.0
Mediation and Disputes Resolution	Nov-99	21	5	106	21.2
Counseling & Classroom Management	Dec-99	29	2	58	11.6
TOTAL PERSON WEEKS DELIVERED					155.1

LOP Target for Training 715 person weeks

Portion of LOP Target reached 1996-1998	363 <i>person weeks</i>	50.80% of LOP target
Portion of LOP Target reached, 1999	155 <i>person weeks</i>	21.69% of LOP target
TOTAL LOP Target reached to Dec. 1999	518 <i>person weeks</i>	72.49% of LOP target
TOTAL REMAINING LOP TARGET FOR 2000	197 <i>person weeks</i>	27.51% of LOP target

**UPLIFTING ADOLESCENTS PROJECT
PERSON WEEKS OF TRAINING DELIVERED: 2000**

PROGRAM	Month Training Started	# Persons attending	# of Training Days	TOTAL Pers/Trg/Days	TOTAL Person Weeks
Onsite Training: PTS Input, System Management	Jan-00	15	3	45	9
Computer Training	Feb-00	10	12	120	24
Drama & Theatrics 2000	Feb-00	29	3	73	15
LARD OR Findings	Mar-00	19	1	19	3.8
Tracer 2000 Interviewers	Apr-00	25	1	25	5
Mentoring & Peer Counseling	May-00	28	2.5	70	14
Ashe OR Findings	Jun-00	28	1	28	5.6
Reproductive Health 2000	Jun-00	46	2	92	18.4
LRE training with JAMAL	Jul-00	0	0	0	0
HOPE Enterprises OR Findings	Nov-00	26	1	26	5.2
K-YMCA OR Findings	Nov-00	35	1	35	7
TOTAL PERSON WEEKS DELIVERED		261			106.5

<u>LOP Target for Training</u>	<u>715 person weeks</u>	
Portion of LOP Target reached 1996-1998	363 <i>person weeks</i>	50.80% of LOP target
Portion of LOP Target reached, 1999	155 <i>person weeks</i>	21.69% of LOP target
Portion of LOP Target reached, 2000	107 <i>person weeks</i>	14.90% of LOP target
TOTAL LOP Target reached to date	625 <i>person weeks</i>	87.38% of LOP target
TOTAL REMAINING to meet LOP TARGET	90 <i>person weeks</i>	12.62% of LOP target

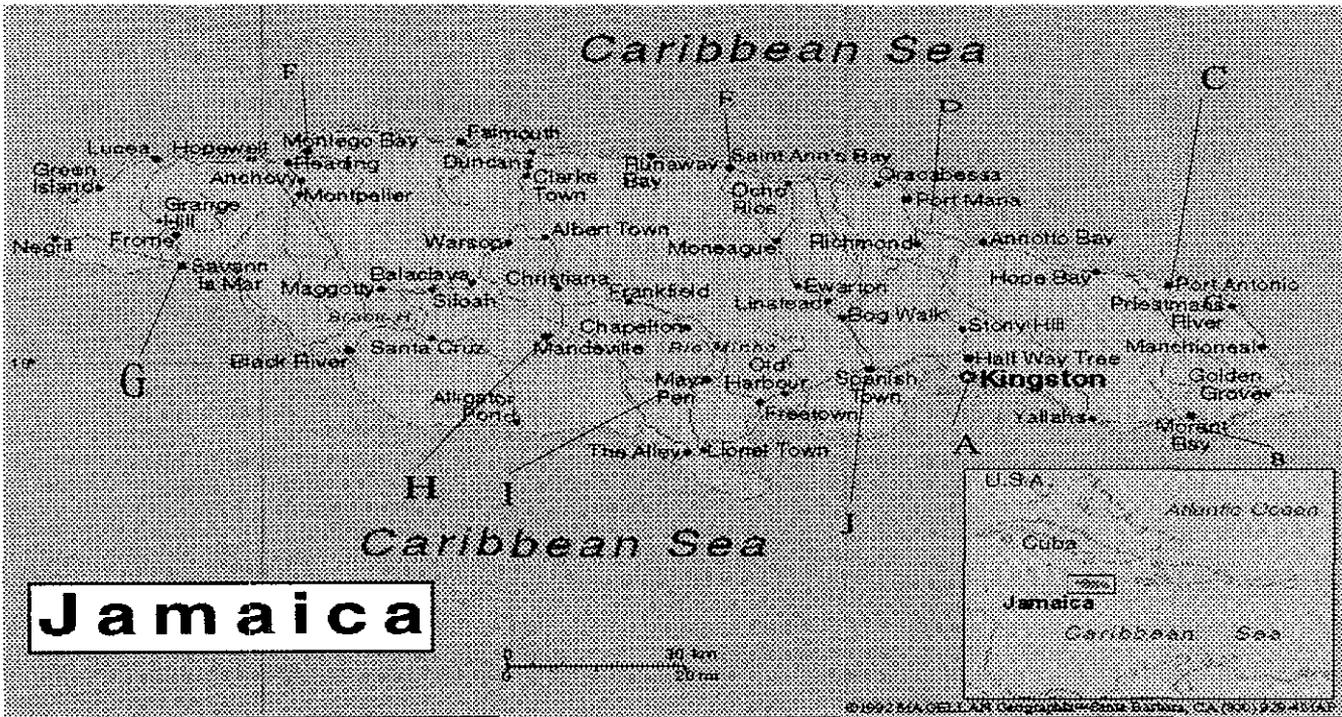
28

APPENDIX II

SUMMARY DATA ON NGO SUB-GRANTS

- ▶ Map of Jamaica Showing Project Sites
- ▶ Sub-Grantee Summary Data Sheets
- ▶ Summary of Sub-Grants' Authorizations, Disbursements, Recruitment Targets and Accomplishments

UPLIFTING ADOLESCENTS PROJECT



MAP OF JAMAICA

showing
LOCATIONS OF UAP SUB-GRANT ACTIVITY

Code	PARISH	LOCATIONS	SUB-GRANTEES
A	Kingston & St. Andrew	Kingston, Portmore	JRC, KRC, YWCA, YMCA, SPF, MNI, YOU, ASHE, JAD
B	St. Thomas	Yallahs	JRC
C	Portland	Buff Bay, Port Antonio, Boston	WCJF
D	St. Mary	Exchange, Annotto Bay, Seafield, Carron Hall	JFPA, MNI
E	St. Ann	St. Ann's Bay	JFPA, WCJF
F	St. James	Montego Bay, Granville, etc	JRC, WCJF, YWCA, WSUC, SSTC
G	Westmoreland	Savanna la Mar	WCJF
H	Manchester	Mandeville	WCJF
I	Clarendon	May Pen	JRC, RFSO
J	St. Catherine	Central Village, Spanish Town, Watson Grove	JRC, CF, YWCA

UPLIFTING ADOLESCENTS PROJECT

Sub-Grantee:
Project Title:

Jamaica Family Planning Association
Young Adolescents Empowerment Project

Brief History of Organization

Jamaica Family Planning Association (FAMPLAN), established in 1957, has for over forty years been the NGO in Jamaica providing a high standard of family planning services, at first island-wide and since 1967 in the parishes of St. Ann, Trelawny, St. Mary and Kingston. FAMPLAN is the Jamaican affiliate of the International Planned Parenthood Federation, the leading family planning organization in the world. One of FAMPLAN's purposes is "to educate the Jamaican public in methods of voluntary family planning and child spacing compatible with the particular religious and moral beliefs of different individuals".

Sub-Grant Amount: Ja \$4,735,000
Amount Disbursed to 11/30/2000: Ja \$4,735,000

Period of Sub-Grant:
June 1, 1997 to July 31, 2000

Locations of Activity

4 deprived communities and one primary school in St. Ann's Bay (St. Ann), and two all age schools and two communities in St. Mary.

Sub-Grantee Contacts

1. Peggy Scott, Chief Executive Officer
2. Flo George, Program Coordinator

UAP Project Officer

Sam Dowding, NGO Coordinator

Project Goal or Purpose

to improve the quality of life for young male and female adolescents in the parishes of St. Ann and St. Mary by providing them with the education and services which will enable them to become healthy and productive members of their communities.

PARTICIPANT DATA

Participant Registration Data	97-98	98-99	99-00
NEW Regular Population	450	376	126
NEW Special Population	0	0	0
TOTAL NEW This Year	450	376	126
Distributed as: New In-School	336	331	57
Distributed: New Out-of-School	114	45	69
Participant Completion Data			
Drop Outs: In-School Program	0	0	3
Drop-Outs: Out of School Program	0	4	23
Graduates This Year	46	215	0
Continuing Students: Regular	404	561	661
Continuing Students: Special	0	0	0
Out of School Drop Out Rate (%)	0	8.9%	43.4%
Participants Returned to the Formal School System	36	4	3
Participants moved on to Apprenticeships	0	0	2
Participants moved on to HEART/NTA or similar	0	0	14

UPLIFTING ADOLESCENTS PROJECT

Sub-Grantee: Jamaica Red Cross
Project Title: Adolescents and Family Outreach

Brief History of Organization

Established in 1948 as a branch of the British Red Cross, and in 1964 as the National Organization, the JRC has as its mission "to prevent and alleviate human suffering, protect life and health, and ensure respect for the human being". It has branches in each parish of Jamaica, and primarily operates programs in Disaster and Emergency Management, First Aid, HIV/AIDS prevention, Health promotion, Youth Training and Development and Meals on Wheels. It has reached over 15,000 youth over the 1993-1996 period with its HIV/STD and other Youth Education/Counseling programs.

Sub-Grant Amount: Ja 8,835,000
Amount Disbursed to 11/30/2000: Ja\$8,695,255

Period of Sub-Grant:
 June 1, 1997 to November 30, 2000

Locations of Activity
 Central Village (St. Catherine); Kingston, Maypen (Clarendon), Montego Bay (St. James - 1997-98 only), and Yallahs (St. Thomas)

Sub-Grantee Contacts
 1. Yvonne Clarke, Director-General
 2. Lois Hue, National Youth Director

UAP Project Officer
 Sam Dowding, NGO Coordinator

Project Goal or Purpose
 to improve the sexual behavior pattern of youth by empowering them through the provision of literacy, numeracy, and marketable skills, and enabling them to become more responsible and productive citizens.

PARTICIPANT DATA

Participant Registration Data	97-98	98-99	99-00
NEW Regular Population	783	374	454
NEW Special Population	0	8	0
TOTAL NEW This Year	783	382	454
Distributed as: New In-School	532	334	251
Distributed: New Out-of-School	251	48	203
Participant Completion			
Drop Outs: In-School Program	0	0	63
Drop-Outs: Out of School Program	75	45	11
Graduates This Year	61	419	226
Continuing Students: Regular	647	565	719
Continuing Students: Special	0	0	0
Out of School Drop Out Rate (%)	29.9%	93.8%	5.4%
Participants Returned to the Formal School System	60	71	4
Participants moved on to Apprenticeships			
Participants moved on to HEART/NTA or similar			

UPLIFTING ADOLESCENTS PROJECT

Sub-Grantee: **Women's Centre of Jamaica Foundation**
Project Title: **Youth Activity Program**

Brief History of Organization

Started in 1978 as the Program for Adolescent Mothers in Kingston, the organization has grown to a national one with centers in 7 parishes, and an additional 14 outreach stations nation-wide. In 1991, the WCJF was incorporated as a private company. Several evaluations have validated the effectiveness of the internationally heralded "Women's Centre" model for rehabilitating pregnant teens. The WCJF implements several programs targeted at adolescents, including Walk-in Counseling and referral; Counseling and referral for young baby fathers and parents of the teen mother; and coaching towards CXC exams for eligible teen mothers.

Sub-Grant Amount: Ja. 13,700,000
Amount Disbursed to 11/30/2000: Ja\$12,729,294

Period of Sub-Grant:

June 1, 1997 to November 30, 2000

Locations of Activity

Port Antonio and Buff Bay (Portland), Mandeville (Manchester), St. Ann's Bay (St. Ann), Montego Bay (St. James), and Savanna-la-Mar (Westmoreland).

Sub-Grantee Contacts

1. Mrs. Pamela Mc Neil, National Director
2. Mrs. Jacqueline Anderson-Robinson, YAP Coordinator

UAP Project Officer

Sam Dowding, NGO Coordinator

Project Goal or Purpose

to improve the sexual behavior pattern of youth by empowering them through the provision of literacy, numeracy, and marketable skills, and enabling them to become more responsible and productive citizens.

PARTICIPANT DATA

Participant Registration Data	97-98	98-99	99-00
NEW Regular Population	1,211	866	464
NEW Special Population	5	140	34
TOTAL NEW This Year	1,216	1,006	498
Distributed as: New In-School	878	647	355
Distributed: New Out-of-School	338	359	143
Participant Completion Data			
Drop Outs: In-School Program	0	5	731
Drop-Outs: Out of School Program	83	71	172
Graduates This Year	442	208	180
Continuing Students: Regular	686	1,413	791
Continuing Students: Special	5	0	37
Out of School Drop Out Rate (%)	24.6%	19.8%	120.3%
Participants Returned to the Formal School System	15	26	6
Participants moved on to Apprenticeships	5	3	3
Participants moved on to HEART/NTA or similar	3	8	36

UPLIFTING ADOLESCENTS PROJECT

Sub-Grantee: **Kingston Restoration Company**
 Project Title: **Uplifting Adolescents in Inner Kingston and Jonestown**

Brief History of Organization

KRC was established in 1990 primarily to assist in projects for the repairing or restoration of dilapidated, derelict or damaged buildings in Kingston, and to provide infrastructure amenities, parks and recreation areas to improve the overall appearance of the capital city. As part of this mission, KRC established a "Neighborhood Initiatives Program" which targeted social conditions in the inner-city communities in Kingston. The Youth Educational Support Systems (YESS) project, homework and scholarship programs have resulted from this initiative. KRC has also been instrumental in creating jobs in the manufacturing sector.

Sub-Grant Amount: Ja\$ 6,800,000
 Amount Disbursed to 11/30/2000: Ja\$6,692,949

Period of Sub-Grant:
 June 1, 1997 to July 31, 2000

Locations of Activity
 Higholborn Street and Jonestown, (Kingston)

Sub-Grantee Contacts
 1. Morin Seymour, Chief Executive Officer
 2. Sheron Lawson, Project Manager

UAP Project Officer
 Frank Valva, Chief of Party

Project Goal or Purpose
 to develop a group of new leaders with the skills necessary for spear-heading the regeneration of their communities and the development of a new downtown.

PARTICIPANT DATA

Participant Registration Data	97-98	98-99	99-00
NEW Regular Population	297	91	119
NEW Special Population	0	57	147
TOTAL NEW This Year	297	148	266
Distributed as: New In-School	297	91	119
Distributed: New Out-of-School	0	57	147
Participant Completion Data			
Drop Outs: In-School Program	62	133	106
Drop-Outs: Out of School Program	0	15	72
Graduates This Year	29	27	72
Continuing Students: Regular	206	137	132
Continuing Students: Special	0	42	63
Out of School Drop Out Rate (%)	0	26.3%	49%
Participants Returned to the Formal School System	0	16	10
Participants moved on to Apprenticeships	0	4	4
Participants moved on to HEART/NTA or similar	0	0	8

UPLIFTING ADOLESCENTS PROJECT

Sub-Grantee: **YWCA National Council**
 Project Title: **"Y" Adolescent Development**

Brief History of Organization

Founded in Jamaica in 1923, the YWCA is an affiliate of the World YWCA. Its mission is "to promote the well being of women and girls and unite them in a worldwide fellowship which seeks fullness of life through physical, mental, social, spiritual development and through service to others and the nation". The YWCA has branches in Kingston, Montego Bay, Spanish Town, Christiana (Manchester) and Darliston (Westmoreland), in addition to Y-Teens clubs in over 24 schools. The YWCA operates programs such as the Early School-leavers' Institutes, a Basic School, After-School Care and Literacy and Continuing Education evening classes.

Sub-Grant Amount: Ja \$8,400,000
Amount Disbursed to 11/30/2000: Ja\$8,367,204

Period of Sub-Grant:

June 1, 1997 to November 30, 2000

Locations of Activity

Kingston, Spanish Town & Watson Grove (St. Catherine) and Montego Bay (St. James)

Sub-Grantee Contacts

1. Mildred Dean, General Secretary
2. Violet Jones, Spanish Town YWCA
3. Ariadne Collier, Kingston YWCA

UAP Project Officer

Sandra Cooper, Training Coordinator

Project Goal or Purpose

to improve the social and job skills of at-risk adolescents in Kingston, Spanish Town and Montego Bay on a sustainable basis so that they may become more responsible and productive citizens.

PARTICIPANT DATA

Participant Registration Data	97-98	98-99	99-00
NEW Regular Population	521	295	343
NEW Special Population	0	0	0
TOTAL NEW This Year	521	295	343
Distributed as: New In-School	193	80	90
Distributed: New Out-of-School	328	215	253
Participant Completion Data			
Drop Outs: In-School Program	17	51	24
Drop-Outs: Out of School Program	99	119	127
Graduates This Year	117	165	109
Continuing Students: Regular	288	248	331
Continuing Students: Special	0	0	0
Out of School Drop Out Rate (%)	30.2%	55.4%	50.2%
Participants Returned to the Formal School System	85	129	87
Participants moved on to Apprenticeships	16	31	3
Participants moved on to HEART/NTA or similar	22	28	29

UPLIFTING ADOLESCENTS PROJECT

Sub-Grantee: **Rural Family Support Organization**
 Project Title: **Clarendon Youth Development Program**

Brief History of Organization

Established in 1986 as the May Pen Women's Centre, and subsequently as the Teenage Mothers' Project, the evolution of this organization culminated in October 1996 with the Rural Family Support Organization being launched. Significant and continuing support has been received from the Bernard van Leer Foundation, and the UWI Centre for Early Childhood Education. In keeping with its mission to "undertake child care training programs for families and care givers, and to provide guidance and counseling to male and female adolescents in Jamaica's rural communities", the program has addressed the needs of the adolescent mother, their families and babies. Concerted efforts to include adolescent males, resulted in the establishment of the Male Adolescent Program in 1995.

Sub-Grant Amount: Ja10,570,000
 Amount Disbursed to 11/30/2000: Ja\$10,568,983

Period of Sub-Grant:
 June 1, 1997 to November 30, 2000

Locations of Activity
 Denbigh, May Pen, and five schools in Clarendon.

Sub-Grantee Contacts

1. Joyce Jarrett, Director
2. Utealia Burrell, Counselor

UAP Project Officer

Sandra Cooper, Training Coordinator

Project Goal or Purpose

to improve the self-esteem of adolescents by helping them to see themselves as worthwhile individuals, capable of setting goals and working towards reaching such goals; and to support the achievement of economic independence by adolescents through providing vocational and technical training, literacy and remedial work and counseling".

PARTICIPANT DATA

Participant Registration Data	97-98	98-99	99-00
NEW Regular Population	360	571	893
NEW Special Population	0	17	5
TOTAL NEW This Year	360	588	898
Distributed as: New In-School	276	498	786
Distributed: New Out-of-School	84	90	112
Participant Completion Data			
Drop Outs: In-School Program	0	0	0
Drop-Outs: Out of School Program	0	1	0
Graduates This Year	360	443	582
Continuing Students: Regular	0	144	459
Continuing Students: Special	0	0	1
Out of School Drop Out Rate (%)	0	1.1%	0
Participants Returned to the Formal School System	11	22	25
Participants moved on to Apprenticeships	8	1	8
Participants moved on to HEART/NTA or similar	28	9	7

UPLIFTING ADOLESCENTS PROJECT

Sub-Grantee: **Kingston YMCA**
 Project Title: **Kingston Youth Development Programme (YDP)**

Brief History of Organization

The YMCA in Jamaica was founded in 1920, with separate branches all over Jamaica. The Kingston YMCA has a mission "to promote the welfare of young people through spiritual, social, intellectual and physical activities, geared to development of spirit, mind and body." Kingston YMCA is the largest and oldest of the YMCA branches in Jamaica, and has been in existence since 1940. It has a similarly long history in community and youth development, with several notable projects such as the "Star" boys, Street Corner Boys, and Car Wash programs in the 70s. Main features of these programs to assist those special populations have been basic education, mental, physical and spiritual development, and skills training.

Sub-Grant Amount: Ja 6,825,000
 Amount Disbursed to 11/30/2000: Ja\$6,825,000

Period of Sub-Grant:
 September 15, 1997 to November 30, 2000

Locations of Activity
 Hope Road and Rosedale Avenue, Kingston

Sub-Grantee Contacts
 1. Sarah Newland Martin, General Secretary
 2. Anthony Brodber, Coordinator

UAP Project Officer
 Sandra Cooper, Training Coordinator

Project Goal or Purpose
 to promote the achievement, by special population adolescents, of their potential to contribute positively to the social and economic development of Jamaica.

PARTICIPANT DATA

Participant Registration Data	97-98	98-99	99-00
NEW Regular Population	0	0	0
NEW Special Population	291	202	284
TOTAL NEW This Year	291	202	284
Distributed as: New In-School	0	0	0
Distributed: New Out-of-School	291	202	284
Participant Completion Data			
Drop Outs: In-School Program	0	0	0
Drop-Outs: Out of School Program	106	148	64
Graduates This Year	22	47	124
Continuing Students: Regular	0	0	0
Continuing Students: Special	163	170	266
Out of School Drop Out Rate (%)	36.4%	73.3%	22.5%
Participants Returned to the Formal School System			
Participants moved on to Apprenticeships			
Participants moved on to HEART/NTA or similar	15	15	3

UPLIFTING ADOLESCENTS PROJECT

Sub-Grantee:
Project Title:

Western Society for the Upliftment of Children
High Risk Children - Education Project

Brief History of Organization

The Western Society for the Upliftment of Children and Children First, its co-Grantee in this project, are new NGOs established in April 1997 upon the reformation of the Save the Children (UK) program in Jamaica. Both organizations formerly operated as branches of SCF(UK) in Montego Bay and Spanish Town respectively. The two programs have in recent years successfully implemented projects targeted at high-risk children, financed by the World Food Program, under the Skills 2000 Poverty Alleviation program. The programs have enjoyed significant success in returning at risk adolescents to school and motivating them to remain there.

Sub-Grant Amount: Ja \$11,200,000
Amount Disbursed to 11/30/2000: Ja\$11,189,747

Period of Sub-Grant:
September 15, 1997 to November 30, 2000

Locations of Activity

Montego Bay: WSUC Office and 4 schools
Spanish Town: Children First HQ and 2 schools

Sub-Grantee Contacts

1. Glenda Drummond, Coordinator, WSUC
2. Claudette Pious, Coordinator, CF

UAP Project Officer

Frank Valva, Chief of Party

Project Goal or Purpose

to enable street/working children and at-risk adolescents to have access to and benefit from a comprehensive program that will assist them to realize their potential as more responsible and productive citizens of Jamaica.

PARTICIPANT DATA

Participant Registration Data	97-98	98-99	99-00
NEW Regular Population	400	206	441
NEW Special Population	196	102	303
TOTAL NEW This Year	596	308	744
Distributed as: New In-School	400	206	441
Distributed: New Out-of-School	196	102	303
Participant Completion Data			
Drop Outs: In-School Program	38	41	54
Drop-Outs: Out of School Program	15	61	89
Graduates This Year	0	465	218
Continuing Students: Regular	362	160	386
Continuing Students: Special	181	124	281
Out of School Drop Out Rate (%)	7.7%	59.8%	29.4%
Participants Returned to the Formal School System	7	39	42
Participants moved on to Apprenticeships	12	109	41
Participants moved on to HEART/NTA or similar	30	30	65

UPLIFTING ADOLESCENTS PROJECT

Sub-Grantee:
Project Title:

St. Patrick's Foundation
Educational & Training Programme Enhancement and Development

Brief History of Organization

St. Patrick's Foundation is a non-profit organization serving the Western Kingston inner city communities of Olympic Gardens, Tower Hill, Seaview Gardens and Riverton City. The Foundation was established in 1983, and currently boasts 5 resource centers and a home for the abandoned elderly. Its mission includes "to alleviate human suffering and to better the quality of life with emphasis on the human person". In 1995, it placed students in over 650 jobs, and had a direct benefit on the lives of at least 2,000 inner city residents. The foundation was honored in 1995 for outstanding National Service.

Sub-Grant Amount: Ja \$7,960,000
Amount Disbursed to 11/30/2000: Ja\$7,568,723

Period of Sub-Grant:
September 15, 1997 to November 30, 2000

Locations of Activity
Olympic Gardens, Riverton City, Seaview Gardens, and Calalloo Mews (all in Kingston)

Sub-Grantee Contacts
1. Florence Manning, Centre Manager

UAP Project Officer
Frank Valva, Chief of Party

Project Goal or Purpose
to empower at-risk adolescents through educational and skills training programs, with tools that will allow them to transcend the constraints of their socio-economic environments in order to become more productive and responsible citizens.

PARTICIPANT DATA

Participant Registration Data	97-98	98-99	99-00
NEW Regular Population	416	464	159
NEW Special Population	284	234	143
TOTAL NEW This Year	700	698	302
Distributed as: New In-School	280	331	0
Distributed: New Out-of-School	420	367	302
Participant Completion Data			
Drop Outs: In-School Program	76	0	0
Drop-Outs: Out of School Program	58	52	39
Graduates This Year	25	372	815
Continuing Students: Regular	333	505	130
Continuing Students: Special	208	310	133
Out of School Drop Out Rate (%)	13.8%	14.2%	12.9%
Participants Returned to the Formal School System	0	48	0
Participants moved on to Apprenticeships	0	25	0
Participants moved on to HEART/NTA or similar	0	6	0

UPLIFTING ADOLESCENTS PROJECT

Sub-Grantee:
Project Title:

Youth Opportunities Unlimited
Advancing the Opportunities of In-School Youth

Brief History of Organization

Established in 1991, YOU is a non-profit organization promoting mentoring as its primary means of opening the world of opportunity to at-risk youth. YOU aims to assist high school students to achieve their potential in school by providing career guidance, emotional support, positive role models and counseling, and to ensure that through the mentoring relationship every adolescent is provided with the emotional support in order to build self-confidence and self esteem. YOU enjoys significant private sector support, and also earns about 60% of its operating revenue from its Christmas card program.

Sub-Grant Amount: Ja \$7,650,000
Amount Disbursed to 11/30/2000: Ja\$7,650,000

Period of Sub-Grant:
September 15, 1997 to November 30, 2000

Locations of Activity
Twelve schools in Kingston and Portmore: e.g. St. Hugh's, Merl Grove, Kingston Secondary, Kingston College, Excelsior and Clan Carthy.

Sub-Grantee Contacts
1. Betty Ann Blaine, Executive Director

UAP Project Officer
Sam Dowding, NGO Coordinator

Project Goal or Purpose
to motivate at-risk adolescents who participate in the project to complete their post-primary education, and to embark on a path to becoming responsible and productive citizens.

PARTICIPANT DATA

Participant Registration Data	97-98	98-99	99-00
NEW Regular Population	711	682	268
NEW Special Population	0	0	0
TOTAL NEW This Year	711	682	268
Distributed as: New In-School	711	682	268
Distributed: New Out-of-School	0	0	0
Participant Completion Data			
Drop Outs: In-School Program	126	74	55
Drop-Outs: Out of School Program	0	0	0
Graduates This Year	335	308	51
Continuing Students: Regular	250	550	712
Continuing Students: Special	0	0	0
Out of School Drop Out Rate (%)	0	0	0
Participants Returned to the Formal School System	0	0	0
Participants moved on to Apprenticeships	0	0	0
Participants moved on to HEART/NTA or similar	0	3	1

UPLIFTING ADOLESCENTS PROJECT

Sub-Grantee:
Project Title:

**Mel Nathan Institute for Development and Social Research
Partnership for Mature Personhood**

Brief History of Organization

MNI is a human and community development agency of the United Church in Jamaica and the Cayman Islands. Established in 1978, it has a history of assisting young people in depressed inner city communities. The mission of the organization includes "to promote the advancement of deprived communities in both urban and rural areas, to provide educational opportunities, including basic, preparatory and vocational facilities, and to facilitate human development, as an integral part of community development." MNI operates several programs, some of which are commercial, including catering, auto repair, woodworking, and garment manufacturing. The social programs include the Hannah Town community development program, a Preparatory School, and a Community College.

Sub-Grant Amount: Ja \$10,335,000
Amount Disbursed to 11/30/2000: Ja\$10,335,000

Period of Sub-Grant:
September 15, 1997 to November 30, 2000

Locations of Activity

Hannah Town, North Street and Pretoria Road (all in Kingston) and Seafield/Carron Hall in St. Mary.

Sub-Grantee Contacts

1. Jane Dodman, Associate Executive Director
2. Aldin Bellinfantie, Manager, Consulting Services
3. Michelle Bennett, Coordinator

UAP Project Officer

Sandra Cooper, Training Coordinator

Project Goal or Purpose

to equip adolescents for mature personhood through a holistic program targeting inner-city and rural at-risk youth.

PARTICIPANT DATA

Participant Registration Data	97-98	98-99	99-00
NEW Regular Population	510	406	475
NEW Special Population	50	101	290
TOTAL NEW This Year	560	507	765
Distributed as: New In-School	0	0	0
Distributed: New Out-of-School	560	507	765
Participant Completion Data			
Drop Outs: In-School Program	0	40	0
Drop-Outs: Out of School Program	139	209	325
Graduates This Year	50	226	271
Continuing Students: Regular	371	403	432
Continuing Students: Special	0	0	140
Out of School Drop Out Rate (%)	24.8%	41.2%	42.5%
Participants Returned to the Formal School System	15	25	30
Participants moved on to Apprenticeships	0	3	37
Participants moved on to HEART/NTA or similar	0	0	3

UPLIFTING ADOLESCENTS PROJECT

Sub-Grantee:
Project Title:

Ashe Caribbean Performing Arts Foundation
SOLID YOUTHS - Through the Performing Arts

Brief History of Organization

Ashe is a non-profit performing arts company and school which was started in 1992, with 80 members. Ashe's mission is "to foster development of youth in Jamaica and the Caribbean region through the Performing Arts by developing disciplined, creative individuals in achieving excellence thereby preserving the rich cultural heritage of the region in nation-building". It has won 7 international acting awards, and 4 Jamaica Music awards for excellence in the performing arts. Currently, Ashe has over three hundred members on roll, in two groups: the Ashe Ensemble (a professional company) with 35 members, and the Ashe Academy with over 275 members. Ashe serves mainly inner-city youth in Kingston.

Sub-Grant Amount: Ja \$7,730,000
Amount Disbursed to 11/30/2000: Ja\$7,579,446

Period of Sub-Grant:
September 15, 1997 to July 31, 2000

Locations of Activity
Ashe Academy (Nannyville) and Hanover Street, Kingston

Sub-Grantee Contacts
1. Joseph Robinson, Director

UAP Project Officer
Frank Valva

Project Goal or Purpose
to create, through the use of the performing arts, confident, disciplined Jamaican adolescents who have the capacity to contribute positively to the society and economy.

PARTICIPANT DATA

Participant Registration Data	97-98	98-99	99-00
NEW Regular Population	693	335	23
NEW Special Population	0	0	0
TOTAL NEW This Year	693	335	23
Distributed as: New In-School	491	214	16
Distributed: New Out-of-School	202	121	7
Participant Completion Data			
Drop Outs: In-School Program	23	26	9
Drop-Outs: Out of School Program	46	39	4
Graduates This Year	444	340	0
Continuing Students: Regular	180	110	120
Continuing Students: Special	0	0	0
Out of School Drop Out Rate (%)	22.8%	32.2%	57.1%
Participants Returned to the Formal School System	12	8	0
Participants moved on to Apprenticeships	31	22	0
Participants moved on to HEART/NTA or similar	3	5	0

42

UPLIFTING ADOLESCENTS PROJECT

Sub-Grantee: Jamaica Association for the Deaf
Project Title: Youth Theatre Workshops

Brief History of Organization

The Jamaica Association for the Deaf was founded in 1938, and is the oldest voluntary agency of its kind in the Caribbean. It currently operates three rural and five urban schools to provide early stimulation, vocational and academic education to the deaf. Clinical services such as hearing assessment, educational placement of deaf children in schools, dispensing of hearing aids are also provided, in addition to in-service training for teachers in the JAD schools, and social services such as adult deaf clubs and interpreting services in courts of law.

Sub-Grant Amount: Ja \$5,525,000
Amount Disbursed to 11/30/2000: Ja\$5,524,769

Period of Sub-Grant:
 July 1, 1998 to November 30, 2000

Locations of Activity
 Kingston

Sub-Grantee Contacts
 1. Iris Soutar, Executive Officer
 2. Shirley Reid

UAP Project Officer
 Sandra Cooper, Training Coordinator

Project Goal or Purpose
 The creation, development, execution evaluation and sustainment of a permanent Youth Theatre Workshop for Deaf Youth in Jamaica

PARTICIPANT DATA

Participant Registration Data	97-98	98-99	99-00
NEW Regular Population	0	0	0
NEW Special Population	0	193	38
TOTAL NEW This Year	0	193	38
Distributed as: New In-School	0	187	36
Distributed: New Out-of-School	0	6	2
Participant Completion Data			
Drop Outs: In-School Program	0	22	48
Drop-Outs: Out of School Program	0	4	2
Graduates This Year	0	0	0
Continuing Students: Regular	0	0	0
Continuing Students: Special	0	167	155
Out of School Drop Out Rate (%)	0	66.7%	100%
Participants Returned to the Formal School System	0	0	0
Participants moved on to Apprenticeships	0	2	1
Participants moved on to HEART/NTA or similar	0	0	0

53

UPLIFTING ADOLESCENTS PROJECT

Sub-Grantee: **Sam Sharpe Teachers' College**
 Project Title: **Sam Sharpe Centre for Child and Adolescent Development**

Brief History of Organization

The Sam Sharpe Teacher's College is one of only two major tertiary educational institutions in Western Jamaica. Started in 1975, it prepares teachers for work in the primary and secondary schools. SSTC will be associated with the Montego Bay Community Home for Girls, which was founded in 1978, in the implementation of this project.

Sub-Grant Amount: Ja \$5,300,000
 Amount Disbursed to 11/30/2000: Ja\$5,273,865

Period of Sub-Grant:
 June 1, 1998 to November 30, 2000

Locations of Activity
 Granville, St. James and adjoining communities

Sub-Grantee Contacts
 1. Cecile Walden, Principal
 2. Alma Williams, Coordinator

UAP Project Officer
 Sam Dowding, NGO Coordinator

Project Goal or Purpose
 to enable at-risk adolescents with special needs to become literate and skilled, and thus employable, positive individuals and leaders within their families and communities.

PARTICIPANT DATA

Participant Registration Data	97-98	98-99	99-00
NEW Regular Population	0	0	0
NEW Special Population	0	451	102
TOTAL NEW This Year	0	451	102
Distributed as: New In-School	0	285	43
Distributed: New Out-of-School	0	166	59
Participant Completion Data			
Drop Outs: In-School Program	0	20	41
Drop-Outs: Out of School Program	0	60	32
Graduates This Year	0	17	0
Continuing Students: Regular	0	0	0
Continuing Students: Special	0	354	383
Out of School Drop Out Rate (%)	0	36.1%	54.2%
Participants Returned to the Formal School System	0	5	0
Participants moved on to Apprenticeships	0	0	0
Participants moved on to HEART/NTA or similar	0	6	0

44

STATUS OF SUB-GRANT AUTHORIZATIONS, DISBURSEMENTS & RECRUITMENT

(ALL CURRENCY AMOUNTS EXPRESSED IN JAMAICA DOLLARS)

SUB-GRANTEE	Grant Amount Authorized	Cumulative Disbursement 30-Nov-00	Disbursement as a %age of Grant	Life of Project (in Years)	Elapsed LOP 30-Nov-00 (%age)	SG Recruit Target LOP	Recruited as of 30-Nov-00	Target reached %
BATCH I SUB-GRANTEES								
FAMPLAN Jamaica	\$4,735,000	\$4,735,000	100.00%	0.00	ERR	780	952	122.1%
Red Cross	\$8,835,000	\$8,695,255	98.42%	0.00	ERR	1600	1619	101.2%
Women's Centre	\$16,275,000	\$15,878,822	97.57%	0.00	ERR	2300	2720	118.3%
KRC	\$6,800,000	\$6,692,949	98.43%	0.00	ERR	970	711	73.3%
YWCA	\$8,400,000	\$8,367,204	99.61%	0.00	ERR	925	1159	125.3%
Rural Family Support	\$10,570,000	\$10,568,983	99.99%	0.00	ERR	930	1846	198.5%
BATCH I TOTALS (Ja\$)	\$55,615,000	\$54,938,213	98.78%	0.00		7,505	9,007	120.0%
BATCH II SUB-GRANTEES								
Kingston YMCA	\$6,825,000	\$6,825,000	100.00%	0.00	ERR	546	777	142.3%
WSUC	\$11,200,000	\$11,189,747	99.91%	0.00	ERR	1060	1648	155.5%
St. Patrick's Foundation	\$7,960,000	\$7,568,723	95.08%	0.00	ERR	1600	1700	106.3%
YOU	\$7,650,000	\$7,650,000	100.00%	0.00	ERR	1130	1661	147.0%
Mel Nathan Institute	\$10,335,000	\$10,335,000	100.00%	0.00	ERR	1205	1832	152.0%
Ashe	\$7,730,000	\$7,579,446	98.05%	0.00	ERR	1200	1051	87.6%
BATCH II TOTALS (Ja\$)	\$51,700,000	\$51,147,916	98.93%	0.00		6,741	8,669	128.6%
BATCH III SUB-GRANTEES								
Jamaica Assoc. for the Deaf	\$5,525,000	\$5,524,769	100.00%	0.00	ERR	200	231	115.5%
Sam Sharpe Teachers' College	\$5,300,000	\$5,273,865	99.51%	0.00	ERR	540	553	102.4%
BATCH III TOTALS (Ja\$)	\$10,825,000	\$10,798,634	99.76%	0.00		740	784	105.9%
Operations Research S-G								
Ashe: Counting Our Assets	\$1,800,000	\$1,800,000	100.00%	0.00	ERR	NA	NA	NA
LAR&D Enterprises	\$1,800,068	\$1,800,068	100.00%	0.00	ERR	NA	NA	NA
WCJF	\$1,615,000	\$1,591,541	98.55%	0.00	ERR	NA	NA	NA
Hope Enterprises Ltd.	\$1,818,119	\$1,818,119	100.00%	0.00	ERR	NA	NA	NA
Kingston YMCA	\$1,773,250	\$1,767,070	99.65%	0.00	ERR	NA	NA	NA
OR Grants TOTALS (Ja\$)	\$8,806,437	\$8,776,798	99.66%	0.00				
ALL GRANTS TOTALS-Ja\$	\$126,946,437	\$125,661,561	98.99%			14,986	18,460	123.2%

45

APPENDIX III

LIST OF MAJOR DOCUMENTS PRODUCED BY THE UAP

1. Report on UAP Orientation Seminar for NGOs, August 1996
2. UAP Quarterly Report: July to September 1996
3. Report on NGO Institutional Assessments: Diagnostic Report, October 1996
4. Report on NGO Selection Procedures, October 1996
5. Uplifting Adolescents Project Work Plan, October 1996
6. Training Plans - General Life of Project & Year One (1996-97), October 1996
7. Guidelines for Proposal Development (First Issue), December 1996
8. UAP Quarterly Report: October to December 1996
9. Course Material: Administrative Management for NGO's, Jamaican Institute for Management, January 1997
10. Course Material: Volunteerism, Jamaican Institute for Management, February 1997
11. Course Material: Program Planning and Implementation, Jamaican Institute for Management, April 1997
12. Final Report, UAP/JIM Administrative Management Training for Non-Governmental Organizations, April 1997
13. UAP Quarterly Report: January to March 1997
14. Institutional Assessment of the Youth Development Services Division, Ministry of Education, Youth & Culture, April 1997
15. Guidelines for Proposal Development (Second Issue), April 1997
16. Management of UAP Sub-Grants - UAP Project Officers' Manual, May 1997
17. NGO Management Manual for UAP Sub-Grants, May 1997
18. UAP Quarterly Report: April to June 1997

19. Report on UAP Workshop "Motivating Youth through the Performing Arts," May 1997
20. Report on Training of Trainers Workshop : Literacy & Remedial Education for At-Risk Adolescents, UAP/JAMAL , June 1997
21. UAP Quarterly Report: July to September 1997
22. Guidelines for Proposal Development (Third Issue), October 1997
23. Final Report, UAP/JIM Administrative Management Training for Non-Governmental Organizations, November 1997
24. Accounting Policies & Procedures Manual for Non-Governmental Organizations, UAP/JIM, November 1997
25. HRD - Personnel Management Manual for Non-Governmental Organizations, UAP/JIM, November 1997
26. Case Management & Procedures Manual for Non-Governmental Organizations, UAP/JIM, November 1997
27. UAP Quarterly Report: October to December 1997
28. Roundtable on Adolescent Reproductive Health for the Uplifting Adolescents Project, Consultant's Report, January 1998.
29. Report on the Recruitment Strategies Workshop, UAP, February 1998
30. Workshop Report "Reproductive Health for Adolescents Aged 10-14," UAP, April 1998
31. Workshop Report, "Personal & Family Development for Non-Governmental Organizations," UAP, April 1998
32. UAP Quarterly Report: January to March 1998
33. Workshop Report "Developing Teaching Aids for Literacy & Remedial Education" for Non-Governmental Organizations, UAP, May 1998
34. Workshop Report "Motivating Youth through Drama - Use of Theatrics in Teaching" for Non-Governmental Organizations, UAP, June 1998
35. Project Orientation Booklet, June 1998 Issue, UAP
36. Workshop Report "Tracer Studies for UAP NGOs," UAP, June 1998
37. UAP Quarterly Report: April to June 1998
38. Study Report "Rapid Appraisal of UAP Effectiveness Criteria," UAP July 1998

39. Workshop Report "Parent Trainers," UAP, September 1998
40. Workshop Report "Effectiveness Criteria - Progress Review for Future Action," UAP, September 1998
41. Workshop Report "Tracer Study Training for NGO Interviewers," UAP, September/October 1998
42. UAP Quarterly Report: July to September 1998
43. Workshop Report "Training Skill Trainers for At-Risk Youth," UAP, November 1998
44. Workshop Report "Literacy & Remedial Education - Part III - Numeracy," UAP, December 1998
45. NGO Management Manual for UAP Sub-Grants, Second Edition, UAP, December 1998
46. Study Report "Assessment of UAP Sponsored Training for NGOs," UAP, December 1998
47. UAP Quarterly Report, October to December 1998
48. Study Report "Documenting Program Outcomes: Findings of the First Tracer Study of UAP Participants" December 1998
49. UAP Training Plans: General Life of Project (Revised) and 1999-2000, January 1999
50. Report "Management Assessment of UAP Activities" February 1999
51. Workshop Report "Tracer Study Results & Performance Tracking System," UAP, March 1999
52. Orientation Booklet, Issue # 2, UAP, April 1999
53. UAP Quarterly Report, January to March 1999
54. Workshop Report "Fund-Raising & Sustainability," UAP, May 1999
55. "UAP Tracer Study Results: Implications & The Way Forward" UAP, June 1999
56. Workshop Report "Effective Communications for Development," UAP, July 1999
57. UAP Quarterly Report: April to June 1999
58. "A Study on the Definition of Youth in Jamaica," UAP, August 1999
59. Workshop Report: "Regional Networking Forum, Montego Bay," UAP, September 1999
60. Workshop Report: "Regional Networking Forum, May Pen," UAP, September 1999

61. UAP Quarterly Report: July to September 1999
62. Workshop Report: "Regional Networking Forum, Kingston," UAP, October 1999
63. Workshop Report: "Conflict Resolution & Mediation," UAP, November 1999
64. Workshop Report: "Counseling Skills & Classroom Management Strategies," UAP, December 1999
65. UAP Quarterly Report, October to December 1999
66. Operations Research Project Report: "Literacy & Remedial Education of Street and Working Children in Spanish Town and Montego Bay," UAP, February 2000
67. Study Report "Literacy Training Program Assessment" February 2000
68. "A Look at Instruments which Address the Rights of Youth in Jamaica," UAP, February 2000
69. Workshop Report "Theatrics in Teaching: Drama and Other Creative Methodology in Teaching At-Risk Youth," March 2000
70. Workshop Report "Presentation of Research Findings on Literacy/Remedial Education of Street Children in Spanish Town and Montego Bay" March 2000
71. "Report on Youth Development Programmes in Jamaica," UAP, March 2000
72. "Setting Up a Data-base Social Indicators on Youth," UAP, March 2000
73. "A Brief Look at Youth Development Programmes in CARICOM Countries," UAP, March 2000
74. "Final Report on the Work of the Social Policy Analyst - Youth," UAP, April 2000
75. Workshop Report: "Mentoring & Peer Counseling," UAP, May 2000
76. Orientation Booklet, Issue # 3, UAP, May 2000
77. Operations Research Project Report: "Counting Our Assets" June 2000
78. Workshop Report "Reproductive Health III" June 2000
79. Workshop Report "Developmental Assets & Their Link to Risk Behavior" November 2000
80. Action Research Study "Retaining 12-14 year old At-Risk Boys in School" Executive Summary, November 2000

VOLUME II

UPLIFTING ADOLESCENTS PROJECT

Submitted to:

USAID/JAMAICA
Contract No. 532-C-00-96-0234-00



Prepared by:

Development Associates, Inc.
1730 North Lynn Street
Arlington, Virginia 22209-2023

FINAL CONTRACT REPORT

March 2001

A. SUMMARY NGO ACHIEVEMENTS

UPLIFTING ADOLESCENTS PROJECT

SUMMARY OF NGO QUARTERLY STATISTICAL DATA REPORTS

PARTICIPANT REGISTRATION DATA		1997-98	1998-99	1999-2000	Program Total
NEW Regular Population Adolescents		6352	4666	3765	14,783
NEW Special Population Adolescents		826	1505	1346	3,677
TOTAL NEW PARTICIPANTS THIS YEAR		7178	6171	5111	18,460
NEW PARTICIPANTS distributed as:					
IN New In-school Students		4394	3886	2462	10,742
OUT New Out-of-School Students		2784	2285	2649	7,718
		7,178	6,171	5,111	18,460

PARTICIPANT COMPLETION DATA		1997-98	1998-99	1999-2000	Program Total
Dropped Out from the In-School Program delivered under the UAP		342	412	1134	1,888
Dropped Out from the UAP Out-Of-School Program		621	828	960	2,409
Graduated from the UAP Program		1931	3252	2648	7,831
Continuing Participants (carried forward to new program year): Regular Population		3727	4796	4873	4,873
Continuing Participants (carried forward to new program year): Special Popn.		557	1167	1459	1,459
TOTAL PARTICIPANTS COMPLETING OR CONTINUING PROGRAM		7178	10455	11074	18,460
TOTAL CURRENTLY IN PROGRAM					6,332
Drop Out rate for Out of Schoolers		22.31%	36.24%	36.24%	31.21%

Participants Returned to School	1997-98	1998-99	1999-2000	Program Total
Returned to the Formal School System	253	409	219	881
Moved on to an Apprenticeship or Similar Program	103	213	111	427
Moved on to a HEART/NTA or similar training program	101	112	166	379

Participant Attendance Data - Quarter	Sept-Nov 1999	Dec 99-Feb 2000	Mar-May 2000	June to Aug 2000
Average Attendance - In-School Students	2911	2420	2208	965
Average Attendance - Out-of-School Students	1464	1442	1052	748
Average Attendance - Parents (at Parents' Meetings)	724	819	677	265

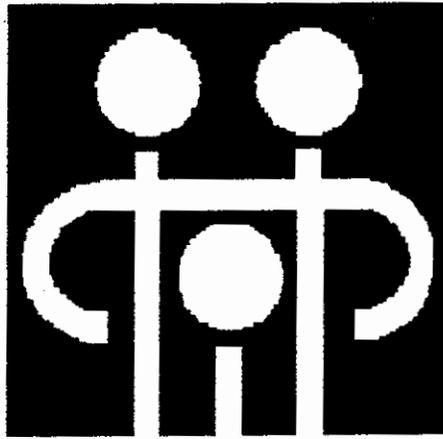
PERCENTAGE ANALYSES

Percentage of UAP Target Attained (Regular Population)	159.0%	In-School as Percentage of Total	58.2%
Percentage of UAP Target Attained (Special Population)	216.3%	Out-of-School as Percentage of Total	41.8%
Drop-Outs (In-school)	17.6%	Graduates as Percentage of Total	42.4%
Drop Outs (Out of School)	31.2%	Current Regular as Percentage of Regular Total	33.0%
Drop Outs : Total	23.3%	Current Special as Percentage of Special Total	39.7%
% of OOS Returned to School/Apprenticeship/etc	21.9%		
Current Participants as % of total registrants	34.3%		

B. FINAL REPORTS FROM NON-GOVERMENTAL ORGANIZATIONS

1. Famplan Jamaica
2. Jamaica Red Cross
3. Women's Center of Jamaica Foundation
4. Kingston Restoration Company Limited
5. YWCA
6. Rural Family Support Organization
7. YMCA
8. Western Society for the Upliftment of Children
9. Children First
10. St. Patrick's Foundation
11. Youth Opportunities Unlimited
12. Mel Nathan Institute
13. ASHE
14. Jamaica Association for the Deafs
15. Sam Sharpe Teachers College

FAMPLAN JAMAICA



UPLIFTING ADOLESCENT PROJECT (YOUNG ADOLESCENT EMPOWERMENT PROJECT)

FINAL REPORT
SEPTEMBER 13, 2000

PREPARED BY: ACTING PROJECT CO-ORDINATOR
IAN BOYD-BROWN

SUMMARY

Overall, the project reached a total of 952 clients consisting of 720 in school and 228 out of school adolescents. Hence the project has exceeded its target of 780 adolescents by twenty two percent (22%). Over the life of the project three hundred and thirty six students graduated and twenty-four clients dropped out of the program. A total of one hundred and twenty one "out of school" clients were returned to educational activities. Others continued to receive other UAP services in their community as some are over the age limit. Studies done in 1999 show improved self-esteem and increased knowledge among adolescents. Over the life of the project, a total of eighty (80) peer educators were trained from the targeted schools in St. Ann and St. Mary. Average Cost per adolescent served over the life of the project is US\$118.42. Over the life of the project FAMPLAN has contributed \$2,570,275.

OVERALL GRANT ACCOMPLISHMENTS

During the first year the project reached a total of 336 boys and girls at two schools in St. Ann (Exchange All Age and St. Ann's Bay Primary Schools). This represented 36 over the targeted number of 300. Seventy two percent (72%) of the 53 out of school adolescents identified were returned to school with continuous monitoring of their attendance. A further eight (8) out of school, (six (6) boys and two (2) girls), received remedial sessions at Famplan's Youth Resource learning Center for three days per week, which enabled them to return to regular school. In addition, 32 adolescents at the Windsor Girls Home, (a facility for girls in need of care and protection) were beneficiaries of weekly sessions from project staff in sexual and reproductive health, development of self-esteem and responsible decision making. This home is in close proximity to the Windsor squatter community.

The cost per beneficiary rate in year 1 is regarded as very economical for the quality and quantity of activities implemented. This stands at:

$$\$861,672 / 448 = \text{\$U.S. } \$53.40$$

During the second year, the project was extended to the parish of St. Mary, where activities were confined to the Annotto Bay All Age School and two communities within the environs of the town namely, Cane Lane and Fort George.

The project reached five hundred and ninety six (596) adolescents within these parishes during year II of the project. This represents an excess of 14.6% of the targeted number.

By the end of year II, the project had reached a total of Eight Hundred and Nine (809) adolescents in both parishes with St. Ann accounting for Five Hundred and Thirty (530) or 65.5% and St. Mary taking the remaining Two Hundred and Seventy Nine (279) or 34.5%.

The cost per beneficiary for year II as in year I is regarded as very economical considering that this also includes the Literacy and Remedial intervention. At U.S. \$83.67 it is still below the U.S. \$180 envisaged in the project.

The third year saw a strengthening of the project in both parishes. Additional sixty-eight (68) "in school" students were recruited in St. Mary. Seventy-five (75) additional students were recruited in St. Ann with the addition of Marcus Garvey High School. The introduction of this program allowed us to track those students who have been placed through the GSAT programme from St. Ann's Bay Primary. These students continued to receive sexual and

reproductive health education. Also, work continued with the previous eight hundred and nine students that we had at the end of year two.

Overall, the project reached a total of 952 clients consisting of 720 in school and 228 out of school adolescents. Hence the project has exceeded its target of 780 adolescents by twenty two percent (22%). Over the life of the project three hundred and thirty six students graduated and twenty-four clients dropped out of the program. Over the three years, sixty-four (64) out of school clients were returned to the formal school system. Forty-three were referred to our Youth Resource Learning Centre where they received remedial education. Fourteen went to H.E.A.R.T. N.T.A. to learn new skills. Hence a total of one hundred and twenty one out of school clients were returned to educational activities.

LITERACY PROGRAMME

The Literacy Programme was started in February 28, 1998. Regular classes were held at FAMPLAN's Youth Resource Learning Centre, Mondays through Thursdays to offer services to clients who were not able to function in the formal school setting either because of age or that they were performing below the required standard.

A total of 43 adolescents registered with the programme since its commencement, with seventy six percent (76%) of this population being males. Regular subjects are taught with special emphasis being placed on mathematics and reading. They also received sessions in Personal Development, Self-esteem Building and Reproductive Health.

Over the life of the project, a number of successes in this area have been recorded. Twelve of these students have moved from level one or below

(Jamal Classification) to level two. Ten students have moved from below level one to level one reading skill. Eight students have moved from level one or below to level three. Hence, seventy percent of the students who have benefited from this learning centre have been able to improve their academic skills. This has been achieved against the background of numerous problems at home including various types of abuse, lack of financial resources sometimes even to buy food or clothes.

SKILLS TRAINING

Mount Edgecombe in Runaway Bay has been the most responsive community in St. Ann. These clients seem to welcome the interventions being offered in different services.

The income generating project which was initially started with the mothers of Windsor but stopped because of a lack of interest, had been transferred to this community where a total of twenty two (22) ladies were trained by Mrs. Coombs who volunteered four hours per week. These ladies are mastering the skill of Cushion making. Pieces of their work were on Display at the Annual ✓ Denbigh exhibition where they were highly commended. Completed pieces have been sold and the money received from this sale has been used to assist in ensuring the sustainability of the project.

Nineteen clients of those who graduated in the second year were tracked during a tracer study exercise in 1999. Reports showed that the young people were able to articulate areas of positive development in their lives.

Seventy nine percent (79%) were able to identify their role models. All were able to identify a career choice and appeared more assertive and better able to deal with their sexuality. Most of all an improvement in self-esteem was evident.

From the responses, it was evident that most of the youths were well aware of places where advice could be sought on family planning, ways of preventing STDs and the importance of controlling the size of the family. These are lessons that have been taught by UAP staff and individual counseling that was given where it was thought necessary.

A total of 84.2% (16) of the youths interviewed stated that they would seek Family Planning advice from FAMPLAN, 5.3% would seek it from the health Center/Clinic and 10.5% from other sources.

Adolescents interviewed were more focused and had their own aspirations. They were all attending school with a majority of 89.5% hoping to graduate. The study showed that the project has touched many lives in a positive and meaningful way. It has served to educate these adolescents on how to deal with their sexuality and will serve as a guide when faced with the difficulties associated with growing up.

A survey was also done by Hope Enterprises of three hundred and forty two (342) children who were all currently participating in the UAP program. Data for this survey was collected in 1999. It was learnt that a large percentage had developed a positive self-esteem and wider knowledge of their sexual and reproductive health.

In response to the question, "How has the UAP helped you?" 48.8% indicated help in specific topics like STDs, Drugs, Reading and writing etc. 41.8% indicated personal improvement in terms of discipline, morals, better grades in school etc. 22.1% indicated general help such as providing shoes and uniforms, encouragement etc. 9.1% indicated help in conflict resolution such as taught not to fight or learn to communicate better. These categories are not exclusive.

PEER EDUCATOR TRAINING

Over the life of the project, a total of eighty (80) peer educators was trained from the targeted schools in St. Ann and St. Mary. They were given training in Drug Use and Abuse, Sexuality, Contraception, Communication and Roles of Peer educators. These peer educators have been trained and retrained based on their own feedback so as to ensure effectiveness. These peer educators worked along with their Guidance counselors and received constant support from the UAP staff.

ERECTION OF A BASIC SCHOOL

At the commencement of the project, it was discovered that a large percentage of the population in the Windsor squatter community in St. Ann was within the age group 1 – 6 years old. This gave cause for concern and many of who were basic school age were not attending school for various reasons. UAP staff members were approached on several occasions as parents sought assistance for these youngsters. Not much assistance was initially given, as UAP resources were to assist the target age group for UAP clients.

However, with the desire to try and remedy the problem, some assistance was sought from churches like the Salvation Army, Bethel Gospel Chapel and Food For The Poor. We got things like uniform materials that were quite helpful.

Mr. Jack Terry, Pastor for the Christ Community Churches of Jamaica, learnt about the community, its fundamental need and the school was seen as an urgent priority. Hence jointly with the UAP a survey was done. It was discovered that fifty-six (56) children of the basic school age were not going to school. Parents expressed the need for a school of their own because they could not afford the fees of the basic schools around the area. Mr. Terry

assured us that through his church, the building would be constructed and the funding for teachers' salary granted.

We are happy to announce that the school has been constructed and has started operating in September 2000.

AVERAGE COST PER ADOLESCENT SERVED OVER THE LIFE OF THE PROJECT

Total number of adolescents served: 952
 Total expenditure of project: \$4,735,089.61
 Average Cost: $4735089.61/952 = J\$4,973.83/\$42 = US\$118.42$

LEVEL OF COUNTERPART CONTRIBUTIONS MADE BY FAMPLAN

Famplan's In Kind Support included:	Year 1	Year 2	Year 3
Salaries: 50% Project Administrator			
10% CEO			
10% Outreach Project Coordinator			
10% Outreach Administrator			
10% Accountant			
15% Driver/Technician			
5% Clinic Staff			
Totals	584,930	694,295	673,050
Other			
Accommodation	60,000	72,000	120,000
I.E.C. materials	25,000	25,000	25,000
Vehicle Upkeep	30,000	40,000	50,000
Utilities/Stationery	19,500	22,000	78,000
Workshops	<u>2,500</u>	<u>15,000</u>	<u>35,000</u>
	<u>721,930</u>	<u>868,295</u>	<u>980,050</u>

Over the life of the project Famplan contributed \$2,570,275.00

FINAL STATUS OF PARTICIPANT TRACKING SYSTEM

The PTS database now contains 100% of our clients.

PLANS TO CONTINUE WITH SIMILAR SERVICES

Famplan's commitment to serving the underserved is undoubtedly affected by the close of a most important project such as the Uplifting Adolescent Project. We know that Jamaica's 'at risk' youth have been greatly assisted by the program and we have seen its impact on the young people with whom we have worked so closely. It was very amusing to hear one boy describe what the sessions did for him. In his own words "it tek whe mi angry miss!" meaning it made him better able to deal with his anger.

There is no doubt that the project has been a real benefit to the adolescents targeted and their parents and community members. Boys and girls have been returned to school and are attending school regularly, due to close monitoring, motivation and encouragement of project staff. One parent in Mount Edgecombe, whose son was a truant, remarked on one of the regular community visits carried out by staff members: "He has changed so much that as he reaches the gate in the evenings he starts to take out his book to show the days work, I am happy you ladies came." Another parent from Windsor wondered aloud one afternoon: "A di Lard send you people, what would happen if you didn't come?"

In Light of this, FAMPLAN is determined to continue as much of the project's services as it possibly can. The Resource learning center is slated to continue

providing remedial numeracy and literacy education. Alternative sources of funding are being sought to ensure the sustainability of this service.

FAMPLAN also has a Health education team that has been providing voluntary community education. We intend to further strengthen this team to carry on the work of community and adolescents education whether in school or out of school.

JAMAICA RED CROSS

UPLIFTING ADOLESCENTS PROJECT

(Adolescents & Family Outreach)



CLOSING REPORT FOR UAP 1

JANUARY 31, 2001

JAMAICA RED CROSS
UPLIFTING ADOLESCENTS PROJECT
(Adolescents and Family Outreach)

Closing Report

JULY 1997 – NOVEMBER, 2001

1:00 The Jamaica Red Cross a non-profit, private voluntary organization operated across Jamaica as branch of the British Red Cross since 1948 and received its status as a national society through an Act of Parliament, October 1964. It has a proven record of preventing and alleviating human suffering in Jamaica. The Uplifting Adolescents Project (U.A.P.) operates in Kingston & St. Andrew, St. Catherine, St. Thomas and Clarendon. In the UAP programme one thousand six hundred and nineteen (1619) young people 10-14 years old were reached with Literacy, Numeracy, Personal and Family Development, Reproductive Health and Technical and Vocational Training.

In Jamaica a significant number of primary school students graduate functionally illiterate thus predisposing them to a range of negative consequences later in life. Many fall out of the education system and become a burden on their communities.

In 1996, the mean percentage scores on the nationally administered curriculum-referenced assessment test (NAP) were 42% for Mathematics, 48% for Languages, 38% for Science and 43% for Social Studies. This data revealed that Jamaica's primary education system has yet to achieve, by the end of grade 6, the two major objectives for this level: (1) literacy and numeracy global standards and competence in prerequisite knowledge; and (2) skills to access secondary education.

2:00 GOAL

The goal of the project was to improve the sexual behaviour pattern of youth by empowering them through the provision of Literacy, Numeracy and marketable skills, enabling them to become more responsible and productive citizens.

3:00 SPECIFIC OBJECTIVES

The specific objectives of the project were as follows:

1. To improve safer sex practice and behaviour among youth aged 10-14 in Jamaica.

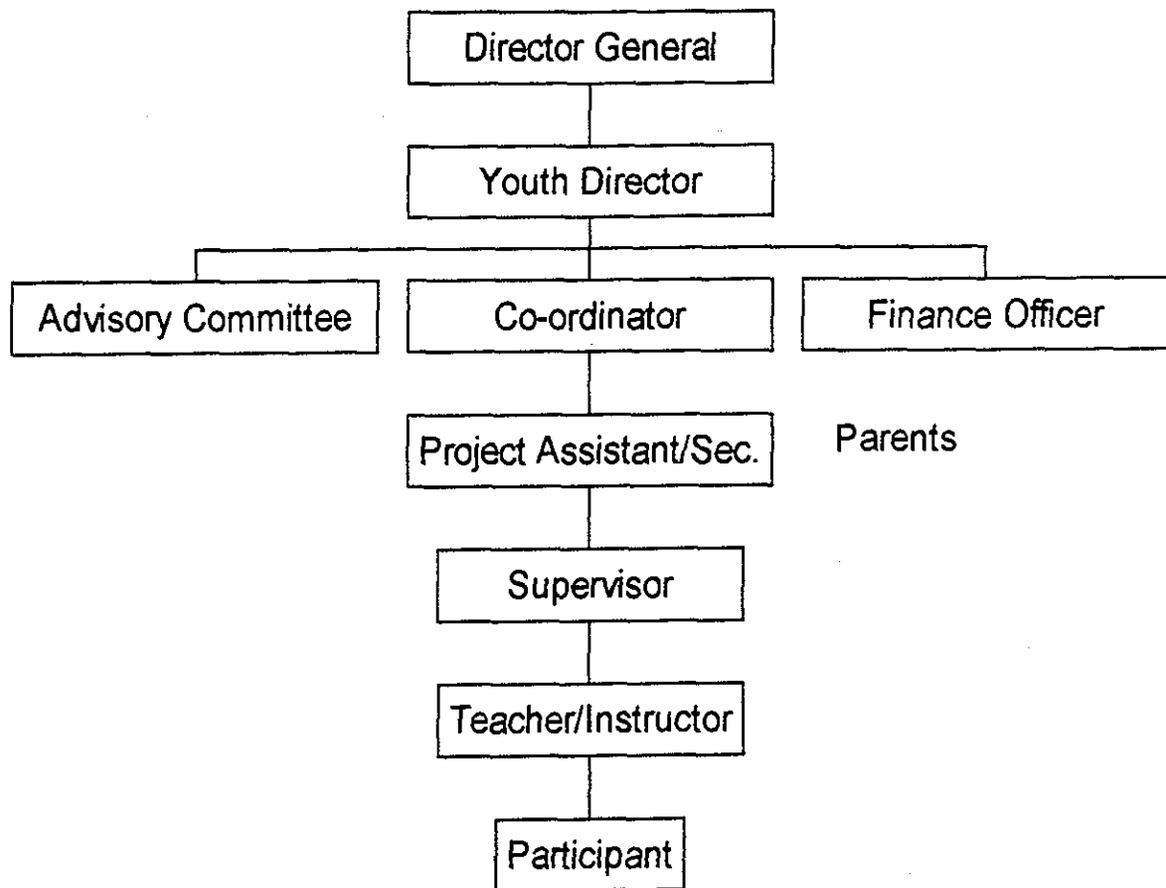
2. To Improve Literacy, Numeracy and job skills
3. To establish a system of training to incorporate Peer Education activities on an on going basis.

4:00 ADMINISTRATION OF THE PROJECT

The project was administered by the Jamaica Red Cross, which had the following personnel who were involved to varying degrees.

1. Director General
2. Youth Director
3. Finance Officer
4. UAP Project Co-ordinator
5. Advisory Committee Body
6. Project Assistant/Secretary
7. Supervisors
8. Teachers/Instructors
9. Participants
10. Parents

Red Cross UAP Organizational Chart



This arrangement addressed the challenges and possibilities of the programme in a co-ordinated and unified way, so that the objectives and concerns were realized.

5:00 RECRUITMENT

Ninety five percent (95%) of the teachers were teacher trained staff. They were all trained in special skilled areas, and they demonstrated a high level of proficiency, commitment and dedication.

The participants were mainly from the communities in which the centres were located. However, there were some who commuted to the centres. These centres were located as follows:-

1. St. Thomas Centre at the Yallahs Comprehensive High School Compound.

2. Kingston and St. Andrew Centre at the Jamaica Red Cross, Kingston and St. Andrew Branch.
3. St. Catherine Centre at the Jamaica Red Cross Headquarters.
4. Clarendon Centre at the Jamaica Red Cross, Clarendon Branch.

6:00 PROJECT OUTPUT AND ACTIVITIES

The project was designed to train students in Literacy and Numeracy skills. Many of the participants who entered the programme did so at levels ranging from 0 to 2. The objective was to lift them to at least level 3 and above. The desirable level for completion was a minimum of level 3. The evaluation which was conducted by JAMAL revealed that the programme did impact positively on the students and there was high recommendation for the programme. See appendix 1.

6:01 Reproductive Health/Personal and Family Development

Participants in the programme were guided by certain rules and regulations such as punctuality, regularity in attendance, and respect. Staff members identified development of self esteem among participants, leadership qualities and reliability. The "Together We Can" programme established by Jamaica Red Cross focussed on the reduction of HIV/STI incidences. This was done to both in and out of school participants through drama and presentations. Peer Counselling was instituted and although was not on a wide scale, it proved to be very useful in the development of social norms. Organized social activities such as Community Workday, taught the students about good citizenry and wise use of leisure time. The planting of flowers in some areas though very difficult to maintain because of environmental hazards brought out a spirit of co-operation and community development among all involved.

Students were constantly reminded of the adverse effect of substance abuse on their bodies. The deviations in this regard were treated without referral.

6:02 Literacy and Numeracy

Literacy and Numeracy are the two (2) basic requirements of any education programme. From the very entry at admission students were tested, screened then grouped according to their levels. It was observed that all students advanced to at least another level before leaving. For the most part standard JAMAL

guidelines were followed. In addition, local activities within the surroundings formed the basis for teaching Literacy and Numeracy.

6:03 Vocation and Technical Skills

One of the specific objectives of the programme was to expose students to vocational activities. To this end the following technical courses were added to the curriculum.

1. Home Management
2. Plumbing
3. Apiculture
4. Art & Craft
5. Fish Pot making
6. Floral Arrangement

In one centre participants were introduced to ceramics. While these students developed competencies in these areas, the country's values, attitudes and traditions were also taught in conjunction.

7:00 ACCOMPLISHMENTS

7:01 Some of the targeted outcomes and accomplishment as per project document are shown below.

Table 1
Showing targets and outcomes

TARGET	OUTCOME
1. Fifty percent (50%) of targeted population, Young people between ages 10 and 14 will delay first sexual encounter.	1. Seventy percent (70%) reported delay of first or subsequent sexual encounter.
2. Ninety percent (90%) of the targeted group will be able to identify two (2) means of transmission and preventative measures for HIV.	2. Eighty percent (80%) of the group were able to identify two (2) means of transmission and prevention of HIV.
3. Fifty percent (50%) of those sexually active reported using condom.	3. Eighty Five percent (85%) of those sexually active reported using condoms consistently.
4. Fifty percent (50%) will report knowledge of STI treatment services	4. Ninety Eight percent (98%) reported knowledge of STI treatment services.
5. Forty percent (40%) of youth in the target group will complete skills training.	5. Fifty percent (50%) of youth in the target group completed skills training.
6. Eighty percent (80%) will be trained in Literacy skill and will attain a level of Grade 5 by the end of the project.	6. Seventy percent (70%) attained Grade 5 at the end of the project. See table 3
7. Eighty percent (80%) will report using some methods of family planning by the end of the project.	7. Ninety Eight percent (98%) reported using some methods of family planning by the end of the project.

7:02 Additional Results

At the outset of the project the target to be reached was set at two thousand (2000) students. However, at the end of the first year this goal was shown to be unrealistic and was revised to be two hundred and sixty (260) students per year, making a total of five hundred and twenty (520) students.

A total of five hundred and two (502) students, see table 2, were reached within the centres and an additional one thousand one hundred and seventeen (1117) were reached within the in-school programme making a total of one thousand six hundred and nineteen (1619). This was not without difficulties as student teacher ratio presented a problem and curtailed recruitment beyond a certain number. The final number of graduates inclusive of the in and out of- school programme was one thousand two hundred and eighty nine (1,289), of this total three hundred and twenty five (325) graduated from the out-of-school programme while nine hundred and sixty four (964) graduated from the in-school programme. There was a total of three hundred and thirty (330) drop outs, one hundred and fifty three (153) from the in-school programme and one hundred and seventy seven (177) from the out-of-school programme. The percentage results achieved over the life of the project are shown in Table 3. In addition, of the three hundred and twenty five (325) out-of-school completers a total of two hundred and twenty nine (229) or seventy percent (70%) attained Level 4 and above. Of the three hundred and twenty five (325) completers, One hundred and eighty two (182) participants returned to the formal school system, of this amount a significant number returned to secondary, High, Technical and the remainder at Primary and Junior High. The apprenticeship system and HEART/NTA facilitated about six (6) of the remaining total of completers.

Table 2

Shows number of students in
and out of school as well as levels they attained.

Students Categories	Number of students	Level IV & above	Level III	Level II	Level I
Levels of Students in "Out-of-School" Programme.	502	229	171	60	42
Levels of Students "In-School" Programme	1117	1117			
TOTAL REACHED IN THE PROGRAMME	1619				
Total Drop Out in the "In-School" Programme	153	153			
Total No. of Completers in "In-School" Programme	964	964			
TOTAL	1117				
Total Drop Out in the "Out-of-School" Programme	177		75	60	42
Total No. of Completers in "Out-of-School" Prog.	325	229	96		
TOTAL	502				

Table 3
Shows number of students and percentage levels attained

Student Categories	Total	Level IV & above	Level III	Level II	Level I
Students in "Out-of-School" Programme	502	229 (46%)	171 (34%)	60 (12%)	42 (8%)
Students in "In-School" Programme	1117	1117	-	-	-
Drop out in "In-School" Programme	153	153 (14%)			
Drop out in "Out-of-School" Programme	177		75 (42%)	60 (34%)	42 (24%)
Completers in "Out-of-School" Programme	325	229 (70%)	96 (30%)		
Completers in "In School" Programme	964	964 (86%)			
Total Completers of in and out-of School Programme	1289				

7:03 Other outcomes not quantified were as follow:-

1. Students' demeanour and deportment showed marked improvement.
2. Cultural norms such as please and thank you though simple were now demonstrated.
3. Students self esteem and ambition were positively developed especially when they started attending secondary and high schools as evidenced by their willingness to share their improved performance with those they left behind.
4. A sense of pride in themselves and school were also noticed especially on Open Days as students were willing to identify their personal exhibits and explain or demonstrated to parents and visitors the procedures.
5. Psychological interaction showed signs of marked improvement. Aggression was sometimes reduced to non-existence and on Field Trips interaction with other peer groups was very congenial.
6. Students became selective in their occupation as some students who returned to school and the regular school system did not continue some nocturnal occupations that were considered culturally unacceptable.

8:00 COST BENEFIT

The cost per beneficiary follows are shown in years.

Year 1	approximately \$1,600
Year 2	approximately \$1,700
Year 3	approximately \$2,300

8:01 NGO CONTRIBUTION

It should be noted that much of the work at the Red Cross was facilitated by volunteers. Contribution made by the Jamaica Red Cross over the period was as follows:

Year 1	\$1,673,250.00
Year 2	\$1,118,450.00
Year 3	\$1,342,340.00

There were volunteers who were not given any stipend for their contribution and this has not been quantified and is not included in the above figures.

8:02 PROJECT CONTRIBUTION

The project advanced a total of eight million eight hundred and thirty four thousand three hundred and twenty seven dollars and twenty three cents (**\$8,834,327.23**). The amount spent was eight million six hundred and ninety five thousand two hundred and fifty five dollars and forty two cents (**\$8,695,255.42**), leaving a balance of one hundred and thirty nine thousand and seventy one dollars and eighty one cents (**\$139,071.81**) which is available to be forwarded as requested.

9:00 ADDITIONAL INFORMATION

The programme contributed significantly to the improvement in the students' nutrition with the support of the Ministry of Education School Feeding Programme. This impacted positively on the attendance.

A varied approach to presentations was accommodated facilitating the development of particular strengths as observed in the different centres. Field Trips were however commonly executed and resulted in positive feed back from teachers, parents and students. The interaction provided the opportunity for healthy rivalry and comparison of techniques. Those who participated in apiculture communicated great pride in the financial return realized from the first harvest of honey. It was therefore regrettable that this skill area was curtailed by a disease pest.

10:00 CONCLUSION AND RECOMMENDATION

Quantitatively the Red Cross' programme achieved its targets and in addition returned one hundred and eighty (180) students to the regular school system. Qualitatively the progress is captured in the students' own words. A few sample letters of appreciation are recorded in appendix 2.

Deep gratitude is extended to USAID, Development Associates, NGOs, Administrators, teachers, parents and participants for their overwhelming support from time to time.

It is felt that the nation would benefit tremendously if the following recommendations were noted:

1. Extend the age range to include up to 18 years.
2. An increased number of skill trainers contracted to ensure the expansion of skills training.
3. Target boys in the regular school system for special attention and prescription to avert the massive fallout of the system and development of positive behaviours.

APPENDICES

APPENDIX 1

The JAMAL evaluation of the programme commended the Red Cross for the significant achievement they identified (especially) in literacy and numeracy.

Mr. Seymour Riley conducted the Literacy training programme assessment. In his study he reported that the JRC's centre is quiet well run site with appropriate methodology being applied. Very good and easy rapport exists between the teacher and students. The quiet atmosphere and small group makes for an enjoyable learning atmosphere.

From a total of fourteen other NGO's observed, Jamaica Red Cross acquired the third highest score on his table on Literacy standard.

APPENDIX 2

SUCCESS STORIES

My name is Hughroy Francis and I am 16 years old. I started attending the Porus Comprehensive High School but at the end of third form I could not return because of financial difficulties.

A friend of mine, Benjamin Clarke told me about a school that he was attending, so in September 1999 I visited the school to see exactly what he was talking about. When I arrived I was happy to see the children cooking and sewing and I had always wanted to learn these skills. I went home and told my mother that I was to start attending the Red Cross School.

I attended for one year and now I am at the Faith Clinic Vocational Training Centre (HEART/NTA) Denbigh, Clarendon, where I am doing Cabinet Making as my skill.

While at the Red Cross School I achieved a lot in my reading and writing. My spelling is much better as I am now able to spell difficult words. My Mathematics has also improved and I love long division.

I must boast that while at the Red Cross School I made 2 shirts, 1 skirt and 1 blouse. I also learnt to bake. The first time I tried baking at home the cake got burnt, I told my teacher and she said that I had turned the oven up too high. Now I can bake without the cake getting burnt.

I would like to say many, many thanks to the Jamaica Red Cross Society especially Miss V. Lawson, our principal. I must also say thanks to my teachers, Miss C. O'Gilvie, Mrs. D. Roberts-Wright, Mrs. B. Burnett and Mr. B. Allen for helping me so that I could make it to the training centre. I salute you all.

I started this evening class on September 6, 1998. There I met three teachers who encouraged me to look forward to further education. I started in three areas, Mathematics, English and Home Economics.

I was not good at Mathematics and English and this was where I started to work hard. I was upgraded in those subject areas.

I got involved in sewing where I learnt to make tissue holders, tray cloth and bread cloth. I also did pastry making which included rock buns, cup cakes, orange cakes and others. As a result my teachers recommend me to be registered in the regular school.

I am glad I went into the programme which was introduced to me by a nurse at the Yallahs Health Centre. I am now going back to school and I am very grateful for it.

Thanks for the support from the teachers who encouraged me and helped me through to the end of the Uplifting Adolescents Project. Tameika Tate - St. Thomas

My name is Karen Gordon. I am fifteen years old. I attend the Yallah's High School which is situated on Lloyd's Avenue in the parish of St. Thomas. I am currently in third form. In the future I would like to be a Journalist.

I usually attend the Jamaica Red Cross Uplifting Adolescents Project evening programme. This programme has given me the opportunity to be transferred to the regular school where I am placed in the top stream of the nine grade.

When I first attended the evening programme I felt so wonderful. It's the first I had attended and known of an evening class with such capable and competent teachers who showed interest in students and responsibilities in practical areas. We were exposed in the following areas:- Numeracy, Literacy, Home Management and Design Art which helped me a lot, for example they taught us to do tie and dye in Clothing and Textiles. One of the rules of Home Management is whenever using utensil or equipment make sure they are place properly in the right order. I hope that this programme will continue to help others as I have benefited greatly from it.

.....

My name is Crystal Abrahams. I am fifteen years old and live at Central Village. I attended the Red Cross School for two years.

I learnt many things there and the discipline is good. I took a test for two schools and now I am attending the Jonathan Grant High School. I would not have been able to attend this school if it weren't for the Red Cross School and its loving staff members who encouraged and help me along the way.

After I was accepted at Jonathan Grant, I had a financial problem and also my name was not on my birth certificate. The Red Cross School assisted me with both problems.

I would like to thank everyone especially Miss D. Lilly, Mr. J. Sayers, Miss S. McLean, Mrs. F. Marks and Miss F. Thompson who made me a better person today.

My name is Marlon Powell. I am 15 years old and I attended the Red Cross School which is close to my home at Central Village.

I can read much better now and I feel good. While at Red Cross I also made shirt, skirt, tote bag and did some baking.

I am now a student at Jonathan Grant High. If it were not for the Red Cross programme things would have been bad.

Thanks to the Red Cross and the teachers for helping me. I will do my best at this new school.

**WOMEN'S CENTRE OF JAMAICA
FOUNDATION**

**UPLIFTING ADOLESCENTS PROJECT
YOUTH ACTIVITY PROGRAMME**

FINAL REPORT

June 1997 – July 2000

Date Submitted: January 16, 2001

Summary of Activities

The Women's Centre of Jamaica Foundation's programme for Adolescent Mothers has been in operation for the past twenty two (22) years and has assisted over twenty five thousand (25,000) adolescent mothers to continue their education. Throughout its years of service, the Foundation's staff have identified groups of pre-teens and teens who are particularly at risk of social pressure. These are mainly adolescents living in urban and rural low income communities in Jamaica, who we believe are at risk for early sexual activities, involvement in illegal drugs and other criminal activities, who fail to complete their secondary education and who possess very low self esteem.

Some of these children have no semblance of home life, some live on their own and exist on "bounty" from parents overseas, or on handouts from friends. They therefore exist without the love, guidance and protection of a parent or other caring adults.

This was the impetus to our getting involved with the Uplifting Adolescent Project in 1997. Under this programme, the Women's Centre of Jamaica Foundation administered its "Youth Activity Programme" at the five (5) rural Women's Centres - Mandeville, Savanna-la-mar, Montego Bay, St. Ann's Bay and Port Antonio - with a goal to "promote positive life habits and to negate destructive societal behavior in our children by increasing self-esteem, knowledge of sexuality issues, work related skills and acceptable inter-personal behavior."

This programme had three major components: -

1. An evening programme implemented at the five (5) rural centres between 3:00pm - 6:00pm, providing in and out out-of-school youth aged nine (9) - fourteen (14) years with an integrated academic, cultural, family life and physical education programme.
2. An in-school programme implemented at selected schools in each parish. The programme offered was geared towards remedial education with Personal and Family Development and Reproductive Health incorporated, and was administered in the time allowed, and with students selected by the respective schools.

3. **Special Population** – this comprised adolescents up to the age of eighteen (18) years and included some teen mothers. This programme was implemented in the afternoons at each site and involved the four components of the Uplifting Adolescent Project i.e.

- Remedial Education
- Pre-vocational Training
- Personal and Family Development and
- Reproductive Health

Participants in this aspect of the programme were placed in establishments as apprentices, or placed in other training institutions. This component involved many interactions with skilled workmen and professionals in the respective parishes. Individuals such as Auto Mechanics, Electrical Technicians, Art and Craft Personnel, Teachers, Nurses, Policemen, Soldiers, Cosmetologists (and other skilled personnel and professionals, as indicated by the participants) were invited to participate in the project by sharing their skills and expertise with the participants.

Another major feature of our Youth Activity Programme was the Mentoring Programme that sought to establish one-to-one relationships or group relationships with the participants and an adult who would provide guidance and support and share some personal knowledge and skills with the young participants. Again skilled persons, professionals, and other role models from the community were asked to participate.

The WCJF at all times tries to submit all required reports on time and have had good financial assessment of the sub-grant from Development Associates. The assessment teams always found our books and records to be in order, and were satisfied with our accounting for sub-grant funds. All recommendations made were acted on in the best interest of the project.

Overall Grant Accomplishment

Adolescents served - At the inception of this project it was envisaged that each project site would reach three hundred (300) children per year giving a yearly total of one thousand five hundred (1,500) children

assisted. This we found after year one to be a bit ambitious so this target was reduced in year two to at least two hundred (200) per site for a total of one thousand (1,000) per year. The project target for the three years was three thousand (3,500) at risk youth.

At the end of July 2000, after administering this programme for three (3) years, a total of three thousand and sixteen (3,016) participants were served. Of this amount, one thousand five hundred and forty-one (1,541) participated in the in-school programme at twenty-four (24) schools and one thousand four hundred and seventy five (1,475) in the out-of-school programme. A total of three hundred and eighty-six (386) participants in the out-of-school programme were returned to the normal school system, training programmes or placed in jobs. There were four hundred and sixty-seven (467) dropouts and a total of two thousand, two hundred and fourteen (2,214) participants graduated from the programme.

The total expenditure under UAP over the three years (1997-2000) was \$15,192,767.57, making the average cost per adolescent served over the life of the project \$5,037.39.

All efforts were made to complete the late entry of the participant tracking system but to date, due to computer problems and shortage of staff, we were unable to do so. Plans are now in place to have this completed at the earliest possible date.

Activity by Project Site

Port Antonio Women's Centre - In School Programme

The project began at the Buff Bay Primary School in July 1997 and expanded to four (4) more schools by January 1998. The project at Buff Bay Primary was however abandoned, as the physical conditions of the school were not conducive to classes after 5pm. The other four schools remained to the end of the project.

There were a total of three hundred and seventy-six (376) students registered in this programme with students participating from grade four(4)-nine(9). In the initial stage approximately 70% of these children were functioning at or below level 1, but after two terms there were marked improvements. One all-age school after seeing the results started a remedial programme of their own. Over the life of the project sixty (60) students were successful at the Common Entrance and GSAT examinations and an additional forty-five (45) were eligible to go to Junior High Schools.

The Out-Of-School programme had a total of four hundred and sixty-six (466) participants registered over the life of the project. Many of these students entered the programme functioning at or below level 1, but showed marked improvement after at least two (2) terms.

In June 1999 some participants in this aspect of the programme entered a drama piece in the Jamaica Cultural Development Commission's Festival and were featured on the local television station.

The mentoring programme administered by this Centre was very successful. Many meaningful relationships were created, and it was evident from the mentors that the programme had been worthwhile. A total of one hundred and forty-six out of school participants were placed at HEART/NTA, forty-five (45) received jobs, three (3) placed in Youth Service and thirty-eight (38) were put back in the normal school system.

For the overall project, a total of eight hundred and forty-two (842) participants were registered. There were ninety-four (94), dropouts and five hundred and ninety (590) were classified as graduates. One hundred and fifty-eight (158) participants will continue in the programme under UAP2 (fifty-two (52) in school and one hundred and six (106) out of school).

Mandeville - Project Site

A total of four hundred and ninety (490) students participated at this site. Two schools participated in the in-school programme with a total of one hundred and eighty-three (183) participants.

This programme was well received by the schools and marked improvements were seen in the students' academic performance. The self-esteem and participation levels as well as interaction and communications between the students showed improvement.

Out-of-School Programme

A total of three hundred and seven (307) students participated in this project held at the Mandeville Women's Centre (two hundred and forty two (242) out-of-school youth and sixty-five (65) in the special population). This aspect of the project had a great impact on the students academically and otherwise. It acted as a bridge between parents and students and between the parents and the schools. It acted as a forum for discussion and communication and has introduced not only this programme to the public, but the overall work of the Foundation to a wider cross section of people.

Through community talks, the programme has made communities in and around Mandeville aware of the problems of carnal abuse, rape, incest and other problems faced by adolescents. 'Specialists' were also invited from various organizations to speak to the participants on topics such as HIV/AIDS, Drug Abuse and Reproductive Health.

The Mentoring programme was of benefit both to the mentors and mentees. It was obvious that the mentors were learning almost as much from the mentees through their contact periods. The mentors provided advise, counselling, educational support and a "listening ear".

A total of forty-three (43) participants were placed from this group. Twenty (20) were put back in schools, eleven (11) in skill training, nine (9) HEART/NTA, two (2) gained employment and one put into an apprenticeship programme. There was an overall total of three hundred and seventy (370) graduates from the project. There were ninety-one (91) dropouts and twenty-nine (29) out of school youth will continue on in UAP2 (nineteen (19) in the ten(10)-fourteen(14) age group and ten (10) in the fifteen(15)-eighteen(18) age group).

St. Ann's Bay Project Site

The programme administered at this site brought a number of changes to the lives of the participants and those who administered it. Participants from varying backgrounds, who were not able to gain places in the formal school system, and those who were considered to be slow learners, were all exposed to a structured programme in Remedial Education, Family Life and Family Planning Education, Art and Craft, Music and Drama.

The Family Life sessions were especially geared towards the improvement of self-awareness, self-confidence and self-esteem. This awareness resulted in improved academic work, personal hygiene and positive behavioral changes.

The in school Programme was first delivered in five (5) schools but due to personnel changes two (2) schools' programme was discontinued. A total of three hundred and three (303) participants were registered in the in-school programme, two hundred and seventeen (217) in the out-of-school programme, with sixty (60) in the special population. Seventy-seven (77) participants attending at the Centre were registered in the regular school system. There was an overall total of five hundred and twenty (520) participants, with ninety-seven (97) dropouts. There was a total of four hundred and twenty three (423) graduates of which fifty-one (51) were placed in various institutions. Special mention must be made of thirty-five (35) graduates in the out-of-school programme, who had made great achievement in Woodwork and Needle-craft – the two skills training areas in which training were provided by the Project. They are now using this knowledge to earn a living.

Unfortunately, we were unable to continue at this project site under UAP2.

Montego Bay – Project Site

Out –of-School Programme

The UAP Programme commenced at this site in the summer of 1997 with a population of twenty-five (25) students. Over the past three (3) years and four (4) months many at-risk youth have been returned to the normal school system. The programme was delivered in a non-threatening atmosphere where competition was almost absent. Students eventually accept the fact that they were weak in several areas, but with self-acceptance and a determination to do well many of these students have succeeded. Students registered in this component of the programme fell in two categories:

1. those who had not attended school at all, or attended basic school for a very short time
2. those who had dropped out of school, or weak in several areas especially Mathematics and English

A total of one hundred and fifty-eight (158) youth participated in the component of the programme. Eighty-two (82) out of school youth were placed (seventy-eight (78) in school and four (4) placed in Skill Training Institutions).

In-School Programme

Over the three years a total of nine (9) schools participated in this project, a total of four hundred and sixty-nine (469) school children (some attended the afternoon programme at the Centre).

Through the programme administered, marked improvements were noted in the students' self-esteem and in their academics. Some non-readers or students at level one improved to level three and a few to level four. Many of these are still in the school system.

The overall project total for Montego Bay was six hundred and twenty-seven (627) participants. Five hundred and thirty-four (534) graduated

while only forty-seven (47) were classified as dropouts. Forty-six students (46) were to continue in the programme under UAP2, but unfortunately, the project at this site had to be discontinued. They were placed in other organizations that had similar programmes.

Savanna-la-mar - Project Site

At this site the programme was extended to four (4) schools over the period with a total of two hundred and ten (210) students participating. Emphasis was placed on improving reading and writing skill, in addition to Family Life Education and Counselling. As a result of our intervention some of the students were successful in the Common Entrance and GSAT examinations and were placed in Secondary Schools. Checks at these schools indicate that these children are progressing very well.

Out of School Population

There were three hundred and twenty-seven (327) participants registered in this aspect of the programme. The majority of whom were school dropouts. At the end of the programme a total of sixty-four (64) out of school youth were placed – thirty-five (35) in the regular school system, four (4) in training courses and twenty-five (25) were placed as apprenticeships in establishments.

All participants at this site participated in the Mentoring programme – both in-group and individually. Skilled workmen and professionals from the community of Savanna-la-mar were invited to participate in the mentoring programme. Skilled areas include Carpentry and Cabinet Making, Upholstering, Technician/Electrician, Masonry, Auto Mechanics, Dressmakers and Cosmetologists.

The adolescents were very responsive to these Mentors and usually look forward to the visits.

Resource persons were invited to the Centre and to schools to present motivational talks to the children. Discussions were also held on a particular professions so as to give the adolescent a better understanding of these areas and to assist in their choice of profession.

At the close of UAP1, a total of five hundred and thirty-seven (537) participants were registered at this site of which one hundred and thirty-eight (138) were classified as drop outs. There were two hundred and ninety-seven (297) graduates. One hundred and two (102) participants will continue in the programme under UAP2. This represents sixty-five (65) in school students and thirty-seven (37) out of school youths (seventy-two (72) in the 10-14 age group and thirty (30) in the 15-18 age group.

Conclusion

Overall, the Youth Activity Project administered by WCJF has imparted positively on the lives of the adolescents served. All adolescent registered in the programme were given a literacy test to ascertain their literacy levels. The JAMAL grading levels were used. After being in the programme for two terms, most participants showed marked improvements in their literacy levels. Marked improvements were also evident in their general behavior toward each other. This behavioral change has significantly heightened their self-esteem and self-confidence. Positive results were also noted in their family relations.

We believe that the Mentoring programme has done a great deal in changing attitudes and feelings about themselves. Some mentors experienced similar difficulties as these youth in their growing up years, and have persevered. They were able to share positive experiences with these youth.

We hope that under UAP2 we will be able to touch much more lives and assist in making positive changes. This project is now being conducted a three Women's Centres – Portland, Mandeville and Savanna-la-mar. We will concentrate on the same components as UAP1 but with greater

emphasis will be placed on programmes for the parents of these youth, and the Mentoring Programme.

We must convey our deepest gratitude to the staff of Development Associates for their understanding and continued guidance throughout the life of the project. You allowed us to touch these young lives and made positive impacts. We wish you all the best in your future endeavors.

Final Statistical Report July 1997 – November 2000

Centres	Total Population	In School	Out-of-School	Graduated	Drop-Out	Placed	Carry Over
Portland	842	376	466	590	94	146	158
Mandeville	490	183	307	370	91	43	29
St. Ann	520	303	217	423	97	51	-
Montego Bay	627	469	158	534	47	82	(46)*
Savanna-la-mar	537	210	327	297	138	64	102
Total	3016	1541	1475	2214	467	386	289

NB. Forty-six (46) students at the Montego Bay Centre were placed in organizations with similar programmes.

SUCCESS STORIES

St. Ann's Bay

1. **Alrick Parris dropped out of formal school system because he was not learning. According to his mother, she was planning to send him to learn a trade. This had not materialized and after eighteen months, Alrick was still at home, hanging out with his peers and playing football. Alrick learnt about the programme when the Centre Manager and Supervisor were on a recruitment drive in his area. He was one of the first participants in the UAP. Alrick was able to read at level 111 (JAMAL), but he had difficulty with numeracy. His enthusiasm was great as he participated in all aspects of the programme. It was during such activity that his artistic talent was discovered. He draws and paints very well. Contact was made with a screen-printer and he was allowed to participate four (4) hours per week. Alrick's mother was finally persuaded to send him back to the regular school system; he now attends school and visits the Centre regularly for guidance in doing assignments or just to talk. Alrick's literary and numeracy level has so improved that he is now preparing for his SSC and CXC examinations.**
2. **Maria Sewell, mildly physically and mentally challenged, was brought in for registration by her mother, who had stopped sending Maria to school for over two years, because of her disabilities. Maria's socialization was very limited and for the first term at the Centre would not speak with anyone; she would attend classes regularly, but does no work, even with encouragement from the teachers and Supervisors. Maria was encouraged to join the needle craft classes, this she did and by the end of her first year, Maria was doing simple stitches and attempting to copy work from the blackboard, although she did not do them. Maria graduated for the UAP in July 2000 and now attends the Sewing School in the area.**

Savanna-la-mar

Jermaine Clarke is a medium built boy of about three feet and nine inches (3'9") in height, and attends the Ferris Primary School.

He is a typical eleven (11) year old boy with a cute round face and of dark-brown complexion. He's usually sad looking, but has a bright smile behind his gloomy face.

The counsellor noticed his behavior in class, on several occasions. He would try to seek the attention of his classmates, by giving them jokes or pinching them on the arm while class is in session. She decided on punishing him for his disruptive behavior, but reconsidered her decision and extended love and understanding to him instead.

It was discovered that Jermaine likes meeting people, he loves to play cricket and he enjoys drawing, which he uses as a non-verbal medium of communication. At one of the reading classes, the counsellor asked Jermaine to read a sentence for her; he grumbled sounds in order to call the words, but was unable to read. She decided to be very basic with him, so she showed him the letters of the Alphabet and asked him to call their names. Unfortunately, he only knew a few of these letters.

The children in his class were aware of his inability to read. She saw and heard them teasing him, and as a result he became very withdrawn. When she consulted his classroom teacher she informed the counsellor that Jermaine rarely attended school due to poverty.

The counsellor offered to him tokens as a means of motivation for him to attend school, and as well as in his reading. He became highly motivated and is learning to write properly and can identify the Alphabet along with two (2) and three (3) letter words.

One week, at one of the reading classes, the teacher, Miss Campbell, planned a Phonics Topic for the day's lesson. After the children were acquainted with the sound and identity of the words, they were instructed to draw the corresponding object beside the words.

To everyone's surprise, Jermaine's work was the best and all of his words were correctly spelt. He was declared the student of the week in his reading class.

He now looks forward to his reading classes and sheepishly come to greet the counsellor personally on her arrival at Ferris Primary School.

Portland

It was the beginning of the first term in the second year of the programme. It was brought to the attention of the counsellor by another student that there was a certain boy, aged thirteen (13) years who was living in the Port Antonio area and was not going to school. She tried to ask the reason but was told "I don't know miss". She however got directions from them and went to visit his home.

The counsellor met the mother and younger siblings. She introduced herself and told her about the programme. She replied "It must God that send you here today". She then started telling her of her thirteen (13) year old son that did not want to attend school. She explained "miss and you know that he is the oldest of the four (4) pickney that a have and want the bway to come out good yu nuh and the bway doa waa fi go a school. Miss a try everything and still a caa'n get him to go, se whe yu can do fe mi".

The counsellor asked her if she had any idea where he might be found and she suggested the seaside as he was always bringing home small fish, which he fried at nights for he and his siblings. The counsellor didn't try to find him that day, as she was running late for another appointment.

The first thing the next morning, she set out to find him and using the mother's description she spotted him with other boys running along the seashore. When they saw her they stopped running and were whispering to each other. She reassured them they had no reason to be afraid. She also told them she was a friend who wanted to help. They had a long talk that morning and she told them about the

programme and how they could be helped. The other boys came to class that afternoon but he did not come.

After two weeks of talking and encouragement, she finally got him to attend classes. At first, he was very insecure and reluctant to participate in the activities, but with constant supervision and encouragement he began to be more involved. It was obvious that he was eager to learn new things. After two terms he was ready to return to school, so with the assistance of the Guidance Counsellor, placement was sought at a Comprehensive High School for him.

Follow up visits revealed that Damion's attendance is very good, academics good, but punctuality could be better. Whenever Damion has time he would visit the counsellor at the Centre. She is very proud of Damion. He is now looking on the positive side of life. Damion's mother is overwhelmed with happiness for the help the Uplifting Adolescent Project (UAP) has given to her son.

Montego Bay

This report would be incomplete if mention was not made of Sion Clarke, who was discovered one Sunday when a home visit was done in the Rose Heights area. The child had been living with his mother from whom he had run away some months before. The woman with whom he was living then was the mother of his half-sister. The reason he ran away from his mother was due to cruelty and her refusal to send him to school.

Initially, the boy had been living with his father and stepmother until his mother visited his school and took him away under the pretence of taking him for the holidays. He was so badly treated by his own mother that he made up his mind to run away to Rose Heights and stay from school so that his mother would not be able to steal him away again. It was this woman who told us she had a little boy who no one wanted, and if he could attend the programme.

Sion always arrived early for the programme. One such day he found a friend – a seven year old child whose aunt worked with the day programme. Noel's size and friendliness won Sion's heart and

they passed many happy hours together under the house, and in the yard – but the most regarding hours these two students shared were the hours when Noel sat down to do home work and Sion would join him. Sion copied much but his sight vocabulary was non existent.

One day the counsellor handed Sion the Alphabet from the word game ‘upwords’ much like scrabble. This triggered off the readiness spark from him. Slowly they built words together and as Sion’s excitement grew he shouted, “Show me girl!” “Boy!” “Man!” “Mother!” “Father!” and so he went on.

The letters were taken home every day and Sion’s father was interested in getting him into school but was not anxious to visit the child’s mother who was seething with hate and might act violently towards him. He agreed to take his son home another time feeling confident that Sion was in a better position to refuse his mother’s invitation another time. In another week after the interview Sion went to live with his father in West Green.

Working with the Programme at this time was a teacher who lived in West Green and was on the staff of the Mount Salem All Age School. When she observed Sion’s “learning spirit” she volunteered to help him in her class at school in the mornings if permission was sought from the principal. This was done speedily and appropriate arrangements were made for Sion to attend school with the teacher who would take him along with her for the afternoon programme.

Sion is now an integral part of the Mount Salem Primary School, assists at home and possesses more confidence and a sense of security he has not known for a long, long time.

In June 2000 the same teacher greeted the counsellor with the wonderful news that Sion had not only done well but had topped his class. Her joy was unbounded.

Once again we must say thanks to the UAP and caring teachers who have tried and succeeded in lifting these students from non-achievers to motivated hard working youngsters.

KINGSTON RESTORATION COMPANY LIMITED

**CLOSE OUT REPORT
FOR
THE UAP SUB-GRANT**

1997 - 2000

Prepared by:

**Sheron Lawson
Project Manager
2000 September 26**

1.0 SUMMARY

In 1997 the UAP agreed to fund the Kingston Restoration Company's Education for Change Programme. The objective of the programme is to facilitate a holistic development of young people from the inner city communities between the ages of 10 to 14 years through a variety of purposeful activities. These activities include Literacy and Remedial Education, Reproductive Health, Family Life Education and Technical and Vocational skills.

Over one thousand (1000) students and community residents participated in the programme for the three (3) year period. Since then the programme has impacted greatly on the educational, personal and social development of the students. The programme has been instrumental in assisting one hundred (100) YESS students to graduate from high school. Fifty (50) students from the NET Programme were reintegrated into the formal educational system and several others moved on to tertiary institutions. There have also been many intangible benefits to the programme. It has helped to effect conflict resolution, career guidance, and personal and social development skills.

The amount of the grant given by UAP over the three (3) year period was approximately \$6,692,948.51. The average UAP fund spent on each participant in the programme was \$8,366.00. This amount represents 21% of the total cost of maintaining each student in the programme at a cost of J\$40,000.00. KRC therefore had to supplement the programme's financing.

The greater portion of the funds was spent on personalized training services and on seminars and workshops. This cost includes administration, instruction and student welfare such as school fees, travelling, lunch money and educational materials. The financial assistance to the students has been one of the key factors to the success of the programme as it eliminates some of the major hurdles in students achieving their future goals. Fundraising efforts were done to supplement the UAP funds and to provide the students with the necessary financial requirements.

The demand for the programme remains great, hence the decision for its continuation. To date approaches have been made to three funding agencies who have indicated an interest in funding the programme. These are Environmental Foundation of Jamaica, HEART/NTA and UNICEF. A follow-up with all three is underway.

2.0 ACCOMPLISHMENTS:

2.1 YESS PROGRAMME - Benefits

Over five hundred (500) students benefitted from the programme. Among the major benefits to the students are the following:

- Financial assistance to students including school fees, examination fees, lunch and traveling expenses
- Personalized homework assistance classes by qualified teachers
- Access to computer lab with educational software
- Retreats for CXC/GCE preparation
- Creative and productive summer camps
- Placement of students in tertiary institutions
- Access to science and environmental awareness
- Assignment of mentors to students

2.2 NET PROGRAMME:

2.2.1 Benefits to students:

Since the inception of the NET in 1998, two hundred and four (204) students benefited. Some of its major accomplishments are:

- Fifty (50) students were re-integrated into the formal school system
- Some moved on to HEART/NTA to improve their skill base
- Some were placed in apprenticeship systems
- Psycho educational testing of the students done by Mico Care to determine their learning potential.

- The KRC/JDF New Castle Personal Development Training Camp to foster discipline and conflict resolution in order to build their self esteem and to encourage literacy and numeracy.
- Caribbean Graduate School of Theology along with the Family Life Ministry has carried out one-to-one counselling sessions with the students.
- Students received substantial financial assistance for lunch, traveling expenses, uniforms and books
- The students were exposed to seminars on reproductive health, drug awareness and conflict resolution.
- Several students benefitted from a major Medical Health Fair where medical check-ups were given.

2.2.2 Benefits to Parents

- Parents were included in most of the activities involving seminars and workshops as well as a Health Fair.
- The parents were exposed to personal development including training in computer technology, better parenting and small business development.

2.2.3 Potential benefits to the wider community and the education system in general

As a consequence of the success of the NET Programme especially the New Castle Element where thirty (30) students were exposed to a rich offering of leadership development, discipline, educational training, personal development and hygiene.

Prof. Errol Miller has sought to partner with KRC in a novel programme entitled Quality and Value Added Education. The programme aims to:

- To reduce the dropout rate of boys by at least 20% under the rate for 1998-99
- To strengthen reading programmes in the schools
- To strengthen support services to the schools
- To strengthen the attendance and performance of "at risk" boys in the selected schools by at least 20%.

and will see to the implementation of these nine (9) interventions:

- Alleviation of economic hardships
- Assessment of students

- Reading programmes
- Sensitivity training for teachers
- Assistance to parents
- Security to parents
- Security in schools
- Promoting and fostering wholesome values
- Residential training
- Post traumatic counselling and support

2.3 **SUMMER PROGRAMME:**

Six hundred (600) students participated in three (3) Summer Camps. The participants included YESS and NET students as well as other community youth that were not a part of the programme. The participants were exposed to creative and purposeful activities including:

Vocational and Skill Development

- Art and Craft, Needle Craft and Papier Mache

Computer Training

- Basic computer literacy and computer graphics

Cultural Talent Identification

- Dance, Music and Drama

Recreation

- Netball, Football and Indoor games

Seminars

- Personal Development, Reproductive Health , Drug Awareness and Conflict Resolution

Excursions

- Historical fun trip, museum visits and educational tours

At the end of each Camp the students displayed the skills taught. The Camps were motivational which encouraged greater participation in programme.

3.0 **TRACKING SYSTEM:**

The Performance Tracking System is a database developed by the UAP to keep track of all the participants in the programme. To date seven hundred and forty six (746) participants were entered into this system. These represent students in the YESS, NET and the Summer Camp Programmes. The students' biographical data and the different areas involved were also entered in the system. This system is continually updated.

4.0 **CURRENT PLANS TO CONTINUE THE PROGRAMME:**

The programme has impacted greatly on the lives of the students and will be continued although the UAP funding has come to an end. To this effect, several proposals were sent out to funding agencies to procure funding for the continuation of the programme. The following three agencies stated that they are willing to assist:

- **Environmental Foundation of Jamaica (EFJ)**
The Environmental Foundation of Jamaica has decided to fund the Education for Change Programme in its present state.
- **HEART/NTA**
HEART/NTA will be funding the Vocational and Technical Training Programme as well as the Remedial Literacy Programme.
- **UNICEF**
UNICEF is also interested in funding the NET Programme as it relates to child labour. They are especially interested in expanding the skill base of students who are graduating from this programme.

The programme has been an overwhelming success. We expect the Quality and Value Added Education Programme now before the Ministry of Education to receive approval and to get underway by January 2001.

YWCA FINAL REPORT

FINAL REPORT - UPLIFTING ADOLESCENTS PROJECT
"Y" ADOLESCENTS PROJECT

This report highlights the significant activities of the Uplifting Adolescents Project, Y Adolescent Project over the life of the Project 1997 - 2000.

Launched on June 1, 1997 the Y Adolescents Development Project continued to operate in the three Centres of the Young Women's Christian Association in Kingston YWCA, 51 Arnold Road, Spanish Town YWCA, 19 Barrett Street and Montego Bay YWCA, 45 Church Street.

Set a target of 450 trainees in the first year the number increased to 495 students in the first four months. The trend continued and in the second year the target of 700 students increased to 745. In year three the target of 300 increased to 350 participants.

The Montego Bay YWCA Centre accounted for the largest number of in-school students of 219, followed by Spanish Town YWCA Centre with 80 students and Kingston YWCA Centre with 10 in school students.

Out of school students numbered 205 at the Kingston YWCA, 296 at Spanish Town YWCA and 79 in Montego Bay YWCA.

The data entry to the participant tracking system showed a total of one thousand one hundred and twenty one (1121) students up to August 2000 made up of 577 male and 544 female. Since

September 2000, the start of the new school year, an additional 235 students have joined the programme and will be added to the participant data entry system. The total number served is therefore 1356 participants.

The cost per beneficiary was \$5,469 or US\$137. Over the period a total of 487 students graduated from the programme. The number of students who dropped out of the programme totaled 148.

The four components of the programme Literacy and Remedial Education, Reproductive Health, Personal and Family Development, Technical and Vocational Training were delivered over the period with the greatest emphasis on Literacy and Remedial Education followed by Technical and Vocational Training.

NGO contribution of approximately thirty per cent was made up of significant voluntary assistance in delivering the content. Teachers from many levels of the formal education system, including University level gave voluntary help. Fund raising efforts and donations from corporate bodies contributed to the NGO's input. Seminars and educational outings and games played a positive role in the personal development of the students.

Statistical data forms duly completed are attached for Kingston, Spanish Town and Montego Bay YWCA Centres.

Detailed inventory of all items purchased from US/AID funds is on file and items of the value stipulated appear on the inventory submitted to Development Associates. Centre managers report positively on the usefulness of the equipment.

Under UAP2 efforts will continue to give at risk youth an opportunity to develop to their full potential at this level and so move to higher education.

Training Seminars conducted by Development Associates have been very helpful in adding to the store of knowledge of instructors, introducing useful strategies and approaches which have been very effective in teaching, motivating and encouraging desired change in behaviour of our special at risk youth.

Some success has been achieved and more of our youth have mastered the course content and have moved into the formal school system. The YWCA will continue its efforts and work with the at risk youth with the resolve to return all our clients to the formal school system.

No effort will be spared in ensuring active participation of parents in the education of their children. Training sessions for parents / guardians well be pursued.

The YWCA records appreciation to US/AID for providing financing for this very important project for at risk youngsters. Our interaction with the team of managers and staff of Development Associates has been of a high order. Team members acted professionally and with sensitivity.


Mildred Dean (Mrs.)
General Secretary

UPLIFTING ADOLESCENTS PROJECT QUARTERLY REPORT - STATISTICAL APPENDIX

(This report reinforces the Statistical Reports on Recruitment Levels, Gender & Age Breakdowns, and Participant Training Hours.)

Sub-Grantee: YWCA - KINGSTON BRANCH

PARTICIPANT REGISTRATION DATA		1997-98 (See Note a)	1998-99 (Note a)	1999-2000
NEW Regular Population Adolescents		222	77	173
NEW Special Population Adolescents				
TOTAL NEW PARTICIPANTS THIS YEAR (See Note b)		222	77	173
NEW PARTICIPANTS (Note c) distributed as:				
	New In-school Students	104	0	0
	New Out-of-School Students	118	77	173

PARTICIPANT COMPLETION DATA		1997-98 (Notes a, d)	1998-99 (notes a, c, f)	1999-2000 (Notes f, g)
Dropped Out from the In-School Program delivered under the UAP		9	4	0
Dropped Out from the UAP Out-Of-School Program		69	49	72
Graduated from the UAP Program		35	52	104
Continuing Participants (carried forward to new program year); Regular Population		109	81	78
Continuing Participants (carried forward to new program year); Special Pop.				
TOTAL PARTICIPANTS COMPLETING OR CONTINUING PROGRAM		222	186	254

Participants Returned to School (See Note h)		1997-98 (See Note a)	1998-99 (Note a)	1999-2000
Returned to the Formal School System		35	44	182
Moved on to an Apprenticeship or Similar Program				96
Moved on to a HEART/NTA or similar training program		12	8	5

Participant Attendance Data - Quarter ¹	Sept-Nov 1999 (Note i)	Dec 99-Feb 2000 (Note i)	Mar-May 2000 (Note i)	June to July 2000 (Note i)
Average Attendance (Note j) - In-School Students	10	0		0
Average Attendance (Note j) - Out-of-School Students	70	60		68
Average Attendance - Parents (at Parents' Meetings)	20	34		13
(See Note k)				

NOTES FOR COMPLETION OF THE REPORT

- Data entered for 1997-98 and 1998-99 will remain the same for future reports.
- New Regular Population and New Special Population students must sum to TOTAL new Registrants each year.
- Total of New In- and Out-of-School registrants must sum to Total New Registrants each year.
- For Batches I and II Sub-Grantees, Sum of 1997-98 Participant Completion Data must equal Total New Students registered.
- For JAD & SSTC, Sum of 1998-99 Participant Completion Data must equal Total New Students registered that year.
- For subsequent year(s), sum of Participant Completion data equals New Registrants that year, PLUS the Continuing registrants from the previous year.
- The Participant Completion Data for 1999-2000 must be updated at the end of each quarter in that year.
- Participants Returned to School may include those who are continuing in the program, or those who have graduated.
- Participant Attendance Data entered for each current Quarter remains the same in future reports.
- For Attendance Data - Students, please input the average number of students attending daily sessions.
- For Attendance Data - Parents, please input the average number of parents attending parents' training sessions.

AGGREGATE LITERACY DATA REPORT FROM SUB-GRANTEES

June 1997 - Nov. 2000

Please complete the table below for each NGO site at which the UAP program is delivered! Make copies of the form for the number of sites at which the program is delivered. Thanks!

Sub-Grantee: EXAMPLE

June 1997 - Nov. 2000 Training Site: St. Catherine's

Student Categories	Number of Students	JAMAL Level IV & above	JAMAL Level III	JAMAL Level II	JAMAL Level I & below
Current Students in Literacy Program*	676	179	266	163	68
Current Students NOT in Literacy Program**	65	19	70	26	0
All Past Students: LRE program or Not***	398	118	198	66	16
ALL Students: Past and Present	676	179	266	163	68
Check TOTAL (Sum of Levels I-IV) =	0				

GUIDE TO COMPLETING THE TABLE

Notes: * For adolescents currently in the program, AND participating in the LRE program, RECORD their latest tested literacy level.

** For adolescents currently in the program, but who do NOT participate in LRE, IMPUTE their literacy level, based on your knowledge of their abilities.

*** For adolescents no longer in the program, and who may or may not have participated in LRE, IMPUTE their literacy levels, based on your knowledge or recollection of their abilities.

Guide to Aggregating the Data in the Table

Student Categories	Number of Students	JAMAL Level IV & above	JAMAL Level III	JAMAL Level II	JAMAL Level I & below
Current Students in Literacy Program*	X= sum of a1, b1, c1, d1	a1	b1	c1	d1
Current Students NOT in Literacy Program**	Y= sum of a2, b2, c2, d2	a2	b2	c2	d2
All Past Students: LRE program or Not***	Z= sum of a3, b3, c3, d3	a3	b3	c3	d3
ALL Students: Past and Present	Sum of X, Y, Z	A= sum of a1, a2, a3	B= sum of b1, b2, b3	C= sum of c1, c2, c3	D= sum of d1, d2, d3
Check TOTAL (Sum of X, Y, Z) is equal to	Sum of A, B, C, D				

UPLIFTING ADOLESCENTS PROJECT QUARTERLY REPORT - STATISTICAL APPENDIX

This report includes the Statistical Data on Recruitment Levels, Gender & Age Breakdowns, and Participant Yr/Status Data.

Sub-Grantee:

Sept - Nov 2000

PARTICIPANT REGISTRATION DATA		1997-98 (Note a)	1998-99 (Note a)	1999-2000
NEW Regular Population Adolescents		213		
NEW Special Population Adolescents		0		
TOTAL NEW PARTICIPANTS THIS YEAR (See Note b)		213		
NEW PARTICIPANTS (Note c) distributed as:				
New In-school Students		0		
New Out-of-School Students		80		

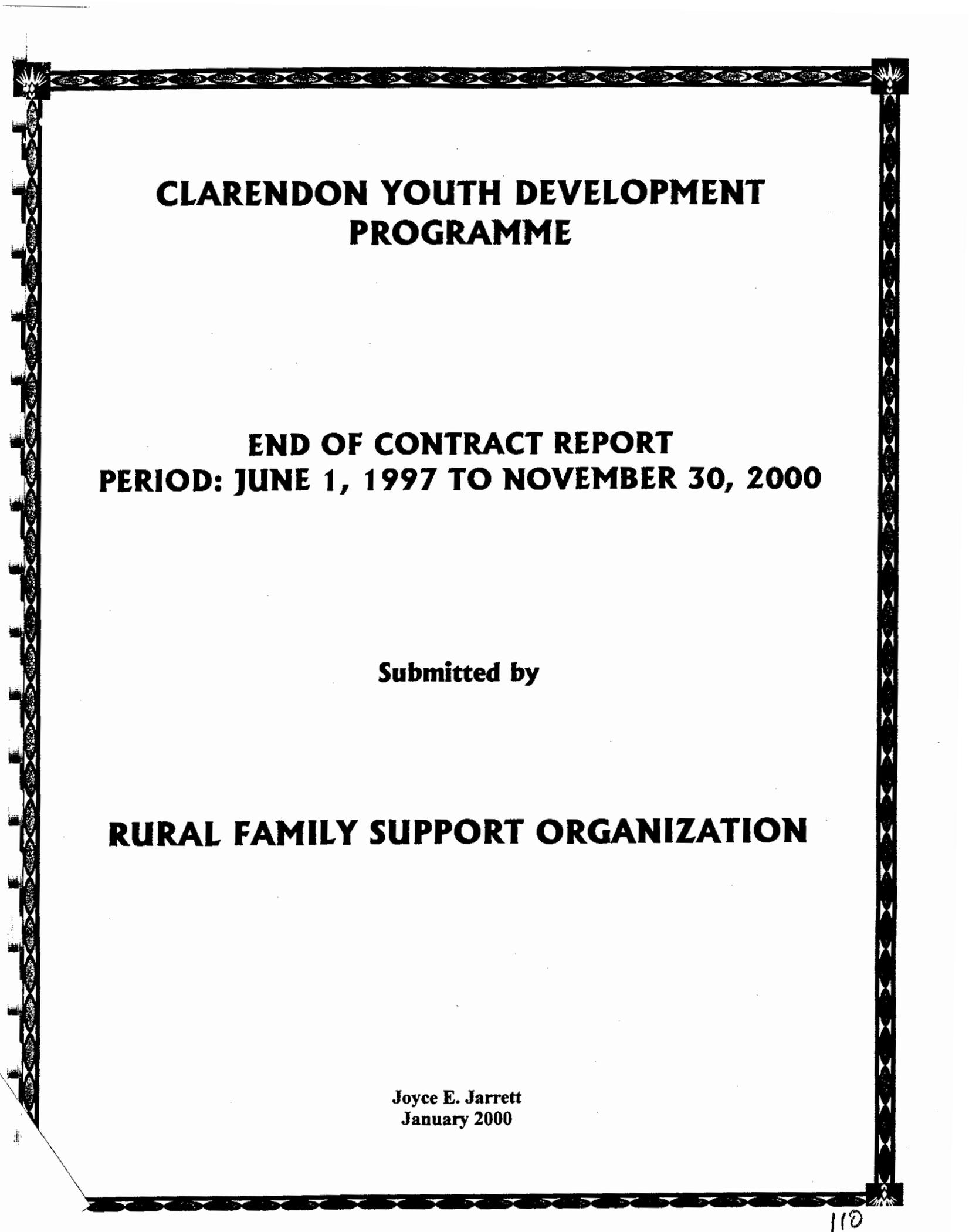
PARTICIPANT COMPLETION DATA		1997-98 (Note d)	1998-99 (Notes a, e, f)	1999-2000 (Notes f, g)
Dropped Out from the In-School Program delivered under the UAP		20		
Dropped Out from the UAP Out-Of-School Program		3		
Graduated from the UAP Program		19		
Continuing Participants (carried forward to new program year) Regular Population		213		
Continuing Participants (carried forward to new program year) Special Pop.		0		
TOTAL PARTICIPANTS COMPLETING OR CONTINUING PROGRAM		210		

Participants Returned to School (See Note h)		1997-98 (Note i)	1998-99 (Note c)	1999-2000
Returned to the Formal School System		16		
Moved on to an Apprenticeship or Similar Program		1		
Moved on to a HEART/NTA or Similar Training Program		2		

Participant Attendance Data - Quarter	Sept-Nov 2000 (Note j)	Dec 99-Feb 2000 (Note i)	Mar-May 2000 (Note i)	June to July 2000 (Note i)
Average Attendance (Note j) - In-School Students	20			
Average Attendance (Note j) - Out-of-School Students	86			
Average Attendance - Parents (at Parents' Meetings) - (See Note h)	40			

NOTES FOR COMPLETION OF THE REPORT

1. Data covered for 1997-98 and 1998-99 will remain the same for future reports.
2. New Regular Population and New Special Population students must add to TOTAL new Registrants each year.
3. Total of New In- and Out-of-School registrants must sum to Total New Registrants each year.
4. For Batches I and II Sub-Grantees, Sum of 1997-98 Participant Completion Data must equal Total New Students registered.
5. For JAO & SSTC, Sum of 1998-99 Participant Completion Data must equal Total New Students registered that year.
6. For subsequent year(s), Sum of Participant Completion data equals New Registrants that year, PLUS the Continuing Registrants from the previous year.
7. The Participant Completion Data for 1999-2000 must be updated at the end of each quarter to that year.
8. Participants Returned to School may include those who are continuing in the program as those who have graduated.
9. Participant Attendance Data collected for each current Quarter remains the same in future reports.
10. For Attendance Data - Students, please report the average number of students attending daily sessions.
11. For Attendance Data - Parents, please report the average number of parents attending parents' training sessions.



**CLARENDON YOUTH DEVELOPMENT
PROGRAMME**

**END OF CONTRACT REPORT
PERIOD: JUNE 1, 1997 TO NOVEMBER 30, 2000**

Submitted by

RURAL FAMILY SUPPORT ORGANIZATION

**Joyce E. Jarrett
January 2000**

CLARENDON YOUTH DEVELOPMENT PROGRAMME

**END OF CONTRACT REPORT
PERIOD: JUNE 1, 1997 TO NOVEMBER 30, 2000**

Submitted by

RURAL FAMILY SUPPORT ORGANIZATION

Joyce E. Jarrett
Prepared by
Joyce E. Jarrett
With contribution from:

Patricia Miller - Guidance Counsellor
Genevieve Barnes - Guidance Counsellor

END OF CONTRACT REPORT
PERIOD: JUNE 1, 1997 – NOVEMBER 30, 2000

SUMMARY

The Rural Family Support Organization was very pleased to have emerged from a very competitive selection process as one of the Non-Governmental Organizations, which qualified to be included among the first set of UAP's Projects. The partnership with UAP over the period was very rewarding as collaboratively both agencies rescued many young adolescents who had dropped out of the school system and were on a dangerous path of self-destruction. The students who were recruited, were not only dropouts from the school system but many of them were roaming the streets of May Pen and were prime targets for criminal activities.

In addition to the regular drop-outs from the School System the Clarendon Youth Development Programme provided a safety net for a significant number of students (males and females) from primary schools within the 10-14 age group who failed to gain entry to either the Junior High or the Comprehensive High Schools because of the low levels of their literacy and numeracy skills. The UAP programme has been able to rescue them, by helping them to upgrade these skills and have them placed back into the school system. Approximately 286 students benefitted from this programme. (See statistics data which is appended).

The programme offerings fell under two components – In-School and Out-of-School, and offered courses in Literacy and Remedial Education, Family Life Education, Personal Development and Pre-vocational skills. These were the prescribed courses, but to enrich the Curriculum - Civics, Social Studies, Music and Sport activities were added to the courses. Parenting Education was the undergirding of the programme.

Within the Out-of-School population was enrolled a sub-group (of 22) which consisted of older adolescents (15-17 age group) classified as 'Special Population'. This group consisted of Teenagers with special problems. They were teenage mothers, slow learners and students with special behavioural problems. Special emphasis was placed on Adolescent Reproductive Health.

The In-School programme started in 1997 in five schools with a student population of 250 and at the end of the programme in the year 2000 had extended to eight schools reaching 585 students in nine grades. Cumulatively 1560 students received direct intervention, but the 'Spill over Effect' was evident in all schools as children from other classes were always streaming into the sessions to observe and participate. The students benefitted tremendously from the Counselling and Family Life Education sessions which enhanced their self-esteem and ultimately was reflected in their academic performance.

The Out-of-School programme was structured as a regular Educational Institution operating within the hours of 8:30 a.m. to 4:00 p.m. from Monday to Friday. Sessions were held at two locations. The males were placed at the Male Adolescent Programme and the females with

the Teens Pregnancy programme. There were always more males registered in the programme than females, due largely to the fact that the targeted age group do have more males dropping out of the school system than girls. To address this problem, since the facilities of the girls' centre could not accommodate males on a full time basis, part-time students were recruited from nearby Primary Schools with the shift system arrangement. These were students who would otherwise be loitering on the streets when their shift was dismissed. Interestingly the males responded quickly to the programme and this was evident not only in their academic achievement, but in their general mode of conduct. It was obvious that their self-esteem had been enhanced. The females were more difficult to deal with as many of them had past experiences which were fraught with problems due largely to neglect and poor parent daughter relationship.

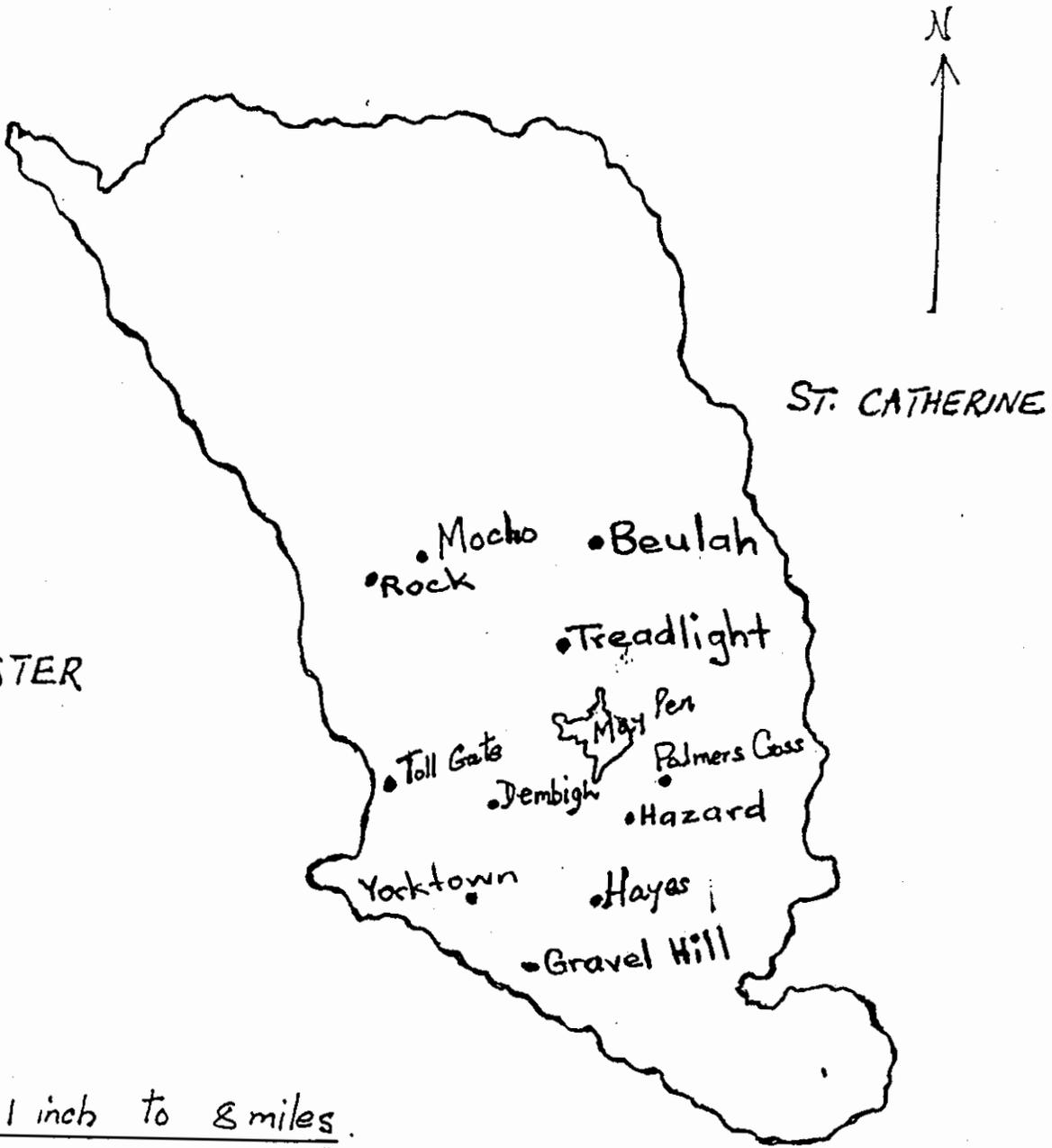
Overall the UAP Programme has had resounding success since its inception in 1997. The following are indices of its achievements:

- After RuFamSO was exposed to UAP's training in Accounting Systems especially in the area of Running Balance and Ledger Cards. Years 11 and 111 Audit Report reads inter alia – "We offer our congratulations on maintaining and improving on your usual high standards".
- UAP Programme has grown numerically since its inception (1997) from 250 students to approximately 600 this year (2000). UAP at the Male Adolescent Programme has gained such positive reputation that RuFamSO is currently unable to accommodate the very high demand from male adolescents. In addition the achievements of the males in Literacy and Remedial Education and in Attitude Change have superceded that of the females. This is remarkable in a climate where the majority of males are performing way below expectation in the Public School System.
- Assessment of UAP Literacy Training Programme (Riley 2000) shows UAP at the Male Adolescent Training Site, receiving the highest score of 82% from a maximum of 100% thereby meeting the highest standard of suitability among all UAP Sub-Grantees' training sites.
- Teachers and students alike in the participating schools, where the Counselling Programme is conducted have attested to efficacy of the programme and the positive effects it has had on the students (Samples of these expressions are appended). It is the expressed wish of these schools that the programme continues.

ACCOMPLISHMENTS

UAP programmes extended rapidly in response to demands from Out-of-School male students and the public schools. The map of Clarendon which is presented shows the geographic spread of the programme from the May Pen Centre. Nine schools which were engaged in the programme are situated 22 Kilometers to the West and 28 kilometers to the North East of May Pen. They are Mocho Primary, Denbigh Primary, York Town Primary, Hazard Primary, Rock, Beulah and Gravel Hill All-Age Schools.

Sketched Map of Clarendon
Showing the geographical spread of the Project



The demand for the programme was due largely to the fact that every effort was made to create a relaxed classroom atmosphere, free from fear, where every one could express him or herself freely without any threat of reprisal. Teachers also reported that the methodology which was used enhanced learning and relieved boredom. Parents on the other hand expressed their satisfaction of the programme by stating the positive change they had observed in their children's behaviour patterns.

Instead of the usual 'chalk and talk' to which students were accustomed, classrooms became participatory with the spotlight turning from the teacher on to the students. Teaching techniques included Role-Play, Dub Poetry, Sing-a-long, Video Presentations, Debates, Field Trips and Discussions. Students were encouraged to write poetry and compose music to accompany lyrics which they had written. Samples of these were submitted from time to time in the regular quarterly reports.

With the acquisition of new computers from UAP we hope to teach the youngsters some computer skills and to apply the technology for the enhancement of their general training.



Articles of the past collected by the students



Role-Play and Drama enrich the teaching learning environment



Field trip to Devon House during National Heritage Week

The following table gives an indication of the status of the Out-of-School students over the three year period (1997-2000)

Table 1
Status of students over the three-year period (1997-2000)
Out-of-School Component

	1997-1998	1998-1999	1999-2000
Enrollment	84	89	90
Placement in High School/Higher Grades	46	53	56
Placement in HEART/NTA	28	9	7
Apprenticeship System	8	21	18

The drop-out rate from the programme over the period is minimal and it is of interest to note that 21 students sad the Grade Nine Achievement Test (GNAT) although only 1 was successful, the exposure was good for them as it helped 22 to gain places in Comprehensive High Schools within the parishes.

Table 11 and 111 give an indication of the impact the Literacy and Remedial Education and Family Life Education Programmes have had on the Out-of-School and In-School participants.

Table II
Out-of-School Youths
Performance of Students in Reading and Mathematics
Muff's Diagnostic and JAMAL's Mathematics Tests
Pre-and Post Tests – Year 1, Year II and Year III

	Year 1 - N = 44		Year II - N = 58		Year III - N = 59	
Reading	Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test
Below Grade 1	23	5	31	7	18	-
Grade 1	8	8	16	13	7	4
Grade 2	4	4	1	7	4	9
Grade 3	1	5	4	11	5	11
Grade 4	4	7	0	4	5	4
Grade 5	4	6	4	6	13	8
Grade 6	0	9	2	4	4	9
Above Grade 6	0	0	0	6	3	16
Mathematics						
Below Level 1	14	5	17	10	0	0
Level 1	23	11	14	6	10	4
Level 2	7	15	15	11	14	7
Level 3	0	13	12	25	12	11
Level 4	0	0	0	6	7	11
Level 5	0	0	0	0	5	9
Level 6	0	0	0	0	8	5
Above Level 6	0	0	0	0	3	12

Table III
In-School and Out-of-School Youths
Distribution of Scores on Rosenberg's Self-Esteem Scale

Schools	No. of Students	Highest Possible Scores	Pre-test Score Gained	Pre-test Score (%)	Post-test Score Gained	Post-test Score (%)
Hazard Primary	20	800	422	51.75	500	62.5
Hayes Primary & Junior High	20	800	458	57.25	550	68.75
Treadlight Primary – Grade 5	20	800	545	68.13	645	80.63
Treadlight Primary – Grade 6	20	800	445	55.62	555	69.37
York Town Primary	20	800	420	52.50	525	65.63
Beulah All Age	20	800	418	52.25	575	71.88
Mocho Primary	20	800	414	51.75	624	78
Denbigh Primary	20	800	574	46.88	624	78
Rock Primary	20	800	375	52.13	612	76.5
Male Adolescent Programme	32	1280	1016	79.38	1125	87.89
Female Adolescent Programme	27	1160	771	71.38	860	74.13

The success of the programmes which were implemented under the administration of UAP can also be measured by the following indicators.

- The tables which are presented above give a summary of the performance of the students in Literacy and Numeracy and the Self-Esteem Scale over the three year period. While the tables show significant gains each year, year III performance, especially among the boys is noteworthy. It is therefore not surprising that 22 students from the Out-of-School Group gained entry back in the school system by passing the entrance examinations of Comprehensive High Schools in the parish. What is significant too is there seems to be correlation between the Literacy and Remedial Education scores and the scores on the Self-Esteem Scale. This is not surprising as it is well documented that there is a direct correlation between academic achievement and self-esteem.
- Reproductive Health – One can conclude that this programme was equally successful although there is only anecdotal data to substantiate this claim. The fact that over the three years, there was only one reported case of pregnancy and no one was infected with HIV or any other sexually transmitted disease, neither from regular nor special population group, is testimony of the positive effect the programme has had on the reproductive health of the students. RuFamSO's findings on UAP's Tracer Study (1998) speaks to the students responsible behaviour regarding their reproductive health.

Part-Time Students – These students were recruited to complement the female component at Denbigh as the registered number was below target. Interestingly this innovation proved to be very beneficial to the students. The schools were asked to send us approximately 21 students annually who were low achievers and who were likely not to be promoted to higher grades. However the experiment proved to be very successful and many of them, after exposure to a stimulating learning environment had progressed so well that they were promoted to higher grades in the school system. This programme impacted so positively on the academic performance and behaviour patterns of the children that when it ended in July 2000, many parents could not understand why it had to end and wondered if the possibility existed for its continuation.

PARENT EDUCATION

As is expressed elsewhere in this report Parent Education was the undergirding of the programme offerings. The teachers in the schools complained that students came to school with varied forms of anti-social behaviours. It was soon discovered that these parents needed to learn formally about parenting and that child rearing is a very demanding exercise.

Once the problem was identified, the UAP Counsellors made every effort to address the problem. This was achieved in the In-School programme through the Schools Parent Teachers' Association, Home-visits, Parent Days and Individual and Group Counselling. The two Counsellors were always invited to be Guest Speakers on Special occasions e.g. Parent Days.

In the Out-of-School programme at least two parenting sessions were held quarterly. Each session was used not only to report on clients' behaviour or achievement, but mainly to discuss coping skills in their day-to-day relationships with their adolescents. They were also informed about the different changes which would occur in adolescents bodies. The film 'Me and Myself' which portrayed a group of adolescents (males and females) and some problems they encountered during this adolescence stage was shown and discussed to every new group of parents.



Parenting Education Meeting

TECHNICAL AND VOCATIONAL TRAINING

The inclusion of Woodwork and Needlecraft were initiated from the very inception of the programme as a practical subject was deemed necessary at this stage of the students development since the UAP students fell below the required age for entry into the HEART/NTA Programme. It was gratifying to see how involved the students were in the two practical skills and despite the fact that the contact hours were far less than in the other subject areas, the finished products were usually quite attractive and marketable. The stage was also set for those who wished to continue in these areas.

Needlecraft

Over the period, the students learned some basic embroidery stitches as well as colours and colour combination. They produced cushions, kitchen towels and hand towels. Those continued in the HEART/NTA Garment Construction Programme found their exposure to needle work an asset.

WOODWORK

Many of the clients were ill equipped to benefit from the woodwork classes so they were exposed to basic mathematics, which were relevant to their area of work this brought them to a standard where they were able to measure and do calculations. The main skill which was developed, was the reading of the tape measure using the metric system. Over the period each client was able to complete a task. This saw the completion of abacuses, picture frames, toothbrush holders and saving boxes. Clients who have mastered the skill can continue on their own and help to supplement their income.



Boys engaged in Woodwork activities

The exposure to woodwork must have created an impact on the clients as some have moved on to this area in HEART/NTA while others are enrolled in Denbigh High School and are continuing in this area to the CXC level. Their attitude has had the woodwork instructor there asking that we supply him with students who have done woodwork and who would like to continue in this area.

The following stories as told by the teachers are now presented.

Story 1- Leonard Dyer was a street boy who pushed his handcart in order to make money for his day to day existence. He was introduced to the programme by one of the UAP's Guidance Counsellors who basket he had carried to her car. When he came he was unable to read, was untidy and fought frequently with the other boys.

After he entered the programme he went back home to live with his sister and changed many of his anti-social behaviours. He took an interest in learning to read and shortly after when asked by the teller at a bank where he had gone to lodged some money if he could sign his name, he proudly responded, "Of course". And he did. This was a great achievement for Leonard.

Leonard has now entered his second year of the programme and has continued to improve. He shows respect for adults and his peers and is always neatly attired.

Story 2 – Howard Salmon came to the programme after leaving Primary School. To quote him, "At primary school I was not serious about my education and would play truant just to 'hang' out with friends at the river". He was also an angry adolescent whose father was hacked to death and his body burned. An uncle was the suspected murdered.

The programme gave Howard a new lease on life and his behaviour changed. He was anxious to learn and he spent most of his available free time in the company of books. He was also a positive role model for his peers. At the end of the year admission was sought for a place for him at Denbigh Comprehensive High School. He gained entry and during the first month was made prefect of his form. Howard has continued to play the role of prefect at Denbigh High School. On a number of occasions he has come across and spoken to the male clients in the UAP. He will always be used as a positive male role model for the males in the programme

Story 3 – The story of Jason.



In September 1997 when the Rural Family Support Organization opened its doors to the first batch of UAP students, Jason Campbell was among the number.

Jason is a quiet soft spoken individual and during the first week of orientation it was easy to forget he was there. As time progressed he became less shy and displayed a quiet calm strong personality that gained him the respect of his peers and teachers.

Initially Jason was an under achiever – which might have contributed to his reticence. Although he lived a far distance from school he attended regularly and was always on time. He worked hard and was soon able to master basic skills in Literacy and Numeracy.

At the end of the programme Jason was functionally literate and numerate. He was given the option to return to the regular school system but he opted to remain in the programme.

He entered the HEART/NTA Skill Training Programme as a trainee in the area of leathercraft – a skill he had been exposed to as a UAP student. Jason has blossomed into a confident responsible and disciplined individual. He has displayed remarkable skills in leathercraft. His belts, billfolds, key rings and other leather craft articles are the pride of his instructors. He is undoubtedly the most outstanding leather craft trainee and was the first to win the trainee of the month badge since the inception of this award. Jason was unanimously voted by both instructors and students, as the HEART trainee of the year.

Even though he wore his badges daily and with obvious pride, he continued to display quiet, dignified strength which had earned the respect of his peers. Jason still lives

with his parents and farms during the week. In the evenings he makes his leather craft which he takes to the market on Saturdays.

Story 4 – Omar Nicholas who came from the special unit at Hazard Primary School was very unsettled when he came to us first. He became settled during the first year and started participating in class activities. His writing improved and during the first year he read at Level One Stage.

Omar is now in his second year of the programme. This happened because no school would accept him because of his disability. He grandmother cried and asked that he be allowed to do another year. She even visited one of the Counsellors' home to discuss it. He has settled down to classroom life and has continued with his learning. He now reads at Level Two and follows instructions that are given to him. He helps to make brooms, which is the trade which members of family are involved in.

Story 5 – Tameika Brown entered the programme without any Literacy or Numeracy skills. However, she advanced to the stage where she started doing simple addition and subtraction in mathematics with the aid of an Abacus.

Her writing improved greatly and her whole personality became transformed. While here she settled in the programme and gained a great deal from her association with the other females. Though Tameika learned about the changes which took place in her body because of the stage that she was at, it was the other females who had also experienced them who helped her to deal with them.

Story 6 – The crowning glory came for UAP when twenty one clients sat the Grade Nine Achievement Test on the 12th May 2000 at the May Pen Primary School. This was made possible through the collaborative efforts between the Rural Family Support Organization and a Public School. Jowayne Simpson passed and gained acceptance to Denbigh High School. Because of the special preparation for GNAT students who were not placed had the ability to pass the Entrance Test to high schools. The programme ended with 155 of our Out-of-School youths being placed in Junior High or High School/Higher Grades.

Below is the number of In-School and Out-of-School clients the UAP Programme has touched directly

	In-School	Out-of-School	Total
Year One	84	276	360
Year Two	90	498	588
Year Three	57	384	441
Year Four (three months)	55	402	457
Total	<u>286</u>	<u>1560</u>	<u>1846</u>

PERFORMANCE TRACKING SYSTEM (PTS)

Results and Impact

The installation of the PTS saw the organization using Information Technology to the overall success of its day to day activities. Information on the system covers clients from 1997-200, a total of 1330 clients. This has impacted positively with far reaching results. The addition of the system has made information easily accessible and has minimized storage space. There is also easy retrieval of information on individual clients as well as their related areas of activity. This accounts for accuracy, information can be easily updated, thus they can be kept current.

Types of Information

Personal information is kept on each client. Data shows sex, date of birth, name, address, parent/guardian name and address, previous school attended, areas of delivery and entry and exit dates as it relates to UAP.

The area of delivery refers to personal and Family Development, Literacy and Remedial and Vocational and Technical Training.

PROBLEMS ENCOUNTERED AND RESOLVED

The implementation of the project was not free from problems; but these were not unsurmountable. Recruitment of clients during Year 1 for the Out-of-School Programme was faced with the problem of reaching its target where the females were concerned. To remedy this, part-time students were recruited from two primary schools. It was welcome news at the end of the Year 11 when permission was given for students to continue in the Literacy and Remedial Education Programme if necessary. This enabled an output based on quality rather than on targeted numbers. In other words students would not just be passing through the system. The performance of the students at the end of Year 111 must have been the result of their being given a longer time in the programme.

The short term basis on which staff could be appointed (one year) made it difficult to attract qualified persons. Fortunately, the two guidance counsellors were unemployed at the time of recruitment, so they were coaxed into joining the staff. This paid dividends as they both have remained with the programme for the duration of the project. For the Literacy and Remedial Education classes we had to rely on part-time teachers and those who were on long leave from the public school system. However this arrangement has worked very well.

The presentation of sessions in the public school was plagued with the perennial problems of noise from the other classes. Many of these schools do not have individual classrooms so UAP's sessions had large numbers of students dribbling into the sessions. This was disturbing at times. To overcome this, whenever it was a fair day classes were conducted outside, under trees or wherever it was convenient to do so. The staff of the schools were very appreciative of the programme since they do not have a Guidance Counsellor on their staff. Some of their comments are appended.

TRAINING

Training played an integral role in UAP's Programme. Over the three year period staff members of the programme have been exposed to on the job training through workshops. These workshops not only had facilitators who were teachers but had UAP participants who got involved and information was readily shared. There was also the added opportunity where contacts which were made allowed for networking. We were able to network with JAMAL, Red Cross, Ministry of Education and Culture, Pals – Peace and Love in School, Guidance and Counselling Programme – Ministry of Education and Culture, Public Health Centres in Project Areas, Parenting Partners/Coalition on Better Parenting, Family Planning Board, Drug Abuse Secretariat, and other organizations for the benefit of the UAP clients.

Seminars in Computer Science and Accounting were held. The training in Accounting improved accuracy and accountability in RuFamSO's administration. The introduction to Computer Science has helped to make most of the staff members literate in this area.

Staff benefitted from the following workshops:

- Personal and Family Development
- Literacy and Remedial Education – Numeracy
- Recruitment Strategies
- Tracer Study Performance Tracking System
- Motivating Youths Through Drama – Use of Theatrics in Teaching
- Case Management and Procedures Manual
- Training Skills Trainers for At Risk Youth
- Regional Networking Forum

In the area of Literacy and Remedial work, workshops were also held. Though the teachers are trained, methods can easily get outdated so Refresher courses are necessary to keep abreast of changes, which are frequently made in the Education System. The results of the training can be measured in the strides that were made by the clients over their short period of interaction with the teachers.

The area of Guidance and Counselling received most of the training. This was necessary as this area deals with emotional issues, which are delicate. If an issue is not dealt with in an appropriate way that could 'make or break' an individual. The training received in the area of Reproductive Health also helped Counsellors to deal with their own sexuality and so were in better positions to help others.

The training which was received did not stop with UAP staff members but the multiplier effect reached the communities. The part-time teacher extended the training to their schools

(students and colleagues benefitted). Computer Science and Accounts training were also extended to other staff members of Rural Family Support Organization. Clients of the programme and their parents benefitted through classes, sessions and Parenting Meetings. This was extended to other parents through Home-visits, Parent Teachers Association, Youth Meetings and Church Out Reach Programmes

Overall it can be said without a doubt that the training has helped in the Institutional Strengthening of RuFamSO. Links with other NGO's were formed and as a result long-term relationships have been established.

"I am sure that all the lives which were touched, will be forever grateful to the Uplifting Adolescent Programme". (Patricia Miller – Guidance Counsellor)

APPENDICES

UPLIFTING ADOLESCENTS PROJECT

QUARTERLY REPORT - STATISTICAL APPENDIX

(This report replaces the Statistical Reports on Recruitment Levels, Gender & Age Breakdown, and Participant Training Hours.)

Sub-Grantee: _____

PARTICIPANT REGISTRATION DATA	1997-98 (See Note a)	1998-99 (Note a)	1999-2000	2000-2001
NEW Regular Population Adolescents	360	571	436	457
NEW Special Population Adolescents		17	5	
TOTAL NEW PARTICIPANTS THIS YEAR (See Note b)	360	588	441	457
NEW PARTICIPANTS (Note c) distributed as:				
New In-school Students	276	498	384	402
New Out-of-School Students	84	90	57	55

PARTICIPANT COMPLETION DATA	1997-98 (Notes a, d)	1998-99 (notes a, e, f)	1999-2000 (Notes f, g)	
Dropped Out from the In-School Program delivered under the UAP	-	-	-	-
Dropped Out from the UAP Out-Of-School Program	-	11	-	-
Graduated from the UAP Program	360	553	582	-
Continuing Participants (carried forward to new program year): Regular Population	-	-	-	-
Continuing Participants (carried forward to new program year): Special Popn.	-	-	1	-
TOTAL PARTICIPANTS COMPLETING OR CONTINUING PROGRAM	360	588	585	457

Participants Returned to School (See Note h)	1997-98 (See Note a)	1998-99 (Note a)	1999-2000	
Returned to the Formal School System	11	22	25	-
Moved on to an Apprenticeship or Similar Program	8	1	8	-
Moved on to a HEART/NITA or similar training program	28	9	7	-

Participant Attendance Data - Quarter	Sept-Nov 1999 (Note i)	Dec 99-Feb 2000 (Note i)	Mar-May 2000 (Note i)	June to July 2000 (Note i)	
Average Attendance (Note j) - In-School Students	402	406	441	429	357
Average Attendance (Note j) - Out-of-School Students	60	61	83	77	70
Average Attendance - Parents (at Parents' Meetings)	84	55	60	90	80
(See Note k)					

NOTES FOR COMPLETION OF THE REPORT

- Data entered for 1997-98 and 1998-99 will remain the same for future reports.
- New Regular Population and New Special Population students must sum to TOTAL New Registrants each year.
- Total of New In- and Out-of-School registrants must sum to Total New Registrants each year.
- For Batches I and II Sub-Grantees, Sum of 1997-98 Participant Completion Data must equal Total New Students registered.
- For JAD & SSTC, Sum of 1998-99 Participant Completion Data must equal Total New Students registered that year.
- For subsequent year(s), sum of Participant Completion data equals New Registrants that year, PLUS the Continuing registrants from the previous year.
- The Participant Completion Data for 1999-2000 must be updated at the end of each quarter in that year.
- Participants Returned to School may include those who are continuing in the program, or those who have graduated.
- Participant Attendance Data entered for each current Quarter remain the same in future reports.
- For Attendance Data - Students, please input the average number of students attending daily sessions.
- For Attendance Data - Parents, please input the average number of parents attending parents' training sessions.

UPLIFTING ADOLESCENTS PROJECT
AGGREGATE LITERACY DATA REPORT FROM SUB-GRANTEES

Please complete the table below for each NGO site at which the UAP program is delivered!
 Make copies of the form for the number of sites at which the program is delivered. Thanks!

Sub-Grantee: RuFamSO Training Site: Denbigh

EXAMPLE 1

Student Categories	Number of Students	JAMAL Level IV & above	JAMAL Level III	JAMAL Level II	JAMAL Level I & below
Current Students in Literacy Program *	55	18	8	9	20
Current Students NOT in Literacy Program**	--	--	--	--	--
All Post Students: LRE program or Not***	231	79	27	20	37
ALL Students: Post and Present	286	97	35	29	57
Check TOTAL (Sum of Levels I-IV) =	0	0	0	0	0

GUIDE TO COMPLETING THE TABLE

Notes: * For adolescents currently in the program, AND participating in the LRE program, RECORD their latest tested literacy level.

** For adolescents currently in the program, but who do NOT participate in LRE, IMPUTE their literacy level, based on your knowledge of their abilities.

*** For adolescents no longer in the program, and who may or may not have participated in LRE, IMPUTE their literacy levels, based on your knowledge or recollection of their abilities.

Guide to Aggregating the Data in the Table

Student Categories	Number of Students	JAMAL Level IV & above	JAMAL Level III	JAMAL Level II	JAMAL Level I & below
Current Students in Literacy Program *	55 X= sum of a1, b1, c1, d1	18 a1	8 b1	9 c1	20 d1
Current Students NOT in Literacy Program**	-- Y= sum of a2, b2, c2, d2	-- a2	-- b2	-- c2	-- d2
All Post Students: LRE program or Not***	231 Z= sum of a3, b3, c3, d3	79 a3	27 b3	20 c3	37 d3
ALL Students: Post and Present	286 Sum of X, Y, Z	97 A= sum of a1, a2, a3	35 B= sum of b1, b2, b3	29 C= sum of c1, c2, c3	57 D= sum of d1, d2, d3
Check TOTAL (Sum of X, Y, Z) is equal to	286 Sum of A, B, C, D				

* 68 students did not sit the Post Tests over the various periods

129

**Comments from UAP Guidance Counsellor and
Staff Members from participating schools.**

I looked back at each group of clients who entered the Uplifting Adolescent Programme and many memories flooded my thoughts. There were positive ones and negative ones. But, they had all impacted and will help me to deal with similar situations which I am sure will materialize in the future. Each new face showed some amount of fear, hopelessness, mistrust and all the possible emotions which are expressed when one faced the unknown.

Yes, this was unknown territory, and staff members did behave quite unlike that which existed in the regular schools. However, the difference was of a positive nature (one-to-one relationship between client and staff, client-centered approach, clean and attractive environment). These new situations accounted for some amount of uncertainty but with time trust was built. Clients came to the realization that this situation was indeed different but was so in a positive way.

This positiveness was showed in the forcefulness with which they did classwork and other activities. They viewed themselves differently because of raised self-esteem which was delivered through sessions in Personal and Family Development.

The high-point for me as a guidance counsellor came when at the end of each

year clients who were illiterate, innumerate and had low self-esteem were able to read, work with numbers and loved and had faith in themselves. The peak came when these clients found places in schools from which they were previously turned away because they were below entry level.

Signed:- 

Patricia Miller
Guidance counsellor
UAP - RuFamSO
12 | 15 | 2000

The Guidance and Counselling programme which has been run by Mrs. P. Miller, as Counsellor, at the Hazard Primary School is one to be commended.

This programme has a positive impact on the students who are directly involved. This is evidenced in the change of behaviour in some of the students who were regarded as extremely rude, idle and irresponsible. Their whole mannerism have been transformed which help to alleviate some of the pressures which were borne by the class teacher.

As a teacher who works along with her I have also gained rich experiences through her work. The simple strategies used by Mrs. Miller to communicate concepts to the students have proven to be very effective and as a practicing teacher I copy and use to my advantage.

Mrs. Miller is a versatile person. She not only works at the class level but the school can always depend on her to address our Parents Teachers meetings on topical issues. Mrs. Miller was our able Guest Speaker at our Parents' Day Celebration.

I think it is safe to say that she is a part of the total school as she is always willing and ready to use her expertise in what ever way she is asked.

I find it a pleasure working with her.

Margaret Hibbent (Mrs.)
Hazard Primary School
Trenton Road,
May Pen P.O.,
Clarendon.
December 20, 2000.

MOCHO PRIMARY SCHOOL

Principal: Mr. Livingston Moore J. P.
Chairman: Mr. L. Allison J. P.

Mocho P.O
Clarendon,
Jamaica W.I

22. 12. 19. 2000

The Director,
Rural Family Support Organization.

May Pen.

Dear Sir/Madam,

The Board, Principal and staff, Parents/Teachers Association and students of the Mocho Primary School, wish to use this medium to express our sincere appreciation for the services you have provided through your guidance/counselling services to grades five and six students over the past year.

We are greatly indebted to your organization for considering our school a part of your project. Our students have benefitted greatly from the efforts extended by Mrs. Osborne and Mrs. Baines over the period. The weekly guidance and counselling service given by Mrs. Baines have impacted very positively on the behaviour, self consciousness and self respect of the vast majority of the the students in both grades.

The teaching staff remains eternally grateful, as the efforts have made the work of the teachers much easier in coping with the day to day problems young persons in the 11-12 age group encounter.

We wish such an invaluable programme continued success, especially as it impacts on primary education which receives very little attention in these areas.

Sincerely yours,
Livingston Moore
(PRINCIPAL)

This is to certify that I've seen the implementation of the "Lifting Adolescence Project" carried out in this school (Denbigh Primary) for the past three years. I believe that the sponsors of this project ought to be commended for their foresight into the needs of the participants of the project. I believe that it has been a source of tremendous inspiration, as the students before and now have shown signs of self awareness; their self esteem and their morale have been lifted quite higher than before. Based on the quality of the project and the positive results it has shown, I'm therefore quite happy to recommend this project to any parents who are finding it difficult to deal with their children.

Synd: E. L. A. Smith
(Teacher - Denbigh Primary)

YMCA FINAL REPORT

SUB-GRANTEES REPORT
UPLIFTING ADOLESCENTS PROJECT-1
KINGSTON YMCA
FINAL REPORT
September 15, 1997 – November 30,2000

SUMMARY

The total number of students served in the programme during the life of the sub grant was seven hundred and seventy seven (777). This was accomplished through delivery of service at three Centres. All students were registered under the "Special Population" Category many of whom were from no fixed addresses had severe social deficiencies and totally illiterate. All four areas of the delivery services were accomplished-Literacy and Numeracy, Reproductive Health, Family Education and Vocational Skills. Students were in full time training situation and between the ages 12 and 19 years. In April 1999 our rural outreach Centre at Caymanas Bay / Glade, St. Catherine, was opened in association with the Glade Baptist Church, thereby adding another dimension to the overall focus and growth of the project.

The ultimate achievement is to witness the placement of those who have been served into higher educational opportunities and / or jobs. The success in this area has been good with 82 students re-entering formal school, twenty seven of whom passed their grade nine test in 2000; 58 students entered HEART / NTA Centres; 49 students were admitted into other similar programmes better suited for them and 193 students graduated the programme after 1-3 years all over functionally literate.

OVERALL GRANT ACCOMPLISHMENTS

Number of students registered in the programme:

- 1997-1998 291 (target 250)
- 1998-1999 202 (target 200)
- 1999-2000 130 (target 100)
- 2000-2001 154 (target 100)

266 students continue in UAP 2 –December 2000. 193 students formally graduated the programme with 124 of these in June 2000.

Of the 318 students who did not complete the programme at the YMCA Centres some are included in the following statistics- 82 returned to formal school; 49 re-located and 58 entered HEART / NTA Centres. 15 students migrated to USA and Canada: 12 students are in full time employment: 2 students have been ill over a long period and unable to attend any school.

Our quarterly reports adequately portrays that the agency has left "no stone unturned" in dealing with the social problems encountered by many of the students. Poverty is a large factor and to this end a stipend from HEART Skills 2000 has been very helpful to students in need. Dealing with literacy upgrading is the main focus of all the Centres, without this life skill, we cannot "teach a man to fish."

All recipients of the project increased their literacy knowledge and all graduates were functionally literate, many attaining grade 9 standards. Many students who dropped out of the programme for unknown reasons made progress in this area and we can only hope they continue in this direction.

Two tracer studies were conducted through Development Associates Inc. during the grant period. 23 graduated in 1998 and 40 in 2000.

Teachers, and support staff have been given various opportunities to upgrade their knowledge and delivery methods during the Grant. Computer skills training are one such course of study undertaken. Courses in conflict resolution and new creative methods in the delivery of literacy and social skill knowledge to our students, made positive gains to our programme.

The provision of much needed furniture, equipment and materials for our Centres financed through the Grant enabled students to have more practical application in the vocational subjects offered to them. From an administrative angle, this has enabled needed efficiency in producing tests and examinations and other written material, record keeping, referrals and reporting.

A full library and computer room at the Hope Road Centre was made possible through this Grant.

The project helped to finance further teachers and instructors to carry out the activities. Together with volunteers and students on practicum from UWI,

UTECH and other overseas universities, we have been able to conduct classes in smaller teacher pupil ratio as well as offer classes in computer, art and craft, leather craft and embroidery. An expanded sports programme was made possible and the introduction of the UAP Football League, implemented a positive impact on our under sixteen youth.

Equipment and materials have been acquired from the UAP to install a canteen to serve daily meals at the Hope Road Centre.

Overall positive outcomes have resulted in the improvement of morale, growth and development of teachers, students and other members of staff (in particular) with a commitment to ensuring that all benefit from the programme.

AVERAGE COST PER STUDENT:

Based on yearly enrolment and total UAP Grant expenditure the following table records the cost per beneficiary:

1997-1998	1998-1999	1999-2000 (Nov)
J\$ 5859.00	J\$ 5548.00	J\$ 10,827.00
Conversion rate 36.41	Conversion rate 39.00	Conversion rate 41.00
US\$ 160.92	US\$142.35	US\$ 264.08

LEVEL OF COUNTERPART CONTRIBUTION FROM NONUAP SOURCES AND KINGSTON YMCA

At the beginning of the grant this agency was at a start of a massive capital upgrading project to re-build facilities at the main Centre- Hope Road. The Jamaica Social Investment Fund (JSIF) and the Environment Foundation of Jamaica (EFJ) were both contributors to this project- **J\$14.5 Million.** The people of Jamaica and other corporate citizens also contributed to the rebuilding of the project.

Regular counterpart contributions are reflected in the following table:

SOURCE	Sept-Dec 1997	1998	1999	2000 (to Nov)
YMCA/other	J\$ 1,150,000	J\$3,747,000	J\$ 4,380,000	\$3,910,000
UAP 1	100,000	1,605,000	2,025,000	3,075,000

These figures have been taken from Audited Accounting records (1997-1999) and internal figures 2000. A counterpart contribution for Administrative costs, overhead including utilities, salaries for teachers from HEART/NTA and the Ministry of Education and stipends for students from WFP and HEART is reflected.

Other donations in cash /kind were received during the period of the Grant:

World Food Prog.	1997-1998	Equipment/food	100% to project
Food for the Poor	1998-2000	Materials/furnishings books and food	100% to project
St. Andrew Rotary	1999-2000	Building renovations	100% to project
Kiwanis Club St Andrew	2000	2 Dell Computers	100% to project
Moore's Business Forms Ltd.	1998-2000	Sporting donations	100% to project
City of Kingston Co-Op Credit Union	1999	Building restoration	100% to project
Church's Credit Union Ltd.	1999-2000	Building restoration	100% to project
South Avenue Seventh Day Adventist Church	2000	School feeding/counseling	100% to project
UWI /UTECH and Social Action Centre	1997- 2000	Teaching /Counseling/ Camping	100% to project
Four H Club-St Andrew	1999-2000	Training, Camps	100% to project

The following business places were involved with the "on the job training" of students:

1. Spencer's Tailoring Establishment
2. Hilton Kingston Hotel
3. Wendy's Restaurants.
4. Social Development Commission
5. Mothers' Enterprises
6. Sutton Place Hotel
7. Devon House Grogg Shop
8. Courts Jamaica LTD
9. King Ital
10. Pizza Hut
11. Courtleigh Hotel and Suits
12. Caribbean Products Ltd.
13. Bustamante Hospital for Children
14. Electoral Office
15. Everglades Restaurant
16. The Salad Bar
17. Eden Vegetarian Restaurant.

TRACKING SYSTEM (PTS)

No entries have been recorded for year 2000 and all final entries on the graduates have to be made. This is mainly due to not getting the forms updated from the teachers and not having a data person assigned to keeping data updated. Reports are produced however for each student and a file folder is kept for each participant.

QUARTERLY STATISTICS (FINAL QUARTER -UAP-1)

Submitted as an Appendix to this report.

CURRENT PLANS TO CONTINUE A SIMILAR PROJECT

Based on our track record in serving youth and those at risk of not having a regular education, this Agency (NGO) has been awarded a further grant by USAID in association with Peoples Action for Community Transformation P.A.C.T.

A further thirty-one (31) months of funding has been granted mainly to support our Human Resource Financing.

Compiled by; Anthony Brodber
January 23, 2001

Uplifting Adolescents Project

SUB GRANT

CLOSE OUT PROCEDURES

OVERALL GRANT ACCOMPLISHMENTS

**Western Society for the Upliftment of Children
&**

Children First



*Submitted by
January '01'*

W.S.U.C. and Children First were able to surpass the number of beneficiaries targeted over the three years period of work under the UAP programme.

In year one we targeted five hundred (500) youth, but worked with 580. In year two the target group was six hundred and thirteen (613), but the overall group was seven hundred and thirty six and in year three the total number was seven hundred and forty one (741) instead of the targeted seven hundred and twenty one (721).

Placement over the three year period

Youth Service	36
Apprenticeship	85
Garment HEART	27
Regular School System	232
Other Prevocational Programme	41
Job Placement	64

Completion of Prevocational Programmes within both agencies

Sewing/Craft	90
Barbering/Cosmetology	31
Photography	21
Art & Craft	20

Over the three year period served by UAP the agencies projected the return of 20% of the Special Population adolescents to the formal education programme. Both agencies combined were able to exceed this figure by 27%, totaling 47% or two hundred and thirty two (232) of the four-hundred and ninety-three (493) adolescents targeted.

Total drop out from the in school and out of school population over the three year period,

<i>Agency</i>	<i>In School</i>	<i>Out of School</i>
WSUC	91 / 01	103 ✓
Children First	32 ✓	64 ✓
<i>Total</i>	123	167

Uplifting Adolescents Project
 Quarterly Report - Statistical Appendix

This report replaces the Statistical Reports on Recruitment Levels, Gender & Age breakdown and Participants Training Hours

Sub - Grantee Children First

<i>Participant Registration Data</i>	1997-98	1998-99	1999-00	2000-01
New Regular Population Adolescents	200	65	200	85
New Special Population Adolescents	116	34	73	112
Total New Participants this Year	316	99	273	197
New Participants distributed as - New In-School Students	200	65	200	85
- New Out-School Students	116	34	73	112

<i>Participant Completion Data</i>	1997-98	1998-99	1999-00	2000-01
Dropped out from In-School Program delivered by UAP	15	7	10	-
Dropped out from the UAP Out-Of-School Program	20	25	19	13
Graduated from the UAP Program	-	236	121	1
Continuing Participants (carried forward to new program year) Regular Population	189	50	165	250
Continuing Participants (carried forward to new program year) Special Population	96	77	85	183
Total Participants Completing or Continuing Program	316	395	400	447

<i>Participant Returned to Schools</i>	1997-98	1998-99	1999-00	2000-01
Returned to the Formal School System				18
Moved on to an Apprenticeship or similar program			4	15
Moved on to a HEART/NTA or similar training program			7	13

<i>Participant Attendance Data</i>	Sept - Nov. 99	Dec. 99 - Feb. 00	Mar-May 00	Jun-Jul 00	Sept. - Nov. 00
Average Attendance - In - School Students	225	185	205	215	207
Average Attendance - Out - Of - School Students	120	112	108	95	119
Average Attendance - Parents	53	72	78	92	63

**Uplifting Adolescents Project
Quarterly Report - Statistical Appendix**

This report replaces the Statistical Reports on Recruitment Levels, Gender & Age breakdown and Participants Training Hours

Sub - Grantee WSUC

<i>Participant Registration Data</i>	1997-98	1998 - 99	1999 - 00	2000 - 01
New Regular Population Adolescents	200	141	156	
New Special Population Adolescents	80	68	118	
Total New Participants this Year	280	209	274	
New Participants distributed as - New In-School Students	200	141	156	
- New Out-School Students	80	68	118	

<i>Participant Completion Data</i>	1997-98	1998 - 99	1999 - 00	2000 - 01
Dropped out from In-School Program delivered by UAP	23	34	44	
Dropped out from the UAP Out-Of-School Program	10	36	57	
Graduated from the UAP Program	-	229	395	
Continuing Participants (carried forward to new program year) Regular Population	177	110	136	
Continuing Participants (carried forward to new program year) Special Population	70	47	98	
Total Participants Completing or Continuing Program	280	456	730	

<i>Participant Returned to Schools</i>	1997-98	1998 - 99	1999 - 00	2000 - 01
Returned to the Formal School System	7	15	24	
Moved on to an Apprenticeship or similar program	12	95	22	
Moved on to a HEART/NTA or similar training program	30	25	45	

<i>Participant Attendance Data</i>	Sept. - Nov. 99	Dec. 99 - Feb. 00	Mar-May 00	Jun-Jul 00	Sept. - Nov. 00
Average Attendance - In - School Students	124	160	164	90	
Average Attendance - Out - Of - School Students	90	95	90	70	
Average Attendance - Parents	30	25	35	25	

The results achieved by both agency in changing the literacy levels of children served, had varying levels of success which were mainly due to the fact that some children needed individual attention. While others took longer to settle down to learning environment, there were also the cases of children with learning challenges.

In assessing this area overall it is worthy to note that only an estimated 15% did not achieved level two after a period of one year in the programme, and they fall in above the stated categories. The behaviour change of the students during the life of the project has been noticeable in the attitudes to their peers, respect for adults, improved self-esteem, increase self-worth, reduction in the number of fights and improved social skills. Their ability to make responsible decision as well as the reduction in the number of cases of STD's based on reported cases. Increase leadership, and conflict resolution skills are evident in all groups.

In the skill area, the children have developed income generating skills which are marketable and some students have started they're own small businesses, based on these skill areas.

Children First Success Stories

1. Gassette Myles

Gassette Myles began in the Children First out of school programme in March 1998. He was 16 years old, a non reader, he was placed in level 1. From the outset he displayed a great deal of enthusiasm to learning and in September of that year was promoted to level 2. In January 1999 he was promoted to level 3. He had made personal arrangement with students in the school programme to assist him by giving him individual work. He displayed a high level of interest in the skill area and excelled in the art & craft department.

Due to his age it was impossible to find placement in the formal school system and unfortunately he had a fear for exams and refused to sit the HEART entry level test. But fortunately two skill areas were introduced, photography, barbering/cosmetology. After 3 months in the barbering area he was chosen as the most outstanding student. He was assigned to do demonstrations lessons for his fellow classmates. He was unofficially dubbed "the school barber" and was allowed by the boys to practice on their heads.

In November 1999 he was placed on work experience for two weeks and was offered employment on Saturdays, he was also employed during the Christmas period. From the money he earned, he saved \$2,000, which he took to Children First for safe keep, he expressed his desire to purchase a barbering shear in order to start his own business. Children First was able to source the additional funds and he purchased the shear.

Gassette now rents a chair in the salon he was placed for work experience and is doing his own business as well as working from a make shift shed at home. His attitude to life is very positive, he is presently teaching his brother the skill and has offered that once he has acquired additional equipment he will teach other youngsters from the agency.

He visits the agency in his free time and trims the youngsters free of cost. It is also important to mention that at Christmas he returned to his rural community and trimmed over 30 children as his contribution to the community.

2. Carol Brown

Carol Brown was referred to Children First in 1999 at 14 years of age by a former member of the notorious "Skeng Gang" of Maxfield avenue, the former gang had heard of Children First and seek placement but was unfortunately too old for the programme. Carol was still living in Kingston and was involved in "crotching," which is method of stealing where items are hidden under the clothes and removed from store, supermarkets etc.

She came to visit the agency on the persuasion of Marie, after getting arrested for the 10th time. She was very street wise, having experience robberies, gun battle and in fact was an active participant in many shoot out even with the police. The gang leader was in prison and the group had scattered with Carol linking with a group of "crotchers" but they too have been caught from time to time and imprisoned. Her friend Marie insisted she talk to her aunt who lived in Spanish Town and see if she would be willing to accommodate her. This proved difficult at first because her aunt was aware of her involvement with the gang, but Carol cries and begged for a chance. The aunt agreed on the premise that she would attend school, discussions were also held with Children First and the Probation officer.

She was accepted at Children First and was placed in level 2 where she showed aptitude and was soon promoted to level 3. In the initial stages she was a challenge, she had numerous fights every day and kept threatening the other children. She was treated as a special case and received ongoing counseling and over time developed a trusting relationship with Vandrea Thompson, who became her mentor.

She expressed interest in the performing group the Environmental Protectors, but there was some reluctance in placing her due to her behaviour problems and the present level of development of the group. She presented her case to the group and asked for a chance to prove herself even admitting to prostitution, which she stated was her only form of income because her aunt only provided shelter. She was responsible for her other needs and said if given the opportunity to be a part of the group she would stop this practice and asked her cousins to assist her. Arrangements were made by Children First to meet her

cousins, who expressed doubt about her change, but agreed to support her if she "behave herself."

Carol is now an active member of the Environmental Protectors group, receiving support from her cousins, as well as a honorarium for her group involvement funded by the Environmental Foundation of Jamaica. She has been selected to attend a peer leadership training on HIV/AIDS/STD prevention and Sexuality, hosted by Red Cross. Her favourite saying is "neva too ole to learn," "weh no dead, no dash it weh" meaning once there is life there is hope. She is totally transformed youngsters and is presently respected and seen as a leader by her peers. At the end of level 3 she will be doing the entry level test to the HEART/NTA programme.

• *Name changed for confidentiality*

Average cost per adolescence served over the life of the project J\$6,160.61

Level of counterpart contribution made by the NGO from its own or non-UAP sources over the life of the project.

Children First

Funding Agency	Amount	Area of expenditure
Rotary	\$50,000	Art & Craft Project
UNICEF	\$650,000 \$710,000 \$210,000	•• Office Space- reconditioned container •• Skill training - Barbering/Cosmetology & Photography • Child Rights Project
Child Support Unit/Member of parliament	\$65,000	•• Materials for covered area to be used for classes
Royal Netherlands Embassy	\$260,000	•• Parents income generating project
CIDA-Enhancing Civil Society Project	\$750,000	•• Parents Training
Food for the Poor		•• Desk, chairs, food supplies
Local Fundraising	\$250,000	

WSUC

Funding Agency	Amount
UNICEF	\$800,000
Save the Children Fund (UK)	\$500,000
Local Fundraising	\$300,000

Challenges faced over project period

1. Space at both projects

- WSUC made stools instead of chairs, and re-designed classroom space.
- Children First approached Child Support Unit and Member of Parliament and received assistance with materials, parents and volunteers and constructed covered area.

2. Recurrent cost for administration

- This is still an area of challenge that has not been resolved by both agency, some cost have been met by fundraising efforts..

3. Human resources

- Both agencies have been able to attract volunteers, parents, community members, and students on placement for community service awareness

Final Status of data entry of Performance Tracking System

- Children First system is in place, although we experienced difficulty in getting data from some participants in the previous life skill in school programme.
- WSUC is up to date manually. Presently in the process of replacing information lost on computer.

WSUC and Children First were successful in securing funding under UAP 2 and will continue seeking counterpart funding to continue the programme.

ST. PATRICK'S FOUNDATION
ST. MARGARET'S HUMAN RESOURCE CENTRE

UPLIFTING ADOLESCENTS PROJECTS

FINAL REPORT

William

for Mr. William Tavares Finson
Chairman

Uplifting Adolescents Project **Final Report**

OVERVIEW

The UAP programme started at St. Margaret's Human Resource Centre, St. Patrick's centre, Seaward Primary & Junior High sought to offer to over One thousand (1000) students in and out of the formal school system between the ages 10 -18 years a alternative way of improving their numeracy and literacy skills.

This programme (UAP) boasted an Audio Visual and Computer training lab with modern equipment, which assisted to a very large extent in the remediation programme undertaken by the centre.

The three (3) year programme also addressed areas of reproductive health, family life education and parenting using workshops, seminars, artistic presentations and other innovative means of delivery among the target population.

LITERACY/REMEDIAL EDUCATION

The Foundation's Literacy/Remedial Programmes have been tailored to meet the special needs of the "at-risk" youth, which they serve. Under the UAP programme however, the literacy/remedial programmes was able to reach a larger population (inclusive of the specific needs of children with Learning Disabilities and to stimulate the delivery of higher standards of proficiency to participants.

The goal of this project was met in that at-risk adolescents were stimulated through educational and skills training programmes. Over the three and a half (3 1/2) years at least 30% of the participants were returned to the formal school system and at least 15% were added to the wage earning workforce. Another 5% were returned to training centres such as HEART/NTA and other facilities

VOCATIONAL/TECHNICAL TRAINING ELEMENTS

The vocational areas were woodwork and garment construction. The focus of the training was to assist the youngster's to develop their skills for self-employment or advance apprentice in an established enterprise.

In an effort to adequately respond to the needs of the participants and apprenticeship programme was developed. This programme seeks to facilitate students being trained in skills areas not offered by the centre while allowing them to peruse support subjects at the centre.

EVALUATION

Students over the three (3) and a half-year period were evaluated twice per year using the Mico Diagnostic Test. Approximately 70% of the population showed improved reading ability, which is moving from one reading level to another. In the quarter December 1999 – February 2001, the following data was collected from administration of the Mico Diagnostic Test. (See report)

The Mico Diagnostic Test has been administered to all students currently enrolled in the program. Reading

PP		P		G1		G2		G3		G4		G5		G6	
NO	%	NO	%	NO	%	NO	%	NO	%	NO	%	NO	%	NO	%
57	21.8	23	8.8	24	9.2	26	10	19	7.3	16	6.1	11	4.2	22	8.4

A total of 198 students of the 261 were tested representing 76% of the school population.

- PP- Pre Primer
- P- Primer
- G- Grade

WORKSHOPS/SEMINARS

All the workshops presented under the UAP program saw at least one teacher from the centre participating. The workshop on "Conflict Resolution" was deemed most beneficial as the participants constantly used the knowledge gained both in sessions with students as well as to settle small disputes among students. The workshops and seminars were very enlightening and assisted the teacher as well as the administrators in the delivery of the programmes.

STUDENT MATTERS

Over the three (3) year programme approximately One thousand (1000) students were assisted under the UAP programme these were both in-school and out-of-school students. Many students were returned to the formal school system (ie. Primary, High & Technical schools) as well as the Government approved Skills training facilities; Human Employment and Resource Training (HEART/NTA). Some students were assisted to find apprenticeship programmes as well as wage earning jobs.

ACTIVITIES PURSUED UNDER PROGRAMMES A & B

- Environmental Activities - Students were encouraged to be more attentive to the cleanliness of their environment. Students and parents participated in environmental awareness programmes, substance abuse prevention seminars.
- Career Exposition - Career Expo was held between May 31 – June 4, 1999. Students were assisted in Job Placement both in Apprenticeship Programme and in wage earning jobs. The assistance of the Guidance Counselors in influencing career choice was very good as there were several sessions which were held to assist students to make appropriate career choices.
- Field Trips- Students were taken to several educational and recreational Site visits over the period. This broadened their horizons and also allowed them to see several different parts of Jamaica where inner-city children don't normally get the opportunity to visit due to financial constraints.
- Leadership Activities- The students participated in 4H Club, peer counseling groups. Reading competition was conducted and the students acquired much knowledge and improved reading abilities during this competition.

OTHER ACTIVITIES

- Parenting Workshop Workshops were held over the period, which assisted men and women to better deal with their children. A vibrant PTA has been formed as a result of these workshops and the parents are actively involved in the activities of the St. Margaret's Centre.
- Reproductive Health Many workshops/seminars and discussions were conducted over the period to build awareness and disseminate information on Reproductive Health. Students as well as parents all participated in these workshops/seminars. The Family Life Education Programme used by the MYEC was used

Conflict Resolution Training

Five (5) instructors benefited from the Conflict Resolution workshops. Full use was made of this training by the way teachers assisted in resolving conflicts among students and between students and parents.

IMPACT AND BENEFITS

This programme was strengthened by the grant from USAID through the UAP programme. The students as well as the community benefited from the intervention. Many at-risk adolescents were assisted in improving their literacy and numeracy skills as well as skills training in Woodwork and Garment Construction.

ADVANCING THE OPPORTUNITIES
OF IN-SCHOOL YOUTH

FINAL REPORT FOR YEAR 3
TO UAP
SEPTEMBER 15 TO NOVEMBER 30, 2000

Submitted by
Youth Opportunities Unlimited
(Y.O.U.)

1. **SUMMARY**

To date Y.O.U. has an overall registration of 1612 adolescents. Of this total, 12 new adolescents were recruited during this quarter. In this the final period under UAP1, Y.O.U. is extremely pleased with the positive impact all the programmes have had on the targeted beneficiaries. Y.O.U. is particularly pleased with the implementation and impact of the UAP funded, Homework Programme and the monthly Adolescent Workshops. There is no doubt that these programmes continue to result in the provision of practical, informative and inspirational awareness and opportunities for adolescents who otherwise would not have had the benefit of such programmes.

2. **PLANNED ACTIVITIES**

i. **Personal and Family Development**

Mentoring Programme

This programme continues to grow from strength to strength. In fact, Y.O.U. is experiencing a higher rate of success now with recruiting male mentors. During this period 12 new mentees were recruited, and 10 new mentors. Of the latter 6 were male. Also during this period 3 sessions were held for mentees, and 1 session for mentors.

Parenting Programme

During the period under review, Parenting Sessions were held at Kingston College, Kingston High, Tarrant High and St. Joseph's High. Y.O.U. is continuing to pursue a two-pronged approach vis-à-vis the Parenting Programme, a) to work with large group of parents at PTA

Meetings, and, b) to administer a more intensive, small-group programme to specifically targeted parents, in certain schools. This method is proving to be extremely valuable and effective.

Peer Counselling Programme

This programme continues to have significant impact on the targeted beneficiaries, and will remain a permanent component of Y.O.U.'s programmes. The approximately 60 graduate students at Excelsior High School are continuing to work in the field at school, and it is clear that providing adolescents with access to their peers who are trained to listen and give informed advice, is critical in the lives of these young people. During this period, Y.O.U. began examining the possibility of establishing Peer Counselling programmes in three of the schools in which we work – Tarrant High, Kingston College and Windward Road Junior High.

Adolescent Workshops

This programme continues to be the vehicle for maintaining access to all the adolescents registered with Y.O.U., and will also remain an important and permanent feature of Y.O.U.'s overall programmes. During this period, 3 of these workshops were held, with an average attendance of 70 students.

Group Mentoring Programme

The beginning of the new school year had this programme continuing at Kingston High, and introduced for the first time into ClanCarthy

High. A total of 113 students are being exposed to this area of work. During this period, Y.O.U. engaged in administering a Survey designed to provide critical information on the students. Details of this programme is presented under Section 3 of this Report.

ii. **Literacy and Remedial Programme**
Homework Programme

Y.O.U. is extremely proud of the progress made with this programme that continues to provide practical support for the targeted beneficiaries. During this period, 77 students were registered, 30 of them being new students. A student evaluation exercise was conducted during this period, the results of which appear in Section 3 of this report.

iii. **Technical /Vocational Education**
Career Guidance and Transition Planning Programme

Y.O.U. during the period under review, continued to provide critically-needed support under this programme. Special attention is given to Y.O.U. "mentees", and especially those that are about to graduate from school. During this period, Y.O.U. engaged in one-to-one career guidance, and in addition, assisted a number of graduate students with job placements.

3. ADDITIONAL ACCOMPLISHMENTS

- Personal and Family Development Mentoring Programme

Y.O.U. is extremely pleased with the progress being made with this our flagship programme. We are especially proud of our recent efforts in identifying male mentors. This was achieved as a result of our public education and media campaign, as well as by referrals by existing mentors, of their friends and associates. On October 28, 2000, a joint mentor/mentee/parent workshop was held at the Liguanea Club (See Appendix I). The session was facilitated by Marguerite Newland and Pat Eves, psychologist, and was extremely successful both in terms of content and participation. As a consequence, Y.O.U. intends to organize more frequent joint sessions, particularly targeting mentee parents.

- Group Mentoring Programme

Y.O.U. is pleased that the participating schools under this programme, continue to report on the positive impact it has on the specific classes in general, and on certain students in particular. During this period, Y.O.U. administered a Survey, so as to ascertain basic information on the students in this programme (See Appendix II). The data from this Survey will be analyzed and imputed into Y.O.U.'s Data Bank, and used to inform new directions, modifications, and in general, policy and programmes regarding this group of adolescents.

- **Parenting Programme**

The following is a report on this programme submitted by Y.O.U.'s

Senior Projects Officer:

During September, parenting sessions were held at Kingston College for the parents of Grade 7 students who were entering school for the first time, and for Grade 10 parents. A large group of parents, about 200, were present and the session was used to introduce them to the idea of parenting education in school. This was followed 3 weeks later by a parenting seminar with 28 P.T.A. members and the topic was "Parent-School Relationships". This session was enriched by a panel of 5 sixth-formers who pleaded for sessions in which both parents and teachers would be involved in education on male adolescent behaviour. A similar session on "Parent-School Relationships" was held at Kingston High with 60 parents attending. This was a keenly participatory experience with parents pledging time to the school.

In October the discussion on "Parent-School Relationship" continued with a very large attendance at Tarrant High where a new principal had taken up his position. At Kingston College, there was a much smaller group of parents but equally enthusiastic students again attended and gave their opinion on parents' attitude. At Kingston High the topic was "Peer Relationships".

A session was held at St. Joseph's High, a private school. Y.O.U.

was invited to St. Joseph's by one of its mentors. Thirty parents discussed "Parent-School Relationships" with the facilitator.

There were six sessions in November. Clan Carthy's session was on "Effective Parent-School Relationships" with some 200 parents in attendance. Tarrant High had a session on "Building Healthy Relationships". Kingston College and Kingston High discussed the "Values and Attitudes" and St. Margaret's outreach held a session on "Positive and Effective Parenting" with 80 parents and community members.

Although September to November were busy months for the parenting team, interest in the topic is growing and so is attendance at meetings. Meetings are being held with large rather than small groups at the request of school authorities who are most anxious for improvements in parent-school relationships.

- **Adolescent Workshops**
These progressed extremely well during the period under review. (See Appendix III for Agendas) Y.O.U.'s main objectives are to, a) maintain access to all the adolescents in our various programmes, and b) provide a forum for discussion of critical issues that affect adolescents, and which are not dealt with in the school curriculum. Y.O.U. is very proud of the changes that are witnessed in leadership,

confidence, and self-esteem of the targeted adolescents.

In fact, several individuals in the group took the initiative to investigate the possibility of creating a Y.O.U. Steel Band, and a Y.O.U. Drama Group. The following is the workshop schedule for the period under review:

Adolescent Workshops

Date of Workshop	Topic	Presenter (s)	No. of Students
September 30 th	Launch of Community History Project	Ms. Marguerite Newland	50
November 4 th	"Knowing Who we are"	JCDC Winners St. Peter Claver Primary Windward Road All & Junior High Alman Town All Age Tanisha McGhie & Friends – Miss Jamaica Festival Queen	60
November 25 th	"Values & Attitudes" – Story Telling	Story Tellers Association of Jamaica	84

- **Literacy and Remedial Programme**
Homework Programme

This programme continues to make significant impact on the lives of the targeted beneficiaries. Attendance at the Merl Grove High School Centre is consistently high, and teachers, parents and students agree that it is a valuable, and literally, indispensable programme. The following is the report submitted by Y.O.U.'s Project Officer:

At the end of the period, 77 students were registered in the Programme, which is being run at Merl Grove high School. All 77 were females. 76 came directly from Merl Grove High and 1 from Gaynstead High. 30 of the 77 students registered were entirely new to the programme. The average student population on any given day, ranged between 50-60 students. In a bid to obtain feedback on how students rated the programme, a questionnaire was administered for mainly new students (See Appendix IV). 48 students responded to this questionnaire of which 25 were new students and 23 were carry-overs. See results below:

<u>Attendance</u>	<u>Why students attend?</u>
45 attend regularly	37 need extra help
36 attend all 4 days	5 parents sent them
11 attended mostly 3 days	5 teachers encouraged them
3 said they did not attend regularly	1 followed friends
1 of which considered 3 days to be not regular.	

Is the Programme a good idea?
100% said yes

Reasons given included,

Teacher helps a lot

Place is quiet

I do not get to do my work at home

Get help from teacher & students

I get more attention

Miss Brooks is nice

Some children do not get snack when they go home

Prevent students from staying at the bus stop and wasting time.

Is the teacher always available? Are teacher's patient & understanding?

47 students said yes
1 did not respond

100% said yes

Is the Centre comfortable?

44 said yes

1 said sometimes

1 did not answer

2 said no

good attendance

What else would you like to see at the Centre?

more students attending

more co-operation with teachers

more subject teachers

prize giving ceremony to include

improvements made under the
Homework Programme.

need soft music to listen to

go on trip

nominate captains and leaders

4. **OTHER UNPLANNED ACTIVITIES**

• **Adolescent Support Centre**

Y.O.U. began working on a feasibility study for the establishment of an Adolescent Support Centre, to be located on the ground floor of Y.O.U.'s existing office building. This concept is an out-growth of the increasing demand for such a service that Y.O.U.'s current resources are unable to meet. The Centre will adopt a wholistic approach by providing not only clinical services, but also self-esteem and career guidance services.

• **Education Week - Haile Selassie High School**

Y.O.U. was invited to participate in the school's Education Week activities. A presentation was made by a group of grade 11 students and a group of parents under the theme "Children Learn When Parents Listen".

• **Guanaboa Vale All Age School**

Community Tourism Environmental Project

Y.O.U. was invited to assist the school located in rural St. Catherine to look at the feasibility of an environmental project.

This project promises to

- open new awareness of training and employment for the youth

in the community.

- increase the appreciation for the community and environment

- **Collaborative Workshops**

Y.O.U. participated in a number of workshops hosted by UNDP, UNICEF and the Child Support Unit which looked at issues relating to adolescents at risk.

During the month of November the Ministry of Health hosted a two-day workshop on “Promoting Healthy Behaviour in Children and Adolescents”.

The topics were:

- Reproductive Health
- Substance Use and Abuse
- Violence
- Suicide
- Interrelation of risk behaviour
- Effects of risk behaviour on educational attainment

- **Parent Exhibition – November 10th – 11th**

Y.O.U. exhibited the two days at this workshop and served as presenter on the topic: “The Effects of Migration on the Child”

- **Mentoring Talks**

During this period Y.O.U. delivered presentation on Mentoring to the Lion’s Club of New Kingston. The organization intends to establish a Mentoring Programme.

- **Mentoring Consultancy**

During the period under review, Y.O.U. provided Mentoring Consultancy to the University of Technology (UTECH). UTECH has established a Mentoring Programme linking final year students with alumni.

UPLIFTING ADOLESCENTS PROJECT QUARTERLY REPORT - STATISTICAL APPENDIX

THIS REPORT REFLECTS THE STATISTICAL REPORTS ON REGISTRATION LEVELS, GENDER & AGE BREAKDOWN, AND PARTICIPANT COMPLETION FROM...

Sub-Grants:

September 15th - November 30, 2000

PARTICIPANT REGISTRATION DATA		1997-98 (See Note e)	1998-99 (Note e)	1999-2000
NEW Regular Population - Adolescents		711	682	395
NEW Special Population Adolescents				
TOTAL NEW PARTICIPANTS THIS YEAR (See Note e)		711	682	395
NEW PARTICIPANTS (Note e) distributed as:				
New In-school Students				
New Out-of-school Students				

PARTICIPANT COMPLETION DATA		1997-98 (Notes e, d)	1998-99 (Notes e, e, f)	1999-2000 (Notes f, g)
Dropped Out from the In-School Program delivered under the UAP		126	74	55
Dropped Out from the UAP Out-of-School Program				
Graduated from the UAP Program		335	308	51
Continuing Participants (carried forward to new program year) Regular Population		250	550	
Continuing Participants (carried forward to new program year) Special Pop.				
TOTAL PARTICIPANTS COMPLETING OR CONTINUING PROGRAM		771	932	945

Participants Returned to School (See Note h)		1997-98 (See Note g)	1998-99 (Note e)	1999-2000
Returned to the Formal School System				
Moved on to an Apprenticeship or Similar Program				
Moved on to a HEART/NTA or similar training program				

Participant Attendance Data - Quarter	Sept-Nov 1999 (Note i)	Dec 99-Feb 2000 (Note i)	Mar-May 2000 (Note i)	June to July 2000 (Note i)
Average Attendance (Note j) - In-School Students				
Average Attendance (Note j) - Out-of-School Students				
Average Attendance - Parents (or Parents' Meetings) (See Note k)				

NOTE FOR COMPLETION OF THE REPORT

- Data entered for 1997-98 and 1998-99 will remain the same for future reports.
- New Regular Population and New Special Population students must equal to TOTAL New Registrants each year.
- Total of New (In and Out-of-School) registrants must equal to Total New Registrants each year.
- For Batches I and II Sub-Grants, Sum of 1997-98 Participant Completion Data must equal Total New Students registered.
- For JAD & SSTC, Sum of 1998-99 Participant Completion Data must equal Total New Students registered that year.
- For subsequent years, sum of Participant Completion data equals New Registrants that year, PLUS the Continuing registrants from the previous year.
- The Participant Completion Data for 1999-2000 must be reported at the end of each quarter in that year.
- Participants Returned to School may include those who are continuing in the program, or those who have graduated.
- Participant Attendance Data entered for each current Quarter remains the same in future reports.
- For Attendance Data - Students, please input the average number of students attending daily sessions.
- For Attendance Data - Parents, please input the average number of parents attending parents' training sessions.

BEST AVAILABLE COPY

173

APPENDIX I

YOUTH OPPORTUNITIES UNLIMITED

Mentoring Orientation Workshop

The Liguanea Club

Saturday, October 28, 2000

9:00 a.m. - 12:00 noon

Agenda

1. Opening Prayer
2. Welcome and Introduction
3. Brief History of Y.O.U. ()
4. Mentoring - The Y.O.U. Experience.
Showing of Video Tape ()
- Break into (two) 2 groups - (1) Mentors
(2) Mentees, Parents, and
Guidance Counsellors ()
5. The role and expectations of a Mentor. - Ms. Newland
()
 - The importance of the male mentor in the
Jamaican Society - Mr. Donald Robinson
()
 - Parents in Partnership with others for their
children's success. - Ms. Pat Eves
()
 - The expected behaviour of mentees in the
mentoring relationship. - Mrs. Blaine
()
 - Pairing - Mentors and Mentees - Ms. Johnson
()
 - What is in the Kit. - Mrs. Johnson
()
 - Questions and Answers. - Y.O.U. Team

174

Youth Opportunities Unlimited



Betty-Ann Blaine (right), founder and executive director of Youth Opportunities Unlimited (YOU), greets a mother and son at a recent parent empowerment programme at Kingston High School. ■

what's
right with Jamaica

By **Petulia Clarke**
Freelance Writer

IN THE world of dreams, parents listen and do the right things; ambitious teenagers listen to their folks, get a proper education and follow in the exemplary footsteps of their parents; and whole families are there to support each other.

In the real world the reality is teenage pregnancy, absentee parents, unemployment and a breakdown in the family structure.

Then there are organisations like Youth Opportunities Unlimited (YOU) which are trying to bridge the gap between fantasy and reality.

Dubbed the country's leading mentoring organisation, YOU has issued a new challenge to parents. Founder and executive director Betty-Ann Blaine is encouraging them to "take careful stock of themselves

CONTINUES ON A3

Youth Opportunities

CONTINUED FROM A1

and make a concerted effort to improve the way they are bringing up their children".

Why? "Because we are facing a major crisis in the area of poor parenting," Mrs Blaine said. "The country needs to embark on a massive parenting education programme if we are serious about national progress in the new millennium."

A voluntary islandwide organisation, YOU was founded in 1991 by Mrs. Blaine to provide a support structure for Jamaican in-school adolescents and children. In its 10-year existence YOU has sought to establish a strong mentorship programme for its target audience and to be a serious advocate for all Jamaican children.

The agency has realised, however that there are deeper issues to be dealt with before the programme can claim success. For example, parenting education is an urgent necessity if young people are to benefit from their efforts.

"Almost all the cases of adolescents in trouble which we now see for counselling relates to poor parenting," Mrs Blaine said. This is a significant problem in Jamaica and it is impor-

tant to note the tradition of self-sacrifice by parents on behalf of their children is giving way to self fulfilment at the expense of the children, she said.

YOU is mentoring parents and guardians of selected youngsters attending Clan Carty High, Kingston College, Tarrant High and Kingston High schools in an intensified programme.

Named The Parenting Programme and funded by UNICEF through the Coalition for Better Parenting, it's operated as a structured part of each school's regular parent-teacher meetings. It provides parents and guardians with child rearing techniques which would once have been passed on by an older family member. It also fosters parent support groups, encourages and strengthens parental involvement with schools and teaches some of the specialised skills necessary today, such as advocacy, effective communication and stress management.

Mrs. Blaine said she was encouraging parents to examine themselves and rededicate themselves to the job of raising their children in a positive way.

"This is the most important job which anyone can take on and we need to do to the very best of our ability."

BEST AVAILABLE COPY

BEST AVAILABLE COPY

THE DAILY GREENER - October 31st, 2000



MENTORS NEEDED: Youth Opportunities Unlimited (YOU), which operates mentoring and other support programmes for in-school adolescents, is seeking caring adult volunteers to serve as mentors. Male mentors are especially needed, as the organisation has a number of boys on the 'waiting list' for mentors. The YOU team believes there is a clear connection between lack of positive male role models and problems being exhibited by boys in the society, and believes that male mentors can provide invaluable help in grooming the men of tomorrow. The photo shows a group of the youngsters who are currently benefiting from YOU programmes, which include life skills training, career development, workplace orientation and wholesome summer activities, in addition to mentoring. YOU also operates a parenting education programme and trains other organisations to set up youth-mentoring projects.



- Contributed

■ George McGlashen, right, spends "Shadow Week" at Wilfred's Wheel Alignment.

Wilfred's Wheel Alignment hosts Shadow Week

GEORGE MCGLASHEN IS GUIDED BY professional mechanic Miguel Jackson, as he fits parts of a vehicle's front end. He was one of four students hosted by Wilfred's during Shadow Week, from August 14-18.

A total of 189 students were taken through an orientation of the business by 56 of the company's employees during the fourth annual Workplace Shadow Week, a programme run by Youth Opportunities Unlimited (YOU) and sponsored by the German Agency for Technical Co-operation.

Firms and organisations are invited to host one or more students for five working days as a means of introducing them to a formal working environment.

Instead of a salary, they companies are asked to assign staff whom students will shadow, and who will explain how the organisation works, model appropriate behaviour for the workplace and introduce them to modern office technology.

YOU, a voluntary organisation which operates a mentoring programme for adolescents, grooms the students for a week prior to placement.

BEST AVAILABLE COPY

Mentoring programme seeks to address boys' crisis

YOUTH OPPORTUNITIES Unlimited (Y.O.U.) is seeking to provide more support for Jamaican boys by recruiting additional male mentors.

The voluntary organisation which has operated its core programme of one-to-one mentoring for in-school adolescents since 1991, says it has been consistently harder to recruit male mentors.

A press release from the organisation says the current ratio is about one male to five female volunteers for its mentoring programme.

Y.O.U. Founder and Executive Director Betty Ann Blaine notes that providing more male mentors for the adolescents served by Y.O.U. is one of her organisation's highest priorities. "This addresses the crisis of our boys not having positive role models in their lives," she says. "We believe there is a clear connection between lack of positive male role models and the various problems being exhibited by boys in our society - issues such as underachieving, and more boys than girls being involved in criminal activities, for example".

Sheila Nicholson, veteran social worker and Senior Projects Officer with Y.O.U., says this concern is supported by the problems of families that she counsels at Y.O.U.

"The boys who come in for

counselling usually only have female parents or guardians in their lives, and these women tend to spoil them because of early attachment," she explains. "Young boys are loving to a female parent but as they start to grow up, the women cannot clarify what roles they should assume. And as the boys look around in the society, they see the negative roles being portrayed. So we need strong, positive males to counter this".

Juliet Johnson-Hutton, Project Officer in charge of the Y.O.U. one-to-one Mentoring Programme, notes that Jamaican boys are also facing discrimination at another level. "Young boys are not supported in our society, as much as girls are, to make use of opportunities, to do well in life, and to make a contribution.

"Even in the school system, the female teachers (who are in the majority) prefer to assist the girls, to ask them questions in class, and to encourage them. This is understandable, in a way, as the boys mature later and are more difficult to deal with. In addition, most of the male role models the boys see around them are negative and hostile, so their behaviour reflects this."

Mrs. Johnson-Hutton, a social worker, has years of experience in community development with a special focus on young people at risk.

She says she's concerned that there are a number of promising in-school adolescent boys waiting to be matched with male mentors.

In addition to its core programme Y.O.U. operates a network of related support pro-

grammes for adolescents, run parenting education programme and trains other organisations set up youth mentoring projects.

People interested in becoming volunteer mentors can contact Y.O.U. at its Camp Road, Kingston 4.

BEST AVAILABLE COPY

GROUP MENTORING
OCTOBER 2000
INITIAL DATA COLLECTION FOR STUDENTS

Name: -----

Age: -----

Family Life

1. With whom do you live?
 mother father both parents step mother and father step father
and mother aunt uncle grand parent/s other relative guardian
2. Who else lives in your household-----
3. If mother is not at home , where does she live?-----
4. If father is not at home , where does he live?-----
5. Are you in touch with your mother if she is not living with you? yes No
6. If yes, how regularly ? very regularly fairly regularly irregularly
7. Are you in touch with your father if he is not living with you? Yes No
8. If yes , how regularly? very regularly fairly regularly irregularly
9. Who maintains you?-----
10. How many brothers and sisters do you have? -----
11. How old are they?

12. Do you all live in the same household? Yes No
13. Who is the head of your household? Write only one person-----
14. Who provides the funds in your household? -----

15. Are your parents or guardians employed? () employed by someone () Self-employed () not working

16. Who do you like best in your household?-----

17. Why?-----

18. Who do you like least in your household?-----

19. Why?-----

School

20. How would you rate your school? () good () in between () bad

21. Why?-----

22. Who is your favorite teacher?-----

23. Why?-----

24. What is your favorite subject?-----

25. Why?-----

26. Who is your least favorite teacher?-----

27. Why?-----

28. What is your worst subject?-----

29. Why?-----

30. Have you ever been reprimanded at school? () Yes () No

31. If yes, for what?-----

32. Does your school need to be improved? () Yes () No

33. What do you think could be done to improve the school?-----

Personal

34. Are you () shy () friendly () outgoing () get angry easily () even tempered

35. Do you make friends easily? () Yes () No

36. Do you have many friends? () Yes () No

37. How many friends do you have? -----

38. What do you and your friends do together?

() play () school work () party () chat/hang out

39. Do your school friends visit you at home? () Yes () No

40. If no, why?-----

41. How do you rate your parents/guardians? () very strict () lenient

42. Do you think your home rules are reasonable? () Yes () No

44. Why?-----

45. Do you ever have to be reprimanded at home? () Yes () No

46. For what?-----

47. By whom?-----

48. What would you like to be when you grow up?-----

49. Who is your role model?-----

Youth Opportunities Unlimited

Adolescents Workshop

Boys Brigade
2E Camp Road, Kingston 5
Saturday, September 30, 2000
9:00a.m. - 12:00 noon

AGENDA

1. Prayer
2. Opening Remarks
3. Welcome and Announcements
4. Introduction of Guest Presenter
5. Launch of Community History Project/ Ms. Marguerite Newland
6. Questions and Answers

>>>>>Refreshments<<<<<<

YOUTH OPPORTUNITIES UNLIMITED
ADOLESCENT WORKSHOP
NOVEMBER 4, 2000
BOYS BRIGADE HEADQUARTERS

AGENDA

1. Prayer
2. Welcome & Announcements
3. Community History Project
4. Talk
-Tanisha McGhie
-Miss Festival Queen 2000
5. Item
Traditional Folk Forms
& Ring Games
-Patricia Evans
-Windward Road Junior High
7. Item
Dub Poetry
Choruses
-Candy Lee Crooks
8. Item

**ADOLESCENT WORKSHOP
ST.HUGH'S HIGH SCHOOL
AUDIOVISUAL ROOM
SATURDAY,NOVEMBER 25,2000
9:00-12:00NOON**

AGENDA

1. Prayer
2. Call to Order
3. Welcome & Announcements
 - 3.1 Visit to Golden Age Home
 - 3.2 Community History Project
 - 3.3 Christmas Social
4. Story Telling Presentation-Values & Attitudes" using the Christmas Theme
5. Adjournment

APPENDIX IV

**YOUTH OPPORTUNITIES UNLIMITED
HOMEWORK PROGRAMME
QUESTIONNAIRE**

NAME: _____ SCHOOL: _____
FORM: _____ AGE: _____
CENTRE: _____

1. When did you start attending? Date: $\frac{\quad}{\text{d}}/\frac{\quad}{\text{m}}/\frac{\quad}{\text{y}}$
 2. Do you attend regularly? YES NO
 3. How many days per week do you attend? 1 2 3 All 4 days.
 4. Why do you attend the Homework Programme?
() Need extra help () My parents sent me () I followed friends
() my teacher(s) encouraged me
 5. Is the Homework Programme a good idea? () Yes () No

If yes, give reasons.

 6. Are the teachers always available? () Yes () No
 7. Are the teachers patient and understanding? () Yes () No
 8. Is the Centre comfortable (adequate lighting, seating and is quiet)?
() Yes () No
-

9. What else would you like to see happen at the Homework Centre?

10. Has your grades in class improved since you started attending the Programme? () Yes () No

If yes, in what subject areas?

If no , what accounts for this?

11. How did the Homework Programme contribute to the improvements in your grades? _____

MEL NATHAN INSTITUTE

Uplifting Adolescents Project

Report

September - November 2000

1. PAST PERFORMANCE REVIEW

Overview

The Uplifting Adolescents Project has continued over the past three years to operate in six sites projected by the Mel Nathan Institute. These are :

- i Hannah Town Community
- ii Chetolah Park Primary School
- iii North Street Primary School and Community
- iv Pretoria Road Community
- v Carron Hall & Seafeld Communities
- vi Edith Dalton-James Community College

The programme registered **1168** adolescents out of a total targeted number of **915** participants for a **127%** accomplishment.

The majority of the adolescents registered in the programme are from the inner-city constituency of Western Kingston and account for 43% of the adolescents registered in the programme. These are the regular programme locations in Hannah Town and its environs, North Street and Pretoria Road. A further 37 % represents the special population at Edith Dalton James Community College.

The Pretoria Road community situated in South-East St. Andrew accounts for 9% of the adolescents registered in the programme.

Carron Hall and Seafield communities, situated in the rural parish of St. Mary accounts for 11% of the adolescents registered in the programme.

Over the years, the programme was interrupted several times due to social unrest and violence especially *in the inner city communities and in the rural area* torrential rains, making it extremely difficult at times to deliver the programme. Despite these odds the adolescents were able to overcome these difficulties and there are *marked improvement* in the literacy and remedial education. Both the parents and the teachers from the schools we serve gave tremendous support to the programme.

The Institute has been greatly empowered by the opportunities provided within UAP to partner young people at risk in the search for personal development.

2 Accomplishments

• Staff Training

Staff training became an integral part of the programme. We were able to conduct in-house training at Springburn House as well as at the different locations. This was in keeping with our attempts to have the UAP effectively delivered in all locations. Topics included:

- i Teaching the at Risk Adolescents
- ii Remedial Education
- iii Parenting Skills
- iv Communication Skills
- v Sports & Community Development

vi Behaviour & Discipline

vii Methodology for Personal & Family Development

viii Stress Management

These went hand in hand with the training provided by Development Associates which were numerous and very vital to the staff development during the years.

- **Vocational Training**

We were able to maintain a 75% success rate in our vocational training programme.

That is, participants in the programme who sat the HEART/NTA Level 1 examinations had 90% success some were able to find employment while others opted to continue their education either at other skills training institution (increasing the level attained) or at other learning institutions.

- **Grade Six Achievement Test (GSAT)**

30% of our participants who have graduated from the programme were successful at the Grade Six Achievement Test (GSAT) and are continuing their education in high schools.

- **Self-esteem**

There have been marked improvement in the levels of confidence and involvement in the participants in general and the participants' involvement in the Jamaica Cultural Development Commission's Festival of Arts Competition, in particular.

- **Sports**

Sports remained high on the list of activities. The adolescents were engaged in volleyball, netball and football. Our participation in the UAP football league was a

high point for our participants. It gave them an opportunity to interact with our adolescents and compete with their peers.

- **Parenting Skills**

Parental involvement was an integral part of the programme. Parents have commented on the improvement they have seen in the literacy skills and the positive changes in the behavioural pattern of their adolescents. Several workshops were organised during the years to assist parents to improve their relationship with their adolescents.

- **Educational Trips**

Educational trips during the years also helped to enhance the programme. A social and an outing at least once per term also helped in this regard. For some of the adolescents these were the only occasions that they got an opportunity to leave their communities.

- **Summer & Christmas Programmes**

Summer & Christmas programmes were quality time spent with the adolescents. These were initiated originally because of the late start of our programme. However, the adolescents benefited and enjoyed two-week concentrated encounters in the summer as well as the one-week at Christmas time. The activities included sports, visits to places of interest, recreational trips, art and craft, personal and family development and remedial education.

- **Special Projects**

Special projects included interaction with the elderly by the adolescents in the various communities. The young people were able to share with the elderly during the years and made special visits at Christmas, Valentines, Easter, Mother's and Father's Day. Two murals were completed during the time; one depicting the Nativity and the other of an out-door scene. The Nativity scene was painted on paper and covered one section of the wall in a classroom. This was very exciting for the adolescents as this provided an opportunity for free expression.

- **Volunteerism**

The programme has benefited during the years from the tireless efforts of the many volunteers we have had. We had persons giving of their time in the areas of:

- Personal & Family Development
- Art and Craft
- Music
- Sports

- **Networking**

Networking of other available resources was key to the programme. We were able to work with the local police, businesses, health personnel and other agencies in the communities to give talks to the participants.

- **Mobilization**

The Mobilization strategies used also helped tremendously in the recruitment of the adolescents; these included flyers, posters and home visits. Schools, churches and social agencies are visited and notified about our registration exercise. Staff members often made door to door visits in the communities. The mobilization efforts were also

enhanced tremendously because in the initial stages the communities were aware of the programme and were able to embrace our efforts.

3. Delivery of the Programme

- **Personal and Family Development** was delivered to all the adolescents in the programme. We delivered 100% of the material covered in the curriculum developed for Personal and Family Development. Topics in the curriculum include, Self-Development, The Family, The Community, Culture, Conflict Resolution, Mediation, Gender, Health Issues, and Making Choices for Responsible Decision Making.
- **Literacy and Remedial Education** was delivered at all locations. The home-work programme in the afternoon also enhanced the regular school programme. Parents and teachers have commented on the marked improvement in the quality of work the adolescents produced. (See attachment for literacy results.)

4. Cost per Beneficiary

There were 727 adolescents registered in the regular programme with expenditure amounting to J\$8,090,050 making it J\$11,137.62 per adolescents (US\$245). For the special population there were 441 adolescents registered with expenditure amounting to J\$2,237,950 making it J\$5,074.71 per adolescents (US\$112.02). These costs were in keeping with those recommended by Development Associates.

5. COUNTERPART CONTRIBUTION

Contribution to the Partnership for Mature Personhood Project					
Year 1		Year 11		Year 111	
HEART/NTA	1,150,000.00	HEART/NTA	1,264,163.00	HEART/NTA	1,207,500.00
Mel Nathan Institute	1,746,400.00	MNI	1,985,580.00	MNI	1,940,268.00
Department of Correctional Services	481,550.00	DCS	481,550.00	DCS	500,000.00
		International Donors	108,000.00	Church of Scotland	347,222.00
TOTAL	3,377,950		3,839,293		3,647,768

6. Conclusion

The Uplifting Adolescents Project continues to command interest and respect in the communities in which we serve. We would like to thank all the staff who worked with the programme during the years. We are indeed committed to continue in partnership with the adolescents in communities in which we are called to serve.

ASHE'S

FINAL

REPORT

Final Report For UAP

Summary

There were many highlights from the UAP project that made this experience a success for all who participated in it. Many of our young people who have gone through this program are now literate, and working in exciting jobs. Many have gone back to school. Many are now peer educators and are working as leaders in their communities. Some are working for our organization and making wonderful contribution to the Jamaican/ Caribbean society. All of the participants who graduated or are still in the program are SOLID YOUTH, with a solid foundation. They have developed excellent communication and interpersonal skills, great knowledge on reproductive health and sexuality and have empowered themselves to be productive and creative people in our society.

We accomplished this through the following methods; year round activities in the performing arts and sports, summer camps, annual retreats, workshops with parents and young people, creating new and exciting teaching materials, annual summer tours to the USA and the Caribbean and performing in schools and communities across Jamaica. This is done with our edu-tainment musicals (on AIDS, incest and child's rights) which have touched so many young people and their parents. This was a busy but exciting time for us. It is an experience we will never forget, an experience that has changed our lives for the better.

There were many lessons learned by Ashe. We certainly developed a stronger accounting system. We learned effective ways of communicating with our sponsors and ways to help sustain our organization in the absence of international funding. The greatest lesson learned was the importance for us to depend on and respect our own abilities and talents and to trust our creativity.

Overall Grant Accomplishments

- Adolescents served in the life of project target: There were 1341 adolescents served under the project.
- Final number of graduates from the program were 904, while final drop outs from the program were 89
- Results achieved over the life of project in changing literacy levels were: 92% of the participants had reached a grade 4 level in Reading, and Mathematics. In changing behavior over 95% of the participants did not get pregnant and did not get someone pregnant. 96% of the participants attended the classes and participated in all the activities. The skills level of the adolescents who participated in the program was high enough to obtain jobs. 85% of the participants who were in the Vocational Program now have jobs as entertainers and/or technicians.

In-school / Out of school mix of adolescents

There were 995 in school and 346 out of school mixed of adolescents

Average cost per adolescent served over the life of project

Year 1 - \$ 4530.25, Year 2 - \$5178.35, Year 3 - \$6409.82

Level of counterpart contributions made by the NGO over the life of project

Ashe got an average of \$800,000 JA per year to assist with the life of the project. Most of this came from the Jamaica Money Market, Environment Foundation of Jamaica, Social Development Commission and the Institute of Jamaica..

Final status of the participant tracking system

The status of the tracking system is the same as in the last report that was done on it.

Current plans to continue offering the equivalent or similar services

Ashe plans to continue the programs at Ashe Center, Greater Portmore and Downtown Kingston. Some members are paying a small fee for classes in the performing arts. This will assist us with the running of the program. In addition, Ashe is selling some of the material created under the project. We are also using part of the funding coming in from our local and international performances to assist us in maintaining our program in these communities.

SUCCESS STORIES

One of our success stories in the area of reproductive health came through 13 year old Gayle. (This is not her real name). She was living with her father and stepmother. Gayle was never happy, but like most girls her age she always seem to have the world on her shoulders. One day while doing a role-play on incest between father and a daughter, Gayle broke down in tears. The only person she wanted to talk with was her mentor. We called her mentor who counseled her. We found out that her father was a minister of religion was molesting her. She took five years to tell her story. Thanks to the role-play, Gayle told her mentor everything. With Ashe's assistance her mentor managed to get her to stay with her sister. We spoke to her father and encouraged him to get therapy. Currently he is in therapy and Gayle is doing much better living with her sister. She is also in therapy and progressing very nicely. Her grades have increased and she is much more responsive. Her aim is to become a peer educator so that she could help other girls speak the truth and not feel ashamed about something they had no control over. She has been selected to under go peer education training for summer school.

SUCCESS STORIES

Latifa, age 14, is different from most young people, because she has undergone over ten operations on her legs. At one point she could not walk because her legs were displaced. She came into Ashe depressed and shy. However, once she had started our program of positive thinking, she became a different person. She was determined not only to walk but to run and dance. She is very talented and has a very beautiful singing voice. Despite the teasing because of the way she walked and the continuous falls, Latifa continued to take the dance classes. Her determination has given many other students inspiration. She has been a role model and fan. She performs for schools locally and internationally. One day while she was performing a fan sent her a CD of Queen Latifa, the artiste. In it was written, "If you continue with your determination and beautiful voice, you will become as good or better than Queen Latifa." Latifa recently graduated from Ashe's peer education program. As she project, she created a 15 minutes screen drama on the importance of parents talking to their children about sexuality and reproductive health.

Latifa is an, A student. She wants to become a lawyer, a singer and a dancer. If you see her on stage it would be possible to know she has a physical handicap. She says:

"Ashe has helped me to develop my inner strength. I know I am beautiful and I live it everyday." She is a symbol of empowerment, determination and hope. This represents the essence of the UAP program. That is bringing hope to a child who feels that everyone has neglected them.

UPLIFTING ADOLESCENTS PROJECT 1

CLOSING OUT REPORT

JANUARY 2001

JAMAICA ASSOCIATION FOR THE DEAF

the formal school system with deaf and hard of hearing youth across all age levels to track language and mathematical competency changes.

We were unable to get definitive data on the effect the project had on the sexual behaviour and the human sexuality issues covered by the project activities. We did notice that there was no change in the over all rate of teenage pregnancy during the project compared to the rate before the project was implemented. This was quite disappointing, as the girls appear to ignore or are unable to enforce condom use with partners. There was a higher reported usage of condoms by males as well as anecdotal reportings of cessation of previously unsafe sexual behaviour.

We are sure that the UAP has greatly assisted the participants and we are pleased to have worked with the UAP team to bring about the positive growth in the deaf and hard of hearing population.

Description Of Overall Grant Accomplishments

Total Number of Adolescents Served 1998-2000

The total number of adolescents served during this period was 231, which was in excess of the target of 200.

Achievements

- ✓ 10 Minute Profile on a televised programme, "Jamaica Magazine" done by the Jamaica Information Service (JIS)
- ✓ Performance at Wyndham Rose Hall, Montego Bay at the National Black Deaf Advocates Conference during August 1999
- ✓ Four successful performances entitled "Street Signs 2000", held in the Dennis Scott Theatre, Edna Manley College for the Visual & Performing Arts, March 2000
- ✓ Performance at the Lion's Club Caribbean Regional Conference at the Hylton Kingston Hotel, May 2000
- ✓ Performance at the Athletes' Congress for Jamaica Special Olympics at the Stony Hill HEART Academy, June 2000

- ✓ Nearly J\$2.5 million solicited in-kind
- ✓ Approximately J\$170 thousand raised in cash
- ✓ Project members spearheaded the Youth Theatre Workshop entries for the Kingston Deaf Club Drama Festival in August 2000
 - Won four of five scholarships awarded to top participants
- ✓ We were able to purchase a Server and Networking equipment for our new computer lab. This will be used to network the computers to facilitate computer and literacy lessons taught to our participants in both the rural and urban sites. (Figures and Bid Memoranda will be provided in the accounting Report).
- ✓ One participant was awarded a scholarship to attend College in the United States to study information technology. He has completed his first semester with good grades.
- ✓ Four former participants are now in Abilities Foundation (a H.E.A.R.T Trust entity for persons with disabilities) pursuing skills training there.

Final Number of Graduates/Drop-outs from the Programme

The total number of students who have either transitioned or dropped out of the programme is eighty-three (83).

No. of Females	34
No. of Males	49

It was recognized that the main causes for this were as follows:

- One location pulled out all its students, 23 participants in total because of their institutional policies.
- Some participants were out of the age range required.
- Some students from our May Pen location dropped out because of lack of funds for transportation.

Results Achieved Over The Project Life

- 1) *Literacy/numeracy levels comparison*

During the life of the project, three sets of tests were administered, one at the beginning of each academic year. For the first two testing sessions, participants were tested with the same instruments reflecting a Grade 2 level for the Receptive English Language (Reading Comprehension), Expressive English Language (Composition) and Mathematics. For the final testing session, they were tested with new instruments measuring mastery of Receptive English Language (Reading Comprehension) at the Grade 4 level, an Expressive English Language (Composition) and an instrument measuring competency at the Grade 2 level for Mathematics.

In the first round of testing 231 persons were tested on the battery of tests, the mid point testing had 143 persons tested on their English skills and 159 on the mathematics measurement. The final testing session polled 91 and 97 persons respectively on the English skills tests and on the mathematical measures.

On the final English Receptive Language measure, 44% of the participants yielded a score of Grade 4 or above reading level up from 0.4% yielded in the initial testing. There were marginal improvements in written English Language skills, the greatest gains were in the participants' change in attitude towards writing and the length of their written samples. In Mathematics, initial tests indicated 13.4% of participants entered the programme with maths skills at Grade 1 or below. For this group, 61.9% achieved Grade 2 or above in maths competency on the final test. Although these results are encouraging, overall levels of literacy and numeracy abilities remain relatively low.

More detailed analysis will have to be undertaken to illustrate the overall effect as some participants' scores were not available at time of reporting.

2. Behaviour Modification

Throughout the life of the project great emphasis was placed on self-management. Participants were encouraged to self regulate and to use the Deaf Cultural Facilitators as counselors. Although there were incidences of exuberant behavior outside of contact time, there were no reports of violent or destructive behavior. Most parents and teachers commented frequently and positively about their children's dedication to the project and they noted marked positive changes in their child's growing sense of self worth and confidence. The majority of negative comments surrounding the behaviour of the youth had to do with the lateness of arrival at home. This was due in part to the relatively late times scheduled for contact sessions to deliver the skills development component.

3. Skills Development & Positive Outcomes

All students were exposed to the drama and dance and have done well. So well that they have performed at a few functions (see achievements). Twenty of our participants are now in a newly formed professional theatrical group called "Deaf Youth Theatre of Jamaica". Under the directorship of Mr. Pierre Lemaire, their goals are to offer workshops to teachers on the role of drama for enhancing academic learning in the classroom and to stage performances nationally and internationally in the year 2001. They have already begun their training sessions and their first national performance is being geared for April 2001.

4. In school/Out of School Mix

Currently we have 148 students in the programme. We will be registering more students in the coming month. The current ratio is as follows:

	In School	Out of School
Males	82	0
Females	<u>66</u>	<u>0</u>
	148	0

UAP Average Cost/Adolescents

The average cost per adolescent for the years 1998-2000 is shown below

UAP Contribution	Total Adolescents	Duration
\$3,574,000	231	28 months = \$552/adolescent/month

Level Of Counterpart Contribution Made By JAD From Its Own And Non-UAP Sources, Over The Life Of The Project

The Jamaica Association for the Deaf has contributed or partnered with other non-UAP entities to provide a sum of approximately JA\$4,000,000.00 during the life of the project.

Final Status Of Data Entry To The Performing Tracking System

The final status to the PTS is as follows:

- The total number served by the UAP over the life of the project is 231
- The gender breakdown over the life of the projects is: M 117 & F 114

- The number of participants currently in the project is 148
- The gender breakdown for the active members stand at: M 83 & F65

Current Plans To Continue Offering Equivalent Or Similar Services

In an effort to increase the level of teachers in the project and increasing the methodological impact on the formal education system, we are engaging in Action Research across our eight educational sites. We are utilizing many of the Deaf Cultural Facilitators to form instructional teams with teachers in the classroom and to transfer communication skills. We are also attempting to use the more skilled participants through the Deaf Youth Theatre of Jamaica to transfer skills to teachers via Drama in Education

In addition, we have written and are still writing proposals to various funding agencies and organizations for funding in order to continue offering similar services to our project participants. So far, we were successful in being awarded another grant under UAF2.

Some of the Organizations we are dialoguing with or have agreements with are:

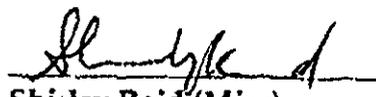
- The Environmental Foundation of Jamaica
- Japanese Embassy
- UNICEF
- United Way of Jamaica
- The Mennonites Society
- CIDA
- GOJ

Final Submission Of Quarterly Report Statistical Appendix

The report for the quarter August - November 2000 remains the same. This information is attached to the last quarterly report for May 26 - August 2000 and also appears in this appendix.



Iris Soutar (Mrs.)
Executive Officer



Shirley Reid (Miss)
Staff Development Officer

/alh

305

UPLIFTING ADOLESCENTS PROJECT

QUARTERLY REPORT - STATISTICAL APPENDIX

This report contains the Statistical Reports on Recruitment Levels, Gender, Age, Breakdown, and Enrollment, to include those 1-2000

JAMAICA ASSOCIATION FOR THE DEAF - AUGUST, 2000

Sub-Grantee:

PARTICIPANT REGISTRATION DATA		1997-98 (See Note a)	1998-99 (Note a)	1999-2000
NEW Regular Population Adolescents		/	-	-
NEW Special Population Adolescents			193	38
TOTAL NEW PARTICIPANTS THIS YEAR (See Note b)			193	38
NEW PARTICIPANTS (Note c) distributed as:				
	New In-school Students		187	36
	New Out-of-School Students		6	2

PARTICIPANT COMPLETION DATA		1997-98 (Notes a, d)	1998-99 (notes a, e, f)	1999-2000 (Notes f, g)
Dropped Out from the In-School Program delivered under the UAP		/	22	48
Dropped Out from the UAP Out-Of-School Program			4	2
Graduated from the UAP Program			-	-
Continuing Participants (carried forward to new program year): Regular Population			-	-
Continuing Participants (carried forward to new program year): Special Popn.			167	155
TOTAL PARTICIPANTS COMPLETING OR CONTINUING PROGRAM			193	206

Participants Returned to School (See Note h)		1997-98 (See Note a)	1998-99 (Note a)	1999-2000
Returned to the Formal School System		/	-	-
Moved on to an Apprenticeship or Similar Program			2	1
Moved on to a HEART/NTA or similar training program			-	-

Participant Attendance Data - Quarter	Sept-Nov 1999 (Note i)	Dec 99-Feb 2000 (Note i)	Mar-May 2000 (Note i)	June to July 2000 (Note i)
Average Attendance (Note j) - In-School Students	150	101	126	35
Average Attendance (Note j) - Out-of-School Students	1	2	1	3
Average Attendance - Parents (at Parents' Meetings)	6	20	-	-
(See Note k)				

NOTES FOR COMPLETION OF THE REPORT

- Data entered for 1997-98 and 1998-99 will remain the same for future reports.
- New Regular Population and New Special Population students must sum to TOTAL new Registrants each year.
- Total of New In- and Out-of-School registrants must sum to Total New Registrants each year.
- For Batches I and II Sub-Grants, Sum of 1997-98 Participant Completion Data must equal Total New Students registered.
- For JAI & SSTC, Sum of 1998-99 Participant Completion Data must equal Total New Students registered that year.
- For subsequent year(s), sum of Participant Completion data equals New Registrants that year, PLUS the Continuing registrants from the previous year.
- The Participant Completion Data for 1999-2000 must be updated at the end of each quarter in that year.
- Participants Returned to School may include those who are continuing in the program, or those who have graduated.
- Participant Attendance Data entered for each current Quarter remain the same in future reports.
- For Attendance Data - Students, please input the average number of students attending daily sessions.
- For Attendance Data - Parents, please input the average number of parents attending parents' training sessions.

SAM SHARPE TEACHERS COLLEGE

FINAL REPORT

REVIEW OF THE UPLIFTING ADOLESCENTS PROJECT (1998-2000)
SAM SHARPE CENTRE FOR CHILD & ADOLESCENT DEVELOPMENT
(SSCCAD)

In September 1998, a vision of the Principal of the Sam Sharpe Teachers' College came alive with the formation of the Sam Sharpe Centre for Child & Adolescent Development (SSCCAD) and the Uplifting Adolescents Project (UAP) sponsored by the United States Agency for International Development (USAID). The project target originally was to serve 300 adolescents, as the Regular Population and due to the influx of registered participants, the number increased dramatically. The total population served by the SSCCAD over the past 2 ½ years, stands at eight hundred and thirty two (832).

The first year of this project has met with unqualified if not unlooked for success in many ways. A total of five hundred and seventy (570) persons of ages ranging five (5) years to fifty (50+) years enrolled in the programme at different times during the year. Their expectations and their needs varied as their ages. However, common to all, was the need to correct their deficiencies in academic achievement especially, and including acquiring literacy skills to upgrading themselves for purposes of taking external examinations in subjects such as English Language, Biology, Mathematics and Information Technology.

Although the programme in Year 1 had been developed to target special groups, it was difficult to turn away individuals who were seeing a glimmer of hope for themselves in the programme being offered. We saw it as a challenge and one necessary if we were to help improve the quality of life of the community in which we operated. The "*Special Population*" consisted of adults (often relatives) who accompanied the children to classes.

We have not spoken of some of the "unquantifiables" – the interaction between College and Community, the understandings gained from the intergenerational mix, the building of self-esteem and pride. All these have been part of the experiences of participants and onlookers.

The college facilities were made available to all the participants. And so the project was not only owned by the College, but the Community owned the college. It had been our intention to take the classes to centres in the community, however there was something in it that they

were coming to “college”, especially for those who had seen themselves as dropouts. For the very young and the high school students, they were working in comparatively commodious environments that were helpful and conducive to learning.

HIGHLIGHTS (1998-2000)

✓ MARCHING BAND

The Uplifting adolescents Project has aided in the growth and development of the Marching Band not only musically but in skills development and literacy. Throughout the project’s lifetime, we were able to acquire new musical equipment to broaden the horizons of music education to our youth.

In April 1999, the band entered the Trelawny Yam Festival where they outperformed many other bands and walked away with the trophy for the Most Organized Band. The relationship between community organizations and corporate companies has grown, with the band performing for several companies over the period. (*see appendix 1*)

In June 1999, two (2) members of the band along with their director, participated in the Western Jamaica International Music Festival (WJIMF). This festival is held annually by Professor Judith Grimes, Head of Music Education and Director of Bands at Elmhurst College in Chicago. Participants were exposed to various aspects of instrumental music performance.

Members of the band amalgamated themselves with members of the college ensemble to represent the College at the Association of Caribbean Music educator (ACME) Conference 1999, held in Jamaica at the Edna Manley College for the Visual and Performing Arts, Jamaica School of Music (JSM). Their performance zeal led them to perform at Sandals Negril and Beaches Negril on Independence Day 1999 and later on that day represent the College and UAP at the Independence Civic Ceremony held at the St. James Parish Library Park.

On Emancipation Day 1999, they participated in the national emancipation Vigil co-ordinated by the Office of the Prime Minister and the National Emancipation Secretariat, held in Kensington St. James, where they presented a magnificent arrangement of folk and traditional music forms, much to the delight of their audience.

The band travelled to “yam country” Albert Town in Trelawny, to lead a parade of revellers as part of the celebrations surrounding Yam Festival 2000. The band was even featured on TVJ – Television Jamaica on Sunday May 14, 2000 (Mothers’ Day), as they highlighted Yam Festival 2000.

As part of our continued support to community and charitable thrusts, the band led employees of Cable and Wireless Jamaica Ltd. Western Region in their walk-a-thon to raise funds for the indigent in Montego Bay.

One important highlight of the band’s activities was the Western Jamaica International Music Festival (WJIMF), June 4-14, 2000 in Montego Bay. The festival saw many of the band members showcasing their skills and talents on a variety of musical instruments. Students got exposure to the rudiments of music theory and experience in playing non-Caribbean music of a various genres. They were also hosted to instrumental clinics by Dr. Cynthia Crosson, Professor of woodwinds and principal saxophonist in the Chicago Symphony Orchestra. Band members who participated in the clinics were:

- | | |
|-----------------------|--------------------|
| • Labasta Coke | Tenor Saxophone |
| ▪ Naraine McKenzie | Trumpet |
| ▪ Shelly-Ann Allen | Trumpet |
| ▪ Neville Spence | Alto Saxophone |
| ▪ Richard Farquharson | Baritone/Euphonium |
| • Christopher Pinnock | Percussion |

During August 2000, the band performed at several functions organized by the Jamaica Cultural Development Commission (JCDC). This was made possible when their director started a concert band where the emphasis was on reading score music.

The band teamed with the Kidney Support Foundation of Jamaica and the Renal Support Unit at K.P.H., in what was dubbed “Walk – Around – Jamaica”, in an effort to raise funds for ailing kidney patients. Governor General Sir Howard Cooke took the time out to congratulate members of the band on their lively and spirited performance. The band later moved on in the month to be the accompanying band at the official Opening and Pep rally of the internationally famed Ritz Carlton Hotel.

The academic standing of the band members have been helped in a variety of ways. Some are now writing external examinations from the CXC and G.C.E. One band member has now been able to start a school band at his high school in Hanover (Knockalva Technical High) and has become their leader and principal brass player.

✓ SPORTS

The Sam Sharpe/UAP Under 16 football team was formed during the summer of 1999. The team under the guidance of coach Mr. Viceroy Cunningham started training immediately for the UAP football competition. There was a minor setback in the kicking off of the competition, but it finally got under way on May 13, 2000.

The competition was divided into two conferences, namely Kingston and Montego Bay, where only one team from Montego Bay and three teams from Kingston would qualify for the semi-final round. As it was, we made it to that round and won both our semi-final and final game in fine style..... WE WERE CROWNED CHAMPIONS of the 2000-2001 season the UAP under 16 football competition taking home the "JAMAICA KIDZ CUP" and medals for everyone on the team. We were the only team to win every match that we played, including practice matches. Overall, it has been a very successful year for the team.

I hope they'll have an Under 18 Competition next year, as some of my players, who look like promising professional footballers, are now of that age. LOOKING FORWARD TO DEFENDING OUR TITLE NEXT SEASON.....

The basketball team had entered the Western Basketball Association Men's League and did well for a Rookie Team. They played 7 games in which they won 4. They also entered the Dean Williams Memorial KnockOut Competition on Easter Monday where they competed against top teams from in and around Montego Bay. They won seven individual trophies and the second place trophy for the team.

✓ SUMMER CAMP 1999

Attendance : 200
Age Group: 5-18 years

Hot lunches were provided for students one day per week which enabled them to learn table etiquette by eating with knife and fork. Prizes were given out to the different age groups for Best behaviour, best attendance, most improved, most helpful and most outstanding student overall. There was a field trip to Blue Hole Nature Park at Montpelier in St. James. There was also a visit from the National Family Planning Board where various

aspects of Reproductive Health were looked at through lectures and film presentations.

✓ SUMMER CAMP 2000

Summer Camp 2000 started July 10th 2000 and lasted for four weeks. The daily attendance varied, but the total over a week period was 808. Students learnt lots of new and exciting things which enabled most of them to work toward their true potential.

✓ FAMILY LIFE EDUCATION AND COUNSELLING

These two activities worked closely together over the period. Counsellors (teacher trainees), examined personal values and attitudes, current realities, aspects of socialization, and receiving feedback through discussion of adolescent reproductive health and its implications for the students/participants. There was even session on stress management and how to effectively make this a part of their lives.

✓ CRAFT-NEEDLEWORK AND LEATHER

In needle work the participants have been taught the skills of making soft toys, embroidery, dresses, shirts. The finished products are sold at various events. From this group, a similar one is situated at Orange Over the river under the leadership of Mrs. C. Troupe. Leathercraft produced keyrings, handbags, and belts. This has been put on hold for a while because of a non-availability of a suitable area. Mrs. Maureen Simpson Van Noord, project Co-ordinator for the TADP Reunion Alliance project in Ontario Canada did 4 days training in Clothing and Textiles. We were also presented with gifts for our sewing class, small pieces of material, irons, ironing board, reels of thread, a typewriter and a sewing machine.

✓ HOME MANAGEMENT/FOOD & NUTRITION

Groups varied in size both male and female. There was keen interest shown in this area over the past 2 ½ years. Participants attended various workshops held by the JCDC which enabled them to enter in both Parish and Regional

competitions (Amateur) Culinary Arts. For the 1st year, they won four gold medals, two silver and a scholarship in Hospitality to the Western Hospitality Institute (formerly Cornwall School of Catering), a gift basket from Nestles and Maggi for the best use of their products and one hand stand mixer. We were even luckier in the 2000 JCDC Amateur Competition where the awards were 1 bronze, 3 silver, 3 gold awards, 3 baskets of Nestle and Maggie products, 1 toaster oven and one blender.

✓ EXTERNAL EXAMINATIONS (CXC/GCE)

Of the 14 participants who wrote external examinations in various subjects at the CXC level, the passes are as follows:

- 3 passes in Human & Social Biology
- 5 passes in English Language
- 2 passes in Social Studies
- 1 pass in Mathematics

✓ UAP HIGHLIGHTS MR. VICEROY CUNNINGHAM

“ Why I want to be a part of the Uplifting Adolescents Project and what I hope to achieve..... ”

My reason for being a part of the Uplifting Adolescents Project, is that I'll be getting a chance to further my education.....

It is said that this programme is designed to allow participants to acquire the skills to better cope with responsibilities and other things in life.....

Due to financial difficulties and my parents being deceased, I had to drop out of school (Cornwall College) and as a result, was unable to sit any CXC exams.....

Now, thanks to this programme, I am able to grasp at the opportunity that once slipped through my fingers.....

In the future, I hope to become a graphic designer and programmer.....

Besides that, I would like to teach Introduction to Computers and or Computer Studies.....

Through this programme, I hope that I will at least get some of the required subjects, so as to go to the

University of Technology (UTECH) and get a degree in Computer Studies.....

It is a great programme, and I would encourage anyone to be a part of it, as they would be getting a push on their journey towards their goal.....

In June of 1999, I got a chance to do some CXC exams in English, Mathematics and Information Technology.... The results were:

- ✓ Mathematics 5
- ✓ Information Technology 3
- ✓ English Language 4

I resat the English paper in June 2000 and got a Grade 2.....

I have now been accepted to the University of the West Indies Mona, to do a four month certificate course in the Principles and Practice of Social Work, at the Social Welfare Training Centre through the UAP/SSCCAD.....

✓ GOVERNOR GENERAL'S AWARD

In October 2000, our project co-ordinator was the proud recipient of a national award from the Governor General. Ms. Alma Williams was awarded the Governor General's Badge of Honour for Long and Faithful Service to Community Development at a ceremony at King's House on Heroes Day 2000. She is now Ms. Alma Williams BH (L).

✓ A TEACHER'S REFLECTION

Ms. M Williams – 15/01/2001

The UAP – Human and Social Biology CXC class, has aided me in my studies, as I am currently pursuing a Diploma in Secondary Education. The classes were attended by mainly adults who were beginners or repeaters. Their attendance in general was poor at times but, the quality of work produced by the individuals whose attendance was fair or good was excellent.

The irregular attendance was a factor which allowed me to garner the class management skills learnt in Education Courses here at Sam Sharpe Teachers' College, to effectively assess and manage the classroom situation. Preparation for classes enabled me to use the knowledge obtained in my classes to effectively contribute to the teaching learning process. Overall my experience with the UAP/SSCCAD has been good.....

✓ CONCLUSION

My report would be incomplete if I did not make mention of the good relationship between the staff of the UAP(1)/SSCCAD, and other UAP coordinators. Workshops were essential in the early part of the programme and distance was not a factor in preventing us from attending. In fact there were representatives from the SSCCAD/UAP at every workshop and training seminar held in Kingston and Montego Bay.



HAVE A WONDERFUL & PRODUCTIVE YEAR !!!!!!!!



APPENDIX 1

Sam Sharpe / UAP Marching Band Hirers 1999-2000

- ❖ Cable and Wireless Jamaica Ltd.
- ❖ Half Moon Golf Club
- ❖ Hedonism II
- ❖ Sandals Negril
- ❖ Beaches Negril
- ❖ Shell Jamaica Ltd.
- ❖ Glamour Tours Ltd.
- ❖ Montego Bay Marine Park
- ❖ Southern Trelawny Environmental Trust
- ❖ Jamaica Cultural Development Commission
- ❖ Office of the Prime Minister (G-15 Heads of Government Summit)
- ❖ Kidney Support Foundation of Jamaica
- ❖ Ritz Carlton Hotel
- ❖ Jericho Citizens Association
- ❖ All That Heritage and Jazz Foundation
- ❖ Ocho Rios Jazz Festival
- ❖ Sandals Royal Montego Bay
- ❖ Cosmos Car Rental
- ❖ Ashcar Consultants Ltd.
- ❖ Lions Club of Montego Bay
- ❖ Grand Lido Braco Hotel
- ❖ Jamaica Military Reserve (3JR)

I was particularly impressed when I first head of the Upliftment of Adolescence Programme (U.A.P.) at Sam Sharpe Teachers' College. In light of the so many negatives there is a glimmer of hope for students and young adults alike in and around the Granville area to benefit from this comprehensive programme.

During my second year, I opted to teach Spanish since my area of specialization was already full. Spanish was a new subject in the curriculum and I was very delighted to see the large number of students who came to classes every week. There was much enthusiasm among the students and even out of the classroom setting they greeted me in Spanish.

Not only did I benefit from the classroom experience but also from Seminars and Workshops I attended. Indeed the Programme has helped me in many ways for which I am grateful.

Gracelin Williamson
16.01.2001

**NAMES OF PARTICIPANTS WHO HAVE GRADUATED FROM
THE SAM SHARPE CENTRE FOR CHILD AND ADOLESCENT DEVELOPMENT PROGRAM.**

NAME	GENDER	D.O.B.	DATE STARTED	DATE FINISHED	COMMENT
ORRETTE REYNOLDS	M	14/1/84	20/10/98	16/1/00	Attending Herbert Morrison Tech. High
OTIS WILLIAMS	M	1/9/81	1/11/98	14/5/99	
OVAN BROWN	M	16/9/78	18/3/99	6/1/99	
PATRICE STERN	F	8/12/85	22/10/98	7/1/00	
PETER TAYLOR	M	12/1/83	1/11/98	7/1/00	
PRINCESS LIVINGSTON	F	2/1/64	20/10/99	CXC	Sam Sharpe Teachers' College
RHOAN REID	M	11/2/83	12/10/98	20/1/00	
RICARDO WEBB	M	23/5/79	30/9/98	HEART	
RICARDO WILLIAMS	M	20/6/83	1/11/98	CXC	Sam Sharpe Teachers' College
ROCHELLE REID	F	17/8/83	17/11/98	11/2/99	Attending Cornwall School Of Nursing
SANA SPENCE	F	22/10/83	14/10/98	19/2/00	Attending Harrison Memorial High
SHANIQUE REID	F	5/11/81	13/10/98	11/2/99	
SHARI PARKINSON	F	2/10/83	3/5/99	29/2/00	
SHARON DRUMMOND	F	13/5/63	26/2/99	CXC	Sam Sharpe Teachers' College
SIMONE BROWN	F	14/12/81	14/10/98	6/4/99	
SOPHIA BULGIN	F	1/8/84	15/10/98	18/2/99	
SONIQUE WILLIAMS	F	2/2/86	16/11/98	11/2/99	
SYLVIA WEBSTER	F	24/3/82	8/9/99	CXC	Sam Sharpe Teachers' College
TAISHA MAIR	F	4/5/83	17/3/99	11/1/00	
TAMARA ELLIS	F	12/9/83	11/11/98	11/2/99	Attending St. James High School
TANEISHA BENT	F	11/9/81	12/4/99	22/8/99	
TANEISHA BRISSETT	F	2/10/82	2/11/98	8/2/00	
TANYA JEFFERY	F	8/9/81	4/11/99	10/3/00	
TANYA HOHNSON	F	20/12/81	12/10/98	HEART	
TERRY-ANN TINGLIN	F	24/3/83	14/4/99	11/7/99	
TRUDY-ANN PINNOCK	F	8/1/85	9/11/98	15/2/00	
TRUDY-ANN RABY	F	27/7/86	12/11/98	5/1/00	
VIKI DENT	F	17/12/80	12/10/98	28/4/99	
WALTER MORRIS	M	12/4/77	16/6/99	HEART	
WINSTON GRANT	M	4/12/80	3/11/98	13/10/99	Recently Grad. From Cornwall College

28

**NAMES OF PARTICIPANTS WHO HAVE GRADUATED FROM
THE SAM SHARPE CENTRE FOR CHILD AND ADOLESCENT DEVELOPMENT PROGRAM.**

NAME	GENDER	D.O.B.	DATE STARTED	DATE FINISHED	COMMENT
ALTHEA SIMMONDS	F	7/4/79	28/6/99	CXC	Sam Sharpe Teachers' College
AMANDA NORMAN	F	22/5/83	20/10/98	3/3/00	Attending College
AMARIAH CARTER	F	14/11/82	19/11/98	5/4/99	
AMESHA LAWSON	F	19/9/83	15/4/99	10/2/00	
AMOY GRANT	F	24/10/83	15/10/98	11/2/99	
ANARDO EVANS	M	10/9/82	12/11/98	17/2/99	
ANDRE MONTIQUE	M	7/6/83	13/10/98	5/9/99	
ANDREW PHILLIPS	M	29/9/83	25/11/98	23/2/00	Working
ANDREW WOOLERY	M	19/8/81	14/10/98	11/2/99	
ANTHONY NEDRICK	M	5/2/85	13/9/99	CXC	Sam Sharpe Teachers' College
BEVERLY KING	F	10/9/70	14/10/98	21/7/99	HEART
CAMILLE OSBOURNE	F	18/8/84	4/11/98	17/3/00	
CARL LAWRENCE	M	25/3/83	19/11/98	8/2/00	N.Y.S.
CARLENE CUNNINGHAM	F	26/11/71	26/10/98	17/6/99	
CAYO WHYTE	M	22/9/79	15/10/98	CXC	Working
CHARLOTTE GODFREY	F	27/3/83	13/4/99	10/3/00	
CHERICE REID	F	27/8/82	21/10/98	10/10/99	
CONRAD CUNNINGHAM	M	6/10/86	11/9/98	11/8/99	
CONRAD DALEY	M	14/10/77	15/10/98	22/7/99	Working
COURTNEY EVANS	M	23/8/80	16/10/98	18/2/00	
DAVID SADDLER	M	17/11/61	4/3/99	CXC	Working
DEBORAH BULGIN	F	1/8/81	15/10/98	10/1/00	
DONNA HEWITT	F	15/7/83	3/11/98	17/8/99	
DWIGHT BUCK	M	15/12/82	14/10/98	11/2/99	Marine Parks & Market
GAWAYNE JOHNSON	M	25/8/79	11/9/98	10/4/99	Working
JAMIEL HARDING	M	29/12/77	6/10/98	16/12/99	Working
JEAN JONES	F	9/4/68	6/10/98		
JERMAINE JARRETT	M	20/10/80	21/10/99	CXC	Working
JESTINE GORDON	F	9/9/45	11/11/98	29/12/99	
JODINE SCOTT	F	13/8/82	13/4/99	30/12/99	
JULIAN CROSSMAN	F	1/4/80	20/10/98	SCHOLARSHIP	Western School of Catering

219

**NAMES OF PARTICIPANTS WHO HAVE GRADUATED FROM
THE SAM SHARPE CENTRE FOR CHILD AND ADOLESCENT DEVELOPMENT PROGRAM.**

NAME	GENDER	D.O.B.	DATE STARTED	DATE FINISHED	COMMENT
KADINE DAVIS	F	20/11/81	26/11/98	24/6/99	
KEDROY BARRETT	M	25/11/82	14/4/99	CXC	Sam Sharpe Teachers' College
KEISHA CUNNINGHAM	F	10/5/77	2/3/99	17/9/99	
KENESHA THOMPSON	F	18/1/81	12/4/99	18/12/99	
KERENE BURRELL	F	12/12/79	14/10/98	11/2/99	
KERISHA CAMPBELL	F	21/7/84	6/10/98	30/9/99	
KERRY CREW	F	5/2/81	8/1/99	16/9/99	Attending Sam Sharpe Teachers' Coll.
KIMALEE FORBES	F	21/4/85	19/11/98	13/1/00	
LABASTA COKE	M	26/10/77	6/8/98	GCE	Sam Sharpe Teachers' College
LATOYA WALKER	F	1/8/81	16/10/98	11/2/00	
LOREN PHIPPS	M	8/8/81	6/10/98	CXC	Sam Sharpe Teachers' College
MARCIA HAYLES	F	19/1/65	12/10/98	10/12/99	
MARCIA WILLIAMS	F	4/9/66	9/11/98	CXC	Working
MARK BROWN	M	27/11/74	28/10/98	18/5/99	
MARLENE JONES	F	24/1/80	6/10/98	CXC	Working
MARLON SCARLETT	M	14/11/76	8/9/99	28/12/99	
MATTHEW KINCADE	M	15/3/82	15/10/98	11/2/99	
MILLICENT SMITH	F	16/4/68	9/11/98	CXC	Sam Sharpe Teachers' College
MYRTLE JONES	F	13/11/72	6/10/98	CXC	Working
NADESHA GREY	F	5/3/81	14/9/99	CXC	Sam Sharpe Teachers' College
NARDIA WILLIAMS	F	5/7/84	21/10/98	11/2/99	
NATEISHA GAYLE	F	11/3/81	28/9/98	5/10/99	Attending Montego Bay Community Coll.
NICKEISHA EVANS	F	5/1/78	13/5/99	8/12/99	
NIGEL MORRIS	M	8/4/82	24/2/99	11/12/99	
NORDIA MURRAY	F	28/8/82	6/5/99	CXC	Attending Arianox Business Inst.
NORESHA PLUMMER	F	28/10/80	1/2/98	CXC	Sam Sharpe Teachers' College
NYRON GRANT	M	6/8/80	30/9/98	HEART	
OBRIAN WRIGHT	M	24/12/86	10/6/99	18/10/99	
ODAINE WALLACE	M	5/11/85	24/3/99	29/12/99	
OLIVER GORDON	M	1/7/72	12/8/98	11/2/00	Sam Sharpe Teachers' College
OPAL ANDERSON	F	3/1/79	27/9/99	CXC	Sam Sharpe Teachers' College

**C. EXECUTIVE SUMMARIES\REPORT EXCERPTS:
OPERATIONS RESEARCH ACTIVITIES**

OPERATIONS RESEARCH PROJECT

Literacy/ Remedial Education

of

Street and Working Children

In

Spanish Town

and

Montego Bay

Prepared by:

Dobson Rankine

Lloyd Stanley

Glenda Drummond

Claudette Richardson Pious

ABSTRACT

The Operation Research project was conducted over the period July 1998 to December 1999. The objective was to improve the literacy and numeracy skills of Street and Working Children, in Spanish Town and Montego Bay to Level 4 competency, based on JAMAL criteria. Many of the children were below Level 1.

Two groups of thirty children, one group in either location, were selected for the project. The team that planned and executed the project included two consultants together with two teachers at each location and the support staff.

The intervention did not achieve the objective of 100% students attaining Level 4. This was due to a number of issues, some of which were beyond the control of the Operations Research team.

The team claims much success regarding improvement in behaviour and outlook; the number of students who were admitted to schools in the formal education system, and the number of students who gained employment as well as some who started enjoying better relationship with their parents.

The number of students who dropped out is not a true reflection of the merits of the project. This number includes those who were

admitted to other schools; one girl who as a result of becoming literate during the first term, was able to imigrate with her mother; children who gained entry to vocational training institutions; children who became apprentices to master tradesmen; and some who found gainful employment.

The Directors and staff of the two agencies - Children First, Mrs. Claudette Richardson-Pioš and Western Society for the Upliftment of Children, Mrs. Glenda Drummond - must be congratulated for the hard work, their creativity and flexibility in working with the ideas and other inputs from the consultants. The children, on the other hand, demonstrated that they can be responsive in very positive ways to programmes that clearly indicate a sincere interest in their welfare. Many of these children harbour lofty aspirations. Hopefully the contribution which the programme made to their personal development will be long lasting.

Term of Reference

The project was designed therefore as a "Literacy/Remedial Education activity for "Street and Working Children". The age of the primary target group, is the 10 -14 years old (however older children had to be included as insufficient numbers were in the 10 - 14 age group).

The project started in July 1998, and ended December 1999.

The main type of activity was to test "innovative interventions with a special population" as mentioned above, (i.e. street and working children between the ages of 10 - 14 years).

Anticipated Results

The anticipated result was that "Street Children in Montego Bay and Spanish Town will develop reading and numeracy skills, and will be motivated to continue their education toward personal fulfillment. They will also be guided in developing social skills through engagement in a thinking process, which is oriented towards

- a) constructing meaning
- b) aiding understanding
- c) solving problems
- d) becoming independent learners (Strategic Learning)".

VII CONCLUSION

The project funds of Fifty Thousand United States dollars, (US\$50,000.00) at July 1998 rate of exchange, amounted to One Million, Eight Hundred Thousand Jamaican dollars (\$1,800,000.00). This was expected to cover compensation of personnel who were involved with the implementation of the project, as well as the procurement of teaching material, reproduction of learning aids and work-sheets, travelling and meeting workshops expenses. In addition, a substantial amount of expense was accumulated in conducting the survey.

Under such circumstances, and bearing in mind the fact that two groups - over one hundred miles apart, were involved, it was inevitable that resources would be somewhat strained. This was compounded by the steady depreciation of the Jamaican dollar and the rising cost of living. It can be said therefore that the programme was cost effective and that the qualitative results are very encouraging.

Observation, which is a legitimate form of assessment or programme evaluation, indicates that along with improvement in literacy and numeracy real behavioural change has been achieved. Our concern however, is for the sustainability of the change. Under different circumstances this could be realized with greater

certainty. Such circumstances would include networking with support services that would deepen and strengthen the contact with the children.

Overall, the lessons learnt are:

- Street and Working children will learn if they are made to feel respected and experience appropriate support and encouragement.
- A caring attitude toward the children is important to establish and maintain rapport.
- Achievement in school can help in improving relationships between children and parents - especially if the school is able to mediate.
- Children obviously are conditioned to classroom "chalk and talk" type teaching. Activities introduced in such settings must be developed with the children's involvement if such activities are to hold their interest.
- The children love to go on outings, and they display curiosity and enthusiasm in exploring new environment.
- Drama and music are very important aspects of the learning environment, These get everybody involved and provide an excellent means of gaining attention, and introducing subject matter.

- The project should be repeated in a residential setting which offers greater possibility for control of intervention for learning and personal development.

FINAL REPORT

"COUNTING OUR ASSETS"

An Operations Research project to assess the impact of a performing arts programme on the social and cognitive competencies of at-risk adolescents.

**Research Director: Joseph Robinson
Artistic Director, ASHE
Foundation for the
Performing Arts**

**Research Co-ordinator: Janet Brown
Tutor Co-ordinator
Caribbean Child
Development Centre, UWI**

**Consultant: Dr. Maureen Samms-Vaughan
Paediatric Epidemiologist
Child Health Department,
UWI**

Computer Consultant: Kevin Brooks

**Project funded by: The Uplifting Adolescents Project
Contract No. 532-C-00-96-00234-00
USAID/Jamaica**

June 14, 2000

BACKGROUND AND RATIONALE

In the summer of 1997, ASHE Artistic Director, Joseph Robinson approached the Consultant requesting assistance in the design of an operations research to assess the impact of the ASHE programme on its young participants. NGOs funded at the time by the Uplifting Adolescents Project (UAP) were being offered the opportunity to apply for one of the twelve research grants of (maximum) US\$50,000. The Consultant was interested, discussions began and a proposal was presented to UAP in January 1998. The Consultant used part of a 2-month sabbatical visit in late 1997 at a Children's Research Centre at the University of Chicago to review current literature on similar attempts to measure such programmes.

In the proposal to UAP, the rationale for undertaking the project was described thus:

“Youth Development programmes around the Caribbean are seeking in a variety of ways to arrest or slow the rising indicators of juvenile crime, adolescent experimentation with and abuse of drugs, early sexuality and child-bearing, and of poor academic performance, particularly for males. Some programmes are primarily educational; other work remedially and therapeutically with children already in serious difficulties. Other programmes attempt to prevent self-harming choices through a range of leisure time activities offering alternative choices for young people. Many claims are made for the effectiveness of these varied approaches to youth development and remediation. Subjective and observational evaluations of these programmes suggest varied positive outcomes on the self-perceptions, attitudes and behaviour of the young people served. But to date, we do not know of any rigorous measures applied to such programmes to tell us reliably what interventions have produced what results over what period of time.

Are there common elements which can be identified across programme which figure significantly in perceived and measurable changes in participants? Can specific changes in attitudes and behaviours be measured over time? Can the long-term impact of such changes be captured? Can such measures assist us in programme planning, and in assessing the most cost-effective interventions for specific age groups? These are but a few of the questions which arise when we address issues of programme assessment critically.

It was proposed to use the research within ASHE's Solid Youth Project, as a case study for developing and testing measurement tools which could then be applied to a range of projects to help evaluate programme efficacy and impact. ASHE is one of several Caribbean programmes which use aspects of the performing arts for the personal and social development of young people. In addition ASHE deliberately targets young persons for its interventions who are deemed to be 'at risk'.

to 63%. Does this suggest irresponsibility? Or growing independence? This needs more discussion.

Note: Cautions are again noted in interpreting the above data as being definitive. The numbers of the control group are so small (18) that shifts in one or two bring larger shifts in percentages than in the larger experimental (51) group. Also, these numbers in themselves are too small to be called conclusive. They indicate trends only, and must be read as such.

CONCLUSIONS

This section will not be a "conclusive" conclusion, for there is much more data to be mined, and it is hoped that the ASHE team will want to explore some of these issues further later in the year. However, two things seem clear:

- 1) Research can be very useful in advancing clarity of purpose of an organisation and in "reading" the pulse of the issues which children bring to the situation.
- 2) However, issues of staffing and cost must be addressed realistically if a true experimental/control design is to be effectively conducted with valid and reliable results. It was painful for ASHE and for the research team to have so much effort and resources expended for results that could not be more rigorous.
- 3) The Assets instrument could probably be effectively used by other organisations, not for such a difficult and expensive control/experimental research design, but for administering for the purpose of planning programmes more relevantly, and as a tool afterwards to stimulate discussion on many of the topics which it raises.
- 4) The trends in the findings suggest that the claims of ASHE for the positive effects of participation in the performing arts could be substantiated with a more rigorous research project that obtained sufficient staff support within the project to ensure diligent and punctual implementation. It was not realistic to expect ASHE performing and teaching staff to conduct the considerable amount of work which this research entailed.
- 5) The findings from the Exposure to Violence questionnaire are very sobering in terms of the degree to which children are exposed and vulnerable, and need caring and supporting environments to counteract these experiences. The Family Function indicator from the Socioeconomic form also supports this concern, and it may be that ASHE's caring environment may do as much or more than the actual skills base development in the arts in building young people's positive sense of self.



UPLIFTING ADOLESCENTS PROJECT

OPERATIONS RESEARCH WORKSHOP

“DEVELOPMENTAL ASSETS AND THEIR LINK TO RISK BEHAVIOUR”

PRESENTATION OF FINDINGS BY HOPE ENTERPRISE LIMITED IN CONJUNCTION WITH THE JAMAICA FAMILY PLANNING ASSOCIATION

*Courtleigh Hotel, Kingston 5
November 9, 2000*

*The UAP is managed by Development Associates, Inc.
in collaboration with Hope for Children Development Company, Ltd.
under Contract No. 532-C-00-96-00234-00
on behalf of USAID/Jamaica and the Youth Division of the Ministry of Local Government, Youth
and Community Development, Jamaica*

Introduction

On November 9, 2000, Development Associates Inc./Jamaica conducted a half-day workshop at The Courtleigh Hotel, Kingston, to present the findings of the third of four operations research projects undertaken with respect to the *Uplifting Adolescent Project (UAP)*.

As can be seen from the "List of Participants" (*Appendix I*), the 37 participants included 18 representatives of 14 NGOs participating in the UAP as sub-grantees, and 10 representatives of selected agencies or government Ministries working in the area of youth development.

The subject operations research project was a study, "Developmental Assets and their Link to Risk Behaviour", conducted among Jamaican at-risk youth by Hope Enterprises Ltd. in collaboration with the Jamaica Family Planning Association (FamPlan), one of the NGOs taking part in the UAP.

The Workshop Agenda (*Appendix II*) was designed to meet the following objectives:

- To present and review findings of developmental assets and risk behaviour in Jamaican at-risk adolescents aged 10-14.
- To highlight the fact that while individual assets appear to impact specific behaviour, it is the presence of many different assets that combine to provide the strong base the adolescent needs for resilience against risk behaviour.
- To highlight the inter-relatedness of family, school and community support in building a protective environment.
- To contribute to the process of programme development as it pertains to the promotion of healthy behaviour in adolescents.
- To highlight the impact which a multi-faceted intervention programme can have on assets in the short-term.

This Report summarises the information conveyed at the workshop. It is anticipated that NGO staff and others will use it as a source of reference for their **efforts to incorporate the main research findings into their activity planning and implementation**, so as to further enhance the impact of their programmes with the target age group of 10-14 year-olds.

Summary of Workshop Proceedings

WELCOME & OPENING REMARKS

Mr. Valva, UAP Chief of Party, thanked everyone for attending and acknowledged the considerable work undertaken by Hope Enterprises Limited and FamPlan over the last two years in carrying out the operations research project that was to be discussed. It was his feeling that the UAP operations research projects represented an important beginning and he hoped that others would take the opportunity of adding to those initiatives.

He noted that printed copies of the final research project report were not yet available, but indicated that all UAP sub-grantees would receive a copy. In addition, copies would be made available to representatives of other agencies who entered their names on a sheet of paper that would be circulated during the workshop for that purpose.

Mr. Valva also announced the continuation of the UAP, for another three to four years after the end of Development Associates' contract period, under the management of PACT (a local NGO). He welcomed the continuation decision and promised full support to PACT during the transition period. He praised the hard work NGOs had put into the project so far, and said that they deserved gratitude, applause and kudos. He then handed over chairmanship of the proceedings to Mrs. Maxine Wedderburn, Head of Hope Enterprises Limited.

BACKGROUND TO DEVELOPMENTAL ASSETS IN JAMAICAN AT-RISK YOUTH

Mrs. Maxine Wedderburn, Hope Enterprises Limited

Mrs. Wedderburn greeted everyone and expressed thanks to USAID for the research funding; Development Associates for their guidance and support; and to her associates who had worked assiduously on the project.

She outlined the Workshop Objectives (See "Introduction", pg. 1) and then drew attention to the handout entitled *Status on Developmental Asset Base Among Jamaican 'At-Risk' Adolescents*, which included the following definition of a basic element of the research approach adopted:

DEVELOPMENTAL ASSETS: A set of building blocks that, when present, appear to enhance important developmental outcomes, conceived as both the reduction of health-compromising behaviours and the increase of school success and other indicators of positive outcomes.

(Search Institute, 1998)

Mrs. Wedderburn explained that the original research hypothesis had presumed the increased likelihood of adolescent school participation, regardless of the economic status of the families and communities, if certain risk factors were eradicated. Early local reports from the field, however, had shown that, in order to achieve initial return to school, development programmes had first to facilitate provision of basic items, such as uniforms, shoes, lunch money, etc. (Later those experiences were validated by survey findings indicating that the two main reasons given for non-attendance at school were "no lunch money" and "illness".) This reality led to a revised hypothesis that focused on developmental assets *vis-à-vis* behaviour; namely: as a child's developmental asset base increases, his behavioural problems will decrease.

Thus, the **research objectives** were revised as follows:

- To provide information on the relationships existing between developmental assets and risk behaviour
- To identify those assets associated with risk behaviour which other studies show, result in school drop-out
- To develop and test a measurement instrument to assess the status of the developmental asset base in children 10+ years old.

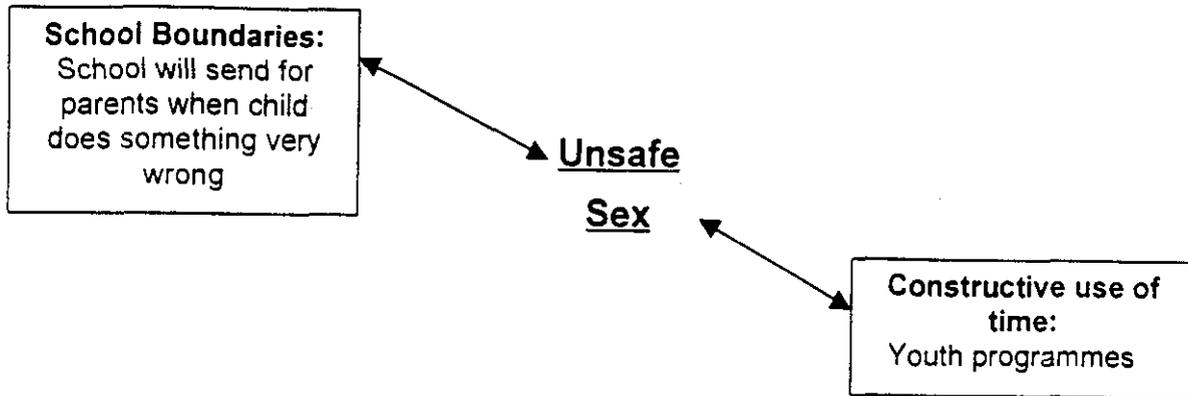
The research **methodology** had involved two asset-based cross-sectional surveys conducted among all the adolescents enrolled in FamPlan 's UAP "Young Adolescents Empowerment Project" and available during the survey periods (May 1999; May 2000). This meant that all respondents were rural residents (St. Ann) in the 10-14 age group who had been defined previously as at-risk, either by the formal schools that they were attending (91%) or by community standards since they were out-of-school (9%).

Slides were then shown to give demographic information on the survey sample of 342 students. Their age & gender profile and school enrolment data are reproduced below:

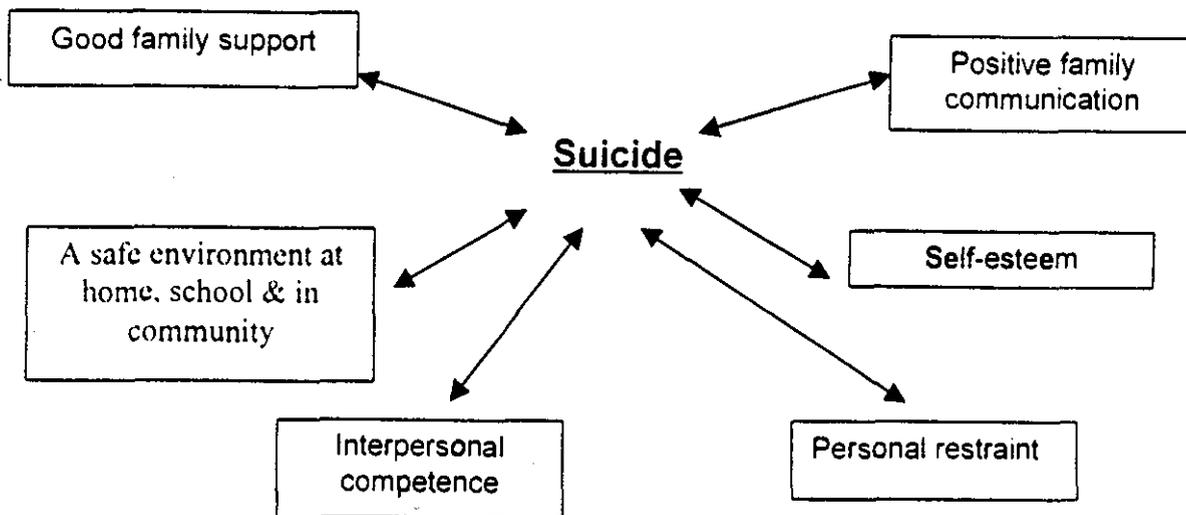
Age and Gender Profile of Baseline Population

Age	Gender		Total
	Male	Female	
10	36	25	61
11	64	42	106
12	56	54	110
13	22	10	32
14	20	6	26
n/a	-	-	7
Total:	198	137	342

IV. Assets Which Protect Against Unsafe Sex



V. Assets Which Protect Against Suicide



Other helpful information on protective asset factors was also summarised in a handout, "Building a Protective Environment against Risk Behaviours" (*Appendix IV*).

CONCLUSIONS AND IMPLICATIONS

Ms. Carol Gayle, Hope Enterprises Limited

Following the coffee break, Ms. Gayle made a presentation on the research conclusions and implications. She said that poverty remained a basic factor impacting school attendance and this had to be addressed as a prerequisite for returning children to the formal school system.

Other significant conclusions were:

- *Increasing the asset base of adolescents will contribute to a reduction in all risky and anti-social behaviour, in particular substance abuse.*
- A multi-sectoral approach was essential to increase the developmental assets of at-risk youth

the family and community must become partners supporting school intervention activities

a variety of socialising institutions need to be involved in this effort

Increased emphasis must be placed on the development of social skills and participation in extra-curricular activities (community and school).

- *In view of the declining asset base trend after age 11, intervention programmes must focus on the most vulnerable age group the 11-14 year olds.*
- *Positive family support and intra-family communication were crucial assets for avoidance of risk behaviour.*
- *Adolescents need clear boundaries and guidelines to follow at home, school and in their communities.*

Ms. Gayle also maintained that the study had achieved its objectives in that it had

- (a) elicited new and important findings that linked risk behaviour with a developmental asset base;
- (b) produced useful data on those assets which must be in place to ensure successful programme outcomes, depending on the risk behaviour that was being addressed; and
- (c) developed and tested an instrument that could be used in the future for measuring the status of the asset base among adolescents 10 years and over.

Following Ms. Gayle's presentation, Mrs. Wedderburn asked the FamPlan representatives to outline the field experience from their organisation's perspective.

THE FAMPLAN EXPERIENCE

Mrs. Peggy Scott, CEO & Mrs. Pauline Pennant, FamPlan

Mrs. Scott thanked USAID for funding the research project: Development Associates for their guidance; and Hope Enterprises for conducting the survey. She then introduced Mrs. Pennant, who had been intimately involved with project implementation and who would present FamPlan's report on their field experience.

ACTION RESEARCH STUDY

**“RETAINING 12 – 14 YEAR OLD AT RISK
BOYS IN SCHOOL”**

EXECUTIVE SUMMARY

**ERROL MILLER, PRINCIPAL RESEARCHER
UNIVERSITY OF THE WEST INDIES**

COMMISSIONED BY THE YMCA, KINGSTON

**FUNDS PROVIDED BY THE UPLIFTMENT OF
ADOLESCENT PROJECT**

**UNITED STATES AGENCY FOR INTERNATIONAL
DEVELOPMENT**

NOVEMBER 22, 2000

The YMCA Youth Development Programme enrolls boys who leave the formal school system. These boys remain in the programme and attend regularly. The YMCA is unable to meet the demand for admission into this programme. Why should boys who drop out of the formal school system seek admission, attend regularly and complete the YMCA Programme? Are there lessons to be learned from this non-formal programme that can be applied in the formal school system?

At the invitation of the YMCA, and with funding from the Upliftment of Adolescent Project, an action research study was undertaken with the overall goal of seeking to prevent boys, in the 10 to 14 years age group, from dropping out of the formal school system. The study, entitled Retaining Boys in School, sought to find out why the boys enrolled in the YMCA Programme dropped out of the formal school system and what lessons could be learned on how boys could be retained in the formal school system.

OBJECTIVES OF THE STUDY

The specific objectives of this study were:

- To find out from a random sample of boys in the YMCA Programme why they dropped out of school and why they have remained in the YMCA Programme.
- To identify the schools from which these boys came prior to their enrolment in the YMCA Programme.
- To analyse the content, methodology and mode of delivery of the YMCA Programme and the content, methodology and mode of delivery of two of the schools that supply most of the students to the YMCA Programme and compare these two analyses to determine the differences between them.
- To identify those factors related to the dropout of boys from the formal school system, which could be addressed by modifications of the welfare programmes and/or the programme delivery approaches currently being employed by two schools.
- To persuade these two schools to adjust aspects of their programme delivery or welfare assistance to students to take account of some of the factors identified as major concerns of at-risk boys, and which have been ameliorated by elements of the YMCA Programme.
- To determine the dropout rate of boys in the two selected schools over the last two years on a term-by-term basis.
- To assess the dropout rate over one school year after the recommended adjustments have been made to the programme of the two schools.

THE ASSUMPTIONS OF THE STUDY

The assumptions and rationale of the study were:

- It is possible to prevent, or at least minimize, deviant behaviour of boys if those at risk are identified early, say between 10 and 14 years, and exposed to interventions designed to address their concerns and needs.

- A whole school approach involving principal, teachers, boys, parents and the community if possible, is most likely to succeed than single interventions all directly focused on the boys.
- A combination of empathy and caring on the one hand and firmness and sanctions on the other is most likely to succeed in making a positive impact on boys at risk.
- Hearing from the boys themselves is the starting point of meaningful action.
- It is not sufficient to seek to change the behaviour of the boys. It is also vitally necessary to attempt to alter their life chances in a manner that conveys hope, meaning and purpose to the boys.

EXPECTED DELIVERABLES OR MEASURABLE OUTCOMES

The following were agreed to be the measurable outcomes of this action research study:

1. A list of the reasons given by at-risk boys for dropping out of school.
2. A list of the reasons given by at-risk boys for remaining in a non-formal education programme run by an NGO.
3. A comparative analysis of the main elements of at least two schools within the formal system and a non-formal education programme, in relation to the needs and concerns of at-risk boys.
4. The dropout rates per school term of boys from two schools over the last two years.
5. The dropout rates of boys over one school year after an intervention designed to take account of the needs and concerns of at-risk boys.
6. Improved capacity of schools to monitor the participation of students, particularly at-risk boys, in their programmes.

METHODOLOGY

In essence, the Methodology employed eight elements organised in two distinct groups or phases of activities. The first phase or group activities were centred on identifying why boys enrolled in the YMCA Programme left the formal school system along with those features and factors of the YMCA Programme that could account for the retention of boys in that programme. Further, to determine which of these factors and features could be adopted and adapted to the formal school system. The second phase or group of activities focused on designing and implementing intervention strategies in consultation and collaboration with two of the schools from which several boys came with a view to determining whether these interventions could enhance the capacity of these schools to retain boys.

Activities in Phase One

- Examining the student records of the YMCA Youth Development Programme with respect to biographic information, the schools previously attended and the reasons given by boys, or their parents, for enrolling in the YMCA programme.

malfunction. It was discovered that the supplier had not provided the machines specified by both the purchase order and invoice. The delay that ensued did not allow the EMIS to be used to monitor the progress of the boys during the study.

However, at the termination of the Study, both schools had a functioning computer with an EMIS that contains the biographical data of all students enrolled in the school over the last two years. They also have at least two staff capable of using the Primary School Manager to register current students, track attendance, and dropout and performance data including those of at-risk boys.

LESSON LEARNED FROM THE IMPLEMENTATION OF THE INTERVENTION STRATEGIES

The following lessons were learned from implementing the intervention strategies:

1. Six months, or two school terms, is not sufficient time to allow each of the intervention strategies to be fully implemented and then to have an impact. Teachers cannot be withdrawn from regular duties to be oriented and trained in the requirements of the intervention strategies. The merging of the orientation and training of teachers alongside the regular programme of the school slowed the period over which interventions can have effect upon students.
2. More boys leave the schools in the first term than in either of the other two terms of the year. Any intervention that attempts to retain boys in schools should include the first term within the period of intervention.
3. Several of the problems encountered in the school were more severe than anticipated. For example, of the more than 450 boys in Grade 4 to 9 in one school, only one was reading above Grade level, only three were reading at Grade level and more than half of the boys were functionally illiterate. The magnitude and the severity of the problems that exist require more prolonged application of the interventions designed to address the challenge.
4. It is necessary to include emotional and behavioural disorders among the disabilities being experienced by boys, many of whom have seen, or had close relatives and friends killed or severely injured or have been disoriented because of the migration of parents, particularly mothers.
5. The schools encountered security problems that undermined the morale of both staff and students.
6. There are a small but significant minority of boys between the ages of 10 and 14 years that are already involved in hardcore deviant activities including gang membership. They need specific interventional activities that were not included in the project. The residential programme developed by the Kingston Restoration Company (KRC) appeared to be more appropriate to their needs.

7. Some students in the schools serving inner city communities are subject to traumatic situations often involving the death or serious injury of close friends and relatives. They are in need of post-traumatic counselling and support to mitigate the emotional harm that could result from these experiences.
8. Schools serving relatively poor students and communities have considerable difficulties in soliciting the financial assistance needed to support interventions designed to address the challenges they face.
9. Many boys are in need of mentors who can give them encouragement and guidance.

CONCLUSIONS

The activities in Phase One of the Study, canvassing the views of boys, teachers and comparing the YMCA and school programmes, identified the following six strategies which are critical to the retention of boys in schools:

- Alleviation of socio-economic hardship.
- Identification, assessment and treatment of boys with learning disabilities
- Developing or strengthening the reading programmes in the schools
- Sensitivity training for the teachers
- Counselling assistance to parents and boys experiencing challenges
- Promoting and fostering wholesome values in the schools.

The activities in Phase Two involving the actual implementation of these interventions in two schools highlighted the fact that these six strategies did not adequately address the range and severity of the challenges being faced by the two schools. Boys in the YMCA Programme represent one sub-set of boys whose needs the formal school system is challenged to address. Boys in the YMCA belong to that sub-set of boys, or their significant adults, who are still interested in continuing their education and who are more or less willing to make some attempt to conform to acceptable canons of behaviour. Schools within the formal system must address the needs of boys with a wider range of challenges and orientations.

The lessons learned from the implementation of the six intervention strategies clearly indicate the need to add the following four strategies:

- Withdrawal of some boys from the school and their immersion in a residential programme of behaviour modification and their subsequent reintegration in the schools.
- Mentoring for boys who are trying to succeed but who need encouragement and guidance from persons who they can look up to and who can inspire them.
- Post traumatic counselling for students, and sometimes teachers, following acts of violence affecting the school or communities from which students, or teachers, come.

- Improved security for schools not only to prevent breaches but also to reassure students and teachers of their safety.

In addition to adding these four strategies to the six that were implemented in this study, any future study or project should plan to have a period of preparation of at least six months and a period of not less than one school year of actual implementation of the ten strategies before any attempt is made to measure impact on the agreed objectives of improving the quality of participation, the level of performance, standard of conduct and the degree of retention of boys in schools.