



# UPLIFTING ADOLESCENTS PROJECT

## WORKSHOP REPORT

### **"TRACER STUDIES"**

FOR

### **NON-GOVERNMENT ORGANIZATIONS (NGOs)**

*Medallion Hall Hotel*

*June 24, 1998*

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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

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GUIDELINES FOR THE CONDUCT OF TRACER STUDIES

FOR THE

UPLIFTING ADOLESCENTS PROJECT

developed from

" TRACER STUDIES WORKSHOP "

for

NON-GOVERNMENTAL ORGANISATIONS

Medallion Hall Hotel

Kingston, Jamaica

June 24, 1998

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## 1. INTRODUCTION

Under the Uplifting Adolescents Project (UAP) the "Tracer Studies Workshop" for non governmental organisations (NGOs) was conducted on June 24, 1998 by Dr. Diana Davis, Development Associates Inc. Research Specialist. Workshop participants were welcomed by Mr. Francis Valva, Chief of Party, UAP. In attendance at the workshop were twenty two participants representing thirteen NGOs.

### A. Workshop Objectives

The workshop objectives were specified as follows:

1. To enable NGOs to gain an understanding of the purpose and use of tracer studies for their organisations.
2. To empower NGOs to appreciate the elements required to design a tracer study.
3. To equip NGO staff with data collection and objective data analysis techniques.
4. To review and comprehend the issues involved in designing a questionnaire and field testing research instruments.
5. To capacitate NGO management to be aware of problems pertaining to confidentiality, parental consent, contractual relationships and quality control.

This report contains a summary of the information presented in the workshop and can serve as a guide for NGOs' planning tracer studies.

## 2. THE USES OF TRACER STUDIES

The UAP tracer study will meet the needs of both donors and NGOs in obtaining information on the progress of the project and evaluating its impact. The UAP project has four components, namely, remedial education, vocational and technical skill building, personal and family development skill improvement and reproductive health knowledge building. The tracer study will evaluate graduates from all four components.

A tracer study is important for the following reasons:

- feedback is provided by the beneficiaries on the changes in the target skills and behaviour;
- it identifies project strengths and weaknesses in terms of overall impact; and
- agencies gain useful information to assist in future planning to meet adolescents' needs.

Outlined below is the tracer study process.

## 3. OVERVIEW OF THE TRACER STUDY: DEFINITION, PROCESS AND DESIGN

### A. Definition and Purpose of Tracer Studies

A tracer study is one means to locate and follow-up persons who have completed a programme to obtain information on how they have been influenced and what they have done since leaving the programme. The follow-up may take several forms depending on the information being sought. Among these forms are interviews and documentary review, for example, review of files or other records.

For the UAP tracer study graduates or "completers" of the programme will be interviewed. These past participants are usually no longer in contact with the programme and will have to be traced or located for the interview.

Tracer studies are used to evaluate programmes. They provide information on those persons who have successfully completed the programme regarding:

- a. their current activities;
- b. what they retain and or still use from the programme; and
- c. the current factors that are impacting their status.

In conducting tracer studies it is important to clearly identify the information that is required.

#### B. Process and Design

There are a number of issues to be considered in the design of a tracer study. These issues, once clarified will need to be followed up with the necessary actions in an organised and logical manner.

The process for implementing a tracer study is comprised of six major activities. These activities should be undertaken in the sequence outlined below to achieve efficient and effective implementation of the study and useful results.

1. Information needs and data collection and how the information will be collected - decide what information is required in relation to needs defined.

Factors to be considered are :

- a. type and sensitivity of the information required;
- b. the characteristics of the persons to supply the information;

- c. how is the information to be obtained, by what means, for example, face to face interview, self administered interview, mail questionnaire etc. The most efficient, appropriate and effective mean should be used. For example, mail questionnaires are not recommended where the postal system is unreliable; and
- d. the availability and ease of access to the information.

2. Who will provide the information - from what population will the information be obtained and how will a representative portion, that is a sample, be selected.

Factors to be considered:

- a. how to select an unbiased and representative sample from the population; and
- b. how to determine the sample size.

UAP staff have designed a sampling method that will provide a representative sample. They will assist each organisation to determine how many programme completers should be in the sample, that is, its "size".

3. Personnel to collect the data/information - selection and training of interviewers

Factors to be Considered

- a. choosing interviewers who will establish effective rapport with the persons to be interviewed; and
- b. training and supervising the interviewers.



4. Data Collection - timely and accurate collection. Ensuring that data are of a high quality is of utmost importance. Quality control is required at all stages of the study, but particularly in the collection of data. Interviewers and their supervisors have very important roles to play in quality control.

Factors to be considered:

- a. quality control: to ensure that the data are collected as per instructions and are accurately recorded.
- b. how and by whom is the data collection to be supervised and monitored. This is an aspect of quality control and includes the supervisors:
  - i. observing interviewers in the field and taking corrective action as is necessary;
  - ii. conducting a check on approximately 5% of each interviewer's work to ensure that proper procedures were used; and
  - iii. checking all questionnaires for completeness and accuracy.
- c. interviewer reporting: the frequency with which they report on their progress. Reports should include information on finding the respondents, their willingness to be interviewed and positive and or difficult situations experienced.

5. Data Analysis - summarizing and interpreting the data. Simple methods will be used to describe the data. For example, characteristics or traits will be described by frequency and percentages, that is how many times did it occur, and what percentage of those interviewed gave a particular answer.

Factors to be considered:

- a. how to process the data collected
- b. frequency of the characteristics, that is how many times did a particular characteristic or trait occur? For example, how many males and how many females are in the sample or how many respondents have read something in the last month.
- c. percentage or proportion : what share of the whole had a particular characteristic? For example, if in a sample of 120 persons there were 60 males, they would represent 50% of the whole sample.

6. Report on the Findings - the final step in the process of the tracer study is the presentation of the results. The report will contain the necessary background information, details of the methodology, main findings and the conclusions drawn from the results. Outlined below is the recommended report format with indications of the content for the respective areas.

#### Recommended Report Outline

Executive Summary (1-2 pages): summary of the study purpose, methodology, main findings and conclusions

1. Introduction (1-2 pages): background information on the reason and purpose for the study. Information on how the findings are to be used is also to be included.
2. Methodology (1-2 pages): how was the data collected. Outline of the steps used for data collection to include target population, sample size and selection, instrument(s) used to collect data, quality control etc. The level of response (response rate) should also be included. The response rate is the number of persons who participated in the study

divided by the number contacted. For example, if 45 agreed to be interviewed and 50 were contacted, the response rate is 45 divided by 50 or 90%.

3. Main Findings (5 -10 pages): presentation of the details of the study results by the areas that were investigated. In presenting the findings tables, graphs and diagrams should be used to sum up (aggregate) and illustrate the data.

The topics investigated for the UAP tracer study to be reported on are indicated below.

- A. Schooling and Education
- B. Health and Family
- C. Personal Development
- D. Basic Skills

4. Summary and Conclusions ( 2-4 pages): brief summary of the major findings and the judgements or decisions reached in relation to the findings. The main concerns to be highlighted are the meaning and implications of the findings for the programme.

#### 4. TRACER STUDY DESIGN DETAILS

Descriptions of nine aspects of tracer study design are provided in this section:

1. costs and budget
2. timing and schedule
3. personnel and qualifications
4. sampling
5. interviewing
6. data reduction and analysis
7. writing the report
8. parental consent
9. contractual relations with personnel

## A. Costs and Budget

The costs of all the various elements of the study are to be determined for inclusion in the budget for the study. Creating the budget helps the organisation to plan for the study. The budget may show that a smaller study must be planned or that funds must be acquired to pay for a larger study. The budget serves as an important tool to guide the decisions in relation to the scope of the study. Major cost elements will be related to the various persons with different skills to carry out the study activities and the related supplies. The costs should detail the type of personnel, for example, interviewers, the time required and the payment plan, for example, payment for each completed interview. Below is an example budget.

### Illustration of Cost Elements

| Activity      | Time Required                     | Payment Scheme                      | Total Cost |
|---------------|-----------------------------------|-------------------------------------|------------|
| Sample Design | 4 hours                           | \$1000 per hour                     | \$4000     |
| Interviewing  | 3 weeks<br>to do 30<br>interviews | \$300 per<br>completed<br>interview | \$9000     |
| Data Entry    | 5 days                            | \$500 per day                       | \$2500     |
| Data Analysis | 5 days                            | \$1000 per day                      | \$5000     |
| GRAND TOTAL   |                                   |                                     | \$20,500   |

Other cost elements for the study include transportation, communication, that is fax, telephone; photocopying, questionnaire design etc.

## B. Timing and Schedule of the Tracer Study

It is best to keep the entire time for the study as short as possible. The time for each of the major study activities should be estimated. The study activities should be scheduled in the order in which they will be done. Some study activities can be done at the same time while some must await the completion of others before they can be started. For example, sample selection

must be completed before the interviews can be conducted. A sample of a tracer study schedule is outlined below reflecting the sequence of activities.

#### Sample Tracer Study Schedule

| Time        | Activity  |
|-------------|---|
| Weeks 1 - 2 | Draw the Sample<br>Prepare packages for Interviewers<br>Hire Interviewers |
| Weeks 3 - 4 | Train Interviewers<br>Collect Data  |
| Weeks 5 - 6 | Analyse Data and Write Report   |

#### C. Personnel and Qualifications

It important that persons with adequate training, skill and experience direct and implement the study. The duties and responsibilities of each team member must be clearly outlined and understood for the proper functioning of the team. The recommended staff is set out below.

#### Sample Tracer Study Staffing

|                         |  |
|-------------------------|--|
| Study Director:         | directs the study and has overall responsibility and authority for the entire study process. |
| 2- 3 Interviewers:      | collectors of data and information   |
| Interviewer Supervisor: | monitors and oversees data collection  |

Coder: codes the data for entry into a computer programme or hand tabulation

Data Entry Clerk: enters the data into the computer, if used

Data Analyst: summarises the data

Report Writer: Writes the report based on the analysis

It is to be noted that several tasks may be performed by the same person depending on their skill and experience. For example, an experienced interviewer can also supervise, and the data analyst and the report writer can be the same person.

#### D. Sampling

Proper sampling is important to avoid bias in the selection process. The sample is to be selected randomly. Systematic random sampling will be used to select the graduates to be interviewed in the tracer study.

In a systematic random sample each member of the population, that is, graduates of the programme, have an equal chance of being selected.

To choose a sample of programme graduates, a sample frame is required. The sample frame is a list of all the graduates. For the list to be adequate, it must have only the names of those persons who have met the requirements for graduation and there should be no repetition of names.

#### Example : How to Select A Systematic Random Sample

Task: From a list of the names of forty two persons draw a systematic random sample of eight.

Step 1: Eight can be obtained from 42 five times, so one in five persons will be selected.

Step 2: The point at which the counting begins on the list is obtained from the table of random numbers by placing a pencil on the table without looking.

Step 3: The number on which the pencil was placed is the starting point. For example, if the number was five, find the fifth name on the list and begin counting until five is reached. This is the first person in the sample.

Step 4: Continue the same process down the list until eight names are selected

If in the process of counting, the end of the list is reached and the desired sample size is not reached do the following :

- treat the list as continuous and go to the top
- continue counting until the sample size is achieved.

UAP staff will be available to assist the NGOs to create the list, decide sample size and help in the selection process.

#### E. Interviewing

Interviewing is an art and persons who are interviewers are required to have certain skills and aptitudes. Work standards and targets in terms of quality and quantity are to be stated for interviewers so that the expectations are known and clearly understood.

In general, interviewers are required to be trustworthy, confidential, consistent and flexible. These characteristics will enhance their ability to gain respondents' confidence and to collect accurate data. Interviewers provide the very important link between the providers of data and information (the respondents) and the research team. Their sensitivity and honesty are of great value in achieving useful and meaningful results from the study.

The important responsibilities of interviewers are outlined below.

### Interviewer Responsibilities

Interviewers must do the following:

1. establish rapport with respondents and be polite, pleasant and respectful;
2. be neutral in their response to information received;
3. maintain confidentiality, that is, interviewers must not disclose individual respondent information to persons outside of the study team;
4. report to their supervisors on the progress of the data collection;
5. administer the questionnaire as trained and directed to do. For example, questions should be asked as stated and in the order given.
6. make accurate report of contacts made in the format required to enable follow-up and information on interviewing time and the ease or difficulty experienced in locating respondents.

### Data Reduction and Analysis

Computers are very handy machines, but when planning to have only 50 or fewer completed interviews it is feasible to count the answers by hand. If you do "hand counts", be sure to check your counts a second time; it is easy to make mistakes in counting. There are three scales in the questionnaire, self esteem, mastery and alienation. UAP will provide the instructions for calculating the child's score on each of these scales. Otherwise, the analysis consists of counting the number of young people who gave a certain response and calculating them as a percentage of the total interviewed. For example, if 25 of 50 young people



interviewed say they plan to graduate from school, that is 50 percent.

Using a computer ensures that the counting and addition will be accurate the first time and that percents are calculated accurately. Statistical computer programmes will add up, quickly and easily, the number of young people giving a particular answer and calculate what percent of the total gave that answer.

#### G. Writing the Report

The report presents the counts and percents and explains what they mean. It should be simple, telling how many programme graduates were sought, how many were located and how many were interviewed. The results can be summarised under each of the four skill and knowledge areas: remedial education, vocational and technical skill building, personal and family development skill improvement, and reproductive health knowledge building. It can consist of four chapters as presented in the example in section B, Process and Design in Section 3 above.

#### H. Parental Consent

Where necessary parental consent should be obtained to interview minors. Flexibility can be exercised depending on the circumstance. Consent can be obtained either formally or informally (orally). Included at Appendix 2 is a formal consent form to be used if necessary.

#### I. Contractual Relations with Personnel

In hiring people to help with the study, such as interviewers and data analysts, there are some important considerations to keep in mind. The organisation and the officer responsible for the study should ensure that contractual arrangements are adequate, fair and well understood by all parties concerned. Particular attention must be paid to the terms and conditions of engagement.

The roles, responsibilities, obligations, payment terms, work schedule and the basis for termination must be clearly understood and agreed. Incomplete, inadequate or unfair situations can disrupt and retard the smooth implementation of the study.

## APPENDIX 1

### LIST OF PARTICIPANTS

| Name                            | Organisation                                      |
|---------------------------------|---|
| Mrs. Claudette Richardson-Pious | Children First                                    |
| Mr Gary Evans                   | Children First                                    |
| Mrs. Carmen Mejia               | Hope for Children                                 |
| Ms. Naska Llits                 | Jamaica Family Planning<br>Association            |
| Ms. Daisy Lilly                 | Jamaica Red Cross                                 |
| Mr. John Sayers                 | Jamaica Red Cross                                 |
| Mr. Richard Billings            | Kingston Restoration Company                      |
| Ms. Michelle Sinclair           | Kingston Restoration Company                      |
| Ms. Hilary Napier               | Kingston YMCA                                     |
| Ms. Michelle Bennett            | Mel Nathan Institute for<br>Social Research       |
| Ms. Jacqueline Williams         | Mel Nathan Institute doe<br>Social Research       |
| Mrs. Genevieve Barnes           | Rural Family Support<br>Organisation              |
| Mr. Marlon Stamp                | St. Patrick's Foundation                          |
| Mr. Wayne Stoddart              | St. Patrick's Foundation                          |
| Mrs. Glenda Drummond            | Western Society for the<br>Upliftment of Children |
| Ms. Simone Barrett              | Western Society for the<br>Upliftment of Children |
| Mrs. Sherill Morris             | Women's Centre of Jamaica<br>Foundation           |
| Mrs J. Anderson Robinson        | Women's Centre of Jamaica<br>Foundation           |

Mrs. Collette Budhram

Youth Opportunities Unlimited

Ms. Minna McLeod

YWCA National

Ms. Nadia Boyd

YWCA National

Mr. Francis Valva

UAP

Mr. Samuel Dowding

UAP

Dr. Joyce Robinson

UAP

Mr. Gamil Coke

UAP

Dr. Diana Davis

UAP

**UPLIFTING ADOLESCENTS PROJECT  
"TRACER STUDIES" WORKSHOP**

Medallaion Hall Hotel

June 24, 1998

|  |  |                         |
|--|--|-------------------------|
| Registration   |  | 8:30 - 9:00 am          |
| Introduction & Welcome.....Mr. Francis Valva<br><i>Chief of Party, UAP</i>   |  | 9:00 - 9:15 am          |
| Purpose of Tracer Studies.....Dr. Diana Davis<br><i>Development Associates Inc. Research Specialist</i>  |  | 9:15 - 10:00 am         |
| Overview of the Tracer Study process   |  |                         |
| The UAP Tracer Study Design  |  |                         |
| <i>Coffee Break</i>  |  | <i>10:00 - 10:30 am</i> |
| Tracer Study design details.....Dr. Davis  |  | 10:30 - 12:30 pm        |
| <ol style="list-style-type: none"> <li>1. Costs and Budget</li> <li>1. Timing and Schedule</li> <li>2. Personnel and Qualifications</li> <li>3. Sampling</li> </ol>  |  |                         |
| <i>LUNCH</i>   |  | <i>12:30 - 1:30 pm</i>  |
| More Tracer Study design details.....Dr. Davis   |  | 1:30 - 2:30 pm          |
| <ol style="list-style-type: none"> <li>5. Interviewing</li> <li>6. Data Reduction and Analysis</li> <li>7. Writing the Report</li> </ol>   |  |                         |
| Review of the Core Questionnaire   |  |                         |
| Issues.....Dr. Davis   |  | 2:30 - 3:30 pm          |
| <ul style="list-style-type: none"> <li>Parental consent</li> <li>Confidentiality</li> <li>Quality Control</li> <li>Contractual relations with personnel</li> <li>Technical Support from UAP staff</li> </ul> |  |                         |
| Evaluation & Closing   |  | 3:30 - 4:00 pm          |



## UAP Follow-Up Study

### Introduction

Recently you participated in a youth program sponsored by the Uplifting Adolescents Project ("UAP"). Now that you have completed the program, UAP would like to know how you are doing and if you have any comments about the program. This interview will take about 15 minutes. All of the information that you provide is confidential. Your name will not be associated with your answers in any way. The information from all interviews with program graduates like you will be added together for a report on the programs sponsored by UAP. We appreciate your willingness to help the UAP to evaluate the programs it sponsors.

|   |
|---|
| <b>Participant Name</b> _____ <b>I.D. #</b> _____<br>Last First |
| <b>Program Name</b> _____                                       |
| <b>Program Location</b> _____                                   |
| <b>Date Completed Program</b> ____/____/____<br>Month Day Year  |

Interviewed by \_\_\_\_\_  
First Last

Date \_\_\_\_/\_\_\_\_/\_\_\_\_  
Month Day Year

# I. Schooling and Education

Out first questions are about schooling and job plans.

1. What is the highest level of school you have completed?

\_\_\_\_\_

2. Have you ever dropped-out of school?

*Circle one*

Yes ..... 1

No ..... 2 (Skip to Q. 6)

3. What level were you in when you dropped out of school?

\_\_\_\_\_

4. Was that 1996, or 1997, or this year, 1998?

*Circle one*

1996 ..... 1

1997 ..... 2

1998 ..... 3

5. Did you return to school after you dropped out?

*Circle one*

Yes ..... 1

No ..... 2 (Skip to Q. 8)

6. Did (PROGRAM) help you to stay in school or return to school?

*Circle one*

Yes ..... 1

No ..... 2 (Skip to Q. 10)

7. How (did the program help you to stay in school or return to school)?

\_\_\_\_\_

(study halls, tutoring, financial assistance, something else)

8. Do you plan to return to school?

*Circle one*

- Yes ..... 1  
No ..... 2 (Skip to Q. 10)

9. When do you plan to return to school, this year, 1998, next year, 1999, or after that?

*Circle one*

- 1998 ..... 1  
1999 ..... 2  
After 1999 ..... 3

10. Do you think you will graduate from school?

*Circle one*

- Yes ..... 1  
No ..... 2

11. What is a good job goal for someone like yourself?

---

12. What are your plans for your future in the next 10 years?

---

(job, What kind?; marriage, family, and so forth)

13. What have you read during the last month? As I read the list, tell me which of these you have read during the last month:

*Circle all that apply*

- A newspaper ..... 1  
A magazine ..... 1  
A comic book ..... 1  
A school book or text book ..... 1  
A book for pleasure ..... 1  
Something else (specify) ..... 1

**Do not read:** Nothing ..... 1 (Skip to Q. 15)



14. What was the most interesting thing you read in the last month?

---

---

(type, such as newspaper article or comic book, and what it was about, or name of book or magazine, and so forth)

15. What kinds of things do you like to read? As I read the list, tell me which of these kinds of things you like to read.

*Circle all that apply*

- The news ..... 1
- Mystery stories ..... 1
- Sports stories ..... 1
- Romance or fantasy stories ..... 1
- Novels ..... 1
- Poetry ..... 1
- History ..... 1
- Science or technology ..... 1
- Biography - about the lives of people ..... 1
- Other non-fiction books ..... 1
- Something else -(Specify - What?) ..... 1

---

**Do not read:** I don't like to read ..... 1

16. When was the last time you wrote a letter?

*Circle one*

- This week/last week ..... 1
- Within the last month ..... 2
- During the last school term ..... 3
- A long time ago ..... 4
- I do not remember ..... 5
- I have never written a letter ..... 6

## II. Health and Family

These questions are about your health and family.

1. Is your health better, worse, or about the same as that of other people your age?

*Circle one*

Better ..... 1  
Worse ..... 2  
Same ..... 3

2. If you had a health problem, where would you go for treatment?  
If "don't know," skip to Q.4

---

(type of place, like hospital or clinic, and location, neighborhood)

3. How long does it usually take you to get there?

*Circle one*

Less than 10 minutes ..... 1  
10 to 20 minutes ..... 2  
20 minutes to 1/2 hour ..... 3  
1/2 hour to 1 hour ..... 4  
Over an hour ..... 5

4. There are lots of reasons why young people do not get treatment. Which of the following are reasons why you do not get treatment?

*Circle all that apply*

The nearest clinic or doctor is too far away ..... 1  
There is no transportation ..... 1  
It costs too much ..... 1  
The people are not friendly there ..... 1  
My parent, relative, or family friend knows what to do ..... 1  
I don't get sick ..... 1  
Something else (What?) ..... 1

---

**Do not read:** I get treatment when I need it. .... 1

5. Do you have children? *Circle one*  
 Yes ..... 1  
 No ..... 2 (Skip to Q. 9)
6. How many? *Circle one*  
 One ..... 1  
 Two or More ..... 2
7. When was your first child born (month, year)? \_\_\_\_/\_\_\_\_/19\_\_\_\_  
 Month Day Year
8. How old is your youngest child?  
*Circle one*  
 New born to One Year ..... 1  
 13 months to Two Years ..... 2  
 25 months to Three Years ..... 3
9. All together, how many children do you plan to have?  
*Circle one*  
 One ..... 1  
 Two ..... 1  
 Three ..... 1  
 Four or more ..... 1  
 As many as God sends ..... 1  
 I Don't Know ..... 1  
 None ..... 1
10. If you wanted to get advice on family planning or birth control where would you go?  
*Circle one*  
 Names a free-standing clinic (specify) ..... 1  
 \_\_\_\_\_  
 Names a hospital-based clinic (specify) ..... 2  
 \_\_\_\_\_  
 Names a program (specify) ..... 3  
 \_\_\_\_\_  
 Names a person (specify) ..... 4  
 \_\_\_\_\_  
 I don't know ..... 5

If Respondent is Male, skip to Q. 13

11. Are you pregnant now? *Circle one*
- Yes ..... 1
  - No ..... 2
  - I Don't Know ..... 3
12. What are you doing to prevent pregnancy? *Circle one*
- Using some form of birth control ..... 1 (Skip to Q.14)
  - Not having sexual relations ..... 2 (Skip to Q.14)
  - Using a douche ..... 3 (Skip to Q.14)
  - Something else (specify) ..... 4 (Skip to Q.14)
- 
- Nothing ..... 5 (Skip to Q.14)
  - Nothing, I want to get pregnant ..... 6 (Skip to Q.14)
13. What are you doing to prevent fathering a child (again)? *Circle one*
- Using some form of birth control ..... 1
  - Not having sexual relations ..... 2
  - Something else (specify) ..... 3
- 
- Nothing ..... 4
  - Nothing, that is the girl's responsibility ..... 5
  - Nothing, I want to be a father ..... 6
14. When do you think you will have your (first/next) child? *Circle one*
- This year ..... 1
  - Next year ..... 2
  - When I get married ..... 3
  - When God sends it ..... 4
  - I don't know ..... 5
  - I am not going to have (a/another) child ..... 6
  - I cannot have children ..... 7

15. What are you doing to prevent yourself from getting sexually transmitted diseases?

*Circle one*

- Using some form of birth control ..... 1
  - Not having sexual relations ..... 2
  - Nothing ..... 3
  - Nothing, my partner does not have any diseases ..... 4
  - Something else (specify) ..... 5
- 

16. How often did you get drunk or high last week?

*Circle one*

- Not once ..... 0 (Skip to Q. 18)
- Once ..... 1
- Twice ..... 2
- Three times ..... 3
- Four or more times ..... 4

17. What do you usually use to get drunk or high?

*Circle all that apply*

- Ganja/marijuana ..... 1
  - Beer ..... 1
  - Pills ..... 1
  - Something else (specify) ..... 1
- 

18. How old were you the first time you got drunk or high?

*Circle one*

- I have never been drunk or high ..... 0
- under 10 ..... 1
- 11 ..... 2
- 12 ..... 3
- 13 ..... 4
- 14 ..... 5

### III. About Yourself

These last questions are about you and what you think.

1. How old are you? \_\_\_\_\_ years

2. What is your date of birth?

\_\_\_\_\_/\_\_\_\_\_/19\_\_\_\_  
Month Day Year

**Do not read:**

3. Record the respondent's sex:

*Circle one*

Male ..... 1  
Female ..... 2

4. With whom do you live?

*Circle all that apply*

I live alone ..... 1 (Skip to Q. 7)  
One parent- Mother or Father/Step Mother or Father . 1  
Two parents ..... 1  
Brothers and/or sisters or step brothers and/or sisters 1  
One grandparent ..... 1  
Two grandparents ..... 1  
R's children ..... 1  
Other relatives ..... 1  
Friends or roommates (not related to R.) ..... 1  
**Only** other people such as group home residents,  
roomers, program participants ..... 1 (Skip to Q. 7)

5. Including yourself, how many people live in your home?

*Circle one*

Two ..... 1  
Three ..... 2  
Four ..... 3  
Five ..... 4  
Six ..... 5  
Seven or more ..... 6

6. And how many of your brothers and sisters are living at home with you (including half or step brothers and sisters)?

*Circle one*

None ..... 0  
One ..... 1  
Two ..... 2  
Three ..... 3  
Four or more ..... 4

7. What do you do for fun?

*Record first 2-3 mentions*

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

**If not mentioned in Q. 7:**

8. Do you play any sports, or are you on any sports teams?

*Circle One*

- Yes ..... 1
- No ..... 2

**If not mentioned in Q. 7:**

9. Do you participate in the arts or in arts programs? As I read the list, tell me if you do any of these:

*Circle all that apply*

- Sing ..... 1
- Play an instrument ..... 1
- Act or other theater work ..... 1
- Write ..... 1
- Paint or sculpture, or ..... 1
- Something else (specify) ..... 1

**If not mentioned in Q. 7:**

10. Do you belong to any clubs or organizations, such as the Girl Scouts or the Boy Scouts

*Circle One*

- Yes ..... 1
- No ..... 2 (Skip to Q. 12)

11. Which ones?

*Record first 2-3 mentions*

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

**If not mentioned in Q. 7:**

12. Do you participate in any of the following? As I read the list, tell me if you do any of these: *Circle all that apply*
- Gardening ..... 1
  - Carpentry ..... 1
  - Cooking ..... 1
  - Sewing, needlework, or knitting ..... 1
13. Do you attend church? *Circle One*
- Yes ..... 1
  - No ..... 2 (Skip to Q. 15)
14. How often do you usually attend church activities? Would you say: *Circle One*
- Weekly or more often ..... 1
  - Several times a month ..... 2
  - Several times a year ..... 3
  - Once or twice a year ..... 4
15. Who would you like to be like in 10 or 20 years? Is there someone whom you admire?  
Person's name: \_\_\_\_\_
16. Why (would you like to be like NAME)?  
\_\_\_\_\_

**These next questions are about feelings and opinions. For each one I will read a statement and you will tell me if you agree or disagree with it and how strongly you agree or disagree. First think about whether you agree or disagree with the statement, then decide if you strongly agree or disagree or just agree or disagree.**

**Here is a practice question:**

**Brazil has the best soccer team in the world. Do you strongly agree, agree, disagree, or strongly disagree with that?**

- Circle One*
- Strongly agree ..... 1
  - Agree ..... 2
  - Disagree ..... 3
  - Strongly disagree ..... 4

**OK here is one more practice question:**



Jamaica's soccer team is the best in the world. Do you strongly agree, agree, disagree, or strongly disagree with that?

Circle One

- Strongly agree ..... 1
- Agree ..... 2
- Disagree ..... 3
- Strongly disagree ..... 4

Now here are the feeling and opinion questions.

17. Young people have a lot of different feelings about themselves. For each statement that I read, tell me if it reflects how you think about yourself: do you **strongly agree** that it is how you think of yourself, **agree**, **disagree**, or **strongly disagree** that it expresses how you think about yourself.

|    |  | Strongly<br>Agree | Agree | Disagree | Strongly<br>Disagree |
|----|--|-------------------|-------|----------|----------------------|
| a. | I feel I am a person of worth, at least on an equal basis with others. | 1                 | 2     | 3        | 4                    |
| b. | I feel I have a number of good qualities.                              | 1                 | 2     | 3        | 4                    |
| c. | All in all, I am inclined to feel that I am a failure.                 | 1                 | 2     | 3        | 4                    |
| d. | I am able to do things as well as most other people.                   | 1                 | 2     | 3        | 4                    |
| e. | I feel I do not have much to be proud of.                              | 1                 | 2     | 3        | 4                    |
| f. | I take a positive attitude toward myself.                              | 1                 | 2     | 3        | 4                    |
| g. | On the whole, I am satisfied with myself.                              | 1                 | 2     | 3        | 4                    |
| h. | I wish I could have more respect for myself.                           | 1                 | 2     | 3        | 4                    |
| i. | I certainly feel useless at times.                                     | 1                 | 2     | 3        | 4                    |
| j. | At times I think I am no good at all.                                  | 1                 | 2     | 3        | 4                    |

18. Here is another set of statements that young people make about themselves. For each statement tell me how strongly you agree or disagree that it reflects how you think about yourself: **strongly agree**, **agree**, **disagree**, or **strongly disagree**.

|    |   | Strongly<br>Agree | Agree | Disagree | Strongly<br>Disagree |
|----|---|-------------------|-------|----------|----------------------|
| a. | I have little control over things that happen to me.                        | 1                 | 2     | 3        | 4                    |
| b. | There is really no way I can solve some of the problems I have.             | 1                 | 2     | 3        | 4                    |
| c. | There is little I can do to change many of the important things in my life. | 1                 | 2     | 3        | 4                    |
| d. | I often feel helpless in dealing with the problems of life.                 | 1                 | 2     | 3        | 4                    |
| e. | Sometimes I feel that I'm being pushed around in life.                      | 1                 | 2     | 3        | 4                    |
| f. | What happens to me in the future mostly depends on me.                      | 1                 | 2     | 3        | 4                    |
| g. | I can do just about anything I really set my mind to do.                    | 1                 | 2     | 3        | 4                    |

19. Finally, here is one last set of statements by young people like yourself. As I read each one, tell me how strongly you agree or disagree that it reflects how you think about yourself: **strongly agree, agree, disagree, or strongly disagree.**

|    |  | Strongly<br>Agree | Agree | Disagree | Strongly<br>Disagree |
|----|--|-------------------|-------|----------|----------------------|
| a. | I sometimes feel that the kids I know are not too friendly.                            | 1                 | 2     | 3        | 4                    |
| b. | Most of my academic work in school seems worthwhile and meaningful to me.              | 1                 | 2     | 3        | 4                    |
| c. | I sometimes feel uncertain about who I really am.                                      | 1                 | 2     | 3        | 4                    |
| d. | I feel that my family is not as close to me as I would like.                           | 1                 | 2     | 3        | 4                    |
| e. | When kids I know are having problems, it's my responsibility to try to help.           | 1                 | 2     | 3        | 4                    |
| f. | I often wonder whether I'm becoming the kind of person I want to be.                   | 1                 | 2     | 3        | 4                    |
| g. | It's hard to know how to act most of the time since you can't tell what others expect. | 1                 | 2     | 3        | 4                    |
| h. | I often feel left out of things that others are doing.                                 | 1                 | 2     | 3        | 4                    |
| i. | Nowadays you can't really count on other people when you have problems or need help.   | 1                 | 2     | 3        | 4                    |

|    |  |   |   |   |   |
|----|--|---|---|---|---|
| j. | Most people don't seem to accept me when I'm just being myself.                              | 1 | 2 | 3 | 4 |
| k. | I often find it difficult to feel involved in things I'm doing.                              | 1 | 2 | 3 | 4 |
| l. | Hardly anyone I know is interested in how I really feel inside.                              | 1 | 2 | 3 | 4 |
| m. | I generally feel that I have a lot of interests in common with the other students in school. | 1 | 2 | 3 | 4 |
| n. | I often feel alone when I am with other people.  | 1 | 2 | 3 | 4 |
| o. | If I really had my choice I'd live in a very different way than I do.                        | 1 | 2 | 3 | 4 |

20. What is the one thing that you are best at right now?

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21. What one thing would you like to do better?

---

22. If you could give advice to other young people like yourself, what would that be?

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Now I have one last thing. I have a skills evaluation form that we use to help decide what skills young people like yourself need to improve. It just takes a few minutes.

### UAP Tracer Study Contact Record

Record the outcome of every attempt to locate and interview the child, one "action" per visit. Record a pending outcome unless the contact is final.

| Visit No. and Time |     |      | Actions                |                             |                        |  |
|--------------------|-----|------|------------------------|-----------------------------|------------------------|--|
|                    |     |      | Pending                |                             | Final                  |  |
| No.                | Day | Time | Return                 | Temp. Not Avail.            | No one home            |  |
| 1.                 |     |      | Date:<br>Day:<br>Time: | Why?<br><br>When available? | Why?<br><br>When back? | 1. Complete<br>2. Interview Ref.<br>3. Break-Off<br>4. Doesn't live here.<br>5. Cannot be found. |
| 2.                 |     |      | Date:<br>Day:<br>Time: | Why?<br><br>When available? | Why?<br><br>When back? | 1. Complete<br>2. Interview Ref.<br>3. Break-Off<br>4. Doesn't live here.<br>5. Cannot be found. |
| 3.                 |     |      | Date:<br>Day:<br>Time: | Why?<br><br>When available? | Why?<br><br>When back? | 1. Complete<br>2. Interview Ref.<br>3. Break-Off<br>4. Doesn't live here.<br>5. Cannot be found. |
| 4.                 |     |      | Date:<br>Day:<br>Time: | Why?<br><br>When available? | Why?<br><br>When back? | 1. Complete<br>2. Interview Ref.<br>3. Break-Off<br>4. Doesn't live here.<br>5. Cannot be found. |

Youth No. \_\_\_\_\_

Book No. \_\_\_\_\_

Interviewer \_\_\_\_\_

Agency \_\_\_\_\_

**Consent Form**  
**Uplifting Adolescents Project**

You are invited to take part in an important study to evaluate the programme at \_\_\_\_\_ . To take part in the study, you answer some questions and do a skill assessment. Your participation is voluntary and you do not have to answer any question you don't want to answer. The interview will take about 20 minutes.

All of your answers are completely confidential. They will not be shared with anyone outside of the research team. Your name will never be linked to your answers or to any comments you make during the interview.

If you agree to participate, please sign below to indicate that you understand what I have said.

\_\_\_ I agree to participate in the \_\_\_\_\_ study.

\_\_\_\_\_

date: \_\_\_\_ \ \_\_\_\_ \ 19 \_\_\_\_

Parent or Guardian \_\_\_\_\_

UPLIFTING ADOLESCENTS PROJECT  
 TRAINING WORKSHOP  
 ON  
 UAP TRACER STUDIES  
 June 24, 1998

## PARTICIPANTS' COURSE EVALUATION

### Evaluation Completion Rate

Ninety five percent (95%) of the participants (17 of 18) who attended the workshop completed the evaluation questionnaire.

### General Evaluation Results

The average score of 4.21 for the six evaluation factors on Workshop content put this workshop in the lower scoring category compared to others conducted by the UAP over the last two years. For most UAP workshops, the averages have been on either side of 4.50. Except for one factor "Workshop materials were relevant to the program" respondents were loath to "strongly agree" with the factors. The comparatively lower average score for this workshop was, however, directly related to the fact that two respondents, in particular, expressed disagreement with 4 of the 6 factors. This was the first time that such strong negative views were being expressed by participants at a UAP training program.

That more participants merely "Agreed" with five of the evaluation factors, rather than "Strongly Agreeing" was also significant to the lower scores. It should nevertheless be noted that except for the two dissident respondents' negative reviews, the other 15 participants (88%) all rated each factor either "Agree" or "Strongly Agree".

The overall number of comments - positive, negative, follow-up or overall - were fewer than in other workshops, but similar to workshops which had small attendance. There was also greater congruity in the comments in this workshop than in others. Under **Positive Features**, more than half of the respondents (65%) agreed on one feature. Four of the six positive features scored multiple frequencies, and three of these four features concerned the technical topic of the workshop. As is becoming usual now, the vast majority of respondents identified no **Negative Features Comments**, or had no **Overall Comments**. "None or None Stated" was also a prevalent response under **Follow Up Activities**.

Further details on the assessments in each section are provided below.

#### *Section A: Workshop Content*

As noted above, the overall score was a disappointing 4.21 out of 5.00 maximum, and was among the lowest for all UAP workshops evaluated to date. The highest scoring factor in this section was "The workshop materials were relevant to the program", with a score of 4.53. This was the only evaluation factor to receive an average score over 4.5; all others failed to exceed 4.3, and one "The teaching methodologies were effective" scored a low 3.82, mainly due to two participants who disagreed and

strongly disagreed respectively. For this factor, 13 of the remaining fifteen respondents also merely agreed, thus giving this factor the lowest rating ever for any UAP workshop. Participants identified under the **Negative Features** the aspects of the teaching methodologies used which they would like to see changed.

For the first time in a UAP training program, one participant felt such strong negative feelings that they were forcefully expressed with three "Strongly Disagree"s, one "Disagree", one "No Comment" and one "Strongly Agree" (in relevance of workshop content to my work). This participant's views while notable, were extreme, since only one other respondent felt as strong negative feelings about the workshop.

It was surprising to note that the factors "Workshop's content is relevant to my work in the NGO" and "I am now in a better position to undertake Tracer Studies for my NGO" were jointly rated second highest of the six factors. The latter is especially surprising in view of the poor average rating for the teaching methodologies used. It is very evident, though, that the selection of the participants from among the senior echelons of the NGOs has succeeded in bringing together a group which was more similar in these two respects than they have been for other workshops.

#### *Section B: Participants' Comments*

This section had four areas, and as stated above, "None or None Stated" was a very prevalent response in the three areas other than **"Positive Features of the Workshop"**.

Under **positive features**, only one participant failed to identify something positive about the workshop, thus 94% (16 of 17) found a positive feature. The majority of views were grouped in four comments:

- ◆ "Data Collection (Interviewing) and Analysis techniques: Random Sampling, emphasis on confidentiality, comfort of interviewees, and proper training to interview children" (11 endorsements)
- ◆ "Presenter's simplicity, patience, practicality: straightforward with humor and visual aids" (6)
- ◆ "Opportunity to evaluate the questionnaire/study design was useful" (4), and
- ◆ "The need to check your results to measure success or failure" (2).

Twelve participants identified no **negative features**. The other five did, and of those, the two participants whose views on workshop content so negatively impacted on the overall scores both felt that the presenter was "monotonous, or needed more visual aids to illustrate the lecture". Three other negative features were identified, each receiving one vote:

- "Need more two-way communication: NGOs need to be more involved in the design of tracer studies"
- "Interaction with the course participants was minimal" and
- "Needed more physical activities"

Five participants failed to identify any **Desirable Follow-Up Activity**. The other participants comments in this area fell into three areas: follow up field support by the UAP, further review and testing of the questionnaire, and practical use of the tools for tracer studies in order to fully institutionalize the methodology within NGOs. Seven participants (41%) felt that “..more training in tracer studies, more NGO staff trained, and field visits to NGOs by UAP staff and experts in tracer studies” were necessary. Others felt that “..participants need to understand the tracer study questionnaire development process”, that “some questions need revision”, and that “NGOs should participate more in survey design and pre-testing..”. The comment of one of the “dissident” participants sums up an important follow-up activity, which the UAP should perhaps act on with expediency: “There needs to be a project where the information presented could be used to test learning from this workshop”.

The **Other Overall Comments** were dominated by “None or None Stated” from 7 participants. However, another six felt that it was a “good and successful workshop, with productive sessions, excellent presentations..”. Another felt that the workshop provided “useful exposure to processes which could make our work load lighter”.

The same “dissident” participant also provided as an **overall comment** that “some follow-up activity by the NGOs will help to test our misconceptions, and reinforce our learning”. The views of this participant, while negative in the review of Workshop Content, do provide some food for thought, and suggestions for future action by the UAP. The consistent theme in this participant’s written comments is for greater involvement by the NGOs, and perhaps by all NGOs, instead of a few. The views seem to admit a desire to practice the skills obtained at the workshop, in spite of the negative feelings regarding the presentations. Perhaps, therefore, it would be desirable for the UAP to sound out interest by all NGOs in getting involved in this aspect of the project, and thus ensuring the development of a broader capability in conducting tracer studies, among the sub-grantees.

Prepared by: Sam Dowding, NGO Coordinator, UAP (July 12, 1998)



UPLIFTING ADOLESCENTS PROJECT  
 EVALUATION OF TRAINING WORKSHOP  
 UAP TRACER STUDIES  
 June 24, 1998  
 PARTICIPANTS' EVALUATION TALLY SHEET

| Section A: Views on Workshop Content  |                     |            |                 |               |                        |                |
|---|---------------------|------------|-----------------|---------------|------------------------|----------------|
| Evaluation Factor & Weights   | Strongly Agree<br>5 | Agree<br>4 | No Comment<br>3 | Disagree<br>2 | Strongly Disagree<br>1 | AVERAGE SCORES |
| 1 The objectives of the workshop were met.  | 7                   | 9          |                 |               | 1                      | 4.24           |
| 2 Workshop materials distributed were relevant to the program.                      | 11                  | 5          |                 | 1             |                        | 4.53           |
| 3 The teaching methodologies used in this workshop were effective..                 | 2                   | 13         |                 | 1             | 1                      | 3.82           |
| 4 The workshop's content is relevant to my work through the NGO.                    | 6                   | 10         | 1               |               |                        | 4.29           |
| 5 I am now in a better position to successfully undertake Tracer Studies for my NGO | 6                   | 10         | 1               |               |                        | 4.29           |
| 6 My overall evaluation of the workshop is positive.                                | 4                   | 12         |                 |               | 1                      | 4.06           |
| Overall Rating on Workshop Content  |                     |            |                 |               |                        | 4.21           |

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UPLIFTING ADOLESCENTS PROJECT  
 EVALUATION OF TRAINING WORKSHOP  
 UAP TRACER STUDIES  
 June 24, 1998  
 PARTICIPANTS' EVALUATION TALLY SHEET

| Section 6: Participants' Written Comments |  |  |           |
|---|--|--|-----------|
| Frequency                                 | B1: Positive features of the Workshop  | B2: Negative features of the Workshop                                      | Frequency |
| 11  | Data Collection (Interviewing) and Analysis Techniques: Random sampling, emphasis on confidentiality, comfort of interviewee, proper training to interview children. | None   | 12        |
| 6   | Presenter's simplicity, patience, practicality: straightforward, with humor & visuals  | Monotonous: presenter needed more visual aids for illustrating the lecture | 2         |
| 4   | Opportunity to evaluate the questionnaire/study design was useful  | Need more 2-way communication: NGOs should be involved more in the design  | 1         |
| 2   | The need to check your results to measure success or failure   | Interaction with course participants was minimal                           | 1         |
| 1   | General introduction to the subject was useful   | Needed more physical activities  | 1         |
| 1   | All aspects positive   |  |           |
| 1   | None   |  |           |
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UPLIFTING ADOLESCENTS PROJECT  
EVALUATION OF TRAINING WORKSHOP  
UAP TRACER STUDIES  
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PARTICIPANTS' EVALUATION TALLY SHEET

| Section B: Participants' Written Comments |   |   |           |
|---|---|---|-----------|
| Frequency                                 | B3: <i>Desirable Follow-Up Activity</i>   | B4: <i>Other Overall Comments</i>   | Frequency |
| 6   | Follow-up field Support: more training, more NGO staff trained, Field visits by UAP staff, experts on this subject  | Good and successful workshop: productive sessions, excellent presentations, very outstanding          | 6         |
| 4   | None  | None  | 5         |
| 4   | Questionnaire review & training: participants need to understand process, some questions need revision, NGOs should participate in survey design, & pre testing more. | Very good of Dr. Davis to come to Jamaica to do this workshop.  | 1         |
| 1   | Need more practical material to enhance participant learning  | Hospitality at Medallion Hall excellent as usual  | 1         |
| 1   | Need to keep in touch with graduates of NGO programs  | Useful exposure to processes which could make our work load lighter                                   | 1         |
| 1   | "Need a project where the information presented could be used to test learning."  | Always good to get further exposure to areas which help the project                                   | 1         |
|   |   | Some follow up activity by the NGOs will help to test our misconceptions, and reinforce our learning" | 1         |
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