

UPLIFTING ADOLESCENTS PROJECT

“REGIONAL NETWORKING FORUM”

for

NON-GOVERNMENT ORGANIZATIONS (NGOs)

Montego Bay

September 16, 1999

eCONTENTS

Introduction	1
Summary of Forum Proceedings.....	2
Welcome and Introductions	2
Opening Activity	2
Reports on ‘Best Practices’ in UAP Implementation	4
Presentations: Operations Research	10
Group Activities	16
The Way Forward: July 2000 and Beyond	17
Workshop Evaluation	19
Closure	20
Appendices	
I List of Participants	21
II Agenda	22
III Song lyrics: “A Whole New World” (<i>R. Belle & P. Bryson</i>)	23
IV “The Way Forward — Strategies for Sustainability”	25
V Participants’ Evaluation form	27
VI Evaluation Analysis Report	29

INTRODUCTION

At previous training workshops for representatives of the non-government organisations (NGOs) taking part in the Uplifting Adolescents Programme (UAP), many participants expressed a strong desire for closer networking and co-operation among themselves. There had been some suggestions on how NGOs could work together for their mutual benefit (e.g., joint project proposals to potential major donors; informal meetings to discuss ‘best practices’, display students’ work, etc.). However, no concrete action had occurred.

Development Associates realised that the collaboration process had to be accelerated. UAP funding arrangements would cease July 2000 and NGOs needed to take early steps to ensure sustainability of programme activities established under the UAP. It was decided, therefore, to arrange regional meetings at which NGO representatives could discuss mutual concerns and start planning in earnest for ongoing reciprocal support.

The first Regional Networking Forum took place on Thursday, September 16, 1999 at the Wexford Hotel, Montego Bay for NGOs in St. James, Westmoreland, St. Ann and St. Mary. It was attended by 18 representatives of five (5) NGOs. (See *Appendix I: List of Participants*, pg. 21) and Mrs. Sandra Cooper, UAP Training Co-ordinator, served as Facilitator. Also in attendance were Mr. Sam Dowding of the UAP Office and Mrs. Seneca Lewis Garraway, the Social Policy Analyst provided to the Youth Unit, Ministry of Local Government, Youth & Community Development by UAP.

The agenda (See *Appendix II*, pg. 22) was designed to achieve the following primary objectives:

- a) provide an opportunity for networking among NGOs;
- b) enable NGOs to share experiences and creative problem-solving methods and materials;
- c) foster collaboration between NGOs in developing and promoting strategies for programme sustainability and growth.

This Summary Report has been prepared as a permanent record of the Forum’s proceedings. Each participating NGOs will receive a copy **The Head of each organisation should ensure that it is circulated, for information and appropriate follow-up action, to all persons involved with the UAP.**

SUMMARY OF FORUM PROCEEDINGS

Welcome & Introductions

Mr. Sam Dowding, UAP Co-ordinator, welcomed participants and thanked them for attending. He introduced the other persons at the Head Table: Mrs. Sandra Cooper (UAP Training Co-ordinator) and Mrs. Seneca Lewis Garraway, and added that UAP had provided the latter's services to the Youth Unit of the Ministry of Local Government, Youth & Community Development, where she was playing a vital role in analysing and determining national policy relating to youth.

Continuing, he pointed out that the idea of holding regional forums had come out of recommendations made by NGO representatives. A similar forum would be held in Clarendon during the following week, and it was anticipated that these forums would determine to what extent NGOs would collaborate in developing the activities they were now pursuing under the UAP. Mr. Dowding then urged NGOs to share their experiences generously and put into the day's activities as much as they hoped to gain from the encounter.

In also welcoming those present, Mrs. Cooper introduced Mrs. Pansy Hamilton (Hope Enterprises Ltd.), who would be one of three persons reporting on current UAP operations research studies. As well, Mrs. Cooper praised the exhibition, which NGOs had mounted at the back of the room to share information on what they were doing.

Opening Activity

Mrs. Cooper asked participants to perform self-introductions in the following manner.

- (i) State your name, NGO, and position/what you do:

I am _____ from _____ where I am
the _____.

- (ii) Select the body part on the diagram (see next page) which best describes your role, write your name in the tag, and state the reason for selecting that limb or organ:

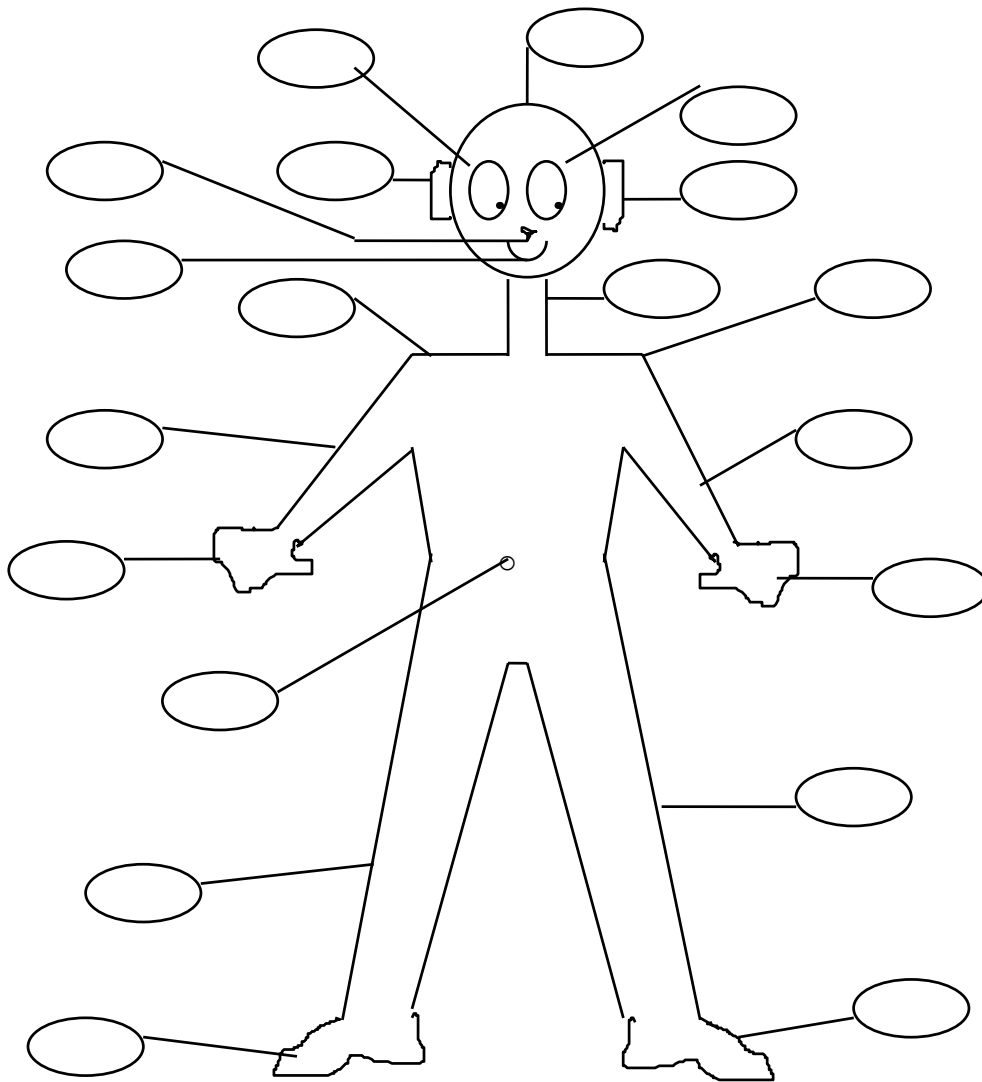
I feel like the _____ of my NGO because _____.

For example:

I feel like the eyes of my NGO because I have the vision as to where it should go.

or I feel like the hands--the enabler-- of my NGO — I get things done.

or I feel like the ears of my NGO — always listening out for new opportunities.



DIAGRAM

Some of the statements made in relation to Part (ii) of the activity were:

- I feel like the **arm** of my NGO because...
like a 'conductor' [of an orchestra], I direct its activities.
- I feel like the **ears** of my NGO because...
I am always hearing a lot of new ideas.
I am always listening out for funding possibilities.
- I feel like the **eyes** of my NGO because...
I am alert to see everything for further action.
I see things that give me ideas.
- I feel like the **feet** of my NGO because...

I keep moving along with the organisation.
I do a lot of walking on the job.

- I feel like the **hands** of my NGO because...
I create a lot of drawings.
I always try to help the children.
- I feel like the **leg** of my NGO because...
I do a lot of 'leg work' in getting the program out to the community.
- I feel like the **lungs** of my NGO because...
I breathe a sigh of relief when things turn out right.
- I feel like the **mouth** of my NGO because...
I am a spokesperson for the organisation.
- I feel like the **nose** of my NGO because...
I am always sniffing out information.
- I feel like the **shoulder** of my NGO because...
I am always there for students-- providing a shoulder to lean on.

Following that activity, Mrs. Cooper reviewed the day's objectives and stressed, in particular, the vital importance of the 3rd objective:

To foster collaboration between NGOs in developing and promoting strategies for programme sustainability and growth.

She also emphasised that, before the USAID grant disbursements ended in July 2000, Development Associates wanted very much to see some evidence that NGOs had been able to implement significant strategies for continuation of the activities begun under the Project.

Reports on 'Best Practices' in UAP Implementation

A representative from each NGO was invited to report on his/her organisation's project implementation experience, highlighting successes, obstacles/solutions and 'best practice' recommendations. The reports were as follows:

1. Sam Sharpe Teachers' College Centre for Child & Adolescent Development (SCAD)

Mrs. Cecile Walden

The **will** of the teachers and children to succeed and the **teamwork** established with other groups and agencies in the surrounding community, had been significant factors in the success achieved so far. Significant co-operation had resulted, when the complementary aims of the UAP had been explained.

An initial needs survey had been undertaken and its findings had helped to define the specific goals and activity elements on which there should be focus, e.g., remedial work in literacy.

Some features of SCAD's UAP programme delivery that had boosted student enrolment, regular attendance, and achievement were:

- identifying and using each student's area(s) of interest as 'bait' — e.g., anyone wanting to be on the football team or a member of the high-profile marching band has to be attending UAP classes regularly;
- the 'status' factor: because of college campus location for UAP classes, students were proud of 'going up to college' and having access to college facilities; members of the marching band wear the same blazer outfits for their public appearances as those worn by college students;
- availability of an adequate number of teachers, and one-on-one tutoring when necessary, through involvement of the college's teacher-trainees;
- use of various child-centred teaching methodologies to keep children and teacher-trainees interested — e.g., co-operative learning, the whole language approach (merging listening, speaking, reading, writing activities), integrating instruction across skills areas (mixing classroom instruction with music, sports, garment construction, food preparation and leathercraft);
- provision of attractive, illustrated books to encourage the reading habit;
- field trips (e.g., visit to nature farm) and participation in community events (e.g. Festival) to increase awareness and involvement in the wider community;
- inclusion of a socialisation component (e.g., teaching good table manners);
- maintaining school-home links — e.g., home visits in cases of irregular attendance/prolonged absence, keeping in touch with teachers of those who also attend regular schools.

A SCAD brochure and information sheet "How Co-operative Learning Works the U.A.P. Way" were made available. The latter recommended the use of co-operative learning strategies in lesson delivery as it promised both academic and social benefits. The brochure and the information sheet offered the following explanation:

Co-operative Learning caters to the varied learning abilities of pupils. It is a form of classroom organisation in which students work in groups or as teams to help each other acquire academic information. Sometimes students discuss material or practise skills that the teacher has presented; at other times they use co-operative methods to find information on their own.

Each student is given a specific role or task where the outcome...is dependent on each member of the co-operative learning group.

Roles: *Reporter*
 Researcher
 Compiler
 Vocabulary
 Tracer

In this way, thoughtful group discussions, in which members provide reasons for their responses, are achieved.

The U.A.P. teachers use this method to fully ensure that each individual participates fully in the activities. Each pupil's input/contribution is evaluated by teachers and peers.

Mrs. Walden said SCAD tried to ensure that there were measurable results for anything undertaken. While they often found the UAP record-keeping requirements arduous, they also realised that these stipulations were beneficial in keeping track of what was happening.

In closing, she mentioned that one of the Centre's goals for the near future was to get professional diagnosticians to evaluate the children in the Project, as some appeared to have physical, mental and psychological problems that hampered their learning.

2. Jamaica Family Planning Association (St. Ann's Bay Regional Office)

Ms. Naska Llits

Background information was given on FAMPLAN's UAP/Young Adolescent Empowerment Project for 10-16 year olds. The present enrolment was 650 in-school and 130 out-of-school youngsters, who came mainly from squatter communities in St. Ann and St. Mary.

The in-school programme provided:

- Family Life Education in Annotto Bay and Exchange All-Age schools and the St. Ann's Bay Primary School;
- Peer Educators/Counsellors training;
- Parenting workshops; and
- Parent/child workshops.

The programme for out-of-school children aimed to upgrade their academic skills through remedial education classes, so that they could be enabled to make satisfactory progress on their return to the formal school system.

Experience with these adolescents had revealed that many had no birth certificates and lacked the basic necessities for school attendance. Where necessary, therefore, assistance is given with getting Late Registrations of Birth and obtaining sponsorship from the business community to provide them with items such as school uniforms and books.

An income-generating project had also been started in Mount Edgecombe for unemployed mothers, so that they could develop some amount of financial independence and better help their adolescent children. These mothers were being taught how to make and market drapes, valances, cushions and other items.

3. Western Society for the Upliftment of Children (WSUC)

Mrs. Glenda Drummond

Mrs. Drummond reported that the children enrolled in WSUC's UAP programme were 'street', working or at-risk children over 8 years old. At the end of August 1999, Remedial Education, Personal & Family Development and pre-vocational craft training was being provided for 255 in-school (primary and all-age) and 125 out-of-school children. Classes are conducted at the Drop-In Centre between 9:00 a.m. and 2:00 p.m., and there was also an afternoon games programme on Thursdays.

A holistic approach to remedial education linked the teaching of all subjects together. Students' interest were also taken into account in lesson planning; for instance, a reading lesson might be built around cars and the 'b' sound practised through the words *Benz*, *Bimmer (BMW)*, *brakes*, *bumper*, and so on.

Pre-vocational craft training focused on income-earning skills and the production of saleable items which the pupils enjoyed making or needed (e.g., hassocks, shorts, tie-and-dye T-shirts, drapes). As soon as a student was able to stitch straight, he or she is taught to make a pillow case, and then moved up to making other useful items.

After a time, it was decided that students should wear uniforms so that all could be appropriately dressed. Material is bought in bulk at a significant discount and the uniforms are made in the sewing classes. Those, who could, paid \$500 for a set of uniforms — including a pair of shoes; those, who could not pay, were given a free outfit on a confidential basis.

External resource persons were used as much as possible for Personal & Family Development sessions. The frequent interfaces with, for instance, police officers and STD clinic staff not only helped to build good relationships, but also provided students with authentic information and advice. Realising that it was impossible to work with children in a vacuum, a vibrant parenting education programme was also in place. Films and discussions helped to dispel myths which parents held about, for example, their children's sexuality.

In attempt to address the need for additional financing, a registration fee of \$200 was introduced and students saved their money towards meeting this obligation. Twenty dollars (\$20) per child was collected for the daily lunch program, although lunches were provided free to those who could not pay.

Fridays were devoted to staff meetings at which plans for the next week were discussed, and problems shared so that solutions could be found.

Most important to the success of the WSUC programme was the focus on keeping staff happy. Careful attention was paid to staff selection and to fostering a ‘family’ atmosphere between teachers and students. The guiding principle was to treat students well while remaining firm, and teachers who were mean to the children were quickly weeded out. A great deal of effort was being devoted to giving advice and encouragement, building self-esteem, and treating everyone with love and respect. Two graduates were now on staff and these individuals were held up as role models for the student body.

A member of the audience asked Mrs. Drummond whether parents of ‘street’ children came forward after their children got into the UAP programme and started making progress. She indicated that they sometimes did, but WSUC also actively sought to reunite these children with parents or other older relatives.

4. YWCA (Montego Bay)

Ms. Kereen Bailey

Ms. Bailey said that, in implementing the UAP, the Montego Bay branch of the YWCA first looked at the needs of the target group. Making money to live was found to be the primary need of the majority, and these children sought to fill that need by selling/transporting illegal drugs, hustling, begging, or selling ‘a little of this, and a little of that’. To get them to enrol in the programme would necessitate, therefore, showing them how they could make money in safer, more socially acceptable ways through “learning”.

That finding influenced the adoption of an instructional approach which integrates remedial education with skills training, work experience, and income-earning opportunities. For example, model rooms (bedroom, living room, kitchen) have been set up for the Housekeeping training component. Labelled articles (e.g., blender, carpet, duster, vacuum) are used in the development of reading skills. In sewing classes, where they are taught to make trendy clothes such as mini skirts and knickers, the need for taking measurements is used to teach basic arithmetic. To bake Christmas cakes and Easter buns, students must learn to read recipe instructions, write price tags and create display signs for the supermarket tables on which they will display their goods for sale.

No classes were held on Fridays, in order to give time for selling, in the market or on the streets, to those students who needed to do so.

Other students had been recruited from among children who were unable to move to Grade 5 because they had failed the National Assessment Programme (NAP) Grade 4 test, or who wish to enrol ultimately in a HEART Academy or the National Youth Service but have not successfully completed Grade 9.

Personal & Family Development training was also a feature of this UAP programme, and various activities were incorporated, such as the use of songs and role play, to reinforce important concepts. Reading and vocabulary building was also achieved through labelling items, such as personal hygiene products students need to use to make them ‘fresh’.

5. Women's Centre of Jamaica Foundation Ltd. (Montego Bay)

Mrs. Zoe Simpson/Mrs. Marjorie Daley

Mrs. Simpson briefly outlined the overall programme focus of the Foundation since its inception in 1978 and said that there was UAP activity in 5 centres island-wide.

Mrs. Daley then gave details of the programme at the Montego Bay Centre. She visited schools between 9:00 a.m. and 11:30 a.m. daily to assist students identified as needing remedial help. The Centre also offered an afternoon programme, which provided Remedial Math, Needlework, Art & Crafts, Family Life and Woodwork training.

She stressed the need for providing many students with food for survival, as well as the importance of linking graduating students with community mentors (a 'big brother' or a 'big sister') who could provide continuing guidance and assistance.

Mrs. Cooper invited questions or comments on the presentations, and the following observations or queries/responses resulted:

1. Returning children to the regular school system was a challenge. To prevent children losing ground on their return, or even needing remedial help in the first place, school teachers should be assisted to make better use of the teaching methods that proved successful in bringing UAP students to the return-to-school stage.
 - Mr. Dowding commented that feedback indicated that the objective of returning 100% of UAP graduates to the regular school system was unrealistic. It would probably be amended to include gaining access to any further educational opportunity (e.g., apprenticeship) that would make them productive citizens.

2. "Could student-teachers from Sam Sharpe College work as volunteers in other nearby UAP programmes?"

Yes, if the NGO could provide transportation and a small stipend. College tutors would also be available to monitor teaching delivery. Some student-teachers were already helping out at WSUC and the Women's Centre.

3. Although some collaboration between NGOs was taking place, it needed to be broadened and strengthened. For instance, networking could avoid overlap in the type of entrepreneurial activity undertaken within the same geographical area.
 - Mr. Dowding reminded participants that their communities provided bigger, steadier markets than the visiting tourists to whom they might have access. This should be borne in mind when deciding what to make for sale.
 - Mrs. Cooper also pointed out that it was important to:

⇒ do market analysis before developing a project idea;

⇒ pay attention to product quality.

3. Perhaps there could be lobbying to negotiate acceptance of performance ‘benchmarks’ as alternative H.E.A.R.T/NTA entry requirements, or joint use of some of their buildings. Several HEART facilities appeared to be under-utilised — probably due to failure to meet the minimum academic entry requirements, training being offered in unpopular skill areas; or problems in getting to and from some out-of-the-way locations.
 - Mrs. Garraway pointed out how important up-to-date PTS records would be, for generating information to support lobbying efforts.
 - Mr. Dowding informed participants that an NGO in Clarendon, and the Kingston YMCA, had negotiated financial support from H.E.A.R.T/NTA. He recommended that other NGOs should quickly explore how they could access some of the agency’s resources.
5. There should be increased focus on working with communities to break the cycle of conditions and behaviours contributing to the ‘at-risk’ youth phenomenon. Suggested ways to foster the desired changes in thinking and behaviour were community forums, panel discussions, films, and the use of trained parents to “spread the word”.

Mrs. Cooper wrapped up the discussion by urging participants to think about not only financial sustainability, but also how they wanted their programmes to look in the years ahead — for example: how could closer links be created with agencies such as H.E.A.R.T?

Presentations: Operations Research

1. FAMPLAN Operations Research Project

Mrs. Pansy Hamilton, Hope Enterprises Ltd.

Mrs. Hamilton said a research project had been undertaken to measure the development assets of adolescents enrolled in FAMPLAN’s UAP programmes so that ‘best practices’, for increasing their ability to attend and stay in school, could be identified and utilised.

She explained that *development assets* are a set of ‘building blocks’ that, when present, appear to enhance desirable developmental outcomes. Other research has shown that:

- development assets help to protect adolescents against many types of risky behaviours (e.g., poor adjustment to school discipline, gambling, early sexual involvement, violence and other anti-social behaviour, substance abuse, depression and suicide) while promoting achievement and aspiration to continue education;
- developmental risks can be reduced or their potential altered to favour positive development

- ⇒ youths in dysfunctional settings with one good relationship were at lower risk of psychiatric disorder
- ⇒ young people with few personal assets benefited from living in healthy communities
- ⇒ adolescents in a resource-rich community reported lower rates of depression than those in a resource-poor community
- ⇒ children who experienced chronic adversity had better outcomes if they had positive relationships with caring and pro-social adults
- ⇒ communities provided for youth to develop in a variety of ways, which included opportunities for participation in group activities, contribution to the welfare of others, and personal support from adults and peers.

The areas investigated by the survey of project beneficiaries were:

- | | |
|--------------------------------|-----------------------------|
| (i) school performance | (iv) leisure and recreation |
| (ii) personal social skills | (v) risk behaviours |
| (iii) family/community support | (vi) self-esteem |

and the objective was to evaluate the extent to which certain important developmental factors were present in the adolescents' individual and environmental contexts. These factors were:

- a) External support — family, other adults, neighbourhood, schools
- b) Empowerment — values, resources, safety
- c) Boundaries and Expectations — family, neighbourhoods and school rules, peer influence
- d) Constructive Use of Time — creative activities, youth programmes, etc.
- e) Internal Commitment to Learning — achievement motivation, school engagement, homework
- f) Positive Values — caring, equality and social justice, honesty, restraint, responsibility
- g) Social Competencies — planning and decision-making, interpersonal and cultural competence, resistance skills
- h) Positive Identity — personal power, self esteem, sense of purpose.

The composition of the sample of 342 students was as follows:

In-school	318
Out-of-school	24
Males	59.2%
Females	40.8%

The majority (64.30%) were in the 11-12 age group, 18.3% were 10 years old, 9.4% were 13 years old and 8.0% were 14 years of age.

Mrs. Hamilton emphasised that analysis of the survey findings had not yet been completed, but **preliminary** findings on existing risk behaviours indicated that:

%	
38.6	Tease or do harmful things to animals
34.5	Have hit/beat up someone in the last month
28.1	Intentionally damaged someone else's property
26.3	Have had sex
22.8	Friends use drugs/alcohol
19.9	Use of a weapon to get something by force
17.3	Sometimes walk with a knife, ice pick or gun
14.9	Like to do risky things
14.0	Have been drunk
10.2	Have been in trouble with the police
6.7	Smoke
6.1	Have tried to commit suicide
3.3	Have been high on drugs (cocaine & ganja)
1.2	Currently do drugs.

A few participants expressed concerns about possible bias due to conflicting cultural norms (e.g., attitudes to teasing animals) and respondents' interpretation of certain questions (e.g., "Have you ever had sex?").

Mrs. Hamilton assured them that the same questionnaire had been used on previous occasions with similar groups, and the appropriateness of the language had been validated. A wealth of further information would be forthcoming when more analysis was done. For instance, the researchers would be looking to see if there were relationships between respondents' indications of risk behaviours and their school performance, family and community support, leisure/ recreation pursuits, and levels of self esteem.

A FAMPLAN representative confirmed that the students in the sample fully understand what "having sex" meant, as they received Reproductive Health Education — FAMPLAN's core activity.

2. Operations Research Project: Literacy/Remedial Education of 'Street' Children in Montego Bay & Spanish Town

Mr. Dobson Rankine, L. A.R.. & D. Enterprises Ltd.

Mr. Rankine said this 18-month research project had started in July 1998 and would end in December 1999. For purposes of the project, ‘street’ children were defined as those who spent most of their time on the street, but considered that they have a home; and those who considered the street to be their only home.

The project was designed to track the learning outcomes of certain ‘street’ children in the 10-14 age group, who had been recruited and enrolled in UAP programmes at *WSUC* in Montego Bay, and *Children First*, Spanish Town. The anticipated outcomes were that literacy among these children would improve at least four levels, based on JAMAL’s criteria, and they would be motivated to continue their education toward personal fulfilment. This would be achieved through multi-media approaches in keeping with the principles of Strategic Learning, and the development of critical-thinking skills.

In fact, the project’s aims matched what was described in the Faure Report, “Learning to BE” (UNESCO, 1972):

The aim is not simply to enable illiterate persons to decipher words in a textbook, but to become better integrated into their environment, to have a better grasp of life, to enhance their personal dignity, to have access to sources of knowledge which they personally may find useful, to acquire the knowledge and the techniques they need in order to lead a better life.

Appropriate comprehensive documentation and manualisation of the project was planned, so that the benefits of the project could be transfer to other agencies operating UAP programmes.

A survey was conducted to determine the number of street children in the target geographical areas and 250 were identified: 149 in Montego Bay and 109 in Spanish Town. Of these, 30 were selected as the research group, on the basis of age and interest in enrolment. Their educational attainment levels were ascertained and found to be at either Level 1 or lower.

Considerable time was spent initially in meetings and seminars with the teachers who would be dealing directly with the research group of students. It was necessary to prepare a special curriculum, lesson plans and assessment forms. Special emphasis was placed on learning activities which would:

- help the children to use existing knowledge to develop new knowledge (e.g., selling newspapers → arithmetic)
- not only provide them with opportunities for using their creativity (e.g., music, drama) but would also reinforce and concretise learning.

The first term (3 months) had to be spent on their social adjustment. Aggressiveness and the use of foul language were typical behaviours. Ground rules had to be established and enforced, to prepare them for productive participation in a learning environment (e.g., getting them to sit quietly for an extended period).

By the end of the second term, some positive behavioural changes were observed in most of the 30 students: responsiveness to the special attention shown by staff, pride in being treated as students, evidence of social bonding. At the end of the 1999 Summer Term, academic outcomes were as follows:

- 1 student was at Level 1
- 13 students at Level 2
- 13 students at Level 3
- 3 students at Level 4

At present, there were less than 20 students remaining in the research group—some have either migrated, found employment, re-entered the formal education system, or gone into trades training.

The main conclusion reached so far was that, while there have been clear gains, the limited resources of the training agencies and the social maladjustment of the research subjects on entry to the project, were significant constraints on the achievement of the expected outcomes within the proposed time-frame.

Mr. Rankine was asked if the curriculum that had been developed for the project could be made available to other agencies. He said it was still being tested and adjustments were being made. However, he would be glad to make it available by the end of the project period.

3. Operations Research Project: Women's Centre Foundation of Jamaica Ltd. (WCFJ) *Mr. Geoff Brown, WCFJ President*

When participants reconvened after the lunch break, they received a report on the process being followed to determine how involvement in the WCFJ/UAP programme, "Knowledge and Education for Youth" (KEY), impacted on students' early pregnancy rates and academic achievement.

The Women's Centre Foundation had traditionally geared its efforts to motivating young unwed mothers to avoid subsequent unwanted pregnancies (*secondary prevention*). The organisation was now shifting its focus to the avoidance of pregnancy at an early age (*primary prevention*). The KEY programme, which had been implemented at the Kingston Centre, was designed with the primary prevention objective in mind. Programme features were:

- Remedial Literacy & Numeracy
- Reproductive Health Education
- Peer Counselling (age cohort peers)
- Introductory Vocational Skills training.

The bottom line was that, if the primary prevention approach brought more and better results, there would be a complete programme shift in that direction. However, there had to be testing to be sure that any direction was best.

It was decided, therefore, to undertake a research project based on the hypothesis that provision of sex education and other educational opportunities, during the critical years between ages 10 to 14, would raise students' values and ambition to a level that would make them less likely to become involved in behaviours leading to early pregnancy.

The measurable outcomes anticipated were:

- Reduction in the incidence of teenage pregnancies
- Reduction in the school dropout rate
- Improvement in school attendance
- Improvement in self esteem
- Improvement in interpersonal relationships.

The approach to management of the project was to keep it simple. The Montego Bay Centre was selected as the experimental site for introduction of the Kingston model. The behavioural outcomes there would be compared with those at another rural service point, the Savanna-la-mar Centre, where the KEY programme would not be offered.

The project design called for a target group of 150 participants in Montego Bay and a similar number at the control site in Savanna-la-mar. Recruitment of 75 in-school and 75-out-of-school participants at each location was not easy. Other setbacks were experienced along the way, but various strategies were employed in an effort to overcome them. There were already anecdotal reports of positive behavioural changes and, by the end of June 2000, there should be some very real changes to report.

Other agencies wishing to do similar research were advised to:

- maintain good individual student records; and
- have someone very experienced in research methodologies supervising field staff.

In the subsequent question and answer period, some noteworthy suggestions emerged:

- children’s reflections could be recorded in journals for qualitative assessment of their development — Sam Sharpe Teachers’ College might be able to offer some volunteer help in that regard
- Education needed to be ‘glamorised’
- NGOs should do more networking with other agencies nearby, to generate creative ideas and utilise more human and other resources within their communities.

Group Activities

Mrs. Cooper guided participants into forming 3 groups, each comprised of a representational mix of NGOs. The groups were directed to take up positions in 3 different areas of the meeting room, and women were asked to take their purses with them.

Each group was given a sheet of paper, on which the 26 letters of the alphabet were listed, and told to find 26 items from within the group, each beginning with a different letter of the alphabet (for example: **a** – address book, **b** – Bible, **c** – comb) within a 5-minute period. When an item was found, it was to be placed on the floor. The group with the most items at the end of the allotted time would be the winner.

After “time up” was called and the winning team declared, participants were asked: “What factors contributed to doing well at the task?”. The following answers were given:

- Team spirit/working together willingly to achieve a common goal
- Enthusiasm
- Willingness to go outside the group’s space (e.g., one person went across to the refreshment table to fetch a fork)
- Listening
- Co-operation
- Working systematically
- Sharing private belongings freely
- Thinking “deadline”!
- Timing/speed
- Using imagination
- Using existing resources appropriately.

In her comments on what had been learned from the exercise, Mrs. Cooper emphasised the importance of drawing on the resources of mind, body and spirit of others in a similar situation, if success was to be achieved.

For the next activity, Mrs. Cooper told participants to close their eyes, relax, and listen to the words of a song (See *Appendix III*, pgs. 23 - 24) that would be played on the audio cassette player.

While their eyes were closed and as they listened to the song, Mrs. Cooper suggested that they imagine themselves “on a magic carpet ride”, looking down at “a whole new world” of

opportunity and change. As they soared above it, they should imagine their NGOs as this new world and picture them anyway they wanted them to be.

After a few minutes, they were told to breathe in and out slowly as they came back down to earth, open their eyes and, without saying anything, write down the images ‘seen’ on their magic carpet ride.

The following images were reported as having been ‘seen’:

- new office located in a lovely garden setting
- Sam Sharpe UAP programme in new buildings surrounded by pretty flowers
- new Centre with residential accommodation for ‘street’ children
- bigger Centre with landscaped lawns and enough land for a teaching farm (chickens, goats, food crops)
- bigger Centre with well-behaved children moving about
- “Adolescents Only” FAMPLAN clinic
- well-equipped, beautiful Resource Centre with ‘street’ children eagerly using the library
- a Youth Parliament in session with Mr Frank Valva handing over a big cheque.

Mrs. Cooper urged participants not to under-estimate the power of imagination, because one had the power to achieve anything the mind could conceive.

The Way Forward: July 2000 and Beyond

A list of questions, entitled “The Way Forward — Strategies for Sustainability” (See *Appendix IV*, pgs. 25 - 26), was distributed to each of the 3 groups. Groups were given 10 minutes to read over the questions, fill in their answers. Thereafter, a representative from each group would present a report.

At the end of the 10-minute period, participants returned to their previous seats to hear the group reports:

	<u>GROUP 1</u>	<u>GROUP 2</u>	<u>GROUP 3</u>
<i>Rapporteurs:</i>	Mr. Jason Edwards (WSUC)	Ms. Naska Lilts (FAMPLAN)	Ms. Maxine Coates (WSUC)
<u>Questions</u>			
1 2 Unique Success Factors	Good teacher-student relationships Meeting students’ basic needs	Dedicated teachers Willing students	Good teacher-student relationships Instructional approaches
<i>(cont’d.)</i>	<u>GROUP 1</u>	<u>GROUP 2</u>	<u>GROUP 3</u>
2 Greatest Resources/ Capabilities	Well-established image	Human resources Students’ talents	The teaching staff Location

3	Greatest Needs	More space Money	Resource material Money	More space Money
4	UAP Activities to be continued after July 2000	Evening programme	All components	Literacy/Remedial Education Personal & Family Development
5	Extent to which activities should be continued	Greater	Greater	Greater
6	Sustainability strategies	Fund-raising User fees More community involvement	Fund-raising events Volunteer services	Developing 5-Year Plan Income-generating projects Registering NGOs as charitable foundations to attract more/tax-free donations Forming alliances with other NGOs, school & community groups.
7	Potential funding sources	<i>As in 6. above</i>	International donors Local private & public sector	International donors Local private & public sector
8	Who will drive this future effort?	All NGO staff	All NGO staff	C.E.O. of NGOs
9	Who will give support?	The community	Past students, parents and community members	All other NGO staff
10	What will be the timing?		Now! Sept. 16 onwards.	Immediately.

Individual group members made additional comments to the effect that working together was essential, and there should be continuing meetings of a “Western Alliance” of NGOs to work out some well-defined co-operative strategies.

Mrs. Cooper reminded participants that the FAVA/CA representatives from Florida, who had been facilitators of the “Fund-Raising & Sustainability for NGOs” Workshop held May 11-12, 1999, had shared some excellent ideas for innovative fund-raising. An NGO in Kingston had gone ahead with one of those ideas and was now almost certain of getting its landlord to donate the rented premises which it occupied.

Mrs. Cooper urged NGOs to take a more serious look at the Report from that Workshop, with a view to putting into practice some of the fund-raising approaches it outlined. The Workshop Report also included valuable advice on selection, training and involvement of Board members in meeting organisational goals. In addition, she implored the NGOs to think beyond small fund-raising events like tea/soca parties and jumble sales, and implement activity that had the potential of raising significant funds. Also to be avoided was the attitude that they were ‘charity cases’; instead they should approach fund-raising with the confidence that they were offering potential donors a wonderful opportunity to be a part of something dynamic and worthwhile to the society.

After some discussion, it was agreed that it was time to translate talk into action and an informal “Western Alliance” of UAP sub-grantees was desirable. Mrs. Drummond (WSUC) and Mrs. Walden (SCAD) committed their organisations to the concept, but while representatives of other organisations supported the idea in principle they felt that official commitment would have to come from more senior persons in their NGOs.

In the meantime, 3:00 p.m. on Tuesday, 28 September 1999 at Sam Sharpe Teachers’ College, was agreed as the time, date and place of the first meeting of the Alliance. It was also agreed that:

- Mrs. Cooper would attend the first meeting as Facilitator;
- Mrs. Drummond would get representatives from NGOs in the Western Region to attend;
- the main purpose of the meeting would be to discuss and agree on what concrete, co-operative action would be taken;
- future meetings would be hosted by participating NGOs on a rotational basis.

Workshop Evaluation

Mrs. Cooper invited each participant in turn to state briefly how he/she felt about the day’s proceedings. Responses were:

Challenges we are going to overcome	Hopeful
Decisions determine destiny	If we co-operate, we must succeed
Dreams are works in progress	Let’s keep going
Endurance leads to glory	Life
Energised	No ‘whether’; there must be good results
Enthusiastic	Optimistic
Excited	Very enthused
Future	We can, if we try.

Afterwards, everybody joined in singing, “Vive la, vive la, vive la compagne” and then settled down to complete the Workshop Evaluation form (*Appendix V*, pgs. 27-28). All participants submitted completed evaluation forms. A detailed report on the analysis of their questionnaire responses is attached as *Appendix VI* (pgs. 29-34).

The overall rating of the Workshop content was 4.53 out of a possible 5 points. Evaluation factors receiving the highest scores were those relating to respondents' increased awareness of the many similarities in their situations (4.82) and achievement of the stated objectives (4.65). Additional comments recorded also indicated that the day was interesting, informative and beneficial. A typical expression of the positive after-effect was this statement: "The day was well spent...".

Aspects of the content delivery receiving special, favourable mention were the innovative opening activity and the after-lunch sessions which included brainstorming and co-operative exercises.

With one exception, the negatives mentioned by a very small minority all related to the hotel's facilities (untidy washroom, discomfort caused by leaking roof of the lunch area, cold meeting room). The exception was one person's mention that some persons had exceeded the time allotted for their presentations.

Suggestions for follow-up activity were mostly for more networking/meetings to plan and implement strategies for sustainability. Two persons made similar, interesting suggestions that a major, well-publicised exhibition should be arranged, before the UAP ends in July 2000, to showcase what was being done by NGOs involved with the project.

Closure

The meeting ended after prayer and expressions of thanks to all by Mrs. Cooper.

21-Sept-99
/bpb

UAP REGIONAL NETWORKING FORUM (MONTEGO BAY)

September 16, 1999

LIST OF PARTICIPANTS

				ATTENDANCE	
NGO		PARTICIPANTS	ADDRESS	PHONE/FAX	16/9/99
FAMPLAN	1.	Miss Naska Llits	14 King Street	Phone: 972-0260	✓
	2.	Ms. Pauline Pennant	St. Ann's Bay P.O.	Fax: 972-2515	✓
	3.	Ms. Theresa Gaynor			✓
Sam Sharpe Teachers' College	4.	Mrs. Cecile Walden	Granville	Phone: 952-4000	✓
	5.	Miss Alma Williams	St. James	Fax:	✓
	6.	Mr. Viceroy Cunningham			✓
Western Society for the Upliftment of Children	7.	Mrs. Glenda Drummond	26 Marion Way	Phone: 771-7407	✓
	8.	Mrs. Lurline Green Daley	Montego Bay	Fax:	✓
	9.	Ms. Maxine Coates			✓
	10.	Ms. Simone Barrett			✓
	11.	Ms. Blossom Spence			✓
	12.	Mr. Jason Edwards			✓
Women's Centre of Jamaica Foundation Ltd.	13.	Ms. Zoe Simpson	Mandeville	Phone:	✓
	14.	Mrs. Marjorie Daley	Montego Bay	Fax:	✓
	15.	Mrs. Francis Gilpin	Savanna-la-mar		✓
YWCA	16.	Ms. Kereen Bailey	Montego Bay	Phone: 952-0456	✓
	17.	Ms. Vanessa Williams		Fax:	✓
	18.	Ms. Paula Palmer			✓
Presenters (Operations Research)	19.	Mrs. Pansy Hamilton	86 East Street, Kingston	Phone: 967-4348	✓
	20.	Mr. Dobson Rankine	P.O. Box 1470, Kgn. 8	Phone: 927-2756	✓
	21.	Mr. Geoff Brown	42 Trafalgar Rd. Kgn. 10	Phone: 977-2571	✓
UAP	22.	Mrs. Sandra Cooper	1 Holborn Road, Kgn. 10	Phone: 929-3574	✓
	23.	Mr. Sam Dowding		Fax: 926-1813	✓
	24.	Mrs. Seneca Lewis Garraway	85 Hagley Pk. Rd., Kgn. 10 (Youth Unit, Ministry of Local Govt., Youth & Community Development)	Phone: 968-0979	✓
Workshop Rapporteur	25.	Mrs. B. Butler	P.O. Box 364, Kgn. 19	Phone: 944-2057	✓

UPLIFTING ADOLESCENTS PROJECT

REGIONAL NETWORKING FORUM (MONTEGO BAY)

September 16, 1999

PARTICIPANTS' COURSE EVALUATION

Evaluation Completion Rate

Completed course evaluation forms were handed in by 17 of the 18 NGO representatives who attended the Networking Forum for UAP sub-grantees in St. James, Westmoreland, St. Ann and St. Mary. This resulted in a completion rate of 94.4%.

General Evaluation Results

The overall rating of the Workshop content was 4.53 out of a possible 5 points. Evaluation factors receiving the highest scores were those relating to respondents' increased awareness of the many similarities in their situations (4.82) and achievement of the stated objectives (4.65). Additional comments recorded also indicated that the day was interesting, informative and beneficial.

However, while all felt that their ability "to plan for the continuity and sustainability of the programme after July 2000" had been improved, only (17.6%) strongly agreed that they were in a better position to do so. That result is understandable, as many in the group appeared to be junior members of staff.

Only 4 of the 17 forms listed negative features and, with one exception, the comments concerned the hotel's facilities (leaking roof in the lunch area, untidy washroom, chilly meeting room). The other negative concerned time overruns by some presenters.

Suggestions for follow-up activity were mostly for more networking/meetings to plan and implement strategies for sustainability. Two persons made the interesting suggestion that before the UAP ends, a major, well-publicised exhibition should be arranged to let the nation know what was being done. If this idea receives support from all concerned and the event is properly staged, it could prove to be one fruitful approach to increasing public awareness and financial support.

Evaluation Details

Participants' evaluations have been tabulated in the 2 Tally Sheets forming part of this Report, but some of the details will be highlighted below.

Section A: Workshop Content

The overall rating of the Workshop content (4.53 out of 5) was calculated on the basis of participants' responses to 5 of 6 positive statements presented for their assessment. Responses to Statement #4 (“...I discovered that I have little in common with other UAP NGOs”) were not taken into account, because they would have distorted the overall results.

Statement #4 was probably included for verification of the views stated in response to Statement #3 (“...I discovered that I have much in common with other UAP NGOs.”). Thus, the Forum's effectiveness in highlighting shared interests and concerns is confirmed by the fact that 64.7% strongly disagreed with Statement #4 and 82.4% strongly agreed with Statement #3.

When the “strongly agree “ and “agree” scores are added together, most respondents (94.1%) considered that the stated objectives were met. Only one person was unable to form an opinion in that regard. Further, all either agreed (82.4%) or strongly agreed (17.6%) that they felt better able to plan for the sustainability of the programme after July 2000.

Section B: Participants Comments

All respondents identified one or more positive features of the workshop. As usual, most persons cited the opportunity for sharing ideas/experiences and learning from each other. Several persons also said they had been encouraged by the obvious dedication to improve the life situations of the children served, and were now optimistic that the youth programme would continue and grow stronger.

Aspects of the content delivery receiving special, favourable mention were the innovative opening activity and the after-lunch sessions which included brainstorming and co-operative exercises.

Additional comments confirmed the high level of satisfaction indicated by the responses made in Section A of the evaluation form. A typical expression of the overall positive after-effect was this statement: “The day was well spent. Thanks to the staff of Development Associates”. Another noteworthy comment was:

Clearly the needs of adolescents are with us to stay and we need to continue to highlight these needs, so that communities can begin to take on board some of the responsibility for adolescent development.

As mentioned earlier, most persons did not record any negative features. However, a minority did express dissatisfaction with the conditions at lunch on the hotel veranda while it was raining, the state of the ladies' washroom and the chilly temperature in the meeting room. One person was displeased with how some presenters had exceeded the time allotted to them.

Someone else wrote that insufficient time had been allowed for questions and answers, but this comment was recorded under “Other overall comments” and not given as a reply to the question about negative features.

Similar, important suggestions for follow-up activity came from two persons who recommended “a grand showcase conference” in one instance, and a “big exhibition” in the other. The latter recommendation was more detailed:

It would be lovely if at the end of the UAP’s life, sometime in July [2000], we have a big exhibition in all the four work areas, having all participating agencies displaying their work in separate booths. Invite the news media and Jamaica at large to see our work. Possibly a 3-day exhibition.

B.P. Butler
22-Sept-99

UPLIFTING ADOLESCENT PROJECT
 WORKSHOP EVALUATION
 SUBJECT: REGIONAL NETWORKING FORUM (MONTEGO BAY)
 DATE: September 16, 1999
PARTICIPANTS EVALUATION TALLY SHEET

SECTION A: Views on Workshop Content

Evaluation Factors & Weights	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	AVERAGE SCORES	TOTAL SCORE
	5	4	3	2	1		
1. The objectives of the workshop were met.	12	4	1			4.65	79
2. The workshop content and structure were effective.	8	9				4.47	76
3. During this workshop I discovered that I have much in common with other UAP NGOs.	14	3				4.82	82
5. I feel that I am now more in a better position to plan for the continuity and sustainability of the programme after July 2000.	3	14				4.18	71
6. My overall evaluation of the workshop is positive.	9	8				4.53	77
Overall Rating on Workshop Content:						4.53	
4. During this workshop I discovered that I have little in common with other UAP NGOs.				6	11	1.35	23

SECTION B: Participants' Comments

	No. of Responses
<p>1. Most Positive Features/Aspects of the Training Received</p> <ul style="list-style-type: none"> • Plans to form an alliance 4 • Benefits of co-operation 3 • Be creative 1 • The fact that there is hope for the Youth Programme yet 2 • The innovative opening activity 2 • The final session: "The Way Forward" 4 • The activity using the list of items beginning with the letters of the alphabet 1 • Information on the number of children benefiting from UAP 1 • Information on what we can do to help our children believe in themselves 1 • Sharing ideas/experiences and learning from each other./The teamwork displayed 7 • The idea of working along with HEART/NTA 1 • The dedication of the participants to the improvement of living conditions of the children 1 	
<p>2. Negative Features</p> <ul style="list-style-type: none"> • Leaking roof at lunch without any apology forthcoming from the workers. 2 • Leaking roof in lunch area/cold [meeting] room 1 • The toilets were not very nice. 1 • [Too much] time spent by some persons in making their presentations 1 <p>NONE LISTED 12</p>	
<p>3. Suggested Follow-Up Activity</p> <ul style="list-style-type: none"> • More action being taken to involve the community 1 • More meetings like this to discuss feasible strategies & hear what others are doing 6 • Quarterly meetings and ongoing correspondence between the groups 1 • More networking 2 • A big 3-day national exhibition in July 2000 of displays in the 4 subject areas. All participating NGOs would have separate booths. Invite media and public at large to see what is being done/A grand showcase conference of all UAP activities 2 • Each group immediately beginning to plan towards sustainability 1 • Making plans a reality 2 	
<p>4. Other Comments</p> <ul style="list-style-type: none"> • It's my first time at a meeting like this and I look forward to more...I want to be equipped to do all I can. 1 • Very impressed with the organisation of the workshop as well as the support of each group present. 1 • ...The information received will be of great importance within our organisation 3 	

	<i>(cont'd.)</i>
	No. of Responses
<p>4. Other Comments (<i>cont'd.</i>)</p> <ul style="list-style-type: none"> • A very friendly and happy group. Group presenters were good. Facilitators and training officers very good. Displays good. Ride on Mr. S. Dowding and Mrs. S. Cooper--you have done very well. • The seminar was beneficial - hope plans will become reality • The day was well spent. Thanks to the staff of Development Associates/ a good day and much hope for the future • The meeting was very interesting and informative • This workshop, especially the afternoon, was energising and motivating. • We need to continue highlighting the needs of adolescents so that communities can begin to take on board some of the responsibility for adolescent development. • The idea of this kind of networking is commendable and integral to success • There wasn't much time for questions and answers • I hope the programmes started under the UAP will grow stronger as the years go by 	<p>1</p> <p>1</p> <p>3</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p>