



UPLIFTING ADOLESCENTS PROJECT

REPORT ON

"EFFECTIVENESS CRITERIA - PROGRESS REVIEW FOR FUTURE ACTION" WORKSHOP

FOR

NON-GOVERNMENT ORGANIZATIONS (NGOs)

Medallion Hall Hotel, Kingston 10

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CONTENTS

INTRODUCTION.....	1
SUMMARY OF PROCEEDINGS	2
1. INTRODUCTION & GREETINGS	2
2. INTRODUCTION TO STUDY: BACKGROUND, PURPOSE & SCOPE	2
3. SUMMARY PRESENTATION OF STUDY METHODS AND FINDINGS	4
4. OPEN DISCUSSION	6
5. SUMMARY PRESENTATION OF FINDINGS	6
6. GROUP SESSIONS TO EXAMINE EFFECTIVENESS CRITERIA FOR THE UAP SUBJECT AREAS	9
7. PRESENTATION AND REVIEW OF GROUP REPORTS	10
8. REVIEW OF STUDY RECOMMENDATIONS	15
9. TOWARD THE FUTURE: RECOMMENDATIONS FOR PROBLEM- SOLVING APPROACHES	16
10. EVALUATION AND CLOSING	17
 APPENDICES	
I List of Participants	19
II Workshop Agenda	21
III “Hopes & Fears re Workshop”	22
IV “Rapid Appraisal of Effectiveness Criteria” – Study Report.....	23
V UAP Effectiveness Criteria	51
VI Participants’ Evaluation form	56
VII Evaluation Analysis Report.....	58

INTRODUCTION

The Uplifting Adolescents Project conducted a Workshop on "Effectiveness Criteria -- Progress Review for Future Action" on September 29, 1998. The Workshop was attended by 25 persons, who were either Managers/Chief Executive Officers of UAP-supported NGOs or senior staff selected by them. Also present for some or all of the sessions were representatives of the Ministry of Local Government, Youth & Community Development, USAID, and the UAP Office. (*See Appendix I: List of Participants*, pgs. 19-20.)

The Presenter was Ms. Claudia Chambers of PSearch Associates Limited, which had carried out an appraisal of project activity in a sample group of NGOs based on the UAP effectiveness criteria. Ms. Chambers had played a significant role in the appraisal exercise and in the preparation of the subsequent report.

Copies of the Report having been distributed to individual NGOs for study at least two weeks prior to the Workshop, the Workshop's objectives were to:

1. enable the collective review by sub-grantees of the "Report on the Rapid Appraisal of Effectiveness Criteria";
2. review progress made by the NGOs in delivering services to 'At-Risk' Youth, using UAP's Effectiveness Criteria (EC);
3. make joint recommendations for modifications and acceptance of the EC, and for effective future action best suited to UAP and NGOs.

The programme was sequenced, therefore, to inform, clarify, and facilitate group discussion of issues emerging from the Report (*See Appendix II: Agenda*, pg. 21).

The following Summary of the Proceedings has been prepared as a record of the main points emerging from the day's discussions. It is expected that NGO managers will use the Summary not only as a reference for agreed future action, but also to inform their staff of the focus and content of the deliberations.

SUMMARY OF PROCEEDINGS

Dr. Joyce Robinson, UAP Training Co-ordinator, thanked everyone for coming, and invited Mr. Francis Valva, UAP Chief of Party, to start off the day's proceedings.

1. INTRODUCTION & GREETINGS

Mr. Valva welcomed those present (12 participants) and thanked them for making the special effort to be on time. He said it was good to see the executive officers of all the associations with which UAP was working and he emphasised that the Workshop was very important, since it would be dealing with a vital part of the UAP—the design of the Project.

The purpose of looking at the Effectiveness Criteria was to determine exactly where things were, what had been done, how the Project had fared, and whether the design assumptions had been working. He noted that all NGOs had been given an opportunity to look at the Report of the recent study of Effectiveness Criteria and, through the Workshop, UAP would be able to get their feedback.

Mr. Valva introduced Ms. Claudia Chambers and said UAP was grateful to have her there to respond to participants in person regarding the Report on the recent Rapid Appraisal of Effectiveness Criteria. He then conveyed an apology for absence for Mr. Danny Gordon, USAID Project Officer, who would be late due to an unexpected compulsory engagement elsewhere.

In inviting Ms. Gloria Nelson, Director, Youth Unit, Ministry of Local Government, Youth & Community Development to extend greetings, Mr. Valva said she had been very supportive of UAP and NGOs.

Mrs. Nelson expressed her pleasure at being there and congratulated UAP and the Rapid Appraisal team for their foresight in conducting that review. She said the Workshop should help to improve networking, strengthen collaboration and encourage co-ordinated use of scarce resources. She hoped there would be open, honest and frank discussion, and urged participants to forget about their individual interests and focus on the interests of the 'at-risk' adolescents whom they sought to serve.

2. INTRODUCTION TO STUDY: BACKGROUND, PURPOSE & SCOPE

Mr. Valva traced the background to the establishment of UAP, noting that specific research findings and recommendations had led to the following initial decisions:

- selection of 'at-risk' adolescents in the 10-14 age cohort as the target group (since they were shown to be the most under-served group 'at-risk');

- development of a strategy to use NGOs to deliver programmes and services in 4 specific areas¹, each having its own effectiveness criteria so that, if the specific content was delivered, it would definitely have an impact on the target group;
- development of 2 types of content packages: *minimum* and *recommended*.

At the outset, Development Associates had conducted two assessments of NGOs' management and technical capability, to determine their ability to meet UAP eligibility criteria and to identify the type of services that were being delivered. Since it was discovered that a mix of services were being delivered, it was decided to recommend to USAID that no attempt should be made to force NGOs into specific content packages; instead some flexibility in project implementation should be accepted. Nevertheless, the effectiveness criteria (EC) would still have to be met for any subject areas selected by NGOs for UAP programme emphasis.

Once USAID had accepted that recommendation, UAP had to impose certain requirements, if NGOs wanted to receive funding:

- NGOs had to work in at least 2 of the 4 identified subject areas¹, but the more the better;
- Proposals had to be submitted reflecting the EC in content;

and all had done an excellent job in complying with those requirements.

In addition, Mr. Valva said it had been known from the time of the original proposal that the EC would have had to be evaluated periodically to determine if they were working. **The Rapid Appraisal was the first effort in that regard.** It was a quick 'snapshot' used during project implementation to help managers and donors know if everything was going as well as had been intended or if modifications were necessary. **It was not meant to be an evaluation of staff and NGOs; rather it was to test the project design and assumptions made up-front.**

He reiterated that the Workshop gave an opportunity to look at the results and recommendations of the Effectiveness Criteria Study and to decide, from participants' feedback, what the next step should be. Mr. Valva hoped that everyone had found it possible to study the Report and had come prepared to comment and discuss its contents. He then asked Miss Chambers to take over.

¹ Personal and Family Development, Reproductive Health, Literacy/Remedial Training, Vocational/Technical Training.

3. SUMMARY PRESENTATION OF STUDY METHODS AND FINDINGS

Consultant/Presenter: *Ms. Claudia Chambers, PSearch Associates Limited*

Ms. Chambers began by distributing two squares of paper to each participant. They were asked to write a single hope on the yellow piece of paper, as far as the Workshop was concerned — and a single fear on the white piece of paper. The papers were collected, stapled to large sheets of paper (one sheet for “Hopes”, another sheet for “Fears”), and displayed at the back of the room. The comments have been listed in *Appendix III*, pg. 22.

The Presenter then summarised the methods and findings of the “Rapid Appraisal of UAP Effectiveness Criteria”². In deciding which NGOs should be selected for the sample, it had been important to maintain an urban-rural balance. As a result, 2 Kingston-based, 1 rural and 2 organisations with both urban and rural sites were selected. Where an organisation had more than one site, the site outside the focal point was the one visited.

Assessment had started with prior introduction of the purpose of the intended visit. During site observations, a questionnaire was administered to students, UAP documents were reviewed, facilities and children’s work were inspected, and discussions were held with the children, parents, teachers and executive staff to get a feel of what was happening. Typical checks carried out were: Did work in exercise books and displays verify that content taught correlated to UAP’ curricula focus? Was there cohesion between what various groups were saying about the UAP programme?

A few problems were evident from the outset in some cases; for example, various manpower and time constraints affected implementation of the Study, mis-perceptions/fear about its purpose affected interactions and caused excessive preparation for site observations. These problems, particularly the last mentioned, detracted from the ‘normal’ situations that appraisers wished to observe.

Ms. Chambers said that, generally, the observation team had found that there was **limited awareness/comprehension of the concepts behind the UAP Effectiveness Criteria**. Observation showed that often their achievement was often left more to chance than through a structured approach. This evoked vigorous responses from a few participants who had been involved in the EC Study. The substance of their remarks was that:

- some of “the dictates” were impractical and that there were some initial misunderstandings which were now affecting the NGOs;
- the observers had not always arrived at the agreed times and so, in those instances, the NGOs had not been able to accommodate their visits when they did arrive.

Mr. Valva intervened by saying that the purpose of the session was not to “point fingers”, but to deal with issues relating to the Study’s methodology.

² See *Appendix IV*, pgs. 23-50 for the Report of the Study.

Continuing, Ms. Chambers outlined the main conclusions on strengths, weaknesses, opportunities and threats which emerged from the appraisal of the 5 NGOs:

Strengths

- All offered “something” related to the basic intents of the UAP.
- Students had a place and environment in which to pursue some sort of academic course.
- Students were provided with activity through which they received exposure to positive social norms and behaviour—some sort of moulding was taking place. For instance, one organisation had been able to increase students’ awareness and concern for environmental issues through their Life Skills course.
- Students recognised that they were involved in a process for developing them socially. They generally felt that more attention was being paid to them as individuals and that they were a part of what was taking place.
- Bonding, friendships and ‘near-family’ units acquired—factors to which some of the children might not have access before.

Weaknesses

- Many students in the Sample programmes were not aware of the programme’s name, i.e., “Uplifting Adolescents Programme” or “UAP”.
- UAP often incorporated into overall NGO programme without any differentiation.
- Inadequate integration.
- Limited attention to age and stage appropriateness of activity for different members of a class, although in some cases multi-level teaching might not have been feasible in terms of class size.
- Insufficient evidence of community involvement in curriculum activity—talents/knowledge/skills of adult community members insufficiently utilised. For example, greater utilisation of positive role models would give children specific information to help them make career choices. For instance, one child wanted to be a doctor, but didn’t understand what it would take to reach that goal.

Problems (Threats to Success)

- Limiting physical and human resources — high staff turnover; help is needed in finding ways of achieving desired objectives with the resources available.
- Limited understanding of the specific programme goals indicated by the Effectiveness Criteria.
- Extent to which managers were actually in favour of the suggested approach(es);
- Extent to which an NGO’s focal point supervised/co-ordinated programme implementation in its satellite centres;

- Extent to which 'At-Risk' aspect is appropriately and fully addressed
 - e.g., – Irregular Attendance — what is causing it? what assistance can/will students get to overcome causative factors?
 - Lack of consistent parental involvement in programme activity
 - Guidance counselling function not well-developed; peer counselling not organised— insufficient/inconsistent use of external professional assistance.

Opportunities

- Improvements in individual students' behaviour as a result of programme involvement.
- Increase in literacy skills achieved by many participants.
- Increased access and communication for both students and parents.
- Chance to teach parents things which they might have missed learning during their school days.
- Future benefits to NGOs from the access to increased knowledge and skills which their UAP involvement provides.

4. OPEN DISCUSSION

One participant said her feeling was that UAP should place greatest emphasis on *Personal & Family Development* as the foundation for intake of other learning. Another NGO representative reported that her agency visited students when they started to attend irregularly, to find out what was wrong. Some persons spoke about the limitations which their lack of resources imposed, and a very few expressed opinions (e.g., 10-14 years old are not the most underserved 'at-risk' group of young people; most 10-14 year olds are in the public school system) which indicated non-acceptance of certain conclusions on which the UAP strategies are based.

5. SUMMARY PRESENTATION OF FINDINGS (cont'd.)

When the Workshop resumed after the Coffee Break, Ms. Chambers said she had earlier dealt with the Study's overall findings and more so with the non-quantitative results. She intended at that point to deal with some more specific results, which would incidentally illustrate a general communication problem: people often interpreted the same words differently (e.g., *participatory, organised, co-ordinated, regular*), or had difficulty in interpreting some words appropriately within the context in which they were used. She showed two overhead transparencies. The first (Table 2 of the *Study Report*) concerned the main reasons given for non-attendance at regular school by those children (37.3%) who had dropped-out. Most gave more than one reason. The 'easy' explanation was given first, but probing usually elicited more reasons.

In the beginning, the concept of “regular school” gave difficulty as it was usually interpreted by the students as “going to school (UAP classes) regularly”, although further indications proved that they all were aware that they were in a different kind of school environment than the regular school system. Unfortunately, one boy said: “If me did have any sense, me wouldn’t be coming to this school.”.

The second set of transparencies (See Tables 4 & 5 in *Study Report*) illustrated students’ opinions on what they liked and disliked about their UAP programmes. Aspects most frequently mentioned as “likes” showed that the children appreciated the exposure given to wider possibilities, and were eager to ‘grow’ in knowledge and skills. Certain social/ behavioural aspects were the ones most often identified as “dislikes”; e.g., “the children are too noisy”, “how teachers treat students at time”. It might be that those situations were too reminiscent of the regular classroom or home situations from which they had dropped out or with which they were having difficulty.

Ms. Chambers reminded participants that the **objective of the Study had been to assess use of the Effectiveness Criteria (EC)**. For example:

PERSONAL AND FAMILY DEVELOPMENT

Identification and Reinforcement of Basic Success Behaviors

This EC required the formulation of rules to encourage the basic personal habits and behaviours identified as ones leading to success. The rules were not only to be told to participants but also discussed with them (i.e., explanations, etc., given in response to their feedback, to ensure understanding . Also, there had to be ongoing action taken (e.g., displaying the rules and success behaviours) to strengthen the desired behaviours.

Therefore, the appraisers tried to find out:

- which success behaviours had been identified for emphasis and what the related rules were;
- whether the rules had been communicated to, and discussed with, the participants presently enrolled,
- what efforts had been made (e.g., posters) to keep participants constantly aware of the behaviours desired.

While carrying out the appraisal, concerns emerged regarding:

Agreement	Was there agreement on the desirability of specific EC? There were some programmes in which Program Managers do not agree with the criteria and ignore it. It was necessary, for the relevancy of each criteria to be considered by NGO staff.
Consistency	Given NGOs’ circumstances, can a particular criterion be consistently implemented or will there have to be flexibility in implementation?
Communication	Sometimes a field office implemented an activity quite differently to what the Main Office had agreed would be done.

Next, the Presenter asked for 4 volunteers to take part in a Communication Exercise, and the following persons responded: Messrs. Joseph Robinson (Ashé), Richard Troupe (Hope for Children), Adlin Bellinfante (Mel Nathan Institute) and Ms. Alma Williams (Sam Sharpe College). Three of the volunteers were asked to leave the room. Miss Chambers then read a few paragraphs, from an article entitled "Coping Without An Airport", to the remaining volunteer and told him he should report what he had heard to the next person called into the room.

In his report to the second person, the first volunteer relayed 4 of the 5 main points of the extract read to him. His listener reported 3 of those points to the next person. The third person only retained one word ("volcano") of what was told, so that was all that could be passed on to the fourth volunteer.

Participants were asked to comment on what the Exercise had shown about verbal communication. The following replies were given:

- perhaps too much information was given all at once (*yet, the first listener retained almost all of what was told to him*)
- it was important to focus and listen carefully (*the 3rd volunteer joked throughout the 'message' transmission and so was only able to remember one word*)
- development of listening skills was important, e.g., the ability to identify and retain the main point of the 'message'
- listeners must release fears/preconceptions in order to listen with an open mind
- the environment in which a 'message' was delivered is important — there should be no distractions
- the personality, accent, etc. of the sender could influence how well the listener grasped the 'message'
- listeners translated the 'message' into their own words...sifted/discarded, condensed, changed the original wording so as to paraphrase what they heard
- no listener feedback was requested to ensure that the 'message' sent was the one received.

In her comments, the Presenter said that some of the same factors were encountered during the Rapid Appraisal, which raised questions as to whether UAP information reached everyone the way it was intended. When NGOs agreed to implement UAP programmes, did some fully understand what the EC required them to do?

6. GROUP SESSIONS TO EXAMINE EFFECTIVENESS CRITERIA³ FOR THE UAP SUBJECT AREAS

Participants were divided into four groups. Each group was assigned one of the UAP subject areas and asked to:

- i) look at the Effectiveness Criteria (EC) and the Study Report sections, including the Recommendations, related to that subject area;
- ii) do an analysis of the appropriateness and relevance of the Effectiveness Criteria based on their UAP experience to date.

To help group members focus on the process they were told to take into consideration their material and human resources, as well as the interest groups — the NGO, students, parents, the community, the Project sponsors. Some questions that could be explore were: Were the ECs what were agreed? Was their achievement possible? Do some UAP programmes require more of what is being done in order to satisfy the ECs? Two approaches were suggested:

- i) a SWOT Analysis; or
- ii) an analysis of factors which would influence EC implementation positively or negatively.

(i)		(ii)	
Strengths <i>(Successes)</i>	Weaknesses	We Knew/ They Knew	They Knew/ We Did Not Know
↓	↓ ↑		
Opportunities <i>(The Future)</i>	Threats ↔	We Knew/They Did Not Know	We Did Not Know/They Did Not Know

³ See *Appendix V*, pgs. 50-54 for complete text of each subject area's Effectiveness Criteria.

The four groups worked on this task just before and immediately after Lunch, until they were ready to present their reports.

7. PRESENTATION AND REVIEW OF GROUP REPORTS

The groups reported as follows:

Group I: Vocational/Technical Training
 Rapporteur: Ms. Michelle Bennett (*Mel Nathan Institute*)

EC	STRENGTHS	WEAKNESSES
1. Provision of 2 or more skill courses or arrange access through another organisation that has the capability	✓	
2. Instructional Materials and Equipment to be applicable to the skill area and private sector apprenticeships or work experience programs built into the courses		<ul style="list-style-type: none"> • 10-14 year olds are too young for work-experience placement or to move on to apprenticeship programmes • Money for equipment is a problem.
3. Remedial instruction should be integrated if necessary, and instructional material should be appropriate to students' age, life situation and literacy/ numeracy skill level.	✓	
3. Programmes should include job preparation and placement, and follow-up where possible.		<ul style="list-style-type: none"> • Job placement for this age group is an impractical criterion. <p>A big vacuum exists. When students leave the all-age schools, they don't fit in anywhere.</p>
PROGRAMME STRATEGIES		
➤ Safe, clean, nurturing environment		Some NGOs have to operate in environments that are not exactly safe.

PROGRAMME STRATEGIES (cont'd.)	STRENGTHS	WEAKNESSES
➤ Flexible hours	✓	
➤ Programme activities to be age and learning level appropriate	✓	Some NGOs don't have sufficient space, or teachers capable of catering to multi-ability levels in same class.
➤ Instructors are trained or have considerable experience in the skill area being taught.		'Teachers' were mostly volunteers, not always trained teachers. It was costly to employ skilled, experienced persons to teach in the vocational area.
➤ "Programs account for the fact...assimilated while in school."		Unsure what was expected here.
➤ Lessons are structured with clearly identified goals and defined activities.	✓	Agreement that this should be so, but it was not easy to implement/ensure since services of volunteer instructors are usually utilised.
➤ The NGO has links with the private sector		Unsure what this meant. Could only interpret in context of work experience, which was already addressed.
➤ Students' instructions materials delivered in appropriate formats for literacy/reading comprehension level.	✓	Agreement that this should be so, but students are weak in literacy skills— help needed to provide appropriate instructional material for them.

Group 2: Literacy/Remedial Training
 Rapporteur: Mr. Fabian Brown (*St. Patrick's Foundation*)

EC	STRENGTHS	WEAKNESSES
1. On-Site testing to assess literacy and numeracy skills; on-site or referral testing for possible learning disabilities and vision problems.	<p style="text-align: center;">✓</p> Establishes 'benchmark' for continuous performance appraisal. <u>Opportunity:</u> If expertise developed over time, testing could be offered to other schools/organisations on a fee-for-service basis.	Tests may not be implemented because of lack of expertise. If implemented, results often do not influence programme activity and groupings. Resource limitations dictate satisfying needs of the greatest number.
2. In-depth Needs Assessment and Service Plan based on test results. & individual charts, developed and maintained for each student	<p style="text-align: center;">✓</p> When it is adequately used, it could be helpful, since it provides basis for assessing individual progress.	(Same weaknesses as for #1)
3. Structured Remedial and Literacy lesson available to all UAP participants. Curriculum to be sensitive to students' attention spans, etc.	<p style="text-align: center;">✓</p> <u>Opportunity:</u> To help achievement of individual learning goals.	NGOs need more help in preparing lesson plans.
4. For in-school youth, structured homework programmes on a consistent, regular basis: individualised homework assistance/tutoring.	<p style="text-align: center;">✓</p> <u>Opportunity:</u> To help achievement of individual learning goals.	Limited resources (space, staff) would prevent some NGOs from being able to offer this service. Frustration/resentment [?]
5. For out-of-school youth, structured programs to assist participants to re-enter formal education system or to complete a non-formal technical skills or entrepreneurial course.	<p style="text-align: center;">✓</p> <u>Opportunity:</u> Designing creative programme to suit needs as they arise.	Implementation depends largely on continuity in resource availability. What will happen when the UAP ends?
6. Teaching Capability & instructional materials to meet standards of formal education system, but geared to motivate for school re-entry, etc.	<p style="text-align: center;">✓</p>	Effective implementation depends on availability of required material and human resources.

EC	STRENGTHS	WEAKNESSES
7. Student Instructional Materials appropriate to reading comprehension levels, designed according to student interests, and including certain key topics among those covered.	✓	

Group 3: Reproductive Health
 Rapporteur: Mr. Joseph Robinson (*Ashé*)

EC	STRENGTHS	WEAKNESSES
1. Comprehensive Family Life Education using Min. of Education curriculum		Structured but flexible approach required for 10-14 year olds. Min. of Education curriculum should be used as a guide...should not be mandatory.
2. STI Counselling	✓	Material specially created for target age group and weak literacy levels needs to be created, so they can better understand.
3. Direct Access to or Referrals for Clinical Services	✓	
4. Comprehensive Family Planning Services on-site or through outreach services		Much controversy regarding condom distribution. Some felt this should not form part of an EC, but they would not face the issue of what to do about those who are, or will be, sexually active in spite of counselling.
5. Pre- and Post-Natal Counselling		NGOs give this type of training, but some will not accommodate pregnant students.

PROGRAMME STRATEGIES	STRENGTHS	WEAKNESSES
➤ Individual Case Management		More manpower needed to maintain individual case histories.
➤ Group and Peer Counselling Education. Student participation in program design, implementation & evaluation		Very little expertise [or inclination?], so would need much external help.
➤ Gender-appropriate exercises; key topics addressed	✓	

Group 4: Personal & Family Development

Rapporteur: Ms. Shirley Reid (*Jamaica Assn. for the Deaf*)

EC	STRENGTHS	WEAKNESSES
1. Identification and Reinforcement of Basic Success Behaviors	✓	Participants should be involved in deciding rules.
2. Coordinated Program of Activities to Develop Self-Esteem, etc.	✓	
3. Conflict Resolution Training	✓ <u>Opportunity</u> exists for integration with the other subject areas	
4. Careers Guidance & Counseling, Time Management and Personal Goal Setting	✓ <u>Opportunity</u> : Increased community involvement (guest speakers, trainers)	Time-consuming.
5. Organised peer and group counseling program	✓ Potential benefits to students.	Takes time and training for staff to develop students to do peer counselling.
6. Organized Program of Activities to Promote Community and Social Responsibility	✓ <u>Opportunity</u> for influencing communities in which children live.	

EC	STRENGTHS	WEAKNESSES
7. Parenting Skills & Adolescent-Parent Workshops to improve family relationships	✓ <u>Opportunity</u> : Should be implemented in terms of <u>at least</u> 3 Parenting Skills Workshops per term & annual Adolescent-Parent Workshop	
8. Recreational and Cultural Activities Program	✓ <u>This is a must</u> . At-risk children greatly influenced by cultural activities...music. This can be use to influence them positively.	
9. Substance Abuse Prevent Counseling &/or Referral	✓ <u>Opportunity</u> : Could help in community transformation.	Weekly counselling sessions may not be practical
If other components of NGO's program do not provide, then: 10. Reproductive Health Counseling &/or Referral	✓	It does not include parents.
11. Mentoring Program - ensure regular contact with an external, caring adult who can offer guidance and model appropriate behavior.	✓	Will take extra time and manpower to set up and monitor properly.

Participants were given an opportunity to discuss the reports but it appeared that there were no major concerns or additional comments to be made.

8. REVIEW OF STUDY RECOMMENDATIONS

Miss Chambers quickly reviewed the Study Report's recommendations on *Improving Comprehension/Use of ECs as Benchmarks*. She advised participants that self-review was very important, and urged them to use the Effectiveness Criteria to evaluate the adequacy of their efforts.

Moving to the recommendations concerning *Operational Aspects As Related to Programmes/ECs* (Report paragraph 4.5), she suggested that individual NGOs make additional effort to have more reading material available and accessible to their students to give them as many opportunities as possible to read. **There was also a clear need for more effort within NGOs to disseminate information acquired through UAP training courses to all staff, so that the benefit of this training could be maximised.**

Two other highlighted recommendations related to the need for NGOs:

- to be given a more structured introduction to Psychology to enable them to better assess the strengths and weaknesses of their current approaches to participant counselling, and to decide when professional counselling services and/or more in-depth individual care was needed.
- to network more with each other to share solutions to specific problems and information about their successful programs (e.g., Ashé's Homework and Assessment Programmes).

There was some general discussion at this point. The main comments made by participants were:

- The first year should have been regarded as a pilot year.
- It is difficult in some cases to arrange programmes for in-school youth...full co-operation is needed from all authority figures: principals, teachers, guidance counsellors, etc.
- Some ECs are impractical, and have too many components which make achievement unrealistic

9. TOWARD THE FUTURE: RECOMMENDATIONS FOR PROBLEM SOLVING APPROACHES

Mr. Valva reminded participants that the whole purpose of the Study was to take a 'snapshot picture' to see if what was being done was happening in the way that had been anticipated. He noted that UAP would also be participating in a USAID-initiated Tracer Study designed to check what was happening to the so-called 'completers'. He said the Project was still in the experimentation stage—it was doing good, but there were lots of things which could be strengthened. He supported Ms. Chambers' call for self-monitoring and evaluation, and emphasised the importance of using the Effectiveness Criteria for that purpose.

Concerning NGO networking, he said that if NGOs had the interest, will and commitment, there was no obstacle to them getting together.

Mr. Joseph Robinson spoke in support of NGOs getting together to share information, and Mr. Valva suggested that regional forums might be one way to start. Another useful recommendation was made by Ms. Shirley Reid — the staging of an "Ideas Fair", to which

NGOs could bring their instructional materials to let each other see what was being used and find out where and how these were obtained. Information on willing resource persons could also be shared.

Mrs. Claudette Pious reminded participants that UAP training sessions had helped in networking and cementing relationships. Dr. Robinson added that the List of Participants with their addresses and phone/fax numbers, provided with each UAP Training Course Report, was a practical tool for facilitating networking.

The issue of sustainability of projects after UAP-funding ceased was also raised. Some NGOs had begun to develop stable income-earning activity (e.g. Ashé) and networking could provide a channel for sharing these ideas and developing new ones. The Effectiveness Criteria might also be used to demonstrate what NGOs were working to achieve and could serve, therefore, as a promotional tool in raising funds elsewhere.

Mr. Valva invited Dr. Robinson to talk about a future workshop which was being planned to enable NGOs to get information from several to donor agencies about their grant policies and procedures.

Dr. Robinson said the Workshop would give NGO representatives an opportunity to identify potential sources of financial assistance through face-to-face interaction. She also announced that the next workshop would probably be scheduled for October 15-16. The topic would be *Community and Image Building for NGOs*. In future, NGO would be dependent on their community image for attracting funding and so they must appreciate the importance of public relations and marketing. She warned that they must do nothing to tarnish their image within their communities and they must be serious about accountability.

10. EVALUATION AND CLOSING

Participants received and completed Workshop Evaluations forms (See *Appendix VI*, pg. 56-57). A detailed analysis report of their evaluation is attached as *Appendix VII*, pg. 58)

A summary of this analysis is as follows:

11. WORKSHOP EVALUATION

Twenty of the twenty five participants completed the Workshop Evaluation form (*Appendix VI*) for a completion rate of 80%. In common with other recent workshops, the evaluation questionnaire obtained participants' views on workshop content and presentation, as well as comments on positive and negative features of the workshop, and desirable follow-up actions. A complete analysis and report of the participants' evaluation is included at *Appendix VII*.

This workshop received a poor evaluation, compared to previous ones conducted by the UAP, scoring the lowest ever overall rating of 3.52 out of a maximum 5.00 points on Workshop content. Most of the respondents did "Strongly Agree" (S/A) or "Agree" (A) with 5 of the 6 factors in this section of the questionnaire, but enough respondents rated each of the six factors "No Comment" (N/C), "Disagree" (D), or "Strongly Disagree" (S/D) to drag the overall score down to the 3.52 level.

In summary, the evaluation showed the following :

- a. On average, participants either "Strongly Agreed" or "Agreed" with the six evaluation factors under workshop content 67.5% of the time, compared to over 90% of the time for other workshops.
- b. While participants seemed to indicate greater confidence about whether they felt in a better position to understand and apply the effectiveness criteria, and the relevance of the workshop's content to their work, in contrast to other workshops, this conclusion may be misleading in view of the deeper negativity with which other factors such as the structure of the workshop were viewed.
- c. Seventeen (17) separate positive features were defined, and they generally related to participants' appreciation of the opportunity to review the effectiveness criteria again after the time that has elapsed since the preparation of their grant proposals. Six of the positive comments received multiple endorsements, and all participants found something positive in the workshop.
- d. Negative comments focused on the quality of the presentations, which most found to be below the usual UAP standards. These nevertheless did not seem to dilute the participants' appreciation of the importance of the subject of the workshop.
- e. Several desirable follow-up activities which were identified provide good guidance for the future implementation of the UAP:
 - ▶ *Need a forum - not too formal, for genuine sharing of materials that work (2).*
 - ▶ *Could a newsletter (2 or 4 times annually) be used to link the activities of the NGOs and share information with each other?*
- f. In spite of the overwhelmingly negative ratings, overall comments were more up-beat:
 - *I will examine the negatives based on the effectiveness criteria, and develop the tools necessary to make them more effective;*
 - *With the study report being examined, I'm sure the negative comments will help to provide solutions to problems.*

In closing, Dr. Robinson thanked Ms. Chambers for her contributions, and the Workshop ended.

UAP WORKSHOP ON THE REVIEW OF UAP EFFECTIVENESS CRITERIA
September 29, 1998

LIST OF PARTICIPANTS

NGO	PARTICIPANTS		ADDRESS	PHONE/FAX	ATTENDANCE
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Consultant/Presenter		Ms. Claudia Chambers	Psearch Associates Limited		✓
WORKSHOP RAPPORTEUR (Contract Services)		Mrs. B.P. Butler			✓

* Morning only.

**UAP WORKSHOP ON THE REVIEW OF UAP
EFFECTIVENESS CRITERIA — September 29, 1998**

Miss Claudia Chambers, Consultant/Presenter

AGENDA

- | | |
|---------------------------|---|
| 8.30 - 9.00 a.m. | Registration |
| 9.00 - 9.15 a.m. | 1. Introduction & Greetings
– Mr. Francis Valva , <i>Chief of Party, UAP</i>
– Mr. Daniel Gordon, <i>Project Officer, USAID</i>
– Mrs. Gloria Nelson, <i>Director, Youth Unit, MLGY&CD</i> |
| 9.15 - 9.30 a.m. | 2. Introduction to Study: Background, Purpose & Scope
– Mr. Francis Valva |
| 9.30 - 10.00 a.m. | 3. Summary Presentation of Study Methods and Findings |
| 10.00 - 10.15 a.m. | 4. Open Discussion |
| 10.15 - 10.45 a.m. | C O F F E E B R E A K |
| 10.45 - 11.30 a.m. | 5. Summary presentation of Study's Findings and Recommendations |
| 11.30 - 12.30 p.m. | 6. Group Sessions to examine subject areas
a) Personal and Family Development
b) Reproductive Health
c) Literacy/Remedial Training
d) Vocational/Technical Training |
| 12.30 - 1.30 p.m. | L U N C H |
| 1.30 - 2.30 p.m. | 7. Presentation and Review of Group Reports |
| 2.30 - 3.00 p.m. | 8. Review of Study Recommendations |
| 3.00 - 3.45 p.m. | 9. Towards the Future: Recommendations for problem-solving approaches (Group Discussions) |
| 3.45 - 4.15 p.m. | 10. Presentation & Discussion of Group Recommendations ¹ |
| 12.15 - 12.30 p.m. | 11. Evaluation and Closing. |

¹ This Agenda item was cancelled, since Item 9 was addressed in a plenary session.

Participants' Hopes and Fears *re* Workshop

HOPEs	FEARS
1. Productive	1. Disparity with contents/lack of clarification
2. We'll move through swiftly; no rambling and time-wasting	2. NGOs recommendations may not be effectively implemented because of UAP's own dictates and objectives.
3. Very practical recommendations will be found for the many weaknesses of the program, given this process for the NGO stakeholders to demonstrate a sense of ownership of the program.	3. I don't think I know enough about the starting stage of this programme to make a critical assessment of it.
4. Solutions	4. Stagnation
5. Understanding of content of EC	5. That all will reach home safe.
6. Resolve any fear/problem that relates to the effectiveness of delivery of services by any NGO	6. Losing the contract – the money if you are completely honest with the founders, esp. Mr. Velvo [sic].
7. The agency will be able to use information gathered here today.	7. At the end of the Workshop, the agency will not be able to implement or use the ideas.
8. To learn more	8. Too long.
9. A realistic, practical EC for our organisation's specific programmes	9. We will not complete the Agenda.
10. Transparency	10. That the process will not be too long.
11. Leadership and Peace	11. We will not be able to accomplish everything today.
12. Ideas to improve effectiveness	12. Indifference
13. Learn from the study and other NGOs some tips on the progress of their programmes.	13. Not just talk-talk
14. Realistic and practical	14. Punctuality
15. A clearer understanding of UAP methodology	15. I really have no fear.
16. That we will be able to implement what is decided	16. No fear.
17. I hope to gain more clarification on EC.	
18. My hope is that the objectives of the Workshop are achieved today.	

UPLIFTING ADOLESCENTS PROJECT:

RAPID APPRAISAL ON "EFFECTIVENESS CRITERIA"

- Study Report -

Submitted to:

Mr. Richard Troop
Hope for Children Development Co. Ltd.

Mr. Francis Valva
Development Associates, Inc.

Submitted by:

Claudia M Chambers
Frances Madden
PSEARCH Associates Ltd.

Date:

30 June 1998

• ASSESSMENT



• RESEARCH

• COMMUNICATION

TABLE OF CONTENTS

APPENDIX IV

1.0.	Background to Study	2
1.1.	Objectives	2
2.0.	Methodology	3
2.1.	Study sample	3
2.2.	Assessment Methods	4
2.3.	Study / field constraints	4
3.0.	Results	6
3.1.	Programme awareness and general implementation	7
3.2.	Programme environment	10
3.2.1.	Instructional focus	10
3.2.2.	Counselling facilities & client centredness	10
3.3.	The Effectiveness Criteria (EC's).....	11
3.4.	Project Areas	12
3.4.1.	Personal & Family Development	13
3.4.2.	Reproductive Health	13
3.4.3.	Literacy / Remedial Education	14
3.4.4.	Vocational / Technical Training Elements	14
3.5.	Participants' background and perceptions	15
3.5.1.	Demographic background	15
3.5.2.	Schooling background	15
3.5.3.	Perceptions of education and the future	16
3.6.	Participants' knowledge & perceptions of UAP	17
4.0.	Recommendations	22
Appendix I.	Instrument used for review of UAP Effectiveness Criteria with programme coordinators	28
II.	Instrument used to determine participant response	49
III.	Detailed findings re EC's from NGO management personnel findings re <i>Personal & Family Development</i>	54
IV.	Detailed findings re EC's from NGO management personnel findings re <i>Reproductive Health</i>	63
V.	Detailed findings re EC's from NGO management personnel findings re <i>Literacy / Remedial Education</i>	67
VI.	Detailed findings re EC's from NGO management personnel findings re <i>Vocational / Technical Training Elements</i>	70

UPLIFTING ADOLESCENTS PROJECT:

APPENDIX IV

RAPID APPRAISAL ON "EFFECTIVENESS CRITERIA"

1.0. Background to Study:

The content-related "effectiveness criteria" for delivery of services within the "Uplifting Adolescents Project" (UAP) have been modified from their original format in the four technical areas i.e.

- (a) Literacy / Remedial Education;
- (b) Personal / Family Development;
- (c) Skills Training; and
- (d) Reproductive Health.

The new criteria were being used by participating NGOs in delivering services to the target population i.e. at-risk youth. The current project was a study using rapid appraisal methods to determine adequacy of these criteria. Specific objectives, research questions, work requirements, terms of reference, tasks, and intended outcome for the consultancy were detailed in the above-mentioned document.

1.1. Objectives:

The overall objectives were to:

- (a) determine the effectiveness of the delivery system with reference to its content and acceptance;
- (b) determine the overall efficiency of the content; and
- (c) recommend modifications as required.

2.0. Methodology:

The assessment comprised reviewing responses to the "effectiveness criteria" applied to the respective programmes being implemented by the NGO's. Key persons interviewed included coordinators / managers, participants, teachers, parents / community members.

2.1. Study Sample:

A total of five (5) non-government organizations (NGOs) were chosen for study, with details as shown in Table 1.

TABLE 1. Assessment & visit history for UAP / NGO programmes

NGOs	Sites Visited	# visits ¹	# student interviews ²
1. Ashe:	o Mountain View Avenue	3	30
2. Rural Family Support Organization:	o Denbigh Show Ground offices & female school centre (May Pen)	2	10
	o male school centre (May Pen)	1	
3. Western Society for Upliftment of Children:	o Barrett Town School	1	17
	o Bogue Heights School	2	
	o Montego Bay office	2	
	o Montego Bay school centre	1	
	o Tower Hill All Age School	2	
4. Women's Centre:	o Kingston office	1	21
	o St. Ann's Bay school centre	(2)	
5. YWCA:	o Arnold Road	2	18

- 1: for coordinator interviews / observations, but not including participant interviews
 2: total number of interviews = 98, but programme affiliation missing for N=2 of these

Selection of these programmes was primarily based on:-

- o length of time since initiation of project activities;
- o location of main project offices -- the intended split being three (3) urban and two (2) rural centres.

2.2. Assessment Methods:

Data gathering was conducted through use of rapid appraisal methods, primarily to comprise *secondary data review, interviews with key informants / stakeholders / clients, and direct site observations*. Other participatory methods (action- and dialoguing-) will be used where relevant e.g. *diagramming, ranking, focus groups*. Site visits were made to five (5) NGO projects -- urban and rural. Relevant observation and topic guides were developed and used for data collection with project administrators (See Appendix I).

A rapid survey was also conducted with approximately 100 clients / students, the instrument for which was designed relative to the objectives (See Appendix II). This latter was designed and conducted following completion of a reasonable number of NGO site visits and interviews with the programme coordinators / managers.

2.3. Study / field constraints:

There were a number of factors which made this assessment difficult to conduct. These were as follows:-

1. General NGO misperceptions of assessment: Regardless of the introductions provided, the main purpose of the assessment was thought to be of the efficacy of the programme, rather than of the effectiveness criteria.
2. Excessive NGO preparations for the assessment: Based on the above, most of the NGOs went to excessive lengths to prepare site, personnel, and clients for any scheduled visit. In above, the consulting team was effectively denied access to sites which had not been prepared e.g. affiliated schools which had not been appropriately briefed on the assessment.

3. Limiting awareness / comprehension of the "effectiveness criteria": Although the submitted proposals indicated intended use of the "effectiveness criteria", many did not understand their purpose. They were therefore little used in any structured way within the respective programmes, and for the same reasons were also difficult to appreciate at the assessment stage. Only one NGO seemed to have "studied" the EC's, but they had purposely avoided concentrating on specific aspects within their programme.
4. NGO involvement in other scheduled general UAP activities: There were competing UAP / Development Associates' related activities which NGO representatives had to attend (e.g. meeting reporting deadlines, and being involved in training activities) during the assessment period, and this restricted available visit times for the consulting team.
5. NGO involvement in other scheduled general donor activities The same was true for alternate, competing activities (e.g. reporting, visits) which had to be conducted for other donor agencies with which the NGOs were involved. There was a period during which virtually no appointments could be scheduled given an apparent flurry of donor visits and NGO need to meet various requirements.
6. NGO perceptions of intensity of UAP requirements: It was generally perceived that NGOs were not always in favour of the seemingly stringent requirements imposed by the UAP, which might have been out of keeping with actual returns on UAP / NGO investments. There were a number of possible reasons for the dissonance e.g.
- (a) excessive time required for involvement -- including;
 - (b) excessive imposition of training schedule and requirements -- without sufficient consideration for alternate activities from which personnel-in-training had to be removed for the period,
 - (c) the fact that the UAP funds were insufficient to keep the NGO's operating without involvement in other activities, and with other agencies;
 - (d) unrealistic expectations of the adequacy of resources and resource requirements i.e. human, financial, physical.
7. General inadequacy of visiting single sites for the assessment: Throughout the assessment, it became evident that a multi-modal approach to assessment was critical. It was essential to visit multiple sites, and hold discussions with several persons to elicit the true profile of programme activities as they related to the effectiveness criteria. This sometimes meant exceeding the intended visits trips, and locations. The Women's Centre was outstanding since no centre activities are conducted in the Corporate Area, so St. Ann's Bay was added.

3.0. Results:

Limited appreciation was found by the NGO's and participants for some concepts behind the "effectiveness criteria". These programme coordinators generally understood their applicability, but implementation was often left more to chance than being structured -- key factors being resources available to the NGO's, children's readiness / acceptance of programme content, and guidance by the institutional contractors. There was seemingly more of an attempt made with criteria identified under "*Personal and Family Development*" than with others. This could have been due to a number of reasons, including:-

- o relative novelty of experience;
- o longer list of specific identifiers used to indicate "effectiveness";
- o more visible rewards from effecting social / behavioural change in participants;
- o less stringency in, and fewer resources needed for (as well as more flexibility) applications.

"Reproductive Health" was an area which generated a lot of interest, but created as many tensions. Although it was know to be important, the implementers were often not sufficiently comfortable with the topics being discussed, and neither were parents. The latter sometimes recognized their own deficiencies, and requested their own training sessions in the topics. Children enjoyed the area, and often mentioned "sex" first as the things they learn about. This interest and enjoyment was also taken home -- but here they were met with differing types of response.

The more personalized, individual type of instruction offered through "*Literacy / Remedial Education*" offered gains to the children who stayed focussed on the programme. These gains were also largely noticeable in the home environment, and parents were eternally grateful -- to the extent that many just accepted the development and did not want to get involved and / or question the reasons.

"Vocational / Technical Training" was interesting to most participants, but sometimes a difficult area to implement -- due to limiting space and other resources. Other important factors were (a) the participants adjudged readiness; and (b) the mandate that children had to return to the formal school system.

In implementing the programme, it was clear that for many reasons, a significant amount of flexibility was used. This had positive and negative factors. Firstly, it was not always the "effectiveness criteria" which indicated programme content and / or methods used for addressing content. In addition, there were other aspects which told managers / tutors that the children were accepting what was being offered e.g. attendance, ability to read, positive changes in behavioural patterns, and the concentration / discipline being exercised in the school environment. Yet, these were less tangible than the criteria which they were requested to employ.

3.1. Programme awareness and general implementation:

The UAP was not formally "announced" by NGO's to the respective stakeholders e.g. participating schools, nor necessarily implemented according to plans. A number of observations made this clear e.g.

- (a) many students in the programme did not know of the name i.e. "Uplifting Adolescents Programme" or "UAP";
- (b) in many programme sites, there were enrolled / participating students who were outside of the primary age limits e.g. 15-19 years, but some participated according to a "collaborative" type of arrangement;
- (c) there was hurried attempt to showcase the tangible output from the UAP made prior to the visits of the consulting team e.g. by showing craftwork;
- (d) the UAP was often integrated without differentiation, under the general umbrella of the NGO's programmes. Within many project schools for example, the UAP was only known as part of the offerings by the NGO.

The strengths found in all programmes, were the attempts to:-

- (a) offer "something" related to the overall intent of the programme;
- (b) provide students with a programme and site within which they could attain some continuity to *academic* pursuit;
- (c) provide students with a programme and site within which they could significantly increase their exposure to *social norms* and *behaviours*;

Additional UAP programme strengths were the:-

- (d) involvement of larger groups in "*Life Skills*" curricula when the UAP components were conducted for / with the target groups within the setting of a regular school;
- (e) *bonding, friendships and the equivalent to a family unit* acquired by the target group members with each other -- and even with tutors --, when part of the programme;
- (f) new meanings to *learning, belonging, and involvement* in life- and school -related activities found in participants through exposure to the programmes;

- (g) evidence of potential benefits to be accrued due to *inter alia*, smaller sizes, more personalized / individual / supportive attention to children in their learning environment;

The weaknesses were:-

- (a) failure to achieve the integration intended and depicted by the outlines of the UAP "effectiveness criteria";
- (b) failure to adequately attend to age- and stage-specificity in programme design and implementation;
- (c) lack of both internal and external organization / coordination of programme activities, with specific deficits being due to limited involvement of :-
 - (i) professional human resources outside of the NGO's;
 - (ii) community elements;
 - (iii) peer-oriented programmes and involvement.

Opportunities could be identified as:-

- (a) the fact that behaviour patterns for many students were said to have improved significantly due to involvement in the programme;
- (b) increased literacy skills achieved for many participants, especially in reading and writing;
- (c) increased access and communication afforded students and their parents due to programme involvement;
- (d) perceived chance to improve parental awareness and knowledge of topics being introduced to their children;
- (e) exposure and relative success shown to NGO's and stakeholders regarding the likely potential through programme participation;
- (f) NGO access to increased knowledge and skills through programme involvement, benefits from which could be transferred to development of future related activities and integrated programme development.

Threats to success were shown to be:-

- (a) failure to completely grasp the intent of the programme, as indicated through the effectiveness criteria;
- (b) limiting resources -- especially physical and human. These could be identified as:-
 - (i) small, cramped spaces too often being used for the centres;
 - (ii) limited access to (much needed) counsellors to attend to students' individual / familial problems;
 - (iii) limiting numbers of teachers to facilitate classes with difficult / remedial students;
- (c) failure to appreciate and / or effectively take account of, the frailty of the background situations related to the target group *viz.*
 - (i) especially difficult family / home circumstances -- in which they still exist during the programme;
 - (ii) problems due to lack of age- and stage-specific tutoring;
 - (iii) inability to monitor and keep in check, the behavioural differences and problems within the group / classes;
- (d) students' inconsistencies in attendance, and programmes' lack of systems to monitor the traffic e.g.
 - (i) some NGO's allow registration on an ongoing basis, but are unable to identify the numbers served;
 - (ii) some students have been absent for several weeks, and there is no official knowledge of reasons for absence;
- (e) parents' inconsistent involvement in programme activities, which sometimes made it difficult for them to understand the students' behavioural / interest changes, especially those related to sexuality;
- (f) the perceptions that counselling and guidance functions can be handled without consistent, professional input -- inclusive of individual counselling;
- (g) potential for programme activities disintegrating into an extension of those encountered by students prior to being involved in the UAP;
- (h) some teachers' failure to appreciate the sensitivities of remedial-type work, activities, and the target groups -- resulting in their ill-treatment of participants, and sometimes to the point of abuse;
- (i) seemingly high turnover of key staff members e.g. coordinators attached to NGO's and / or affiliated schools on the programme.

3.2. Programme environment:

There were other factors which influenced the effectiveness of the programme and relevance of the effectiveness criteria. These included the instructional focus and availability / use of relevant materials, and relative attention to the participants as individuals -- for classes as well as for counselling.

3.2.1 Instructional focus: The approach to instruction was somewhat structured, but still necessarily very flexible. Attempts were made by most NGO's to have a participatory / facilitatory type of learning environment, but this did not always work as might have been hoped. Restrictions existed with respect to the following:-

- (a) there was generally more emphasis placed on verbal than written forms of interaction -- said partially due to limiting literacy;
- (b) problems were identified with children's creativity, and ability to produce their own materials -- it was often found that tutors made most materials;
- (c) limited library facilities existed --even with pamphlets which could have been made readily available from other NGO's etc.

3.2.2 Counselling facilities & client-centredness: Counselling was regarded as being very important by all programmes, but not very well developed in most. Relevant points follow:-

- (a) more emphasis needs to be placed on this area, but insufficient resources exist -- including time and trained personnel;
- (b) the need for a more individual focus in counselling was identified in some programmes as being more important than group-focussed sessions;
- (c) parents were not sufficiently involved in the overall changes taking place, and since these latter were sometimes radical, greater emphasis should be placed on this aspect -- since that is the environment to which the children return daily.

In one programme, it was indicated that the home influence contrasted so greatly with that of the school, that children's attitudes and behaviours were evidently different on Mondays when they returned to school.

- (d) peer counselling was not at all organized, and part of that might have been due either to limiting appreciation for the importance, or knowledge of, the process.
- (f) NGO's had very limited knowledge of children's reasons for drop-out from programme, and even information regarding their home background. In addition, it did not appear that some even realized the significance of this.
- (g) individual children were said to make gains through programme involvement, so there were clear potential benefits at an individual level.

3.3. The Effectiveness Criteria (EC's):

The NGO programme directors / coordinators were the persons most familiar with the "effectiveness criteria" being used for the programme. There was limited awareness at most other levels e.g. programme managers, clients / students, and other stakeholders -- teachers, parents, and community members. For the latter, it seemed that awareness might have been thought less important.

Perceptions of *programme content* and *effectiveness criteria* were often inter-related and / or confused. Most of the primary NGO representatives felt that if a topic area was covered to any extent, then the effectiveness criterion related to that area was a useful one. The situation was further compounded by the definitions used to indicate whether or not a particular area was being offered in the programme.

It was also evident that many programme coordinators did not know how the programme participants felt about the various EC's. The standard response (where ventured) was that they "accepted" them -- which really had little affective component.

Even using the above framework, the following findings are noteworthy:-

- (a) a number of areas supposedly being "covered" by the respective programmes, were either addressed tangentially, accidentally, or not at all.

The words, "*organized*", "*coordinated*", "*comprehensive*", "*established*", and "*regular*" for example, had to be repeatedly stressed in an attempt to focus the discussants. This approach highlighted any limitations in programme offerings, which was reinforced in discussion with participants.

- (b) whereas the term "participatory" was often used (e.g. in text and discussions), the meanings were either unclear or inconsistently applied. One example was in asking about peer counselling activities, the EC's for which suggest that students facilitate sessions. Although the verbalized response to participatory activities in general might have been affirmative, the visible response to this aspect in some interviews was of consternation.
- (c) there was some difficulty in coordinators appreciating the contextual details contained in the EC's, and the fact that although similar phrases were used, the context was different -- and based on area of application.

Amongst the constraints to adequate delivery of programme content, and therefore to "positive scores" on the EC's, were:-

- (a) extent to which the EC's were regularly addressed in programme implementation;
- (b) consistent availability of qualified personnel;
- (c) the extent to which managers were actually in favour of the suggested approach(es);
- (d) the extent to which there is collaboration / cooperation between the external sites of the NGO (e.g. for regional locations), and its primary centre;
- (e) degree of insularity in NGO / satellite centres' operations.

3.4. Project Areas:

Four project areas were supposed to be offered by most of the NGO's viz.

- o Personal & Family Development
- o Reproductive Health
- o Literacy / Remedial Education
- o Vocational / Technical Training Elements

3.4.1. Personal & Family Development (See also Appendix III):

This was the area seemingly most "liked" by all. There were good, sustained attempts made at implementation within all the NGO's programmes. The area had relevance to programme coordinators and children alike. Further, there was clear interest shown by parents as far as their own development was concerned -- to the extent that some programme coordinators wanted to offer training to the parents themselves.

It was somewhat difficult to incorporate all the implementation details as in the EC's, but there were clear reasons for this problem. Although participants' age was supposedly the more important factor for consideration, it was actually *cognitive developmental stage* that was restrictive. For example, it was difficult to discuss the future e.g. as conveyed through *career planning*, in the absence of basic literacy skills -- and many children lacked the latter.

Another factor was that the same tutors were often responsible for different programme areas e.g. literacy and remedial education, as well as personal and family development. This made implementation more difficult, and increased the importance of focus and prioritization.

3.4.2. Reproductive Health (See also Appendix IV):

This was an area with clear positive and negative outcomes. The programme clients / participants were generally quite excited about their introduction to related topics. It was evident however, that the terminologies and definitions were often unknown e.g. "*reproductive*", "*family planning*". Whereas implementers from the NGO's suggested that many components of this area were covered, it appeared that they were not addressed as comprehensively as indicated -- maybe due to discomfort with the topic materials.

The area presented tensions for many coordinators and parents, and they seemed to have difficulties with the newly acquired openness re discussions. In some situations, it actually caused problems at home, due to religious reasons etc., when children came home having "body parts" drawn in their books.

3.4.3. Literacy / Remedial Education (See also Appendix V):

All programmes were strongly involved in this area. It was pivotal to all programme activities, and an important, popular criterion used for effectiveness, but there was some difficulty in assessing both content and approach. Much flexibility had to be used in implementation, given e.g.

- o the varying literacy levels of participants;
- o the frequent need to hold classes with diverse groups, including those at different ages and stages of education, and from differing socio-cultural backgrounds;
- o the different environments and methods used in implementation;
- o the different tutorial / personal approaches taken in the classroom.

Also important, was the degree of emphasis placed on this aspect of learning. Some programmes were more concerned with participants' attempted re-entry into a formal education system than were others. Further, in some (geographic) locations, it seemed as if there was more resistance within the regular school system, to such concepts of re-entry than was found in other locations.

3.4.4. Vocational / Technical Training Elements (See also Appendix VI):

There were some problems with this area, for many reasons, e.g.

- (a) for some programmes, there was no official vocational / technical training being offered;
- (b) vocational / technical training might be offered by some NGO's, but not as part of UAP. In such situations, it was difficult to keep UAP participants completely separated from external programme activities, and interest in vocational training was actually increased;
- (c) the age constraints of the UAP were in (conceptual) conflict with true preparation for the work world -- the hope (and UAP directive) being that participants would re-enter the formal education system;
- (d) what was being offered in some situations (given the above), was "pre-vocational" training, e.g. in sewing, craft;
- (e) the provision of vocational / technical training required additional space, and this was already problematic in some programmes.

3.5. Participants' background and perceptions:

A total of 98 students were interviewed from the different programmes, the breakdown of representation being as shown in Table 1.

3.5.1. Demographic background:

The mean age of the programme participants was 13.47 years, with 65.3% being aged 10 to 14 years inclusive, and another 23.5% being 15 years old. This indicated that these latter would have been 14 years old if they entered the programme one year ago. There were somewhat more girls than boys, the proportions being 55.1% and 44.9% respectively. About one-third of the children (30.6%) lived with their natural mother as the only parent. Another 24.5% lived with both mother and father, and 16.3% with mother and step-father.

3.5.2. Schooling background :

The question of being in "*regular school*" was asked of programme participants. There are some uncertainties regarding these responses however, as it was recognized that some children considered their current programme of activities (i.e. in the NGO programmes) as being "*regular school*".

Approximately two-thirds of the sample (64.3%) indicated that they were still in regular school. Among the main reasons given for why children stopped going to regular school, were (Table 2):-

TABLE 2. Main reasons why children no longer attended regular school

	Main reasons why stopped going to regular school	# responses
o	reasons other than those listed below	16
o	financial problems	7
o	could not keep up with the lessons	5
o	asked to leave / expelled	3
o	school too far away / had transportation problems	2
o	just did not have any interest	1

3.5.3. Perceptions of education and the future:

Most children (84.7%) regarded a "good education" as being very important. Most also thought (87.8%) that their parents felt this way. The programme participants were also asked to think about "*life – children, education, work, and other*" ... aspects of the future, specifically as it related to five (5) years' time.

There were a few questions which could be asked about the children's comprehension of this task. This was realized in reviewing overall (and cumulative) expectations relative to the period of time during which the expected could be achieved. Any deficits in this respect would be viewed under e.g. "*careers guidance and counselling, time management and setting personal goals*". Specific concerns were:-

- o their general ability to hypothesize (substantiated by some tutors who indicated limited creativity);
- o the extent to which they grasped the concept of "5 years from now"; and
- o the extent to which they appreciated limitations with respect to planning, achievements, time taken to complete specific tasks and acquire certain skills etc.

Children: Most participants (72.4%) indicated that they "*would not yet be ready for children*". Another 16.3% said that they would have had one (1) child by then, with 11.2% thinking that they would have had 2-3 children within that time.

Education: There was a strong interest in pursuing further education -- even to the tertiary level, and 59.2% of the children felt that within the next 5 years, they would have gone on to further study -- maybe at the tertiary level. Another 20.4% indicated that they would have gone on to, or completed skills training, and 14.3% said that they would have gone back to school at the primary or secondary level. Only 6.1% said that they would not have returned to the school environment.

This attitude could be regarded as a relatively strong indicator of programme effectiveness.

Work / Job: Approximately one-half (51.0%) of the children thought that within the hypothetical 5-year period, they would be working in (someone's) business or job, while another 28.6% of the students felt they would be working in their own business venture. The others (20.4%) did not think they would be working.

Other related aspects: The participants were asked about their 5-year plan for other life-related aspects. Almost one-half (48.0%) felt that they would have *migrated*, 56.1% that they would have *moved into their own home*, and 34.7% that they would have *married*.

Career aspirations – "what the children want to be": There was a very wide range of careers of interest to, and identified by the children. Those for which there were multiples responses were (Table 3):-

TABLE 3. Preferred career choices

Career choices	# responses
doctor	9
nurse	7
soldier	6
not sure	6
teacher	5
auto mechanic	4
lawyer	4
performer / actress	4
police	4
pediatrician	3
actor / dancer	2
air hostess	2
carpenter	2
electrician	2
hairstresser	2
pilot	2

3.6. Participants' knowledge & perceptions of UAP:

Just over one-half of the participants (53.1%) said they had heard of the Uplifting Adolescents Programme (UAP). This substantiated the qualitative data suggesting relative ignorance of the actual programme name. With respect to programme content, approximately three-quarters of the participants indicated that the different areas were covered in their programmes. The affirmative responses for *Personal & Family Development*, *Reproductive Health*, and *Literacy / Remedial Education* were 73.5%, 75.5%, and 79.6% respectively. Fewer (57.1%) said that *Vocational / Technical Training* was included.

Participants were asked about attendance pattern for "this" programme -- whatever their interpretation of the programme might be --, and results indicated that attendance over the previous two (2) weeks averaged 7.8 days. One third of the children (33.7%) attended on all 10 days, while 16.3% attended for 6 and 8 days' each respectively.

The education environment and personal change / development as a result of school attendance represented the main areas identified by children for "what they liked" about the programme (Table 4). These included the teaching / teacher, interest in specific classes, and books used.

TABLE 4. Aspects children liked about the programme

Aspects ¹ liked about programme	% indicating
attending the catering classes	19
the books we use	18
builds self-confidence	9
like to read and write	8
woodwork	8
teach manners and how to behave	8
like dancing	7
the discipline of the school is good	6
teachers help (me) to read	6
allows you to meet people	5
personal upliftment	4
get to express myself	4
enjoy performing	4
teachers are very patient	4
learning	4
teaches us to have control -- to say no to sex	4
to do English and Maths.	3
learn multi-skills	3
everyone cares for each other	3
have a lot of fun	3
helps to expose your talent	3
counselling with teachers	3
the togetherness that it allows	3
the stress on education	3
get a chance to do things not done at home e.g. drama vs. watching TV	2
the work is good (beneficial) -- I learnt a lot	2
attending catering and maths classes	2

1: respondents allowed two (2) responses each

Children found it more difficult to identify aspects that they disliked about the programme. Each respondent was allowed two (2) responses, but many failed to use their options (Table 5). Of those who responded, it was found that much of the discontent was with social / behavioural aspects -- as related to their classmates, and to teachers. Certain programmatic features were also identified e.g. crowded classes, late night classes, and a desire to have programme expanded.

TABLE 5. Aspects children did not like about the programme

Aspects ¹ not liked in programme	% indicating
o no reasons	61
o the children are too noisy	12
o some students fight in class	8
o how teachers treat students at times	6
o the behaviour of other students sometimes	6
o the class is too crowded	4
o too much stealing (outsiders & programme members)	3
o late night rehearsals	3
o programme needs to be expanded	2
o some students turn up late and because of that classes start late	2
o attending leather craft and sewing class	2
o do not like leather craft	2
o some students carrying knives in class	2
o talking	2

1: respondents allowed two (2) responses each

Estimates and ratings of programme content:

Children were also asked whether specific areas were covered in the programme activities that they did at school (Table 6). In general, the responses mirrored the emphases placed by the respective programmes. There were also differences however, between how coordinators and participants regarded programme content. Some coordinators / managers had indicated that certain topics had to be addressed tangentially, as children might not readily understand. It appeared that this was in fact so, and further, even though specific areas might have been said to be included, some children still did not understand that they had been.

It should be noted that many children were unfamiliar with the term "*family planning*". Importantly, this was used to avoid using the word "reproductive", which it had earlier been realized was also not understood. "Family planning" therefore had to be explained as best as possible without influencing questionnaire administration i.e. without providing too much information. A similar situation was found for the word "*prevent*".

TABLE 6. Children's review of aspects included in the respective programmes

Programme content items	% saying that items included				
	<i>Ashe</i>	<i>RFSO</i>	<i>WSUC</i>	<i>Women's Centre</i>	<i>YWCA</i>
a. what the school rules are	76.7	100.0	82.4	95.2	88.9
b. where to go for help in <i>family planning</i>	83.3	30.0	41.2	33.3	77.8
c. how to prepare for a job interview	50.0	90.0	43.8	42.9	77.8
d. how to <i>prevent</i> a fight	90.0	90.0	47.1	66.7	94.4
e. how people make babies	96.7	90.0	70.6	9.5	88.9
f. what "drug abuse" is	82.8	70.0	70.6	28.6	88.9
g. how to care for people in your community	73.3	80.0	100.0	71.4	88.9
h. how to do drama, music or dance	96.6	30.0	76.5	57.1	94.4
i. how to get along with your mother	100.0	100.0	100.0	90.5	88.9
j. planning what you want to do later in life	83.3	90.0	94.1	100.0	94.4

Children were asked to rate different aspects (Table 7) of the programmes in which they were involved. The activity was not well understood very well, and caution is therefore advised in placing too much emphasis on these results. Although children were provided with the full range of numbers from which to choose (i.e. from "1" to "10", one of the tendencies was to work with extremes. The word "*equipment*" was also not well understood.

In general, the results again somewhat reflected the differing emphases of the respective programmes. Teacher assistance with children's problems was highly rated. It is likely that this aspect was an outstanding feature to children, especially when considered relative to the previous learning environment i.e. the limited individual attention given them in the regular school system.

TABLE 7. Children's ratings for features of the respective programmes

		ratings ¹ of programme components				
		<i>Ashe</i>	<i>RFSO</i>	<i>WSUC</i>	<i>Women's Centre</i>	<i>YWCA</i>
a.	materials & equipment used for teaching	7.7	8.8	7.9	6.3	8.3
b.	how the teachers teach	9.2	9.3	9.6	7.0	9.7
c.	ways that parents get involved in the programme	7.4	8.3	7.6	3.6	8.8
d.	ways that students get involved in the programme	9.0	6.8	7.9	6.4	6.8
e.	activities like drama, music, or dance	9.5	5.4	7.8	3.7	8.1
f.	ways that students help each other with problems	7.7	7.6	8.4	5.6	4.4
g.	ways that teachers help students with their problems	9.0	9.6	9.8	8.2	9.7
h.	other services that you know about, or can use, because of the programme -- like <i>family planning</i> or <i>drug abuse</i>	8.8	5.5	6.8	3.3	9.8
i.	getting along with people in your community	7.9	9.3	8.8	5.0	8.4

1: ratings from "1" (very very poor) to "10" (very very good); "0" = not applicable

4.0. Recommendations:

Improving comprehension / use of EC's as benchmark:

1. Limiting comprehension of the concepts surrounding the "effectiveness criteria" could be reduced within one of the training courses implemented by the UAP, wherein the programme managers (not necessarily the coordinators) use the criteria to assess / rate their own programmes.
2. Since the process is now essentially one (1) year old, the managers / tutors themselves could be asked to review in detail, each component in the context of their programmes. This exercise could be facilitated by a moderator (e.g. as a focus group discussion(s)), and the "process findings" used to provide additional insights for managers / coordinators / tutors, as well as the UAP personnel, into the details and complexities involved in administration -- with changes made due to need for flexibility being key issues. These should assist in providing (a) programme guidelines for future implementation; (b) new directions for existing programmes; and (c) revisiting the key issues found during the past year.
3. There could be more sustained, ongoing, programmed monitoring & evaluation (M&E) of the overall programme by NGO's -- to remove some of the fears attached to the process of assessment in general, and specifically as seen in the presence of the consulting team.
4. There could be a more structured introduction to assessment, i.e. research procedures, data gathering and management, evaluation, confidentiality -- to increase familiarity with and use of related procedures, and again remove some of the fears inherent in the process just completed.
5. **EC's to be emphasized:**

PFD. #4: *Careers guidance and counselling, time management and setting personal goals:*

 - (a) with added emphasis on role playing opportunities for introduction / exploration of all related concepts;

PFD. #7: *Parenting skills and adolescent-parent workshops to improve family relationships:*

- (a) it should almost be mandatory that such sessions be held, and that parents / adolescent-parent dyads (or triads) attend;
- (b) number of sessions should be reduced (see 4.3.)
- (c) format should be reviewed to facilitate parent / adolescent-parent counselling.

6. EC's to be eliminated / otherwise modified:

PFD. #5: *Organized peer and group counselling programme:*

- (a) peer counselling should be eliminated in form likely intended;
- (b) alternatively, this should be offered if and only if, both group and individual counselling programmes have been adequately organized;

PFD. #7: *Parenting skills and adolescent-parent workshops to improve family relationships:*

- (a) the expected numbers should be reduced to a maximum of N=2 for each of annual (i) parenting skills; and (ii) adolescent-parent workshops if there is to be any expectation of structure;

PFD. #8: *Regular programme of recreational and cultural activities, including organized drama, music and dance:*

- (a) the list of activities should include room for options based on resources, interest, and any other factors i.e. instead of reading "including", it should read "for example".

PFD. #9: *Substance abuse prevention counselling and / or referral:*

- (a) should not read "comprehensive";
- (b) staff training in substance abuse should be an alternative to having sessions / access to trained trainer(s) / counsellor(s) from other organization;

- (c) access to external professional should be as "monthly" or "as needed", rather than "weekly";

PFD. #11: *Established mentoring programme:*

- (a) should be eliminated since unrealistic at this time;
- (b) could be substituted with "pal" or "buddy" programme, but this might not have to be instituted;

RH.# (f): *Comprehensive Family Planning Services:*

- (a) *condom distribution* should be eliminated as an EC;

RH.# (h): *On-site access to contraceptive information and condom is provided to all programme participants:*

- (a) *condom distribution* should be eliminated as an EC;

RH. (Additional) #1: *Individual case management:*

- (a) should be eliminated as an EC in this form, but can remain as optional, with back-up / support from nearby referral centre(s);
- (b) request maintenance of "files" rather than "history charts" in ECs;

L/RE Education # (ii): *In-depth needs assessment and service plan:*

- (a) eliminate "individual charts developed and maintained" as unrealistic with current environment -- instead substitute "files";

V/TTE #2: *Instructional materials and equipment:*

- (a) eliminate "have apprenticeships or work experience programmes with private sector built in";
- (b) suggest instead that placement for relevant participants should be to schools / institutions with that type of programme built in;

V/TTE (Additional) # b: *Flexible hours:*

- (a) eliminate reference to hours "... built around student availability based on time constraints ...";
- (b) instead suggest classes be held during convenient off-hours e.g. afternoons, to allow students to conduct other activities related to e.g. (regular) school attendance, income-generating and parenting, as well as attend NGO / UAP institution programme;

7. 4.4. EC's to be added:

PFD: *Intake / guidance counselling:*

- (a) each participant should be interviewed in-depth prior to commencement (but intake not dependent on same), to obtain information re e.g. reasons for leaving regular school, home situations, etc. This data should be kept on file;

PFD: *Parent / caretaker intake sessions / counselling:*

- (a) parents / caretakers should be invited in for small-group intake sessions -- and acceptance dependent on attendance;
- (b) during such sessions, there should be discussions of e.g. expectations, general topics to be covered, "success / failure" criteria, schedule for parent and adolescent-parent workshops.

PFD: *Student gains in discipline / other related social behaviours:*

- (a) this should be highlighted to include e.g. timely and regular attendance, personal / self-discipline hygiene, reduction in raucous behaviour, etc.

L/RE Education: *Student progress in numeracy and literacy:*

- (a) student gains made in numeracy and literacy should be rewarded;

4.5. Operational aspects as related to programme / EC's:

8. There should be a somewhat more organized approach to lesson planning for those NGO's with individual centres.
9. In encouraging literacy / remedial education, the environment could be improved to facilitate greater involvement in e.g. reading. Therefore, more books / pamphlets could be made available and accessible to participants.
10. Separate personnel could be assigned within each programme for behavioural (inclusive of much of the Personal and Family Development area) vs. tutoring functions (e.g. Literacy / Remedial Education).
11. It might be possible for NGO's to allocate specific personnel from within their institutions to attend (most of the) relevant training programmes, the latter of which could be scheduled well in advance. This might allow NGO's to take a more planned, structured approach to office and programme management, emphasizing the positives rather than the negatives related to the Development Associates' training activities. A trainer-of-trainer approach could also be implemented within the NGO's to ensure benefits to all.
12. The limited space found in most programmes is somewhat unreasonable. It is not realistic to reasonably attempt to improve children's overall development in such confined physical situations.
13. Greater acknowledgment has to be given to the importance of the children's home background, and the impact that this has on performance -- and ability of the programmes to meet the effectiveness criteria..
14. Parents should be more involved in the implementation of the UAP activities through the NGO's. There are many on the sidelines who need to be more integrated -- hence ensuring greater effectiveness through the current criteria.

The future:

15. Increased flexibility has to be shown in programme assessment as being measured through the EC's. There is no standard population / target group / participant in any of the programmes, or in the overall UAP. With the focus on deprivation, and the clear gains said to be made through the more individualized approach, it is almost certainly the more flexible approach to implementation which has been important -- while superimposed on the programme outline. The EC's are important in measuring programmatic development and success, but the coordinators would need to be more suitably appraised of how to integrate flexibility of approach to ensure that EC's are still relevant. Currently, a few coordinators are stilled with fear based on their perceived / estimated need to adhere to the EC's -- at least as was found here.
16. The possibility of formally integrating the services / activities of the regular centre facility (where present), with those of UAP could be further explored. Significant resources exist in some centres, which are not being made officially available to the UAP. Although this would require logistical, technical and managerial changes in construct, it might be worth the while -- likely resulting in more efficient centre / programme organization and increased chances of appropriate implementation as measured by the effectiveness criteria.
17. Although likely unrealistic, the possibility of (re)integrating some of these project areas into the regular school programme could be explored e.g. as already being done with participating schools for "Life Skills" topics. A significant amount of benefit seems to be accruing within some of these school environments to children and teachers alike, from the presence of such programmes. In addition, it is likely to be these schools through which UAP programme participants would "return" to the system.
- Over the longer-term, there are likely to be important gains to be made by (a) preventing any need to increase the scope of the programme, and (b) strengthening / reinforcing the environment in which the programme participants practice their new-found skills.
18. There should be a more structured introduction to psychology -- to increase (a) coordinators' / managers' familiarity with related procedures, (b) appreciation for limitations of the respective programmes' current approach to participant counselling; and (c) realization of need for occasional use of professional counselling services and / or more in-depth individual care.

UPLIFTING ADOLESCENTS PROJECT

VOCATIONAL/TECHNICAL TRAINING ELEMENTS

1. Programs should provide **two or more skill courses** or have access to courses to two or more through another organization that has the capability.
2. **Instructional Materials and Equipment** are applicable to the skill area and have apprenticeships or work experience programs with the private sector built into the courses.
3. When deemed necessary, program should include **remedial instruction**. Instructional material should be representative of students' literacy/numeracy skills, age, life situation and the technical/vocational skills being learned.
4. Programs include **job preparation and placement**. Where practical, and within the capability of the NGO, follow-up of these participants should be built in to the program.

Program Strategies:

Approved Proposals should include the following strategies in implementing the vocational and technical training component.

- ▶ Programs are conducted in a safe, clean nurturing environment that is easily accessible to students.
- ▶ Programs offer flexible hours. Programs for out-of-school youth are built around student availability with a recognition of time constraints due to income generating and parenting activities that are unavoidable.
- ▶ Programs are age-appropriate and are designed with the recognition that students operate at varying learning levels with different skill- and literacy-levels. Classes and/or group work recognize these different levels.
- ▶ Programs account for the fact that students have different and specific learning needs based on the causes of school difficulties or dropout, the length of school absences and the level of education assimilated while in school.
- ▶ Instructors are trained or have considerable experience in the skill area being taught.
- ▶ Lessons are structured with clearly identified goals and defined activities.
- ▶ The NGO has links with the private sector when the private sector is willing to assist with providing skill resources.
- ▶ Students' instructional materials are delivered in formats appropriate to the level of literacy and reading comprehension in participants.

UPLIFTING ADOLESCENTS PROJECT

LITERACY / REMEDIAL EDUCATION

- i. **On-site Testing** is available to all program participants to assess literacy and numeracy skills. It is also desirable, when facilities are available either on-site or through referrals to another organization close by, that testing is conducted to assess possible learning disabilities and vision problems.
- ii. **In-Depth Needs Assessment and Service Plan** is developed for each client based on test results. Individual charts are developed and maintained.
- iii. **Remedial and Literacy** lessons are available to all participants. These should use a structured format with clearly identified goals and activities and a curriculum that is sensitive to students' attention spans. Specialized instruction is provided by tutors or teachers in specific remedial subject areas.
- iv. **For In-School Youth**, structured homework programs are offered on a consistent and regular basis. Individually-tailored homework assistance and tutoring in remedial education are provided.
- v. **For Out-School Youth**, structured programs are provided on a consistent and regular basis to assist participants to re-enter the formal educational/technical system or to complete a non-formal technical skills or entrepreneurial course.
- vi. **Teaching Capability** and instructional materials should meet the standards of the formal education system, but should be appropriate to motivate out of school youth to learn, and where possible, to return to the formal school system. Teachers must demonstrate a solid understanding of the needs of out-of-school youth and have experience working with remediation activities that encourage individuals to re-enter the education system.
- vii. **Student Instructional Materials** are delivered in formats appropriate to reading comprehension levels. Materials are designed according to student interests, and should include career options, life and parenting skills, preventative health care and community issues among the topics discussed.

UPLIFTING ADOLESCENTS PROJECT

REPRODUCTIVE HEALTH

- a. **Comprehensive Family Life Education (FLE)** is provided to all program participants in a structured format . Over five (5) year project, NGOs will be expected to adopt the standard curriculum of MEYC.
- b. **Sexually Transmitted Infection Counseling** is provided for both females and males. Clients are provided with both written and verbal information on the mode of transmission, treatment modalities, follow-up instructions and ways to prevent re-infection.
- c. **Direct Access to or Referrals for Clinical Services** including gynecological exams, pregnancy testing, and sexually transmitted diseases screening, treatment and follow-up is provided.
- d. **Comprehensive Family Planning Services** are available to program participants either on-site or through outreach . Services include reproductive health and sexuality counseling, gynecological exams, pregnancy testing and contraceptive education and methods are available. Condoms are distributed to participants, as requested, and as determined to be appropriate by the NGO after counseling.
- e. **Pre-and Post-natal Counseling** are available to pregnant and parenting adolescents. This includes counseling on nutrition, child growth and development, hygiene, immunization, and standard well-baby and safe motherhood care, and parenting skills.

Program Strategies: The following program strategies should, as far as practicable, be followed in implementing the Reproductive Health program:

- ▶ Individual Case Management is provided, as necessary, to all program participants. Case management includes intake counseling and needs assessment on reproductive and sexual health, referrals to other types of services that are not provided on-site, and follow-up care. Individual history charts should be maintained for those participants, especially in cases referred for clinical treatment, pre- and post-natal counseling, and those accessing family planning services.
- ▶ Group and Peer Counseling/education activities are provided on an on-going and regular basis. Youth are involved in the design, implementation and evaluation of all reproductive and sexual health program interventions.
- ▶ Gender-appropriate program interventions target both young women and men. The FLE curriculum of the MEYC, for example, uses gender-appropriate exercises and addresses issues such as gender roles, sexual pressures and violence.

UPLIFTING ADOLESCENTS PROJECT

PERSONAL AND FAMILY DEVELOPMENT

1. **Identification and Reinforcement of Basic Success Behaviors.** The basic rules to which all participants must adhere should be clearly identified to program participants. These rules should include attendance requirements, grooming restrictions, and required behaviors. The success behaviors that each participant is expected to exhibit (i.e. participate in group activities, cooperate when working with others, avoid insulting and criticizing others, etc.) should also be discussed with participants. It is desirable that, whenever possible and convenient at the service delivery premises, the rules and success behaviors should be posted in conspicuous locations.
2. **Coordinated Program of Activities to Develop Self-Esteem, Responsible Decision-Making and Leadership.** Staff members should look for areas of strength and improvement in participants and provide specific positive feedback on a regular basis. Achievements should be acknowledged both individually and during group sessions. Community members should be invited to give presentations on a regular basis in order to increase participants' exposure to positive role models. Participants should generally be assisted to more effectively assume responsibilities as adults by increasing self-knowledge, self-confidence, and decision making skills. Participants should receive information about the responsibilities of assuming a leadership role and the effectiveness of different leadership styles. Opportunity should be provided for participants to gain experience in various leadership roles with varying levels of responsibility. Role playing and audiovisual materials shall be utilized to help participants internalize the material and apply the information to every day situations.
3. **Conflict Resolution Training.** Participants should be trained in methods to effectively resolve inter-personal conflicts and to express negative and positive emotions. This training should be participatory and should include strategies for assessing the situation, identifying possible options and the likely consequences, and choosing the option that will produce the desired outcome.
4. **Careers Guidance and Counseling, Time Management and Setting Personal Goals.** Possible job options and the training and education required for each job should be explored with participants. Community members in various career areas should be invited to talk with participants. The importance of self-presentation (i.e. projecting your voice, maintaining good eye contact, using complete sentences, etc.) in social inter-actions, especially in job seeking and performance, should be reviewed with participants and staff should give participants regular feedback on their self-presentation skills. Role playing opportunities should also be provided for participants to practice self-presentation. The importance of setting short-term and long-term personal and vocational goals and the strategies necessary for achieving these should be explored. The importance of budgeting time and effective time management strategies should also be covered.
5. **Organized peer and group counseling program.** A comprehensive peer counseling training program should be offered to program participants. Peer counselors should be trained to provide basic information regarding the NGO's youth interventions in a supportive environment. Peer counselors should also assist with facilitating group sessions, focusing on topics of interest or concern to participants, and which should be conducted on a weekly basis. At least one staff member should be a trained facilitator in individual and family counseling, who has training and experience in assessing emotional disturbances. Individual counseling should be available as needed to participants who are in crisis or are struggling with issues that require a more in depth approach than group counseling sessions. NGOs should also arrange for off-site counseling for participants, when appropriate, or desirable.
6. **Organized Program of Activities to Promote Community and Social Responsibility** Participants should have a variety of opportunities to positively impact their community by working with local organizations to provide

UPLIFTING ADOLESCENTS PROJECT

community service or increase community awareness about various issues. Activities may include working with the elderly, tutoring younger children, or providing environmental awareness programs for community members.

7. **Parenting Skills and Adolescent-parent Workshops to Improve Family Relationships.** Parenting skills workshops should be held at least four times annually and should include basic information about children's and adolescents' needs at different developmental stages, effective methods for handling behavior problems, and group sharing of common problems and effective solutions. Joint adolescent-parent workshops should also be held three or four times annually to promote open discussion and assist family members in understanding each other better and in negotiating mutually acceptable solutions.
8. **Regular Program of Recreational and Cultural activities, including organized drama, music and dance.** Participants should have the opportunity to engage in a variety of sporting or recreational activities on a regular basis. An instructor who is responsible for providing training on a regular basis should be identified. Dance, music, and drama club performances should provide information on topics of interest to adolescents or provide participant with guidance on how to handle difficult situations.
9. **Substance Abuse Prevention Counseling and/or Referral.** A comprehensive presentation regarding substance abuse prevention should be provided to all participants. On-going education regarding the consequences of substance abuse and effective ways to respond if pressured by peers to use drugs or alcohol should also be provided. At least one staff member should be trained in substance abuse counseling or a substance abuse counselors from another organization should be available to participants on a weekly basis.

The following content criteria should be included in the Personal and Family Development component of NGO program proposals when other aspects of the proposal do not provide similar content.

10. **Reproductive Health Counseling and/or Referral.** Comprehensive presentations should be provided to participants regarding reproduction, sexual health, and contraception. Program content should also include effective ways to respond to peer pressure, and pressure from partners to have sexual relations before the adolescent is ready. Referrals should be made when necessary to more qualified or specialized agencies for participants whose needs exceed the program content.
11. **Established Mentoring Program** As appropriate, the mentoring program should ensure that each participant has regular contact with a caring adult who can offer support and guidance and model appropriate behavior. A standard training program, a minimum time commitment, and approved activities should be clearly outlined. Procedures for monitoring mentoring relationships should also be developed.

UPLIFTING ADOLESCENTS PROJECT

WORKSHOP ON

The Review of UAP Effectiveness Criteria

September 29, 1998

Medallion Hall Hotel, Kingston 10

PARTICIPANTS' EVALUATION

The workshop's objectives are:

- i. *To enable the collective review by Sub-Grantees of the Report on the Rapid Appraisal of UAP Effectiveness Criteria;*
- ii. *To review progress made by the NGOs in delivering services to at-risk youth using the Effectiveness Criteria of the UAP; and*
- iii. *To make joint recommendations for modifications and acceptance of the Effectiveness Criteria, and for effective future action best suited for UAP Sub-Grantees.*

A. Workshop Content

Please review the statements given below and give your opinion on each by ticking the box which represents your views most closely. The following key should be used for the boxes:

- | | | |
|-------------------|-----------------------|---------------|
| a. Strongly Agree | b. Agree | c. No Opinion |
| d. Dis-agree | e. Strongly Dis-agree | |

1. The objectives of the workshop were met.

- a. b. c. d. e.

2. Materials distributed were relevant to the workshop's content and objectives.

- a. b. c. d. e.

3. The organization of workshop's schedule and activities was well structured.

- a. b. c. d. e.

4. The workshop's content was relevant to my work with youth through the NGO.

- a. b. c. d. e.

5. I feel that I now better understand the UAP Effectiveness Criteria and their application in the program for at-risk youth, which I serve.

- a. b. c. d. e.

6. My overall evaluation of the workshop is positive.

- a. b. c. d. e.
-

B. Participant's Comments

Please take a few moments to provide below some written comments on the workshop.

1. What two positive features or aspects of the training received at this workshop stand out in your mind most?

2. Was there anything negative, in your opinion, about the workshop?

3. What kind of follow-up activity would you like to see in this area?

4. Any other overall comments:

UPLIFTING ADOLESCENTS PROJECT
TRAINING WORKSHOP
ON
REVIEW OF THE U.A.P. EFFECTIVENESS CRITERIA
September 29, 1998

PARTICIPANTS' COURSE EVALUATION

Evaluation Completion Rate

Of 25 persons attending this workshop, 20 completed the evaluation questionnaire, for a completion rate of 80%.

General Evaluation Results

The average rating on Workshop content was a disappointing 3.52. This score is to date the lowest ever for a UAP workshop using the existing evaluation format. Most UAP workshops are rated at least 0.9 to a full point higher. Most of the respondents did "Strongly Agree" (S/A) or "Agree" (A) with 5 of the 6 factors in this section of the questionnaire, but enough respondents rated each of the six factors "No Comment" (N/C), "Disagree" (D), or "Strongly Disagree" (S/D) to drag the overall score down to the 3.52 level.

Seventeen (17) separate positive features were defined, ten (10) negative features, and fifteen (15) and ten (10) respectively under "Desirable Follow Up" and "Overall Comments". Participants' positive comments generally related to their appreciation of the opportunity to review the effectiveness criteria again after the time that has elapsed since the preparation of their grant proposals. Negative comments focused on the quality of the presentations, which most found to be below the usual UAP standards. Only for "Desirable Follow Up" and "Overall Comments" was "None" or "None Stated" the most popular response.

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

Section A: Workshop Content

The overall score in this section was 3.52 out of a 5.00 maximum. The high scoring factors in this section were:

- ▶ "The workshop's content is relevant to my work..." (3.95)
- ▶ "I feel I now better understand the Effectiveness Criteria and their application.." (3.85), and
- ▶ "The workshop materials were relevant to the program" (3.75).

For the first time, and perhaps only by default, the factors "The workshop's content is relevant to my work...", and "I feel I now better understand the Effectiveness Criteria and their application.." were the most highly rated. It is clear from the scores, and this conclusion is supported by the negative and overall comments made that participants did not necessarily feel better about these factors than they have in the past, but that they felt that the other factors needed to be rated significantly lower this

time than for other workshops. In previous workshops, the N/C, D and S/D ratings were used very sparingly, with only 1-3 participants out of 25 to 40 respondents opining this way. For this workshop, the number of combined N/C, D and S/D ratings for each of the six factors respectively were 8, 5, 12, 3, 3, and 8 respondents out of 20. This evaluation shows that between 15% and 60% of respondents did not have a positive opinion about the six factors, and on the other side, none of the respondents "strongly agreed" with three factors: "Workshop materials were relevant...", "..organization of the workshop schedule was well structured", and "My overall evaluation of the workshop is positive". The factor "Workshop materials were relevant..." was the only one which did not receive either a D or S/D rating. These ratings represent a significant decline from established standards which the UAP must move quickly to repair through thorough analysis and action.

Section B: *Participants' Comments*

As usual, this section had four evaluation areas, and as reported above, "None" or "None Stated" was the prevalent response only under **Desirable Follow Up Activity** (7/20 - 35%), and **Other Overall Comments** (9/20 - 45%). Only 20% of respondents (4/20) identified nothing negative in the workshop.

Conversely, all respondents identified at least one positive feature of the workshop. Seventeen separate features were identified by the 20 respondents. The majority of positive views had to do with the opportunity to review the effectiveness criteria either for the first time, or again. Some of the comments reflecting this sentiment, and their frequencies, included:

- ★ *I was able to focus on the effectiveness criteria, on their importance and the expectations from the NGOs (8);*
- ★ *Small group discussions allowed participants to express how they felt (6);*
- ★ *High level of participation from participants although the opportunities provided were few (3);*
- ★ *I will be able to use the discussions to strengthen my weaknesses (1); and*
- ★ *The effectiveness criteria were constructively criticized; I was made aware of the services available(1).*

Other participants appreciated the opportunity to discuss these issues with fellow NGO leaders, as evidenced by:

- ★ *Talking with other Directors of UAP NGOs (2); and*
- ★ *Exchange of experiences with others, and impressions of the Effectiveness Criteria (2).*

Still others were pleased at one of the outcomes of the workshop:

- ★ *Concretization of the effectiveness criteria for each area (1)*
- ★ *Recommendations were accepted (1); and*
- ★ *Solutions were identified to deal with the four UAP components. (1)*

Of the ten **negative** features identified, five received multiple endorsements. Most respondents felt that the workshop was poorly structured, and that the presenter was long winded and uninteresting. Two comments, each by a single participant, diverged from this trend, and identified that they would

have preferred to hear more from the NGOs and from the Government of Jamaica regarding their views on the effectiveness criteria. These were the minority view, however, in a sea of criticism, as represented by the following comments:

- *Structure and time management were poor; did not allow objectives, especially #3, to be met. Too much emphasis on reviewing materials which were distributed before: we could read the findings - we needed to discuss the recommendations. More time should have been spent on what works and what doesn't. (6);*
- *Boring, long-winded; lacked creativity, too slow and labored, uninteresting. (3)*
- *Delivery by presenter was poor (2); and*
- *Presenter did not give clear instructions, was not very clear.(1)*

Other respondents felt that the NGOs which were the subject of the study were perhaps too sensitive to the criticisms presented in the findings of the report, and thus contributed to the workshop going off track in the early sessions. Some participants identified the following negative features:

- *Mis-perceptions, defensiveness of the NGOs, which thought they were being assessed (3)*
- *NGOs felt slighted and came vexed; the researcher and those NGOs were at odds at the beginning (2); and*
- *Workshop went off-course at the beginning, and took time to regain focus (1).*

Under **Desirable Follow-Up Activity** seven (7) respondents did not mention any, but the other 13 respondents made a total of 15 separate comments between them. Accordingly, only two of these comments received multiple endorsements:

- ▶ *Networking with the NGOs (3); and*
- ▶ *Need a forum - not too formal, for genuine sharing of materials that work (2).*

The other thirteen **desirable follow-up activities** identified each received only one endorsement, but several comments, which appear to be very instructive to the UAP, emerged:

- ▶ *Could a newsletter (2 or 4 times annually) be used to link the activities of the NGOs and share information with each other?*
- ▶ *Need more feedback. Wanted to hear more of what's happening in the NGOs;*
- ▶ *Perhaps a panel discussion with stakeholders - USAID, UAP, Youth Division, the sub-contractor, and about five sub-grantees would have been more dynamic and fruitful;*
- ▶ *Objectives 2 & 3 (of the workshop) were not met. Follow-up discussions needed;*
- ▶ *Changed effectiveness criteria based on the recommendations; and*
- ▶ *Discussions with the individual NGOs.*

Perhaps less instructive, but certainly note-worthy for UAP attention, were the following comments:

- ▶ *Develop an organized visit plan;*
- ▶ *Develop monitoring and evaluation tools; and*
- ▶ *Rapid Appraisal should be pointed out to projects when visiting.*

In the **Other Overall Comments**, nearly half (9/20 or 45%) of the respondents chose not to provide a comment. The other eleven respondents had a total of 10 comments, one of which was endorsed

twice, and the others singly. Three participants generally felt that the workshop was useful, and enlightening. This was perhaps a measure of the importance of the subject of the workshop rather than an evaluation of its conduct, when contrasted with the negative comments made.

A few participants carried over their negative feelings to their overall views:

- *A bit disappointed with the workshop - I needed to know where we go from here;*
- *Information should have been discussed with the NGOs prior to the workshop, so that there would be a more bottom-up approach.*

Others were more optimistic in their views, and offered a brighter side:

- *I will examine the negatives based on the effectiveness criteria, and develop the tools necessary to make them more effective;*
- *With the study report being examined, I'm sure the negative comments will help to provide solutions to problems;*
- *Objectives 2 & 3 need to be covered in more detail.*

Two participants felt that the structure could have been improved to save time:

- *NGOs should have been asked to send feedback on the report to reduce the length of the program; and*
- *Time was too long - half a day better structured would have been very effective.*

Summary:

It is clear that in spite of the disappointing ratings given to this workshop by participants, they nevertheless understood the importance of the subject - the effectiveness criteria. It is very noteworthy that all participants were able to identify a positive feature of the workshop.

Negative comments centered on the structure of the workshop, and the quality of the presentations. In the eyes of the participants, the negatives have evidently not devalued the importance of understanding the application of the effectiveness criteria to their grants. It is also very encouraging to see the variety of valuable suggestions arising from participants, many of which the UAP should take steps to implement.

The negative comments in themselves also provide lessons for the UAP. More care must evidently be taken to assure that the previously attained standards in arranging and structuring workshops are regained. Perhaps greater control must be exercised in the design of the workshops' their agendas, and methodologies, whether independent consultants are involved or not.

In the final analysis, the workshop was indeed useful, for both the positive and the negative results.

Prepared by: Sam Dowding, NGO Coordinator, UAP (October 27, 1998)

UPLIFTING ADOLESCENTS PROJECT
 EVALUATION OF TRAINING WORKSHOP
 REVIEW OF EFFECTIVENESS CRITERIA
 SEPTEMBER 29, 1998
 PARTICIPANTS' EVALUATION TALLY SHEET

Section A: Views on Workshop Content							
Evaluation Factor & Weights	Strongly Agree 5	Agree 4	No Comment 3	Disagree 2	Strongly Disagree 1	AVERAGE SCORES	
1 The objectives of the workshop were met.	2	10	3	4	1	3.40	
2 Workshop materials distributed were relevant to the program.	0	15	5	0	0	3.75	
3 The organization of the workshop's schedule was well structured	0	8	4	5	3	2.85	
4 The workshop's content is relevant to my work with youth through the NGO.	3	14	2	1	0	3.95	
5 I feel I now better understand the Effectiveness Criteria and their application in the program	3	14	1	1	1	3.85	
6 My overall evaluation of the workshop is positive.	0	12	4	2	2	3.30	
Overall Rating on Workshop Content						3.52	

UPLIFTING ADOLESCENTS PROJECT
 EVALUATION OF TRAINING WORKSHOP
 REVIEW OF EFFECTIVENESS CRITERIA
 SEPTEMBER 29, 1998
 PARTICIPANTS' EVALUATION TALLY SHEET

Section D: Participants' Written Comments			
Frequency	B1: Positive features of the Workshop	B2: Negative features of the Workshop	Frequency
8	I was able to focus on the EC; focus better on their importance, and expectations from NGOs	Structure, time management were poor; did not allow objectives to be met,	
6	Small group discussions allowed participants to express how they felt	esp. #3. Too much emphasis on reviewing materials distributed prior, "we	
3	High level of participation from participants, altho opportunities were few	could read the findings. We needed to discuss the recommendations. More	
2	Talking with other Directors of UAP NGOs	time should have been spent on what works and what doesn't."	6
2	Exchange of experiences with others, and impressions of the EC	Nothing	4
2	Research & findings were relevant to UAP approach; important foundation to UAP effectiveness	Mis-perceptions, defensiveness of NGOs: thought they were being assessed	3
1	I will be able to use the discussions to strengthen my weaknesses	Boring, long-winded, lacked creativity, too slow & labored, uninteresting	3
1	Concretization of the EC for each area	NGOs felt slighted and came vexed: Researcher and those NGOs were at odds in beginning	2
1	Recommendations were accepted	Delivery by presenter was poor	2
1	NGOs realize we are in this process together, and need to network more	Researcher seemed disorganized	1
1	EC were constructively criticized; I was made aware of services available	Presenter did not give clear instructions, was not very clear	1
1	Solutions were identified to deal with the 4 components	Workshop went off course at beginning, and took time to regain focus	1
1	Review of the EC in PFD and LRE	Did not get what I expected. - was hoping to hear more from other NGOs, &	
1	The difficulties NGOs are experiencing with implementation of the EC	more in-depth information on the recommendations	1
1	Understanding the Rapid Appraisal, and what it wanted to accomplish	The Jamaican Government position on what's going on in the UAP was	
1	The need to use the EC as a tool for evaluation	not heard	1
1	Assessing the weaknesses and threats		

