



**UPLIFTING ADOLESCENTS PROJECT
AND
JAMAL FOUNDATION**

WORKSHOP REPORT

**"LITERACY & REMEDIAL EDUCATION
PART III - NUMERACY"**

FOR

**NON-GOVERNMENT
ORGANIZATIONS (NGOs)**

**Medallion Hall Hotel
December 9-10, 1998**

**The UAP is managed by Development Associates, Inc.
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INTRODUCTION

The Uplifting Adolescents Project (UAP) in collaboration with the Jamaica Movement for Adult Literacy Foundation Limited (JAMAL) conducted a two-day Workshop: "Literacy & Remedial Education. Part III - Numeracy" - December 9 And 10 1998. This Workshop arranged for representatives of UAP/NGO instructors who teach numeracy to "at risk youth" in the 10-14 age group, was attended by 36 persons on Day 1 and 35 on Day 2. Twenty nine of these were NGO Teachers/Instructors, ten officers from 15 organizations also participated in the opening session after which they attended a meeting with representatives of the Florida Association of Voluntary Agencies for Caribbean Action (FAVA/CA.) (See *Appendix I*, pgs. 23-26 for list of participants)

The main presenter/facilitator was Mrs. Jean Chang, Teacher-Trainer/Consultant attached to JAMAL. Other presenters were Mr. Seymour Riley, Director of Field Operations JAMAL and Mrs. Annette Prince-Carey, Supervisor of the Technical Services Department JAMAL. Dr. Joyce Robinson, UAP Training Coordinator, provided overall facilitative support.

The aim of the Workshop was to familiarize instructors with the curriculum content and the structure of the texts used in teaching numeracy to levels 1 to 3, and to develop the skill of selecting and applying appropriate methodologies/techniques which will encourage learning among at- risk youth"

The Workshop objectives were defined as follows:

To assist Teachers/Instructors to standardize assessment level in numeracy among At Risk Youth

To upgrade pedagogical skills in numeracy

To reinforce teaching numeracy as an integral part of functional literacy

(See *Appendix II*, pgs. 27-30 for Workshop Agenda)

The following is a summary of the workshop proceedings. NGO managers are asked to retain and to make it available to staff members who are involved in the teaching of numeracy to Levels 1 to 3. New teachers will find the information regarding the characteristics of at risk youth and the structure of the teaching manuals particularly helpful.

DAY 1: WEDNESDAY, DECEMBER 9

Opening Exercise: Welcome & Greetings

It was a very rainy morning with thunderstorms the previous night. At 9:15 AM – twenty/20 participants had registered and were welcomed by Dr. Joyce Robinson who apologized for the absence of Mr. Gladstone Carty Executive Director, JAMAL and Ms. Gloria Nelson, Dir. of Youth, Ministry of Labour, Government, Youth & Cultural Development who were both held up in traffic.

She introduced and welcomed Mr. Samuel Dowding, Acting Chief of Party, UAP and Mr. Daniel Gordon Project Officer USAID, Mr. Dave Schmeling and Mrs. Eileen Sanchez both of the Florida Association of Voluntary Agencies for Caribbean Action (FAVA/CA) and Mrs. Jean Chang, the main presenter. She then invited Mr. Dowding to perform the official task of opening the Workshop.

Mr. Dowding welcomed the participants to the third Workshop being presented in collaboration with JAMAL with whom the UAP continued to enjoy an excellent partnership designed to reduce illiteracy among adolescents in Jamaica.

He welcomed Mr. Schmeling and Miss Sanchez who were visiting as a result of an initiative taken the year before. This had resulted in a new partnership for FAVA/CA, UAP, NGOs or sub-grantees. He also welcomed the heads of the NGOs who were present. He wished them a rewarding meeting and relationship with FAVA/CA. In concluding, he pointed out that much had been accomplished in the two years of existence of the UAP although there was much more to be done. He lauded the volunteers on their spirit of dedication, congratulated them on what they had already achieved and expressed the hope that they would benefit much from the activities of the workshop.

Mr. Dowding introduced Mr. Daniel Gordon Project Officer, USAID who expressed his pleasure at being there and explained that the project was a joint effort between USAID and the Government of Jamaica under the direction of the Ministry of Local Government, Youth and Community Development. He hoped that the collaboration between, the donor USAID, FAVA/CA, the NGOs and the UAP would continue and grow in order to achieve a productive and desirable end.

Mr. Gordon commended the NGOs for their commitment and hard work in getting youngsters off the streets of the island and the UAP on organizing a Workshop so important in its attempt to address this area of great need. In illustrating the importance of literacy and numeracy he related the story of a young man at the automated teller machine who although having money in the bank had had to ask for help to access it because he was unable to read the instructions on the machine.

The importance of the work of UAP and the need for collaboration of that body, the NGOs and the schools to identify and focus on the factors that mitigate against learning should not be underestimated. He commended the willingness of USAID to assist in facilitating support programmes for the at-risk youngsters as well as their efforts to assist the youngsters themselves. He encouraged NGOs to register with USAID and to improve their structure, mission and levels of competence in order to ensure easier access to funding through that body.

Mrs. Gloria Nelson brought greetings on behalf of the government, and "unburdened" herself regarding the great need for the contribution being made by NGOs and voluntary organizations especially given the present social and economic climate in Jamaica. She pointed to the statistics, which revealed that young people in the 15-24 age group were the ones committing the major crimes and ending up in prisons. The basic problem she suggested was the lack of education, which results in lack of hope. She noted the objectives of the Workshop and congratulated the UAP on its efforts to address the problem. She also informed them of the recently established Youth Opportunities Information Center - telephone number 188-KMR-Y01C - and encouraged NGOs to call for assistance and information.

In the absence of Mr. Gladstone Carty who had still not arrived at this time, Mrs. Jean Chang was invited to say a word on behalf of JAMAL. She expressed the pride JAMAL felt in being associated with UAP in presenting a Workshop for the third time. She pointed out that although the mandate of JAMAL was to serve the 15 and over age group, children often sat in JAMAL classes and UAP encouraged "out of age group" children to be registered in their classes. The desire of JAMAL, she said, is to see its programme made redundant hence its willingness to assist in Workshops such as this one which would contribute to the achievement of this desire.

Presentation: FAVA/CA

Following the welcome and introductions Mr. Schmeling was invited to explain the role of FAVA/CA and the opportunities that exist for co-operation between FAVA/CA, the UAP and the NGOs. FAVA/CA, Mr. Schmeling explained, was a one-of-a kind programme. Recognizing the significant relationship it shared with Jamaica and the rest of the Caribbean, the state of Florida had made available a contribution of US \$533,000.00 to assist in the facilitation of training in Jamaica and other Caribbean islands.

Through FAVA/CA, Jamaica can therefore have access to assistance from professionals in a variety of disciplines and areas of expertise at virtually no cost. He outlined some of the projects already undertaken by the organization in areas of juvenile justice, guidance

counseling, library development, conflict resolution, family values among them. The brochure (See *Appendix III* pgs. 31-34) gives further details of their many projects. One completed Jamaican project was a music project for the aged in which FAVA/CA had provided technical skills and processed the cassettes, which are now being sold. Miss Sanchez, he explained, had accompanied him to try to learn more about Jamaica and for the benefit of the aged community in Jamaica to identify further needs and requests.

Applications for assistance from NGOs would be welcome and could be sent either by e-mail: WWW.favaca.org, letter, fax or telephone. NGOs could expect to be checked out for legitimacy but otherwise had to meet no specific criteria. A single paragraph statement of the request would be brokered by FAVA/CA and the logistics determined in 60 to 90 days. Finding suitable resource persons to fill the requests is usually the main problem experienced and the chief cause of delay in implementing a project.

In the question and answer session which followed, Mr. Schmeling suggested that NGOs prioritize their needs and join with other agencies with similar interests before making requests for projects. Together they could determine the extent of their need and the period of training required

FAVA/CA favors Workshops or Seminars of 3 to 5 days since presenters are usually employed elsewhere and can rarely afford more time. There are however opportunities for longer periods and these could be explored.

Local agencies would be free to charge registration fees, invite the wider public and could possibly make a profit on the venture since all major expenses of the volunteer and material are funded by the agency. Local responsibility would only include such activities as the organization of the Seminar/Workshop and minor assistance such as airport pick up.

The group was excited by the possibility of accessing the offer, asked that the UAP take the initiative in putting the organizations in touch with each other and in co-ordinating their requests. Mr. Dowding expressed willingness on behalf of the UAP to be the coordinating agency and to act as liaison between them for any future FAVA/CA - NGO co-operation.

Session: Numeracy Teaching Techniques to motivate At-Risk Youth

In convening the first session Dr. Robinson expressed concern at the inconsistencies which existed generally in staff training and teaching and at the instability brought about by changes in teaching staff which undoubtedly affected the behavior and motivation of at risk youngsters. She encouraged the NGOs to be consistent in their training efforts and expressed the earnest desire that Mrs. Chang's skills be fully exploited by the participants.

Before inviting Mrs. Chang to begin, Dr. Robinson on behalf of the Uplifting Adolescent Project, presented each participant with a set of books recently revised: *Numeracy for Adults*

Level 1	Teachers Manual Student Work Book
Level 2	Teachers Manual Student Work Book
Level 3	Teachers Manual Student Work Book

These had been labeled with the names of each NGO and participants were asked to receive and sign for them on behalf of their organizations. She emphasized that they were a donation from UAP at a cost of \$1600.00 per set. They were the property of the NGO not for personal ownership. She hoped that the assistance provided by the manuals would enable the energies of the teachers to be channeled into more creative work.

Mrs.Changs' presentation in this session utilized the lecture/ discussion method. She introduced the session Numeracy Teaching Techniques to motivate At-Risk Youth by initiating a discussion of these questions:

Q: Who are the youngsters we teach?

Q: Where do they come from?

Q: Why are they street children and dropouts?

Responses were: Street children, drop outs

They are dropouts for one or more of the following reasons:

Parents are not parents

Finances

No Parents

Hunger

The presenter although accepting that hunger was a problem, felt it was one which could be overcome by motivation. She went on to provide the following guidelines for motivating at-risk youth:

Do not use physical abuse, treat them as you would other children

Show love instead of anger

Listen to them, If you find you are not getting anywhere with them, stop and listen

Be innovative. Use fingers and toes for counting if you can find nothing else

Do not embarrass and make them feel small

Encourage and reward them for work done

Use icebreakers something unrelated to Mathematics to start classes,

Mrs. Chang reminded the participants that they would often be faced with youngsters who survived by selling and who claimed to know all there was to know in Level 1. In fact

the reality might be that students could add but have problems with place values. The key is to start with what the students know, remembering that illiteracy does not mean ignorance or stupidity.

Teachers should be willing to admit their own ignorance when faced with questions for which they have no answers. They should however promise to find out, or have students help them find the answers to the problem. Corrections should be taken in the right spirit with students being congratulated. It is also best to avoid the use of red pens for marking, Red X's are demotivating. One way of getting around this is to have students correct their own work before marking it.

Lesson preparation was one essential to motivating students, she pointed out.

- The teachers manuals are a great help but lessons need to be properly prepared in advance
- Teachers should teach only one lesson per session and re-teach in instances where lesson have not been learnt.
- A useful strategy is to introduce the lesson to the whole class after which the class can be divided into smaller multi-level ability groups doing different activities.
- Use bright students as teachers

The use of well-prepared teaching aids is another adjunct to good teaching. The manuals are helpful in providing advice on the type of aids to use and how to make them. She displayed several well-executed charts and posters, which she said, had been economically and easily produced. Old pictures, posters, calendars and boxes could be used to produce them. She offered to have sets made at JAMAL for a small fee if NGOs wished to order them.

The material on display included:

Sums charts

Addition Table

Hundreds Charts

Times Tables

One Year Calendar

Ordinal Chart - (useful for games)

Days of the Week

Months of the Year

Shapes

Metric Illustrations - e.g. Thermometer and metric ruler

Clock - with hours/minutes and seconds

Flash Cards for each numeral

Session: Curriculum Content and Structure of Manual – Level 1

Following lunch, Mrs. Chang introduced participants to the Level 1 Manual and Students Workbook. The objectives were examined and it was pointed out that the material, including the activities, had been carefully sequenced to allow for incremental learning. These objectives can be found in the handout; see *Appendix IV* pgs. 35-36

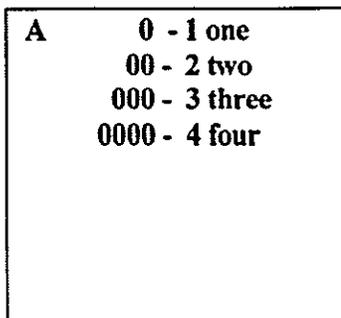
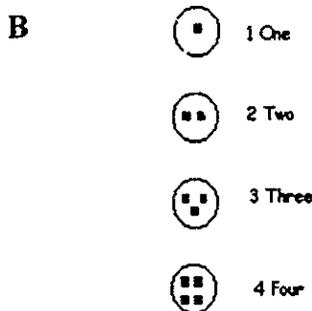
She emphasized the importance of counting objects in the classroom since the purpose of Level 1 is to develop an understanding of numbers and of the following concepts: same, equal; more or less; place values; addition and subtraction; measuring time and temperature.

Also important is the need to ask questions such as *"What does this mean?"* *Why is this so?* to get an understanding on how the students are following the advice.

The presenter did a demonstration lesson following the instructions given in Unit2, Lesson page 9. She gave the following advice as she taught:

- Following the text is important
- Keep it in hand as you teach. There is nothing wrong with that.
- Introduce numerals in a variety of ways but avoid spelling the word since at this point what is important is recognition, not their ability to spell.

When the presenter had written the numerals on the chalk board there followed a lively discussion on the wisdom of using circles (See A below) to represent numbers at this point since 0 is usually interpreted as zero and students tend to relate numerals with quantities. The presenter agreed and suggested that circles could be used to contain other symbols as in B below.



The simulated class ended with an assignment suggested in the student's workbooks. Her suggestions for the use of the student's workbooks were as follows:

- Work should be assigned and explained with examples to ensure that students know exactly what to do and are not confused by their inability to read

- Students should do work in class
- Teachers should move around the class assisting and encouraging
- Workbooks should be collected and assessed.

Session: Practice Teaching – Level 1

Following Mrs. Chang's demonstration, she asked for two participants to do sample lessons using the Level 1 manual. They were naturally hesitant, but eventually with encouragement Donovan Murphy and Mrs. Anita Jones, both of Children First, volunteered. Mr. Murphy made a valiant attempt to teach *The Number Line - Measuring*. His unfamiliarity with the number line measuring manual and the presenter's insistence that he use it resulted in some confusion as to what he was trying to achieve. There were interruptions from the "students" and discussion as to whether the methodology selected could bring about the desired outcomes.

In the discussion which followed, the issues became somewhat confused. The participants were not sure whether the teacher's objective was to teach the ordering of numbers or how to measure; whether the teacher was using metric or imperial measurement and the virtues of each; whether the transition from Step 1 to Step 2 was clear enough to facilitate understanding.

Participants attempted to clarify the issues and a compromise was eventually reached. However, the exercise was not as useful as it might have been had the teacher had the opportunity to prepare his lesson – a good illustration of what can and does happen when one relies on using a manual without prior preparation.

Miss Jones was more successful in teaching *One More and One Less (Lesson 2, Unit 3)*. She achieved good class participation, involved the "students" in a counting exercise and got safely to the Workbook stage where she wrote the page number of the exercise on the board, held the page up for "students" to recognize, explained the exercise and did an example on the board. She was commended for this very efficient way of introducing the assignment.

Following the demonstrations the participants were allowed to comment briefly on the teaching exercise and to make suggestions for improving the lesson.

The following were emphasized:

The need to introduce the symbol 0 early in intervention

The need to reinforce the concept of (0) zero

The need for teachers to read instructions in the workbooks to students.

Mrs. Chang pointed out the importance of good teaching aids and pointed to the samples of charts she considered essential and had placed on display. An observation was made that all the charts were in black in white. Mrs. Chang responded that it was psychologically expedient to use black and white for adults and colours for children. At-risk youngsters tended to fall in between so teachers could decide.

Session: Placement Survey for Levels 1-4

Following the discussion, participants were presented with Placement Survey tests for levels 1-

4. Teachers were encouraged to:

1. give all three sheets of the test to students at one sitting if possible
2. be aware that reading is not synonymous with numeracy and so be prepared to read/explain procedures, where necessary

The presenter explained that placement tests were necessary because:

1. students learn at different rates
2. literacy and numeracy do not necessarily occur at the same level
3. tests were a fair method to determine the numeracy level of each student

(See copy of placement tests attached *Appendix V* pgs. 37-39)

To help teachers understand the test procedures, each participant was asked to complete the test and time himself or herself in doing so. With encouragement, the thirty-one participants present completed the survey and recognized the psychological problems students encounter when invited to participate in Placement Survey Tests".

Following the exercise, which took about twenty minutes, the participants were asked for their reactions to the test, which had been set by a Canadian educator Rudie Zimmer in collaboration with JAMAL Teaching Supervisors.

Their responses were that:

- Tests needed to be presented in a less crowded way
- Level 3/4 contained too many numbers.
- One of the existing pages could be presented in 2 pages.
- Pages should include space for writing important personal information, which would provide an essential record of students' progress. They could also provide motivation for students since proof of achievement would create pride in the students and contribute to eventual self-motivation.

Discussion of the placement test led to a clarification of JAMAL's grading system in which Level 4 is approximately equivalent to the Grade 6 in a regular school system. JAMAL had, following decades of research and trial and error, starting with the work of Marjorie Kirlew in 1950, created its own 4 levels. Participants expressed the opinion that some Grade 4 students in regular school could manage the Level 4-placement test with ease.

At the conclusion of the session, volunteers were asked to prepare over night to teach lessons from Level 2 and Level 3 manuals the next day.

Ms. Maidiea Trail - Sam Sharpe; Ms. Tamika Brown - KRC; Ms. Herma Brown - Red Cross - accepted the challenge.

Dr. Robinson thanked Mrs. Chang for her contribution and brought the session to a close at 4:05 PM.

DAY 2

The second day got off to a late start due to torrential island-wide rain and poor traffic conditions. The session began at 9:30 am with 18 original and 2 new participants. As a result of the late start the schedule had to be modified as the day progressed.

Session: Curriculum Content and Structure of Manual – Level 2

Mrs. Chang introduced the Level 2 Manual and pointed out that the units were grouped differently from the level 1. Each unit explains its objectives at the beginning of the lesson and outlines the materials needed and the activities to be done in class. It started with revision for: Reinforcement

Recall
Continuity

The lessons were designed specifically for as well as development of additional concepts.
(See *Appendix - VI* pgs. 40-41)

While the placement test puts some students automatically into Level 2 the units in that level provide an opportunity to cement concepts for those students who did not do the Level 1 and to reinforce for those who had completed Level 1.

Each unit also contained a list of words and phrases that were important for explaining fundamentals and facilitating continued learning. These included words such as *naught*, *zero*, *greater than & lesser than*.

The environment and material which is readily available to the students and teacher must be used to supplement and enhance the information in the manuals. At this level students must also be encouraged to learn to spell the names of the numerals. Teachers should not move on until all students have learnt the concepts being taught.

The problem of the use of 0 arose again. Use of the symbol 0 to represent "Units" in the text as below was felt to be confusing.

T 0

Teachers are more familiar with the representation below and felt that the use of the letter U would be less confusing and should be used.

T .U

Mrs. Chang agreed, even as she explained that it was the Canadian way and that the Canadian consultant had revised much of the material in the manual.

Session: Practice Teaching Levels 2 & 3

Ms Maidiea Trail chose Lesson 4 Unit 1 *Days of the Week/Months of the Year*. She introduced her lesson with an action game "All who are born in January (etc.) stand and clap (etc)" and proceeded into an interesting lesson which involved all the "students." She was patient, handled class responses adeptly and reinforced the concepts with a variety of activities, some of which were suggested by the manual. She had prepared the lesson and was not dependent on the presence of the text.

In answering the subsequent criticism that students might have difficulty associating the months with the ordinal numbers, the presenter reminded the participants that students had been taught the concept in Level 1 and the teacher needed only to review it.

(See *Appendix VII* pgs. 42-44)

In the interest of time, the presenter pointed the participants to the handout, which contained important pointers for teachers of Level 3 and asked that they examine these in some detail. She did however demonstrate a lesson on the use of symbols. Level 3 students, she explained, had passed the counting stage and were now into the use of symbols such as \times and \div . They could at this time distinguish between numerals and numbers.

Ms. Tamika Brown was then asked to conduct her lesson following (*Lesson 2, Unit 3*) The topic was: *Comparing and Writing Names of Numerals to 999*.

The teacher started the class by reviewing counting. This seemed to be an unfortunate decision since the class became argumentative because the teacher started her count at 2, and moved to 4,6,8 etc. Participants argued that the written line should begin with zero that is 0,2,4,6,8. It took some time to get the group as a whole to accept that because one does not count "nothing: then 0 is not considered when one is counting.

Mrs. Chang intervened to explain that Level 3 assumes that at least some persons already know the concept of counting and that charts and objects can be used to assist in the reinforcing of this concept. She re-emphasized the fact that one must count actual things. 1, 2, 3 are merely representing these objects. Students cannot therefore count from 0. She then asked the "class" to give Ms. Brown a chance to teach the lesson without further interruptions.

Following this intervention the mood of the group changed somewhat and it became much quieter. Ms. Brown followed the text and conducted the class with confidence. The students responded well to her lesson comparing and writing names of numerals to 99(*Lesson 2 Unit 3*). At the end of the class her chalkboard displayed numerals and their names as follows:

3 digits
 010 space holder
 001 space holders

Numerals / Hundreds / Tens / Ones /Names

748 7 4 8 Seven Hundred &
 Forty Eight

$700+40+8$

The class congratulated Ms. Brown on her presentation but there was little time for critiquing as Mr. Riley, Director of Field Operations JAMAL was waiting to do his presentation, which was already behind schedule.

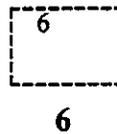
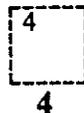
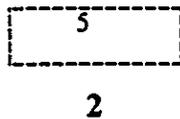
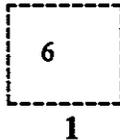
Mrs. Chang before concluding her presentation emphasized the need for teachers to advance the Level 1 students by not over simplifying things for them. She thanked the participants for their contributions and introduced Mr. Riley as the "Worlds Best Boss."

Dr. Robinson pointed out the importance of networking among participants in the workshop as well as with other NGOs after which she introduced Mr. Riley as an outstanding teacher of experience and great knowledge who was always willing to share these with others.

Session: Class control for At Risk Youth

In introducing his session entitled "Class control for At Risk Youth", Mr. Riley congratulated the participants for the work being done with "at risk youth" who eventually put all of us at risk. He emphasized the importance of Jamaicans working together to improve the education and condition of young people. He was concerned however that although a variety of groups were working towards this they were working as individuals which meant that they were less effective. The need for groups to work together, hence networking, was an important one.

Mr. Riley then divided the participants into groups of fives and sixes in which groups, he explained they would, work for the rest of the day. There were six groups.



He explained that the seating arrangement he had chosen was one which allowed for dialogue. It would illustrate one way in which classes can be conducted. Since there were no prescriptions to the problems being faced by those at-risk the solutions usually lay with both students and teachers and could only be arrived at through dialogue.

He asked also that during the session participants make notes of things of personal impact which might arise.

Each group would be asked to present:

- summary of learning
- opinions
- feelings
- ideas for consideration

This feedback was not requested however, because of lack of time and the unsettled mood of the participants owing to deteriorating weather conditions.

The Groups were asked to consider the following questions:

- At Risk Youth - Who is? What's that? Why are they at-risk?*
- What is Youth? How do we define it?*
- Who is an Adult?*
- What is remedial education?*

The responses of each group, following 10 minutes of discussion, are set out below:

Question: "At Risk Youth" Who is? , What's that?

Group Responses

<p><u>Group 1:</u> At risk means in danger of Children who lack love, can't read Can't fit into society</p>	<p><u>Group 2:</u> Children subjected to abuse and neglect who lack love and are seeking identity Of uncertain age between children/adults</p>	<p><u>Group 3:</u> Children in 10-19 Age Group Street children, working, abused, marginalised, drop-outs</p>
<p><u>Group 4:</u> Experienced children who lack love, parental guidance Those in financial, social strata which prevent them achieving jobs and who see themselves as unable to fit in</p>	<p><u>Group 5:</u> Persons who did not achieve social, interpersonal skills for proper development</p>	<p><u>Group 6:</u> Young people not efficient enough to deal with constantly changing society Unable to perform like others. Deficient in numeracy - to cope with rapidly changing society</p>

Question: Youth What is youth? How do we define it?

<p><u>Group 1:</u> 10-18 State of Mind</p>	<p><u>Group 2:</u> 10-18</p>	<p><u>Group 3:</u> 10-19</p>
<p><u>Group 4:</u> 10-18 Dependent</p>	<p><u>Group 5:</u> 9-17</p>	<p><u>Group 6:</u> 10-18</p>

Question: Who is an adult?

<p><u>Group 1:</u> Chronological age Emotional age</p>	<p><u>Group 2:</u> 18+</p>	<p><u>Group 3:</u> 18+</p>
<p><u>Group 4:</u> 19+ Independent</p>	<p><u>Group 5:</u> 18+ Maturity Responsibility</p>	<p><u>Group 6:</u> 18+</p>

Question: What is Remedial Education?

<u>Group 1:</u> To make better what they have as education To bring this on par with rest of society. Not limited to formal education but to all forms of learning	<u>Group 2:</u> Bringing less fortunate/slower learners on par with their normal counterparts	<u>Group 3:</u> Geared to make at risk youth functionally literate and numerate
<u>Group 4:</u> A programme assigned to slow developers	<u>Group 5:</u> For children and adults below normal educational level. Programme designed to address	<u>Group 6:</u> Education for children performing below levels in regular institutions Slow learners not going to school Special programme in literacy and numeracy

After a discussion of the responses, Mr. Riley summed up by pointing to the need for teachers to have a philosophy of education, which will guide their practice at all times. He said that, generally speaking, people teach with biases and make assumptions as to how students are to be treated. In this case the presumption must be whether we teach at-risk youth as children or as adults.

At - risk youngsters are unique, he explained. If defined by age, they are children. If defined by the reality of their existence, they are adults. The teacher must help them to cope with this situation mainly by affording them the respect due to adults. The characteristics of adult learners vs. child learners were then further explored. The basic difference it was concluded was in their self-concept. A child sees himself as dependent, having decisions affecting him/her being made by someone else. The adult, on the other hand, is self-determining and defines his adulthood to the degree that he allows someone else to make his decisions for him.

An adult will experience self-direction and self-control in the achievement of learning objectives to the degree of his involvement in setting these objectives and has perception as to how well his own needs are being met.

Participants were asked to consider the question: "To what extent do youngsters in your class room settings feel that the objectives of the class are meeting their needs?" The hand out in *Appendix VIII* (pgs. 45-46) was distributed and participants encouraged to examine more closely the distinction between adult learners and young learners.

After lunch and with the intermittent heavy showers continuing, participants became restive and several indicated their intention to leave before the 4:00 PM closing exercise. Dr. Robinson therefore distributed the evaluation sheets and asked participants to complete and return them before leaving.

Mr. Riley indicated his intention to change the format of his presentation from small group discussion to large group participation. Because of the constraints of time there would be no role-play.

He took the time to explain his rationale for using small groups.

- Small groups achieve greater levels of dialogue and interest. They allow for higher levels of participation than is possible in large groups, and for multi-level, multi-need and multi-interest teaching.
- Large classes are an ineffective teaching approach which marginalizes students at both ends of the learning system.

Some participants expressed their reluctance to use groups since they felt that, on the contrary, students at either end of the learning scale would be at a disadvantage. The strong student being held back, and the weak student not receiving enough help. Mr. Riley however assured the participants that the benefits of small group activities outweighed the disadvantages.

Mr. Riley reiterated the need for participants teaching to reflect an adult approach since although students might be lacking in psychological development the reality of their existence demanded that they be taught as adults. Suggested approaches were, contained in a handout (see *Appendix IX* pg. 47).

The participants were asked to consider areas of difference between adults and children. Mr. Riley commented on each area of difference identified as indicated below:

Areas of Difference	Comments
Experience	At risk youth: - are street wise and have - greater experience than children their age
Attention Span	- have a more limited frame of reference and - shorter attention span
Interests	Are children with wide diverse adult interests e.g., sex, drugs
Correcting/Passing on Information	Must be approached in a different way to avoid embarrassment and demotivation
Motives	Are wanting to be there in class, rather than forced to be there Have the urgency to be in and out of there as quickly as possible
Discipline	Display adult behaviour but experience Emotional, Psychological conflict - child vs. adult.
Values	Face conflict of values - (society, drug dons, money-oriented) Why bother?
Personal Problems	Violence, drugs, sex

A suggestion that at-risk youth are difficult to control led Mr. Riley to question why teachers feel the need to control the students.

Participants' replied:

- To teach them
- For behaviour modification
- To make them better students
- To create order in order to provide opportunities to form own philosophy of education in time

To the presenter's further questions: "Who says they want to change?," One reply was "to show them that you benefit from your behavior and so will they."

The presenter brought the discussion back to the importance of a philosophy in developing (a) the mind (intellect) of the student, (b) the personal self (self actualization) (c) human beings capable of contributing to and changing society as they function and carry out their everyday lives. (d) Provision of opportunities for social mobility

Her further pointed out the serious implications and responsibilities of the teacher to ensure that there is no disharmony in the classroom due to disunity of objectives. Teachers need to stop and take time to find out what students want to learn. The strategy that worked at out one time and under similar circumstances is unlikely to work now. The following were suggested as strategies that might work:

Teachers must

- Relinquish their position of power and control
- Have responsible students help teach
- Give disruptive students other creative things to do
- Show respect to each student
- Take all available opportunities for counseling students
- Arrange group work
- See that the curriculum does not become master of the teacher and student

Mr. Riley briefly commented on the setting up of groups, which can be random, interest or purpose groups. He suggested that in-groups there will be clusters, stars and isolates. Stars should be used to keep others busy and occupied. Isolates should be encouraged to participate.

Session: Practical Application of Numeracy to Business Practice

Apologizing for having to curtail his presentation, Mr. Riley gave way to Mrs. Annette Prince-Carey the JAMAL Director of the Technical Services Department who had come to explain the importance of statutory deductions to the at-risk youth and how they can be calculated. She pointed out that strict accounting processes were needed in business and keeping good records was something students should be encouraged to do.

Participants were asked to give much thought to the relevance of this session since young men were involved in many businesses including the sale of the Star newspaper, cigarettes, flowers and bag juice. They were also involved in washing cars and doing other odd jobs. They therefore needed to know about profit, loss, depreciation and soft markets.

At Mrs. Prince-Carey's request, participants suggested that record keeping was important to assist in:

- Recognizing trends in market
- Making proper business decisions
- Getting bank loans
- Pricing goods
- Dealing with clients

A strong appeal was made for teachers to use relevant examples and practical ways of reaching to the young men in order to get them to stop keeping their records in their heads and for them to make notes instead. Following a clear explanation of the steps to follow in doing statutory deductions. A handout explaining the steps in detail was presented to each participant. See *Appendix X* (pgs. 48-50)

The presenter attempted to get the commitment of all participants to assist students with bookkeeping and developing good business practices. In terms of money management, participants were asked to encourage and assist youth to:

- Safe guard their money through planning, entrepreneurship and goal attainment
- Make plans
- Set up credit access, partners and other opportunities to make pocket money
- Develop work ethics
- Inculcate good habits

To do the things suggested by the presenter, emotional involvement with students is necessary. One participant felt strongly that at risk youth should be encouraged and assisted to set up little jobs to gain money. Another participant felt that setting up jobs for money often leads to the mentality, which says, "I must be paid for everything I do". That could occur, it was agreed, but NGOs must take responsibility for developing the work ethics of those with whom they work.

Session: "Preventing Regression"

To reinforce what is taught, teachers must remember the adage "use it or lose it" and find ways to help students learn better. Some aids to doing this are:

- Public Libraries – Newspapers, Books, Magazines
- Social/church groups – meetings, discussions
- Sports groups – maintaining and recording scores etc.
- Recounting of success stories, writing lyrics etc.

The continued effort on the part of volunteers and teachers to encourage and praise the achievements of their students will lead to hope in the students, prevents regression and gives them the feeling that they can achieve something with their lives. Motivation is key to wanting to continue developing. See *Appendix XI* (pg. 51)

Closing

In the closing moments of the session, volunteers were invited to thank the presenters for their contribution. Two participants volunteered Mr. Windell Grant of Jamaica Association for the Deaf thanked all the presenters for the information and encouragement they had given and pledged to make good use of the opportunities provided by the workshop. Mr. Grant was commended by Dr. Robinson and the other participants for his courage, since he is hearing impaired and had had to have his vote of thanks translated from sign language. The other hearing impaired participant and their interpreters were also commended for their attendance at the conference and for their full participation.

A second participant also expressed thanks, which were then underscored by Dr. Robinson who named all the presenters. She expressed the appreciation of the UAP to the staff of JAMAL who were never too busy to answer their requests for help. She thanked the participants who attended under adverse weather conditions and suggested that they keep in touch with each other, since working alone was not as beneficial as working with others. She also asked that they make good use of the manuals and of the insights they had gained from the workshop. Finally, she expressed the hope that the partnership between the UAP, the NGOs and JAMAL would become even closer.

Evaluation

Twenty-nine participants completed an evaluation questionnaire (see *Appendix XII* pgs. 52-53) which required them to assess the Workshop content and presentation and to provide suggestions for follow up activities.

The comments on the workshop were favourable. Eighteen positive features were identified and these received multiple mention. There were only five negative comments, three related to the teaching methodologies used and two to the organization of the workshop in terms of the length of workshop and clarity of objectives.

The participants were most positive about the relevance of the course to their work and relevance of the material to the programmes they teach. The general consensus of the participants appears to have been that the workshop had met its objectives, the presenters had been effective and what they had learnt was relevant to their work.

Suggestions for follow-up activities included more workshops, visits by the presenters to individual NGO centres, further assistance with the assessment placement forms, teaching aids and help with mathematics.

The complete Evaluation Analysis Report is attached as *Appendix XIII* (pgs. 54-59)

PLEASE NOTE
Information on Participants reserved for pages 24 & 25
has been condensed in one chart now included on page 26

THE UPLIFTING ADOLESCENTS PROJECT/JAMAL
"LITERACY & REMEDIAL EDUCATION III - NUMERACY" WORKSHOP
Medallion Hall Hotel, December 9-10, 1998

NO	NGO	PARTICIPANTS	ADDRESS	PHONE	FAX	ATTENDANCE	
						Dec 9	Dec 10
1	ASHE	1. Mr. Phillip Earle 2. Ms. Ricardo Nicholas	143 Mountain View Kingston 3	967-0721 pvt 928-4064	967-0721	.	.
2	Children First	1. Mr. Donovan Murphy 2. Mr. Cranston Smith 3. Ms. Anita Jones	Spanish Town	984-0367	same	.	.
3	Jamaica Association For the Deaf	1. Ms. Shirley Reid 2. Ms. Paula Brooks 3. Mr. Windell Grant 4. Ms. Montaque Baker (interpreter)	5 Marescaux Road Kingston 5	926-7001	926-6631	.	.
4	Jamaica Family Planning Association	1. Mrs. Flo George 2. Ms. Joanna Neil	14 King Street P.O. Box 92 St. Ann's Bay, St. Ann	972-0260	972-2224	.	.
5	Jamaica Red Cross	1. Ms. Edna Fisher 2. Ms. Herma Brown 3. Ms. Barbara Burnett 4. Ms. Avis Beethe	Central Village Spanish Town	984-7860	984-8272	.	.
6	Kingston Restoration Company	1. Ms. Tamika Brown 2. Ms. Lourine Brown	High Holborn 3 Duke Street	922-3126	922-0054	.	.
7	Kingston YMCA	1. Mrs. Diane Ridley 2. Ms. Diana Taylor 3. Mr. Rohan Perry 4. Ms. Mary Johnson	21 Hope Road Kingston 10 Amy Bailey Hope Road	926-8881	929-9387	.	.
8	Mel Nathan Institute for Social Research	1. Mr. Norman Francis 2. Mr. Melvin Allen 3. Ms. Lorraine Patterson	Pretoria Road 31 Mannings Hill Road Kingston 8	931-4989	931-5004	.	.
9	Rural Family Support Organization	1. Mrs. Nerissa Henry 2. Ms. Lorraine Grizzle	5 Main Street, May Pen Clarendon	986-4242	same	.	.
10	Sam Sharpe Teacher's College	1. Mr. Shane Francis 2. Ms. Maudica Traile	Granville, Montego Bay	952-4000-2	952-0862	.	.
11	St. Patrick's Foundation	1. Ms. Chairmahe Dunn 2. Ms. Junie Hunter 3. Ms. Juliet Johnson 4. Ms. Mable Dixon 5. Mrs. G. Bailey	St. Margaret 78 Shippe Road Kingston 5	920-8921	968-3736	.	.
12	Western Society for the Upliftment of Children	1. Mrs. Lurline Green-Daly 2. Mrs. Glenda Drummond	4 Kerr Crescent, Montego Bay	952-3377	952-6187	.	.
13	Women's Centre of Jamaica Foundation	1. Mrs. Jacqueline Anderson-Robinson	42 Trafalgar Road Kingston 10	929-7608	926-5768	.	.
14	YWCA National	1. Dr. Heloise Lewis 2. Mrs. Cynthia Rhoden 3. Ms. Phyllis Palmer	2H Camp Road, Kingston 5 Spanish Town	928-3023	same	.	.
15	Youth Division, MLGY & CD	1. Ms. Gloria Nelson	85 Hagley Park Road, Kingston 10	754-1039		.	.
16	USAID	1. Mr. Daniel Gordon	2 Haining Road, Kingston 10	926-3681		.	.
17	UAP	1. Mr. Samuel Dowding 2. Dr. Joyce Robinson	1 Holborn Road Kingston 10	929-4779	926-1813	.	.
18	JAMAL	1. Mr. Seymour Riley 2. Mrs. Jenn Chang 3. Mrs. Annette Prince-Carey				.	.
19	Workshop Rapporteur (Contract Services)	1. Mrs. Pamela Kelly		927-4647 (H)		.	.

UPLIFTING ADOLESCENTS PROJECT/JAMAL WORKSHOP

"Literacy & Remedial Education Part III - Numeracy "

Medallion Hall Hotel

December 9-10, 1998

AGENDA

DAY I : Wednesday, December 9, 1998

- | | |
|---|----------------------------------|
| <i>Registration</i> | <i>8:30 - 9:00 am</i> |
| 1. Introduction & Welcome | <i>9:00 - 9:15 am</i> |
| ... Mr. Samuel Dowding
Acting Chief of Party, UAP | |
| ... Mr. Gladstone Carty
Executive Director, JAMAL | |
| ... Mr. Daniel Gordon
Project Officer, USAID | |
| ... Miss Gloria Nelson
Director, Youth Division, M.L.G.Y & C.D. | |
| 2. The Florida Association for Voluntary Agencies
for Caribbean Action (FAVA/CA) | <i>9:15 - 9:30 am</i> |
| ... Mr. Dave Schmeling
Vice President, FAVA/CA | |
| 3. Opportunities for FAVA/CA and UAP/NGO Co-operation | <i>9:30 - 10:30 am</i> |
| . Open discussion | |
| . Recommendations | |
| COFFEE BREAK | <i>10:30 - 11:00 am</i> |
| 4. Numeracy Teaching Techniques to Motivate At-risk Youth | <i>11:00 - 11:30 am</i> |
| ... Mrs. Jean Chang, JAMAL | |
| 5. Placement Survey for Levels 1 to 4 | <i>11:30 - 12:00 noon</i> |
| . Worksheet Exercises by Participants | |

Day 1 Agenda Contd.

- | | |
|--|--------------------------------|
| <p>6. Curriculum Content and Structure of Manual - Level 1
 ... Mrs. Jean Chang
 . Relating Teacher Manuals to Workshop Exercises
 . Open Discussions</p> | <p>12:00 - 12:30 pm</p> |
|--|--------------------------------|

LUNCH BREAK*12:30 pm - 1:30 pm*

- | | |
|--|------------------------------|
| <p>7. Demonstration Lessons - Level 1
 ... Mrs. Jean Chang</p> | <p>1:30 - 1:50 pm</p> |
| <p>8. Practice Teaching - Level I
 ... By Participants</p> | <p>1:50 - 2:50 pm</p> |
| <p>9. Curriculum Content & Structure of Manual - Level 2
 ... Mrs. Jean Chang
 . Demonstration Lessons
 . Rationale for certain lessons</p> | <p>2:50 - 3:20 pm</p> |
| <p>10. Practice Teaching - Level 2
 ... By Participants</p> | <p>3:20 - 4:20 pm</p> |
| <p>11. Summary Critique on Demonstrations</p> | <p>4:20 - 4:30 pm</p> |

ADJOURNMENT

UPLIFTING ADOLESCENTS PROJECT/JAMAL WORKSHOP

"Literacy & Remedial Education Part III - Numeracy "

Medallion Hall Hotel

December 9-10, 1998

AGENDA

DAY 2 Thursday, December 10, 1998

Registration **8:30 - 9:00 am**

12. Curriculum Content & Structure of Manual Level 3 **9:00 - 10:30 am**

... Mrs. Chang

- . Importance of mathematical symbols
- . Relating multiplication factors to find division of facts
- . Establishing in steps the foundations for both multiplication and division algorithm
- . The use of metre stick with centimetres and millimetres
- . Demonstration Lessons - Level 3

13. Practice Teaching - Level 3 **10:00 - 10:30 am**

... By Participants

COFFEE BREAK **10:30 - 11:00 am**

14. Practice Teaching - Level 3 contd. **11:00 - 11:30 am**

15. Class Control for At-Risk Youth **11:30 - 12:30 pm**

... Mr. Seymour Riley

Director of Field Operations, JAMAL

... Role Play by Participants

- . Hyperactive Students
- . Slow Learners

LUNCH **12:30 - 1:30 pm**

Day 2 Agenda Contd

16. Teaching Problem areas in Level 4

1:30 - 2:30 pm

... Mr. Riley

- . Practical application of numeracy to business practice
 - Profit and Loss
 - Fractions
 - Percentages
 - Calculating NIS
 - G.C.T.
 - Discounts

17. Preventing Regression

2:30 - 3:30 pm

... Mr. Riley

... Group Workshop

- . Material available
- . Follow-up Exercises
- . Access to Agencies
- . Integration in Functional Literate Society

18. *Evaluation & Closing*

3:30 - 4:00 pm

**Celebrating thirteen years
of service to Central America
and the Caribbean**

The Florida Association of Voluntary Agencies for Caribbean Action Inc. (FAVA/CA) is a 501(c)(3) private, not-for-profit corporation formed in 1982 by Florida Governor Bob Graham and public and private-sector leaders. FAVA/CA was founded in the belief that Florida's future is interwoven with that of our Caribbean neighbors.

For more information on how you, your employer, or your professional association can get involved, call or write today.



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Florida International Volunteer Corps



A program of FAVA/CA, the Florida Association
of Voluntary Agencies for Caribbean Action

"Florida's International Volunteer Agency"

THE FLORIDA INTERNATIONAL VOLUNTEER CORPS

Communiqué

Fall 1998

The Newsletter of Florida's Unique Development Partnership with the Caribbean

Vol. 15, No 3



John Fleming (left) explains operation of satellite phone to Haiti's Emergency Director, Dr. Yolaine Surena (seated) and staff.

Haitians Learn Emergency Management in the Eye of the Storm

FAVA/CA's International Programs Manager Marc Roger couldn't have offered emergency management training in Haiti at a better time. Roger, a Haitian-American with extensive experience in emergency management, arrived in Haiti with consultants John Fleming and Bill Mickler shortly before Hurricane Georges hit the island on September 23. Mr. Fleming is Operations Administrator with the Florida Division of Emergency Management and Mr. Mickler is VP, Sales and Marketing, for Bobby Allison Systems, Tallahassee.

The satellite communications they brought with them helped the islanders communicate with the Hurricane Center in Tallahassee both during and after the storm. Because many communities in Haiti are at a high risk during natural disasters, there was also a need for training to help officials prepare for these disasters and to train them in evacuation planning, shelter management and need prioritization.

Wendy Kimball of United Methodist Committee on Relief (UMCOR), work-

ing in collaboration with the Caribbean Disaster Mitigation Project (CDMP) and with Dr. Surena of the Ministry of the Interior's Office of Civil Protection, requested FAVA/CA's assistance.

"The timing provided an opportunity for us to bring in some help and to learn what we can do to help in the future," Roger said. "Just as Hurricane Andrew gave us many lessons here in Florida, Hurricane Georges gave us the insight and understanding into what kind of training is needed in Haiti."

Roger credits Dr. Surena with doing an admirable job of handling a very tough situation with few resources. "She was able to coordinate with international organizations and arrange for distribution of food and water," Roger said. "She's the kind of person who helped make the response more efficient." ♦



Volunteers Offer Web Design Skills for Honduran Agencies

Cecilia Figueroa, associate editor for online services with the Miami Herald, and Christina New, assistant principal of Miami Coral Park Adult and Community Education Center, conducted four days of training in web page design for the Sustainable Development Network in Honduras.

The non-profit, community-based network is available to educational, governmental, agricultural and other organizations devoted to the development of the country.

"We had participants ranging from the national fire department to youth organizations, agricultural organizations

Continued on page 4

Nicaragua Mission Brings New Partners

FAVA/CA president David Pasquarelli with David Schmeling, Ben Fleming and Governor's Office special advisor Mark Schlakman conducted the first FAVA/CA mission to Nicaragua September 7-12.

Diputado Leonel Teller, an elected national representative from the colonial era town of León, provided local logistics and entrée. Teller is soon to be Nicaragua's ambassador to the European Union.

In Managua, Acting Speaker of the National Assembly, Rev. Orlando Mayorga, welcomed the FAVA/CA team which was later

Continued on page 3

Florida Physicians, Health Educators Offer Cancer Workshops in Haiti

The Société Haïtienne D'Oncologie (SHONC) was created in 1997 to improve access to care for patients with cancer and to provide education in cancer prevention, diagnosis and treatment. To this end, a workshop utilizing FAVA/CA volunteers was conducted in July in Haiti.

"Without FAVA/CA's volunteer assistance and efforts, this scientific event would not have had the impact that it did have in the country and on the participants as well," said Mme. Marie C. Brutus, General Secretary of SHONC.

The physicians and health educators involved included Dr. Brunet Jean-Gilles, Dr. Michael Kasper, Dr. Michelle Edouard, Mme. Maude Heurtelou, and Mme. Rose-Marie Nazon. The five consultants presented information on colon cancer; how to put together a radiotherapy unit; tobacco and lung cancer; nutrition and cancer; and the psychological/social and familial aspects of cancer.

Dr. Edouard's lecture on tobacco and related health problems generated much discussion about the effects of second-hand smoking and on the need for smoking policies for public places and workplaces.

"Developing nations such as Haiti are already struggling to control AIDs and



(Left to right) Dr. Jean-Gilles, Mme. Nazon, Dr. Edouard, Mme Heurtelou, Dr. Kasper

communicable diseases," she said. "They also have to deal with complex and expensive issues of cancer control. If they have to face an epidemic of chronic diseases related to tobacco, their precarious health resources will be almost wiped out."

The other workshops also received a great deal of interest from the participants. Dr. Kaspar raised interest from physicians wishing to put together a radiotherapy unit in Haiti. Dr. Jean-Gilles spoke on colon cancer and made "a lot of good suggestions concerning the

Society's future activities," according to Brutus.

The General Secretary also said that Heurtelou's approach regarding nutrition was unique and informative and that "she was able to raise a lot of interest in one area that quite a few people in Haiti usually don't pay much attention to." Finally, Nazon helped the participants understand the importance of the psychological and social aspects of cancer. Nazon also made suggestions for forming support groups to work with patients once they are diagnosed. ♦

Drug Abuse Training Targets Four Eastern Caribbean Nations

Barbados, Dominica, Grenada and St. Lucia received technical assistance in demand reduction and drug abuse prevention by Corps volunteers in youth development and drug abuse prevention in August and September. The programs were funded by United States Information Service (USIS) and U.S. Embassy Narcotics Affairs Sections (NAS) in Barbados.

"FAVA/CA has been a tremendously important partner for us to provide drug education and demand reduction training to personnel in the countries of the Eastern Caribbean which this embassy serves," said Jennifer Clark, public affairs officer for USIS. "These low-cost, high-quality programs allow us to make the most of our scarce resources."

FAVA/CA volunteers Darlene French White from the Dade County Schools Department of Substance Education, Bill

Westel of the Southwest Florida Addiction Services in Sarasota and Kay Doughty from Tampa's Drug Abuse Coordinating Council conducted training hosted by the National Drug Prevention Unit for 22 teachers and counselors in Dominica.

Doughty and Westel also worked with school resource officers and youth leaders in St. Lucia. Darlene French White joined Randy Alfred, also of the Dade County Public Schools Substance Education Department, and Ella Bryan, Associate Director of The House Next Door in DeLand, to offer the training in Grenada in September.

In Barbados, the National Council on Substance Abuse hosted consultants Jonathan Lofgren of Operation PAR in Largo, Florida, and Mark Fontaine, executive director of the Florida Juvenile Justice Association, for training focus-

ing on comprehensive substance abuse counseling for prison guards. Mark Fontaine also conducted training in St. Lucia along with Nancy Hamilton, Tarpon Springs, Chief Officer of Strategic Alliances of PAR, Inc. Their training for 17 counselors focused on identifying and addressing adolescent substance abuse and was hosted by the St. Lucia Guidance Counselors Association.

"We have received excellent feedback and high praise for the trainers and the effectiveness of their programs," Clark said. "These kinds of programs help demonstrate to the citizens of the Eastern Caribbean that Americans are deeply concerned about the damage that illegal narcotics cause to their societies and young people. And that we are willing to commit our time, professional skills and resources to work together to solve these problems." ♦

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FAVA/CA Board Honors Ambassador Jeanette Hyde



Board Chair Elwin Griffith with Ambassador Jeanette Hyde

U.S. Ambassador Jeanette Hyde received a special award at the FAVA/CA Board of Directors Retreat in Safety Harbor, Florida, on July 25. The award was to honor her service to the Caribbean and her strong support for the work of the Florida International Volunteer Corps.

In 1994 President Clinton appointed Hyde as Ambassador to the seven countries in the Eastern Caribbean - Barbados, Dominica, St. Vincent and the

Grenadines, St. Lucia, Antigua and Barbuda, Grenada, and St. Kitts and Nevis.

Prior to her ambassadorial appointment, Hyde was a well-known advocate and supporter of children's issues, the arts and academic institutions. Ambassador Hyde has been involved in a number of FAVA/CA projects in the Eastern Caribbean countries, including workshops for teachers on the use of cultural re-

sources, seminars for journalists, law enforcement officials, public relations and government information services, elder advocacy groups and others.

Still actively involved since retiring from her post in Barbados, Ambassador Hyde now chairs the Young Americas Business Fund through the Organization of American States and spends time with her husband, Wallace, between their homes in Sarasota and North Carolina. ♦

Karen Flaherty Joins FAVA/CA Staff

When Karen Flaherty came to Tallahassee from Berkeley, California, she already knew she wanted to work for FAVA/CA. "I'd been working with another sustainable development group in California, and I was interested in international development. Then I heard about FAVA/CA in California from a volunteer out there," she said. With her children grown, Flaherty had decided to move to Tallahassee to be with her mother and other members of her family.

Flaherty has twenty years of experience working with non-profit groups. In addition to her administrative duties and helping with the web site, she is developing a women's leadership program for FAVA/CA.

"This is a way to organize a council of women who would be willing to advise and participate in volunteer programs. We're getting requests for women who can provide training in leadership, financial and human resource management, how to run a campaign, and other professional development skills," Flaherty said.

According to FAVA/CA president



Karen Flaherty

David Pasquarelli, Flaherty's experience and qualifications make her a great asset to the organization. "Karen's experience includes two important aspects of development. First, she has volunteered and served on the board of a grass-roots volunteer organization out of Tennessee. This was a group of caring people who were looking for ways to help people change their lives. She also attended the International Women's Conference in

Beijing, and so she was involved in a very large worldwide effort to create change," he said.

Flaherty's role will encompass several different functions at FAVA/CA, including program assistance and resource development. "In an organization like ours where there's so much going on, it's nice to have someone with her energy and organizational skills," Pasquarelli noted. ♦

Nicaragua Mission

continued from page 1

warmly received by León city officials and town planners.

Requests for consultants in university administration were received on-site from Universidad Nacional Autónoma de Nicaragua - León. The FAVA/CA team also briefed a host of agricultural and family services organizations on the Volunteer Corps' capabilities.

U.S. Ambassador Lino Guterrez, Peace Corps Director Howard Lyon, USAID staff Margaret Kromhaut and Jonathan Sleeper received briefings on FAVA/CA as well. ♦

IMPORTANT POINTERS FOR TEACHERS OF LEVEL 1

1. Administer Placement Surveys to students so that they can be placed into the proper numeracy level.
2. It is important to use objects as counters in Level 1. If possible students should have about 25 counting objects.
3. For most units in Level 1, the lessons should start off with counting numbers. Count up to a number that is appropriate to the lesson being taught.
4. Teachers should habitually ask questions such as **What does this mean?, Why is this so?, etc**

THE STRUCTURE OF THE LEVEL 1 TEACHERS' MANUAL

1. Level 1 is divided into 10 Units. The first page of each unit has
 - an explanation of what the unit covers
 - a list of words and phrases
 - a list of materials required
2. Each Unit is made up of a number of lessons. Each lesson has a structure.
 - * Objectives: tell us what we are trying to achieve
 - * Materials needed: tell us what we should bring to class
 - * Activities: tell us what to do.

The activities are numbered and it is important that they be done in the correct order.

If the required materials are not available or if the environment is not suitable for the planned activities one has to improvise.

WHAT IS BEING TAUGHT IN LEVEL 1

Units 1, 2, 3 develop an understanding of the number concept to 10

Units 4, 5, 6 develop the concepts of addition and subtraction,

Units 7, 8 develop the concept of place value to 100

Unit 9 develops the concepts of measuring time and temperature

Unit 10 develops the concept of the addition table

PLACEMENT SURVEY for Level 1 or Level 2.

NAME: _____ LEVEL ASSIGNED: _____

NOTE: The teacher may have to assist some students in reading the questions.

How many? Write the numeral.

1.  _____	2.  _____ How many? tens _____ ones _____	3.  _____ How many? tens _____ ones _____
--	--	---

Count. Fill in the missing numbers.

4. 0, 1, 2, 3, 4, _____, _____, _____, _____, _____					
5. 0, 10, 20, 30, _____, _____, _____, _____, _____					
6. 44, 45, 46, 47, _____, _____, _____, _____, _____					
7. Count back. 75, 74, 73, 72, _____, _____, _____, _____, _____					
8. You have: 2 tens and 3 ones The number is? _____	9. You have: 8 tens and 9 ones The number is? _____	10. 74 = _____ tens _____ ones			
11. Circle the larger number 7 or 3	12. Circle the larger number 12 or 21	13. Circle the smaller number 8 or 5	14. Circle the smaller number 24 or 42		
15. 3 + 4 =	16. 7 + 2 =	17. 8 + 4 =	18. 6 + 5 =		
19. $\begin{array}{r} 4 \\ + 3 \\ \hline \end{array}$	22. $\begin{array}{r} 5 \\ + 2 \\ \hline \end{array}$	23. $\begin{array}{r} 7 \\ + 0 \\ \hline \end{array}$	24. $\begin{array}{r} 5 \\ + 6 \\ \hline \end{array}$	25. $\begin{array}{r} 0 \\ + 1 \\ \hline \end{array}$	26. $\begin{array}{r} 9 \\ + 3 \\ \hline \end{array}$
27. 9 - 6 =	28. 11 - 8 =	29. 10 - 4 =	30. 12 - 7 =		
31. $\begin{array}{r} 7 \\ - 4 \\ \hline \end{array}$	32. $\begin{array}{r} 12 \\ - 5 \\ \hline \end{array}$	33. $\begin{array}{r} 10 \\ - 3 \\ \hline \end{array}$	34. $\begin{array}{r} 8 \\ - 0 \\ \hline \end{array}$	35. $\begin{array}{r} 11 \\ - 7 \\ \hline \end{array}$	36. $\begin{array}{r} 6 \\ - 6 \\ \hline \end{array}$

Find the missing number.

37. 3 + _____ = 8	38. _____ + 7 = 12	39. 6 + _____ = 11
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PLACEMENT SURVEY for Level 2 or Level 3.

NAME: _____

LEVEL ASSIGNED: _____

1. $\begin{array}{r} 107 \\ + 64 \\ \hline \end{array}$	2. $\begin{array}{r} 83 \\ + 356 \\ \hline \end{array}$	3. $\begin{array}{r} 293 \\ + 507 \\ \hline \end{array}$	4. $\begin{array}{r} 878 \\ + 67 \\ \hline \end{array}$	5. $\begin{array}{r} 657 \\ + 286 \\ \hline \end{array}$
6. $\begin{array}{r} 235 \\ - 18 \\ \hline \end{array}$	7. $\begin{array}{r} 506 \\ - 72 \\ \hline \end{array}$	8. $\begin{array}{r} 128 \\ - 49 \\ \hline \end{array}$	9. $\begin{array}{r} 750 \\ - 175 \\ \hline \end{array}$	10. $\begin{array}{r} 807 \\ - 658 \\ \hline \end{array}$

11. $2 \times 3 =$	12. $4 \times 2 =$	13. $5 \times 1 =$	14. $3 \times 3 =$	15. $3 \times 4 =$
16. $3 \times 5 =$	17. $6 \times 3 =$	18. $4 \times 4 =$	19. $8 \times 2 =$	20. $4 \times 5 =$

21. $8 + 2 =$	22. $6 + 3 =$	23. $10 + 5 =$	24. $9 + 1 =$	25. $12 + 4 =$
26. $15 + 3 =$	27. $14 + 2 =$	28. $18 + 3 =$	29. $16 + 4 =$	30. $20 + 5 =$

Identify and write the fraction for the shaded parts.

31.



32.



33.

Shade in $\frac{3}{10}$ of the squares

34.

Shade in $\frac{5}{10}$ of the squares

35.

Shade in 0.4 of the whole rectangle

36.

Shade in 0.1 of the whole rectangle

PLACEMENT SURVEY for Level 3 or Level 4.

NAME: _____

LEVEL ASSIGNED: _____

1. $\begin{array}{r} 307.95 \\ + 84.76 \\ \hline \end{array}$	2. $\begin{array}{r} 14935.01 \\ + 356.99 \\ \hline \end{array}$	3. $\begin{array}{r} 8975.87 \\ + 1647.09 \\ \hline \end{array}$	4. $\begin{array}{r} 38.468 \\ + 6.753 \\ \hline \end{array}$	5. $\begin{array}{r} 95.708 \\ + 87.692 \\ \hline \end{array}$
6. $\begin{array}{r} 352.09 \\ - 81.54 \\ \hline \end{array}$	7. $\begin{array}{r} 2905.10 \\ - 967.52 \\ \hline \end{array}$	8. $\begin{array}{r} 3000.00 \\ - 945.99 \\ \hline \end{array}$	9. $\begin{array}{r} 70.510 \\ - 7.625 \\ \hline \end{array}$	10. $\begin{array}{r} 89.000 \\ - 58.725 \\ \hline \end{array}$

11. $7 \times 6 =$	12. $8 \times 7 =$	13. $9 \times 8 =$	14. $7 \times 9 =$	15. $6 \times 8 =$
16. $72 \div 9 =$	17. $48 \div 8 =$	18. $63 \div 7 =$	19. $56 \div 8 =$	20. $42 \div 6 =$
21. $\begin{array}{r} 28 \\ \times 7 \\ \hline \end{array}$	22. $\begin{array}{r} 42 \\ \times 39 \\ \hline \end{array}$	23. $\begin{array}{r} 125 \\ \times 8 \\ \hline \end{array}$	24. $\begin{array}{r} 346 \\ \times 14 \\ \hline \end{array}$	25. $\begin{array}{r} 874 \\ \times 96 \\ \hline \end{array}$
26. $\begin{array}{r} \text{R} \\ 6 \overline{) 35} \end{array}$	27. $\begin{array}{r} \text{R} \\ 7 \overline{) 53} \end{array}$	28. $\begin{array}{r} \text{R} \\ 8 \overline{) 568} \end{array}$	29. $\begin{array}{r} \text{R} \\ 9 \overline{) 785} \end{array}$	30. $\begin{array}{r} \text{R} \\ 8 \overline{) 627} \end{array}$

Use the symbol $<$ or $>$ to show the smaller fraction.

31. $\frac{1}{4}$ $\frac{3}{4}$

32. $\frac{7}{8}$ $\frac{4}{8}$

33. $\frac{8}{10}$ $\frac{10}{10}$

Add or subtract the fractions.

34. $\frac{2}{6} + \frac{3}{6} = \underline{\quad}$

35. $\frac{4}{8} - \frac{3}{8} = \underline{\quad}$

36. $\frac{3}{10} + \frac{7}{10} = \underline{\quad}$

IMPORTANT POINTERS FOR TEACHERS OF LEVEL 2 NUMERACYGENERAL COMMENTS

1. Prior to coming to class. Students should be tested with the placement survey tests and placed in the proper level of numeracy.
2. Teachers should, if possible, use drinking straws to explain concepts and operations such as:
 - (a) Place Value
 - (b) Trading of 10 ones for 1 ten, 1 hundred for 10 tens etc.

If straws are not available, fingers can be used as indicated in the lessons.

3. The importance of symbols to represent ones, and groups of hundreds or tens.
4. Students should know the basic facts well in order to be able to add and subtract larger numbers involving regrouping.
5. Teachers should habitually ask questions such as:-
 - What does this mean?
 - Why is this so?
 - What comes next? etc

6. Level 2 is divided into 14 Units

The first page of each unit has

- An explanation of what the unit covers
- A list of words and phrases that may have to be explained.
- A list of materials required.

7. Each Unit is made up of a number of lessons which give the following:-

- **OBJECTIVES**- what we are trying to achieve
- **MATERIALS NEEDED** - What we are should bring to class
- **ACTIVITIES** - What we plan to do

WHAT IS BEING TAUGHT IN LEVEL 2

- Units 1 & 2 - Review concepts covered in level 1
- Unit 6 - Develops the basic addition facts to 18
- Units 3, 4, 5, 9, 10 - Review and extend the concept of place value to 999 and addition and subtraction to three-digit numbers.
- Units 7, 8, 14 - Review and extend measuring length, time, temperature and introduce metric units of mass (weight) and capacity.
- Units 11, 12 - Develop the concept of multiplication and division
- Unit 13 - Develop the concept of a fraction and a decimal:

IMPORTANT POINTERS FOR TEACHERS OF LEVEL 3 NUMERACY

GENERAL COMMENTS ABOUT LEVEL 3

1. **The Placement Surveys (Tests)**
Prior to coming to class, students should be tested with the placement survey tests and placed into the proper level of numeracy. If questions 11 to 30 are answered well on placement survey for Level 3 or 4, place students in Level 4.
2. **The importance of using symbols to represent ones and groups of tens, hundreds or thousands.**
3. **The importance of understanding the meaning of the symbols “x” and “÷”.**
Multiplication is used as a short cut for adding the same number many times.
4. **The importance of using related multiplication facts to find division facts.**
5. **The importance of drilling daily the basic multiplication facts (products to 9x9).**
6. **The importance of establishing in steps the foundations for both Multiplication and division algorithm.**
7. **Use of a metre stick with centimetres and millimetres to illustrate hundredths and thousandths.**
8. **The importance of asking questions**
9. **The importance of word problems.**
Lesson 7 in unit 3 introduces the concept of word problems and shows how to solve simple ones. Teachers should use their judgement whether or not students are able to read and understand the questions. Students who cannot read should not be asked to do the word problems.
9. **The use of teaching materials.**
 - (a) **The writing on the blackboard of multiplication facts tables, is time Consuming. Since the multiplication facts must be constantly**

practiced at this level, it is important that at least one poster of multiplication facts should be put up on a classroom wall.

Flashcards are very effective in the drill of multiplication facts.

The structure of the teacher's manual

1. Level 3 is divided into 19 units. The first page of each unit has
 - A explanation of what the unit covers
 - A list of words and phrases that may have to be explained
 - A list of materials required.

3. Each unit is made up of a number of lessons. Each lesson has
 - Objectives: tell us what we are trying to achieve
 - Materials needed; tells us what we should bring to class
 - Activities: tells us what to do.

The activities are numbered and it is important that these activities are done in the right order.

If the required materials are not available or the environment is not suitable for the indicated activities, one has to improvise.

What is being taught in level 3 Numeracy

Units 1,2,3 and 6	Reviews concepts covered in Level 2
Units 4 and 9	Extends the concept of place value to 999 999 and addition and Subtraction to six-digit numbers
Units 6,7,8,10 and 11	Reviews and extends the basic multiplication facts to 10×10 And the basic division facts to 100 divided by 10
Units 13 and 17	Introduces the multiplication algorithm up to multiplying a 3-digit Number by a 2-digit number.
Units 15 and 16	Introduces the division algorithm up to dividing a 3-digit number By a 1-digit number.

- Units 5 and 14
- (a) Reviews the metric units of length, mass (weight) and Capacity;
 - (b) Introduces the concepts of perimeter, area, volume and explains how to find perimeter, the area and the volume of certain plane figures and solids (boxes).
 - (c) Unit 14 shows how to tell time using a 24-hour clock.
- Units 12, 18 and 19
- (a) Reviews and extends the concepts of a fraction and a Decimal to hundredths, and thousandths
 - (b) Introduces the concept of equivalent fractions, explains how to add and subtract fractions with like denominators and how to compare fractions.
 - (c) Introduces addition and subtraction of decimal hundredths and thousandths.

PRINCIPLES OF ADULT LEARNING

A good teaching-learning environment for adults is founded on the following basic assumptions:

1. ADULTS DIFFER FROM CHILDREN.

- a child sees himself as dependent; most decisions affecting him are made by someone else,
- an adult is self-determining; he forfeits his adulthood to the degree he allows someone else to make decisions.

Consider these factors

Intelligence vs Illiteracy

Internal Motivation and External Stimulus

Experience

Time

Self-esteem

Shy/determine

Eager/easily discouraged

2. STUDENTS ARE ENCOURAGED TO LEARN BOTH INDEPENDENTLY AND IN SMALL GROUPS

The skills necessary to learn well in those settings are considered part of the learning task. When large-group settings are indicated techniques of presentation are many and varied.

3. THE EXPERIENCE AND SKILLS OF THE STUDENTS ARE ACTIVELY USED IN HELPING THE LEARNING PROCESS

Students individually or in teams will frequently assume responsibility for guiding the learning activities of the group.

4. THE IDEAL LEARNING ENVIRONMENT IS SEEN AS THAT WHICH HELPS
THE STUDENT SATISFY HIS HUMAN NEEDS

These needs have been identified by Maslow as: basic physiologic needs; safety (particularly psychological safety;) love and a sense of belonging; esteem of others; self-esteem; self-actualization.

While it is not possible for the educational institution to satisfy all these needs, it should recognize the wholeness of the student and call upon other agencies when necessary to obtain assistance in meeting them.

5. THE LEARNING TASK MUST BE RELEVANT TO THE LIFE PROBLEMS
OF THE STUDENT

This does not mean that the student should not be exposed to new learning in which he does not perceive himself as having an immediate interest. But it does place on the teacher the responsibility of showing the relevancy of the required learning to the goal identified by the student.

6. THE TEACHING-LEARNING TRANSACTION IS BASICALLY A HUMAN
RELATIONAL PROCESS

It involves interaction between the teacher, the student and the learning group.

Thus three-way communication is of paramount importance, and will be achieved only if an atmosphere of mutual esteem and trust between the teacher and the students is actively cultivated.

7. THE EMOTIONS PLAY A VITAL ROLE IN ALL LEARNING

The well-trained teacher recognizes that emotions are present in every learning situation--cognitive and manipulative as well as effective. He attempts at all times to maintain the kind of climate in which the emotions will help rather than hinder the learning process.

A COMPARISON OF ASSUMPTIONS AND PROCESSES OF TEACHER-DIRECTED (PEDAGOGICAL) LEARNING
AND SELF-DIRECTED (ANDRAGOGICAL) LEARNING

(Please read as poles on a spectrum, not as black-and-white differences) by Malcolm S. Knowles
Department of Adult and Community College Education, North Carolina State University, January 1977

ASSUMPTIONS			PROCESS ELEMENTS		
	PEDAGOGICAL Teacher-Directed Learning	ANDRAGOGICAL Self-Directed Learning	Elements	PEDAGOGICAL Teacher-Directed Learning	ANDRAGOGICAL Self-Directed Learning
About			Climate	Formal Authority- Oriented Competitive Judgmental	Informal, mutually respectful, consensual, collaborative, supportive
Concept of the Learner	Dependent Personality	Increasingly Self- Directed Organism	Planning	Primarily by Teacher	By participative Decision-making
Role of Learners' Experience	To be built on more than used	A rich Resource for Learning	Diagnosis of Needs	Primarily by Teacher	By Mutual Assessment
-Readiness to Learn	Dictated by curriculum	Develops from life Tasks & Problems	Setting Goals	Primarily by Teacher	By Mutual Negotiation
Orientation to Learning	Subject- Centered	Task or Problem Centered	Designing a Learning Plan	Content Units, Course Syllabus, Logical Sequence	Learning Projects, Learning Content Sequenced in Terms of Readiness
Motivation	External Rewards and Punishments	Internal Incen- tives, Curiosity	Learning Activities	Transmittal Techniques, Assigned Readings	Inquiry Projects Independent Study Experiential Techniques
<p>The body of theory and practice on which teacher-directed learning is based is often given the label "Pedagogy," from the Greek word <u>paid</u> (meaning child) and <u>agogus</u> (meaning guide)--thus being defined as the art and science of teaching children.</p>			Evaluation	Primarily by Teacher	By Mutual Assessment of Self-Collected Evidence
<p>The body of theory and practice on which self-directed learning is based is coming to be labeled "Andragogy." from the Greek word <u>aner</u> (meaning adult)--thus being defined as the art and science of helping adults (or even better, maturing human beings) learn.</p>					

STATUTORY DEDUCTIONS

What are statutory deductions?

If we break this word down and look at the noun 'statutes' we will see that 'statutes' refer to law, hence they are compulsory deductions about which we have no escape.

Gross Pay

Is the basic salary before deductions are taken.

Net Pay

Basic salary, less deductions.

N.I.S

We are well aware of some of the benefits of N.I.S. – compensatory income which is paid when one is injured and cannot work, burial grants, 'special' child benefits, etc.

Education Tax

Which is taken for the provision of educating our youth and assisting with teachers' salaries, building and repairing of schools, etc.

National Housing Trust (N.H.T)

This deduction is taken from our earnings as our contribution to the national fund which is used to improve the housing stock. The benefits we derive are the ability to own our own home through an open market benefit, building on our own land, acquisition of a house through one of the N.H.T.'s schemes or home improvement and mortgage benefits.

General Consumption Tax (G.C.T.)

General Consumption Tax is a sales tax of 15% which is applied to all items purchased.

Example

Using a gross pay of \$2,000.00 per week, first N.I.S. of 2.5% of gross pay is deducted

	\$ 2,000.00
N.I.S.	- <u>50.00</u>
	1,950.00
Tax ceiling -	<u>1,548.00</u>
	402.00
	<u>148.54</u>
	<u>253.96</u>

Next the tax ceiling is deducted leaving the taxable amount. PAYE which is 25% of the taxable amount is calculated - \$100.50. Then Education Tax is calculated. This 2% of the taxable amount is \$8.04. N.H.T. which is 2% of gross is calculated \$40.00.

The total deduction is \$148.54 which is subtracted from the taxable amount.

Profit & Loss

Most businesses begin with a capital outlay of funds to start the business etc. We think of rental for a minimal period of one year . Salaries for the same period. Then the company needs to reserve money for the purchase of stock until it is able to receive goods on credit. Everything in the business has a monetary value. The Directors might own property, the goods certainly have a value attached to them.

Depreciation

Goods etc. will depreciate over time and so will have less of a monetary value at the end of a one year period than the value they had at the beginning of business.

Loss

Every business operates to make a profit but there are times when business doesn't do so well – this could be the result of 'bad-timing', a 'soft market' when there isn't enough money to go around when the purchasing power is limited as money is scarce or there is too much of that particular product in circulation and costs have to be decreased.

Every good business man therefore must operate a business on sound accounting principles which insists on good record keeping of his purchases, payments as rentals, salaries etc., because these records help him to determine whether he is gaining i.e. making a profit or losing money. This knowledge will help him direct his business or re-direct as is necessary.

TIPS FOR THE NEW LEARNER

- Re-read notes/instructions from time to time
- Read every and anything that makes good reading – this habit ‘stretches’ your vocabulary and improves your ability to write.
- Join a library
- Aim to read at least one book every two weeks and reduce this time period to one week eventually;
- Read the newspaper/s, magazines etc.;
- Listen to the daily news reports;
- Join a civic association e.g. a community group where you can actively participate in discussion, plan activities and implement change etc.;
- Do not stop here, move on to new challenges, apply to do more advance studies – you may wish to sit some J.S.C. or G.C.E. subjects; try at least two subjects at a time;
- Apply to a Trade Training Centre or Heart Academy;
- Join a study group i.e. a group of persons with whom you can study and discuss the subjects you are currently studying;
- You may wish to receive specialized lessons i.e. extra lessons in difficult subjects – seek the help;
- Set aside a quiet time and place for study;
- Develop a career path i.e. a plan of where you want to go from here and include a plan to reach there;
- Practice! Practice! Practice!

UPLIFTING ADOLESCENTS PROJECT
and
JAMAL FOUNDATION

WORKSHOP FOR
"LITERACY & REMEDIAL EDUCATION, PART III - NUMERACY"
December 9-10, 1998
Medallion Hall Hotel

PARTICIPANTS' EVALUATION

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

The workshop's objectives were:

- a. To assist Teachers/Instructors standardise assessment levels in numeracy among at -risk youth;
- b. To upgrade pedagogical skills in numeracy; and
- c. To reinforce teaching numeracy as an integral part of functional literacy.

1. The objectives of the workshop were met.

- a. b. c. d. e.

2. Workshop materials distributed were relevant to the program.

- a. b. c. d. e.

3. The teaching methodologies used in this workshop were effective.

- a. b. c. d. e.

4. The workshop's content is relevant to my work with youth through the NGC.

- a. b. c. d. e.

5. I feel that I am now in a better position to successfully undertake responsibilities in my NGO relating to teaching numeracy to at-risk youth.

- 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:

Workshop for Literacy & Remedial Education, Part III Participants Course Evaluation

The evaluation questionnaire was completed by 97 % of the participants, that is 29 of 30 registered on the second day of the workshop.

General Evaluation Results

Respondents were generally satisfied with the content and conduct of the Workshop. All respondents identified at least one positive feature while only two respondents identified negative aspects. The majority (20 participants) also recorded favorable remarks in the "Overall Comments" with only nine participants declining to comment.

The overall rating of the Workshop content was 4.34 of a maximum of 5 points, slightly lower than that of the other two workshops presented jointly by the UAP and JAMAL.

Eighteen positive features of the workshop were identified. Eight comments were related to the content of the workshop and how much had been learnt about teaching techniques, particularly in relation to the teaching of numeracy. Four spoke of information they had received about classroom management; seven of the teaching strategies used by the presenters while the remainder expressed appreciation for the opportunities afforded them to participate and interact with each other.

There were only two negative responses to the question "Was there anything negative in your opinion, about the Workshop"? One related to the methodology used by the presenters, the other to the need for participants to be made more aware of the objectives of the course before the course begins. There were no responses from the other twenty-seven participants.

Twelve (12) participants had no suggestions for follow up activities; three (3) provided responses irrelevant to the workshop. The remaining responses were requests for follow up workshops and for the presenters to visit individual NGOs to provide advice.

Evaluation Details

Evaluations have been tabulated in three tally sheets that form part of this report. Some details are highlighted below.

Section A: Workshop Content

None of the respondents selected the "Strongly Disagree" or "Disagree" options in response to five of the six evaluation factors, which were presented as positive statements. One participant did select "disagree" in response to Factor 4 which related to the relevance of the Workshop to her work with at-risk youth.

Since the evaluation was positive in every other respect it might be safe to assume that this was an error on the part of that participant. The average score for that particular factor was 4.41.

The highest average scores of 4.52 and 4.45 were received on the overall evaluation of the workshop (4.52) and the relevance to the programme of the material distributed. (4.45).

The lowest average scores were for Factor 1- "The objectives of the workshop were met" (4.10) and Factor 3 -"The teaching methodologies were effective" (4.24). These scores were none-the-less well within the acceptable range. With regard to Factor 3, it is conceivable that some participants could have been responding to the teaching methodologies used by the practice teachers as well as the Workshop presenters. On the other hand three participants did indicate a desire for less lecturing and one presenter apologized for having to change his original strategy and lecture more than he had intended to do.

On all the six factors, the majority of the participants' responses were "agree" rather than "strongly agree." On Factors 1,3, and 5, the majority response was "agree" rather than "strongly agree." On Factors 2 and 4 the number of responses were equal. Factor six – the overall evaluation- was the only response with which most participants strongly agreed instead of simply agreeing.

In terms of how well the Workshop had prepared them for undertaking responsibilities in their own organizations, the average response was 4.34. These averages, although close enough to the possible 5 points, suggest a somewhat lower level of satisfaction with this Workshop than with the previous two in the series.

Section B: Participants' Comments

The positive features receiving multiple endorsements were related to a) knowledge participants had gained about how to teach numeracy, b) how to teach/motivate their students, c) their introduction to the teaching aids, d) their participation in the teaching practice activities.

Comments such as the following suggest that presenters were successful in their efforts to motivate participants to be better teachers and that the participants recognized, and appreciated the information on how to motivate and relate to the at-risk youth in their care:

"I learnt that I should let all my students realize that they are important and loved by everyone";
"I learnt that I should encourage the working children to keep records, techniques to motivate at-risk-youth and the importance of being prepared for classes";
"Allowing the participants to participate in activities reinforce what is learned, motivating children to read at a high level, the need to show respect and help to build up self esteem".

Participants' comments seem to indicate that they were also grateful for the teaching strategies to which they had been exposed and for the opportunities to participate actively in the workshop.

The most commonly requested Follow-up Activity was more workshops, including workshops for making teaching aids (5 participants). This suggests that some participants at this workshop may not have been

present at the previous UAP Literacy workshop (LRE 2) where this had been done and points to the need for more continuity and transfer of information.

There was also a request by three participants, for presenters to visit the sites of actual classes to give further assistance to teachers there. One request "for the provision of assessment forms for both teachers and students" to be discussed at the next workshop is ambiguous. It is not clear whether the reference here is to the Placement Survey, the Evaluation form or to another Assessment test.

Nine participants made no overall comments. The remainder (13 of 18) was in praise of the workshop, its organization and educational content and the excellence of presenters and practice teachers. The selection of topics and usefulness of handouts were also commended, as was the good accommodation. The five negative comments expressed the desire for a shorter workshop, more practical learning strategies and more participatory sessions. The other comment was unrelated to the workshop as it expressed a desire to have more workbooks for the students. Comments such as the four which follow, reflect the general attitude of the participants and should provide encouragement for the organizers:

"The course was very effective, not only to pass on information but also for my personal development";

"All topics of the presenters and handouts are very helpful. I personally am appreciative of the training of the UAP because it helps so much from day to day with teaching and reaching out to my youth at risk in my remedial school";

"The workshop was very good and educational. It has given me a better insight how to deal with my group of students"; and

"Since I have gained so much from this workshop, I am eagerly looking forward to the rest. Thank you".

The comment from one participant that *"the level of commitment from our presenters, speaks to me about my commitment to the students in my class e.g. to 'brave the rain'"* was quite unexpected but interesting and one which reflects an un-calculated benefit provided by the Workshop.

UPLIFTING ADOLESCENTS PROJECT
 EVALUATION OF TRAINING WORKSHOP
 Literacy and Remedial Education Part III - Numeracy
 December 9-10, 1998

Section A: Views on Workshop Content						AVERAGE SCORES
Evaluation Factor & Weights	Strongly Agree	Agree	No Comment	Disagree	Strongly Disagree	
1 The objectives of the workshop were met.	6	20	3		1	4.10
2 Workshop materials distributed were relevant to the program.	14	14	1			4.45
3 The teaching methodologies were effective	10	16	3			4.24
4 The workshop's content is relevant to my work with youth through the NGO.	14	14		1		4.41
5 I feel I am now in a better position to undertake responsibilities related to teaching numeracy.	11	17	1			4.34
6 My overall evaluation of the workshop is positive.	15	14				4.52
Overall Rating on Workshop Content						4.34

UPLIFTING ADOLESCENTS PROJECT
 EVALUATION OF TRAINING WORKSHOP
 Literacy and Remedial Education Part III - Numeracy
 December 9-10, 1998

Section B: Participants' Written Comments			
Frequency	B1: Positive features of the Workshop	B2: Negative features of the Workshop	Frequency
4	Knowledge about how to teach numeracy	None	16
4	Participation of participants in teaching activity	No - Not really	1
3	Teaching Aids	If I say so it definitely would not be true	1
3	Knowledge about how to treat students	Wasn't anything negative	1
2	Teaching techniques to motivate	Too much lecturing - needed less talking while participants listened less talking while participants listened	1
2	Explanation of statutory deductions	Lack of knowledge of format seminar would take	1
2	Behavior modification		
2	Class room control		
1	Reinforce - use of environment as teaching aid and to be prepared for classes		
1	Placement survey		
1	Exercise in criticisms of lessons		
1	Learnt how to encourage students to keep records		
1	Participation of all		
1	Co-operation and team work		
1	Interaction with peers		
1	Group discussion		
1	Presenters well prepared, information relevant		
1	Insistence on participatory dialogue		

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UPLIFTING ADOLESCENTS PROJECT
 EVALUATION OF TRAINING WORKSHOP
 Literacy and Remedial Education Part III - Numeracy
 December 9-10, 1998

Section B: Participants' Written Comments		B4: Other Overall Comments	
Frequency	B3: Desirable Follow-Up Activity		Frequency
5	More workshops	Workshops rewarding and eye-opening	3
3	Instructors and demonstrators to visit centres	Workshops well organised	3
3	Workshops for making teaching aids to teach numeracy	Workshop informative and educational	3
1	More demonstration lessons	Workshop excellent / wonderful	2
1	Getting feedback from agencies	Very good workshop	2
1	Advanced mathematics programme	Course effective not only to pass on info but for personal development	1
1	Provision of assessment forms for both teachers & students to be discussed at next workshop	Workshop good and educational	2
		Excellent presenters	1
		Trainee teachers were excellent	1
		Statistical deduction lesson of benefit	1
		Topics and handouts helpful	1
		Good accommodation	1
		Good time between 8:00 - 3:00	1
		Workshops could have been shorter	1
		More practical methods	1
		Needed more participative sessions	1
		Wish to have more work books	1