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# **UPLIFTING ADOLESCENTS PROJECT**

## **REPORT ON THE RECRUITMENT STRATEGIES WORKSHOP**

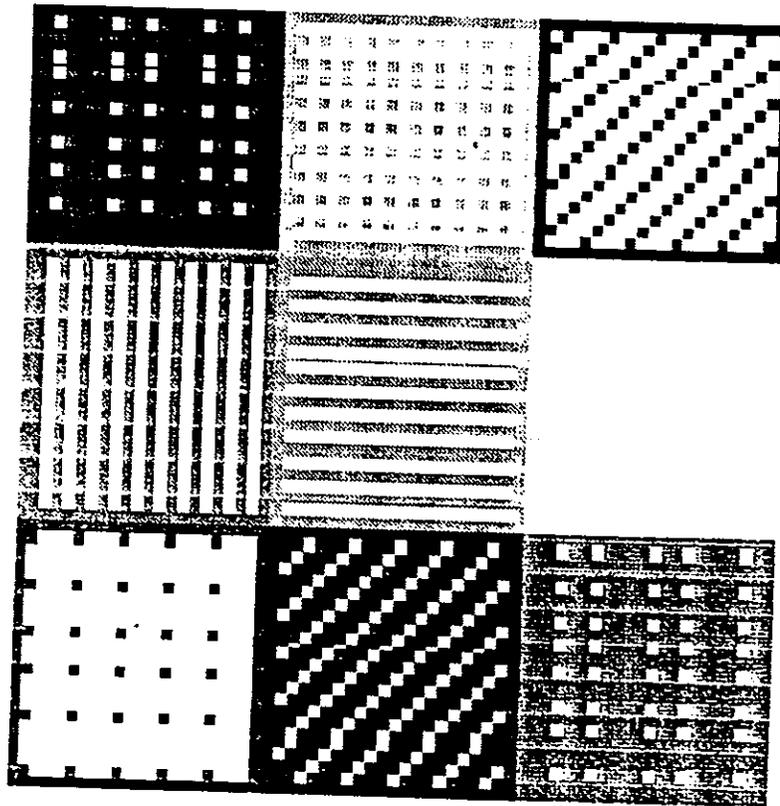
**Jamaica Conference Centre  
February 11, 1998**

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UPLIFTING ADOLESCENTS PROJECT

REPORT ON THE  
RECRUITMENT STRATEGIES WORKSHOP  
Jamaica Conference Centre  
February 11, 1998



*Submitted by*

**Glenda Drummond  
Claudette Richardson-Pious**

*Workshop Presenters/Facilitators*

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## INTRODUCTION

The "Recruitment Strategies Workshop" held on February 11, 1998 at the Jamaica Conference Centre was attended by 59 persons:

- 50 participants from 14 Non-Government Organisations (NGOs)
- 2 from international donor agencies
- 1 from the Ministry of Education, Youth & Culture, and
- 5 from of the Uplifting Adolescents Project (UAP) Office
- 1 Workshop Rapporteur.

The List of Participants is included as *Appendix I* (pgs. 19-20)

A total of eighteen (18) young people from the "Western Society for the Upliftment of Children" and "Children First" also participated in two of the sessions.

The Workshop Agenda is attached as *Appendix II* (pgs. 21-22)

.During the Opening Session, both Mr. Francis Valva (Chief of Party, UAP) and Mrs. Nola Mignott (USAID) stressed the importance of the NGOs' role in the delivery of social programmes. They also expressed their confidence that NGOs could successfully intensify their recruitment and retention efforts in order to make a difference in the lives of as many 'at risk' adolescents as possible.

This Report has been prepared with the intention that it will serve NGOs as a convenient and useful source of reference on successful recruitment and retention strategies. It sets out the purpose of the Workshop, summarises the proceedings and indicates participants' evaluation of the sessions.

# PURPOSE OF THE WORKSHOP

The Workshop's objectives were:

1. To share successful recruitment strategies for promoting the UAP Programme with the adolescent 'at risk', parents and communities;
2. To sensitise participants about local problems affecting the 'at risk' adolescent;
3. To identify and promote successful strategies, suitable for each NGO, to recruit and retain the interest of the 'at risk' adolescent.

## PRESENTATIONS

### RECRUITING ADOLESCENTS

**Mrs. Glenda Drummond**  
*Western Society for the  
Upliftment of Children*

#### PRESENTATION FOCUS:

*Research the community situation; define objectives; plan and implement recruitment strategies and project activity based on the realities found.*

Attention was drawn to the following considerations which are essential to good recruitment planning:

1. **WHY** recruit? Clearly establish the organisation's reasons for recruiting 'special' young people.
2. **WHO** to recruit? Who will comprise the target group? They are all children, but the problems/needs of 'special' adolescents vary. Some have disturbing life histories; emotional, behavioural, learning or addiction problems; some have to provide financially for themselves; some may have criminal records — even including murder.
3. **WHERE** to recruit? Everywhere these children are found (e.g., in the regular school system, at stoplights, in the market, at the river side, at church, outside 'fast food' shops, in the homes where they work as helpers, asleep on the streets at night).

4. **WHEN** to recruit? Whenever it is appropriate to do so...at whatever time(s) the adolescents will listen. (See Appendix III: Working With 'At Risk' Children — Do's & Don'ts, pg. 23.)
5. **WHO** should recruit? Anyone in the agency/organisation with the right attitude, personality and communication skills to gain acceptance from the target group. The necessary skills can be developed. Learn about the children...learn about one's self. Ask the question: "Am I the right person for this type of work?"
6. **WHO** else can help? Let the influential people in the community know who you are and what you are doing. Develop and maintain community links with, for example, pastors, teachers, nurses, other group leaders, the area "don", etc. Ask for introductions, referrals, or just for help in spreading the word about what the Programme has to offer.
7. **WHAT** should be done?
  - a) Use an informal approach; don't be intrusive (See Appendix II: Advice for the Outreach Worker, pg. 24.)
  - b) Choose a publicity medium that will reach the target group. Any posters used should be attractive and easily read.
  - c) Use incentives...but don't create dependency.
8. There may be unpleasant experiences sometimes; the important thing is to know how to handle them. (See Appendix I: Advantages and Difficulties Working With Communities, pg. 25.)

Copies of a "Checklist of Questions for Planning" (See Appendix VI, pg. 26) were also distributed.

## THE VIEWS OF ADOLESCENTS (1)

3 Recruits from the  
*Western Society for the  
Upliftment of Children*

### PRESENTATION FOCUS:

*First-hand reports on their lives before entering in the WSUC Programme, how they were recruited, and the positive changes in self-perception ("make me realise myself more better") and sense of well-being experienced since enrolment.*

All three recruits (2 males, 1 female) told of the "rough" lives they had experienced before enrolment in the WSUC Programme, and how they came to be participants.

Jason had been living on the streets, getting very little to eat and having nothing to do. After his mother's death, he had gone to live with an uncle. This had not worked out and he was sent to the Copse Place of Safety, from which he ran away. Having come to the WSUC Centre one day to look for a friend, he asked for information about what was going on there and for help in finding a safe place to live. He received the help he needed, and has become an enthusiastic programme participant.

Mr. Biggs of WSUC had gone out one day to see a participant's father. Having difficulty in locating the correct address, he asked directions of a boy (Robert) who offered to take him there. In talking with him, Mr. Biggs discovered that, since his grandmother's death Robert had been sleeping surreptitiously in a church and other buildings at night. Robert asked for and was given help in finding a place to live, and voluntarily enrolled in the programme.

Wendy had been thrown out of her home. She begged for her food and usually lived in the bushes, but sometimes got a 'cotch' at night from kind neighbours. She sneaked back home on a day when a WSUC staff member had come to see what help could be arranged for her pregnant sister, who had run away previously. As a result, she also heard about the Programme and was recruited. WSUC was also able to achieve a reconciliation between Wendy and her mother, and Wendy is again living at home.

Activities that Jason, Robert and Wendy found enjoyable were: trips, games, learning to read, getting clothes and food, and drama. When asked individually for an opinion on what aspects of their organisation's programme could be improved, each said more space was needed. Reasons given were: to expand skills training and sports activities, as well as to accommodate more young people who now have to live on the streets.

## KEEPING OUR ADOLESCENTS

Mrs. Claudette Richardson Pious  
*Children First*

### PRESENTATION FOCUS:

*To retain 'at risk' adolescents after recruitment, the outreach worker must understand the culture of the communities in which they live and what makes them "tick". Life Skills training is often the key to resolving problems that affect school performance. Integrating life experiences with academic instruction encourages participation, maintains interest and facilitates learning.*

The main points of Mrs. Pious' presentation were:

1. While individual histories differ and while it is important not to generalise, there are some **basic problems** demonstrated by many 'at risk' adolescents:

- very short concentration spans
- lack of free-time ('hustling', paid work, chores/responsibilities at home)
- Vague grasp of 'personal property', time and age concepts
- emotional/behavioural disorders: e.g., claustrophobia, hyperactivity
- inability to classify items into categories
- poor motor skills
- hunger (hungry children can't learn or participate).

These problems require special attention, if interest and participation in programme activities are to be maintained.

### **Retention Strategies:**

1. Listen, observe — don't be dictatorial.
2. Become aware of the problems that these young people face: find out what is important to them. Allow them to express themselves. Find ways of addressing those problems.
3. Encourage their input when planning activities, so that they can develop a sense of ownership in the organisation's programme. [Different degrees and levels of child participation in decision-making were illustrated by a handout (*See Appendix VII, pgs. 27-28.*)]
4. Examine the resources/materials available from other agencies, e.g., JAMAL, and adapt for own needs.
5. Take a holistic approach to participants' development (*See Appendix VIII: Going Beyond Literacy and Numeracy, pg. 29.*). To arouse and hold the interest of these young people, learning must have meaning. Therefore, development activities should help them to have a better understanding of the world in which they live. Integrate practical, everyday concerns with academic principles and concepts. For example, show them how to:
  - use the Post Office and other Community Services
  - write letters to participants in other UAP projects
  - measure materials and make things they can use.
6. Get the community involved. Develop a network of persons in the community who know and understand what is being done. Ask for assistance (programme content enrichment, publicity, encouragement to recruits to stay in the programme, etc.).
7. Everything must have an informal component. Do not ignore the therapeutic value of recreational activity (surveys show that many children no longer have time to play) and

of cultural forms, such as drama. (See *Appendix IX: The Advantages of Using Drama in Your Programme*, pg. 30.)

The presentation ended with the playing of a section of a song by Lady Saw, "Give Me A Reason...", and an invitation to participants to think about how the song could be used in a lesson.

## **GROUP SESSION REPORTS**

Following the main presentations, NGO participants were divided into four (4) groups and each group was assigned a topic for discussion. At the end of one hour, the groups reported on their discussions to the re-convened plenary session, as follows:

### **GROUP 1: *Recruitment Through Schools***

#### **(a) Inner City Schools**

Leader: Mr. Donovan Dumetz, *Kingston Restoration Company*  
Rapporteur: Mrs. Valerie Hibbert, *Kingston Restoration Company*

The strategies being employed currently were wide and varied. However, several agencies have found it effective and practical to develop a cordial working relationship with school principals, guidance counsellors and teachers. When there is understanding of the opportunities and learning support available through the agency and the UAP Programme, school representatives usually co-operate in advertising the programme and making student referrals.

One agency has an Advisory Committee which refers children to the programme, and other service organisations also send children. Sometimes youth group members make peer referrals and Guidance Counsellors supply names of students with irregular attendance and other problems. These are followed-up by the agencies and, in most instances, the students are enrolled in home work or other similar programmes.

In response to questions and reports of difficulties experienced in developing rapport with some teachers, guidance counsellors, it was stressed that effectiveness depends on community acceptance, so head-on tussles must be avoided. The NGO's role should be presented as being supportive, not competitive. If necessary, tactful help should be sought from others in the community so as to achieve the necessary co-operation.

It was also reported that some agencies have found it helpful to make house-to-house visits to talk with parents. In discussing their children's progress at school, and on hearing of the remedial academic work the UAP programme offers, many parents readily agree to their children's participation.

Targeting the special interests of the children in the community is also advantageous. Therefore, arrangement of extra-curricula activities, such as sports, can be a useful recruitment strategy.

(b) **Other Schools**

Leader: Mrs. Pauline Pennant, *Jamaica Family Planning Association*  
Rapporteur: Mrs. Marie Brown, *Mel Nathan Institute for Social Research*

In addition to establishing and maintaining the school relationships recommended in the first report, this group suggested:

- sensitising residents by speaking at community meetings (e.g., to PTAs, Police Youth Clubs, Citizens' Associations) and venues where young adults congregate (e.g., playing fields, sports-linked functions) about local problems affecting youth and the opportunities offered by the UAP Programme.
- urging those already enrolled to bring in their peers and siblings — offer incentives.
- developing support groups — generate more information to share with non-participants and participants in other agencies; invite parents and guardians to visit the agency and see programme activity in progress.
- establishing mentoring and sponsorship programmes for homeless children and orphans. Involve not only important persons and big business, but smaller businesses and role models of modest means as well — go outside the immediate community for this type of assistance, if necessary.

Arising out of the question and answer period, note was taken of the fact that, within 'closed' inner city communities, barriers to participation and programme emphases may vary from those existing in other places. Adolescents were also likely to experience severe stress from environmental conditions (e.g., violence, crime, societal disdain). Nevertheless, the same recruitment and retention strategies employed elsewhere can be also applied there.

**GROUP 2: Recruitment Through Churches, Agencies, Communities, etc.**

Leader: Mrs. Anderson-Robinson, *Women's Centre of Jamaica*  
Rapporteur: Mrs. Robinson-Smith, *Women's Centre of Jamaica*

Again, networking (with church groups, pastors, parents, citizens' groups and individuals within the community, other service agencies) was strongly advocated and the importance of follow-up was emphasised. The report's main recommendations were as follows:

## Churches

- Some church members are guidance counsellors, community workers, teachers, policemen, parents, and so influential contacts can be made through the church. Persons in the community also frequently seek help for 'at risk' children from pastors and church members, so useful information and referrals can often be obtained from these sources.
- Use bulletins, posters, announcements at meetings of youth groups, membership meetings and at church services. Home visits to members can also lead to identification of potential recruits and to parent motivation
- Maintain contacts developed within the church community. Work with church groups to create programmes that will enhance the children's development.
- Ask churches/church groups to sponsor some needy children.

## Communities

- Although one often has to 'speak their language', don't talk down to community members.
- Display a friendly attitude to win support from leaders (official and unofficial) and others in the community. Get their co-operation in ensuring children enter and continue in the programme. Attend meetings of service clubs, sports clubs, citizens' association and "Neighbourhood Watch" groups to meet people and speak about UAP.
- Introduce a sports programme.
- Post Notices on Community Notice Boards.

## Agencies

Contact other agencies: service-providers in the community who are engaged in helping the target age group (including Children's Services and probation officers). Develop a good relationship with them:

- Attend their meetings by invitation and speak about the UAP programme.
- Gain their support in finding students and providing resources to them.
- Get the agencies to send resource persons to share in your programme.
- Send memos and reminders.
- Give them any help they need that you can provide.

### **GROUP 3: *Recruitment From the Streets***

Leader: Mr. Lester Biggs, *Western Society for the Upliftment of Children*  
Rapporteur: Mr. Anthony Brodber, *YMCA - Amy Bailey Centre*

In this group's opinion, 'street children' are a prime target group for UAP Programme services. They recommended the following steps for successful recruitment of these children:

- Define the area(s) from which recruits are to be obtained and the recruitment objectives.
- Go out to the target areas identified and study the culture. Community variables will influence acceptable programme content. An attractive and relevant 'product' is essential to successful marketing.
- Network with other agencies to get information and the benefit of their experience.
- Identify the area leaders (including 'dons') and other influential people in the community. Get to know them and give respect to get respect (but walk 'a narrow line' regarding ongoing contact with certain individuals who may not be desirable role models). Publicise the Programme, and influence them to help.
- Let potential recruits ask questions; encourage them to talk about themselves; build up their trust. Be sincere and genuine. Leave documentation until afterwards.
- Encourage youngsters in the programme to tell others about it and lead them into the programme. For example, some could go along on recruitment drives to interact with potential recruits — they can be spokespersons while the Programme Leader serves as a facilitator.
- Dress appropriately — don't over- or under-dress. Be relaxed...the more self-conscious one is, the more difficulty one experiences in making the impression desired.

### **GROUP 4: *Recruitment Through Audio & Visual Aids*** (flyers, posters, print & electronic media, etc.)

Leader: Mrs. Lois Hue, *Jamaica Red Cross Society*  
Rapporteur: Ms. Marcia Duval, *Jamaica Red Cross Society*

The group highlighted the importance of creativity in promoting recruitment, registration and retention through audio-visual aids. Ideas shared were:

1. The target audience must be the focus in deciding output. Analyse the intended audience so that message and medium will be acceptable and influential.

2. Make use of free or inexpensive 'advertising' (e.g., radio & TV community bulletin boards, inviting reporters to events, writing short articles for community newspapers, talk show interviews).
3. Get sponsorship for short radio 'spots' using entertainers who appeal to young people and are desirable role models.
4. Use students in the Programme to advertise, put up posters, etc.
5. Develop a logo for image building.
6. Ensure visuals convey the image desired — factors affecting a message's impact are accuracy, appeal, attractiveness and clarity. (See also *Appendix X: Communication Approaches and Message Choices*, pg. 31.)
  - Select colours for posters, etc. carefully to avoid using colours with political connotations.
  - In time people stop looking at posters they see constantly so, if designed for repetitive use, take them down after a reasonable period of exposure, wait, then re-display.
  - Use typefaces and font sizes that facilitate reading.
  - Pay attention to getting grammar, punctuation and spelling correct.
  - Avoid too much text, and use language which the target audience understands.
7. For audio communications (e.g., use of a Town Crier), the principal message should be unmistakable and objectively presented. Music should be appropriate and the tone of the speaker's voice should be pleasant and his/her words clearly audible.
8. Displaying photographs of outstanding participants (e.g., "Student of the Month"), with a short description of their achievements, can be a performance incentive and a productive recruitment/retention tool.

## THE VIEWS OF ADOLESCENTS (2)

Recruits from  
*Children First*

After lunch, students from "Children First" presented a lively and well-received skit, that dramatised a recruitment situation and demonstrated the importance of effective communication and persistence in meeting recruitment objectives.

The first scene opened with an over-dressed Project Officer, with clipboard in hand, going into a community to recruit. From his appearance, residents believed him to be a census-taker or politician, and chased him away. Returning in normal, everyday dress and accompanied by a co-worker, a more informal communication approach was adopted by the worker in Scene 2. Time was spent first 'rapping' with some children whom they met along

the way. They then met with a parent and used effective communication strategies to convince him that the UAP programme was worthwhile. As a result, the parent encouraged other parents to give their support and he told the NGO workers where they could find other children. The workers met with those children and interacted with them so well (playing cards, giving simple explanations, etc.) that the children became eager to join the programme.

In the final scene, the action moved to the NGO Centre where participants were shown engaged in various activities, (leathercraft work and preparing for a concert). The skit concluded with the actors singing the UAP song which they had composed. Since other NGOs might wish to use this song, the words have been included as *Appendix XI* (pg. 32).

The young performers used their own ideas in developing the script and had only received some adult advice about the presentation format.

## **ACTION PLANS**

NGO participants were divided into seven (7) groups, and each group was asked to prepare an Action Plan that would illustrate creative ways of recruiting and retaining students in UAP programmes. At the end of half-an-hour, the groups reported to the re-convened plenary session, as follows:

### **GROUP 1:**

**Rapporteur: Ms. Venese Morrison**  
*Hope for Children*

#### **Aims & Objectives:**

To assist children aged 10-14 years, whether in or out of school, who are having financial and other problems which restrict their ability to realise their full potential within the programmes of the traditional educational system.

#### **Preliminary Action:**

- Expansion of present facilities to cope with increased demand
- Based on assessed needs
  - a) Review of existing programmes, and modification if necessary
  - b) Development and implementation of new programmes based on assessed needs.

#### **Recruitment & Retention Strategies:**

1. Work with the Area Councils of the various communities in which there are currently re-development programmes.

Council members (influential persons in those communities) will help to identify recruits and encourage students to remain in the programme.

2. Implement interesting/useful programme activities, such as:

Home Work Centre  
Computer Lab  
Cultural groups  
Environmental groups  
Counselling and Motivational sessions  
Scholarship Programme  
Summer Employment Programme  
Camps  
Sports.

**GROUP 2:**

**Rapporteur: Ms. Marcia Duval**  
*Jamaica Red Cross Society*

**Objective:**

Increased number of recruits and improved retention of programme participants through more effective monitoring of their progress.

**Pre-requisite:**

More space to accommodate increased number of recruits.

**Recruitment & Retention Strategies:**

1. Work with churches, communities, schools, Red Cross Youth Links and Link Patrons, service clubs, and through on-the-street contacts, to recruit more 'at risk' youth.
2. Develop and apply criteria for evaluating participants and charting their progress in Skills Area.
3. Use posters, electronic media, endorsements by popular athletes/entertainers, and other forms of publicity to enhance recruitment.

4. Use Flow Charts to control movement among activities and adherence to syllabus.
5. Implement agriculture projects to grow and sell cash crops, in order to offset some of the cost of feeding participants.

**GROUP 3:**

**Rapporteur: Mrs. Sheryl Todd**

*Mel Nathan Institute for Social Research*

**Recruitment & Retention Strategies:**

1. Devoting time and resources to strengthening the relationships between the organisation and community leaders to facilitate their commitment to encouraging youngsters to enter and remain in the programme.
2. Using community 'animators' to do follow up of those participants who registered for the UAP but failed to come out regularly.
3. Arrange familiarisation forums. Invite parents to come, ask questions, and find out more about the programme. Publicise the fact that refreshment will be served
4. Host an 'Open Day' to give parents and non-participating children an opportunity to view what project participants have been doing. Participants gain community recognition for their achievements and are likely to be motivated to continue their involvement. Non-participants may also be motivated to enrol.
5. Find out participants' interests and build programme around those interests.
6. Seek participants' involvement and input in structuring UAP curriculum.
7. Find more creative ways to enhance learning.
8. Provide incentives for all components of the programme so that no one area will be over-emphasised.

**GROUP 4:**

**Rapporteur: Mrs. Marjorie Daley**

*Women's Centre of Jamaica Foundation*

**Recruitment & Retention Strategies:**

Organise a Fair, parties to get non-participants to visit Centre and find out what happens there.

Incorporate more drama, sports, music, dub poetry in programme activities. Improvise musical instruments if necessary.

Invite interesting persons from the community/other groups to give talks on subjects or performances that will motivate and stimulate participants.

Involve PTA.

Make house-to-house visits to find new recruits or to discover why former participants have dropped out. Address the problems revealed, if possible.

Get financial assistance from community members, service clubs, business places to provide bus fares and lunch for participants who need that help.

**GROUP 5:**

**Rapporteur: Miss Avis Williams**

*Kingston YMCA*

**Recruitment & Retention Strategies:**

Continue to promote programme through schools and in communities, (e.g., Waterhouse, Jones Town, Boys' Town) and at stoplights, supermarkets, etc.

Continue to provide a stipend.

Do more networking with other NGOs for increased mutual assistance.

Reactivate Camp Hamilton (over in the Caymanas Estate) and start another summer camp.

Using volunteer instructors, start classes for training in trade skills not now covered.

Form an alumni association to help in all aspects of the programme, including retention. Use staff and other well-known personalities, who have come through the programme, as motivational speakers.

Reinstate former "Family Nights" and support groups.

**GROUP 6:**

**Rapporteur: Mrs. Ariadne Collier**  
*Kingston YWCA*

**Recruitment & Retention Strategies:**

Hold regular staff meetings.

Prepare Activity Schedule for the number of volunteers who have come forward with offers of help.

Continue and emphasise usage of support groups (parents, children, resource persons, etc.)

Continue and expand networking with other agencies, schools and community groups.

Find out where drop-outs have gone and why they left.

Plan programmes with participants' input and interests in mind. Include performing arts and sports.

Continue and develop Saturday activities, e.g., recreation and subject clubs (e.g., literacy, drama)

Continue use of print and electronic media to gain involvement in and support for the programme.

**GROUP 7:**

**Rapporteur: Mr. Donovan Dumetz**  
*Kingston Restoration Company*

**Recruitment & Retention Strategies:**

1. Continue involvement of parents, community leaders (Area Councils) and participants in recruitment, needs identification and programme content planning.
2. Continue to implement a wide-range of activities to meet the various interests and needs identified. Activities will include:
  - Computer Programme
  - External Exams Programme
  - Conflict Resolution Sessions
  - Scholarship Programmes
  - Incentives Programme.

Lively discussion followed each group's presentation.

## **CLOSING SESSION**

Mrs. Beverley Butler, Workshop Rapporteur, presented a summary of what had been discussed at the Workshop. In doing so, she noted that the presentations and reports had indicated the following essential features of successful recruitment and retention efforts:

- Defining the target group(s) with which the NGO intends to work (there are many sub-groups within the definition of 'at risk' children);
- Finding out what other agencies were working with the same target group(s) and what services were being provided, so that the NGO's efforts can be complementary rather than competitive;
- Networking with other agencies and community members to maintain visibility, and win their understanding and support for the UAP Programme;
- Approaching target group members in an appropriate manner whenever and wherever the opportunity arose, to let them know what the UAP Programme had to offer;

- Observing, talking with, and listening to, group members to understand their attitudes, beliefs, needs and interests;
- Involving recruits in planning interesting and relevant programme activity, to make them feel a sense of 'ownership';
- Obtaining sponsors and mentors to give individual participants financial/material and motivational support;
- Integrating participants' interests and life skill needs with academic content so as to give meaning to learning;
- Using current participants as 'ambassadors' for the programme to bring in their peers and siblings;
- Offering incentives (e.g., public recognition of outstanding achievement), to motivate participants and maintain interest;
- Using varied and creative methods to keep on promoting/'selling' the services being offered.

Dr. Joyce Robinson, UAP Training Co-ordinator expressed the UAP's deep appreciation for the valuable contributions made to the Workshop by many NGOs and individuals. It was noted that it had been the largest and best attended UAP/NGO Workshop, and reflected the involvement of all participants in discussions at various levels. The roles of USAID and the Ministry of Education, Youth and Culture were recognised.

Mrs. Glenda Drummond and Mrs. Claudette Richardson Pious, the two Presenters/Facilitators were commended highly for their outstanding work in planning and implementing the Workshop, and for their innovativeness in making it possible for the students from Montego Bay and Spanish Town to play such a vital role in selling the UAP message. The leaders and rapporteurs of workshops, as well as the other participants, were acknowledged — particularly for their lively interaction and the generous sharing of ideas which had helped to ensure that the Workshop attained its objectives. Dr. Robinson implored all participants to return to their NGOs committed to inspire, motivate and implement relevant ideas shared in the Workshop.

## **PARTICIPANTS' EVALUATION**

Participants completed an Evaluation Questionnaire at the end of the Workshop, providing their views on Workshop content and presentation, as well as comments on positive and negative features, impediments to NGO implementation of new knowledge, and desirable follow-up actions. A complete analysis and report of the participants' evaluation is included at Appendix XII, pgs. 33-43.

In summary, the evaluation showed the following:

- a) Participants felt overwhelmingly that the Workshop was going to be beneficial to their work, and would also be beneficial to others in their organisations. On a scale of 1 to 5 (5 being best), the participants rated these two factors 4.71 and 4.63 respectively.
- b) Participants were highly commendable of the two presenters. Out of a maximum 4 points, the two presenters were rated 3.51 (Mrs. Drummond) and 3.79 (Mrs. Pious). All participants rated the two presenters as either "excellent" or "good" in all categories.
- c) The average overall rating of the Workshop's content was a high 4.53 out of a maximum 5 points.
- d) Participants identified more positive features (15) of the Workshop than negative ones (11). Nine of the 15 positive features received 4 or more endorsements, while none of the negative comments were made by more than one person. Significant positive features identified included:
  - i) Use of audio-visuals and drama to teach and retain adolescents' interest (*16 endorsements*); and
  - ii) Involvement of the participating adolescents in the Workshop (*11 endorsements*).

The results of this evaluation point to the overwhelming success of the Workshop.

*February 19, 1998*

## UPLIFTING ADOLESCENTS PROJECT

## Recruitment Strategies Workshop

February 11, 1998

## List Of Participants

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Miss Venese Morrison Ms. Joyce Predergast Ms. Ann-Marie Russell	Hope For Children	74 Spanish Town Road Kington 13	Phone: 923-3549 Fax: 963-3549
Mrs. Pauline Pennant	Jamaica Family Planning Association	14 King St., Box 92 St. Ann's Bay P.O.	Phone: 972-0260 Fax: 972-2224
Mr. Donovan Dumetz Mr. Lloyd Heslop Mr. Alain Williams Miss Valerie Hibbert	Kingston Restoration Company	Higholborn Street  (Jones Town KRC)	Phone: 922-3126 Fax: 922-0054
Miss Avis Williams Mrs. Diane Ridley Mr. Anthony Brodber Miss Shirlette Francis	Kingston YMCA	21 Hope Road Kingston 10 ) YMCA/Amy Bailey Centre ) " " " "	Phone: 926-8081 Fax: 929-9387
Mr. Leroy Dixon Mrs. Sheryl Todd Mrs. Nordia Fennel Mr. Deane Wilson Mrs. Maria Brown	Mel Nathan Institute for Social Research	31 Mannings Hill Road Kingston 8	Phone: 931-4989 Fax: 931-5004
Ms. Daisy Lilly Ms. Marcia Duval Mr. John Sayers Mrs. Lois Hue Mrs. Michelle Whervin- Maxwell Ms. Veletta Lawson Mrs. Prudence Brown Ms. Cecile Forbes	Jamaica Red Cross Society	Central Village Spanish Town P.O. " " " " Four Paths " " " "	Phone: 984-7860 Fax: 984-8272
Mrs. Nerissa Henry	Rural Family Support Organisation	5 Main Street May Pen P.O.	Phone: 986-4242 Fax: -

NAME	NGO	ADDRESS	PHONE/FAX
Ms. Juliet Johnson Mr. Junior Rowe Mrs. Lois Mendez-Ballentine Ms. Marcia Jibbison	St. Patrick's Foundation	78 Slipe Road Kingston 5	Phone: 920-0564 Fax: 968-3736
Miss Kimberley Hinds	Youth Opportunities Unlimited	2b Camp Road Kingston 5	Phone: 968-0979 Fax: 968-0979
Mrs. Glenda Drummond Mr. Lester Biggs	Western Society for the Upliftment of Children	4 Kerr Crescent Montego Bay P.O.	Phone: 952-3377 Fax: 952-6187
Miss M. Williams Miss A. Mitchell Mrs. N. Molloy Mrs. M. Daley Mrs. L. Mitchell Mrs. F. Galbraith Mrs. V. Monteith Mrs. Robinson-Smith Mrs. D. Shields-Thaxter Mrs. Anderson-Robinson	Women's Centre of Jamaica Foundation	Savanna-la-mar " " " Port Antonio " " Montego Bay " " St. Ann's Bay " " Mandeville " Kingston	Phone: 955-4712   Phone: 952-7237   Phone: 962-0293
Dr. Eloise Lewis Mrs. Ariadne Collier Mr. Michael Baccas	YWCA National	Kingston YWCA " " " " Spanish Town YWCA	Phone: 926-6109 Fax: 926-6109
Mrs. Dione Jennings	Ministry of Education, Youth & Culture	National Heroes Circle Kingston 4	Phone: 922-1400.9
Ms. Monica Diaz	UNICEF	60 Knutsford Boulevard Kingston 5	Phone: 926-7584 Fax: 929-8084
Mrs. Nola Mignott	USAID	2 Haming Road Kingston 5	Phone: 926-3781 Fax: 929-9944
Mr. Frank Valva Mr. S. Dowding Mr. C. Whyne Mr. M. Simms Dr. Joyce Robinson	UAP		
Mrs. B. Butler	Workshop Rapporteur		

# UPLIFTING ADOLESCENTS PROJECT APPENDIX II

*"Recruitment Strategies Workshop"*  
*Jamaica Conference Centre, February 11, 1998*

## AGENDA

- |                              |                                       |                    |
|------------------------------|---------------------------------------|--------------------|
| 1. Registration              |                                       | 8.30 - 9.00 am     |
| 2. Introductions & Purpose   | ..... Mrs. Glenda Drummond            | 9.00 - 9.10 am     |
|                              | <i>Workshop Presenter/Facilitator</i> |                    |
| 3. Welcome/Greetings         | ..... Mr. Francis Valva               | 9.10 - 9.20 am     |
|                              | <i>UAP</i>                            |                    |
|                              | ..... Mrs. Nola Mignott               |                    |
|                              | <i>USAID</i>                          |                    |
|                              | ..... Miss Gloria Nelson              |                    |
|                              | <i>MEYC</i>                           |                    |
| 4. Recruiting Adolescents    | ..... Mrs. Glenda Drummond            | 9.25 - 9.55 am     |
|                              | <i>Presenter/Facilitator</i>          |                    |
| 5. The Views of Adolescents  | ..... Recruits from WSUC              | 9.55 - 10.10 am    |
| 6. Keeping Our Adolescents   | ..... Mrs. Claudette Pious            | 10.10 - 10.30 am   |
|                              | <i>Workshop Presenter/Facilitator</i> |                    |
|                              | COFFEE BREAK                          | 10.30 - 10.45 am   |
| 7. Group Work                |                                       | 10.45 - 11.45 am   |
| 8. Group Report              | ..... Leaders of Workshops            | 11.45 am - 1.00 pm |
|                              | LUNCH BREAK                           | 1.00 pm - 2.00 pm  |
| 9. The Voices of Adolescents | ..... Recruits from Children First    | 2.00 pm - 2.30 pm  |
| 10. Group Discussions        | ..... Mrs. Claudette Pious            | 2.30 - 2.45 pm     |
|                              | <i>Presenter/Facilitator</i>          |                    |
| 11. Action Plans             | ..... NGO Groups                      | 2.45 - 3.15 pm     |
| 12. Reports                  | ..... NGO Groups                      | 3.15 - 3.45 pm     |
| 13. Workshop Summary         | ..... Mrs. B. Butler                  | 3.45 - 4.00 pm     |
|                              | <i>Rapporteur</i>                     |                    |
| 14. Evaluation               | ..... Workshop Participants           |                    |

# Workshops

1. "Recruitment through Schools"

a. *Inner City Schools*

*Leader* ... *Mr. Donovan Dumetz* KRC  
*Rapporteur* ... *Miss Valerie Hibbert* KRC

b. *Other Schools*

*Leader* ... *Mrs. Pauline Pennant* FAM PLAN, St. Ann  
*Rapporteur* ... *Mrs. Marie Brown* Mel Nathan Institute

2. "Recruitment through Churches, Agencies Communities etc."

*Leader* ... *Mrs. Anderson-Robinson* Women's Centre Kg.  
*Rapporteur* ... *Miss Robinson-Smith* Women's Ctre. Mville

3. "Recruitment from the Streets"

*Leader* ... *Mr. Lester Biggs* WSCU - Montego Bay  
*Rapporteur* ... *Mr. Anthony Brodber* Kingston YMCA

4. "Recruitment through Audio & Visual Aids"

- Flyers, Posters, Printed & Electronic Media etc.

*Leader* ... *Mrs. Lois Hue* Jamaica Red Cross  
*Rapporteur* ... *Mr. Conroy Wilson* Ashe

## WORKING WITH AT RISK CHILDREN

### DO'S AND DON'TS

#### What not to do

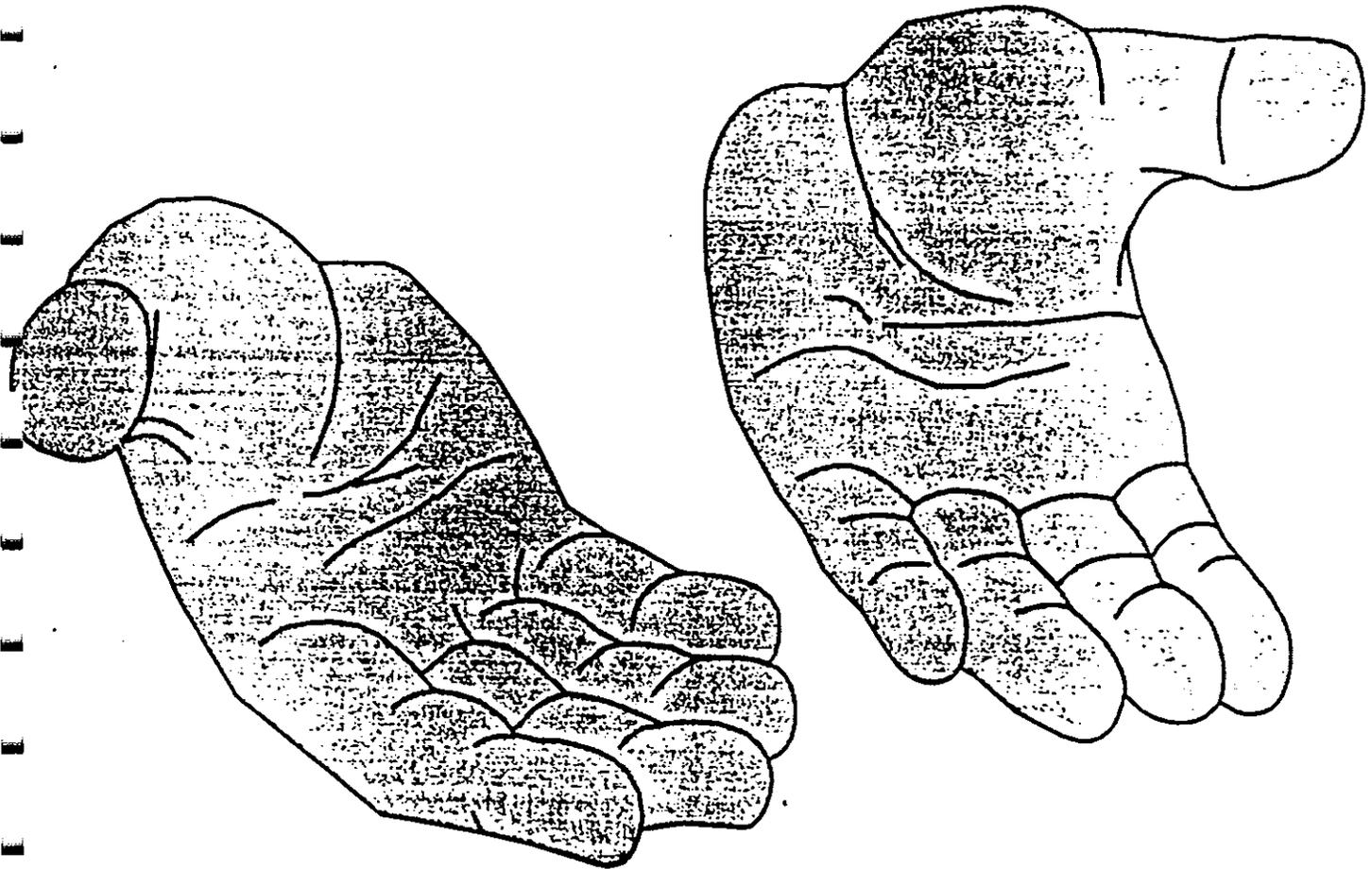
##### You should not:

- Treat children with fear;
- Under- estimate their intelligence;
- Think of them as thieves;
- Fail to understand their values;
- Impose your own values, teaching, preaching, telling them things;
- Imagine you know their values;
- Imagine you know their needs and wants;
- Be repelled by their appearance or habits, refuse to touch them, refuse to take food or drinks from them;
- Compete with their times for work;
- Create dependency by linking your visits to handouts;
- Draw the attention of the public/police to them;
- Think of yourself as noble;
- Try to lure children into programmes with handouts or promises;
- Make differences between groups of children that they do not make themselves;
- Break up their existing networks and social groups.

#### What to do

##### You should:

- Listen, and make sure you are really hearing;
- Look, observe, record, reflect on what you see;
- Learn, about them and about yourself.



## AN ADVICE FOR THE OUTREACH WORKER

The 'outreach' worker should be someone whom the Children can relate to and do not feel threatened by. The approach must be very informal and avoid Intrusion. If a trusting relationship is to be formed, it is not advisable to meet a group of children with clipboard, questionnaire and pen in hand. Little accurate information is shared with strangers on the streets, and patience is an essential element of the process.

## ADVANTAGES AND DIFFICULTIES WORKING WITH COMMUNITIES

The advantages of working with communities are:

- Working with social groups that already exist, using their strengths, resources and values;
- Not being limited to working with individual children;
- Reaching a wider group of children, especially those at risk, and therefore having a preventative role;
- Encouraging people, especially children, to look at the root causes of problems and find their own solutions;
- Finding solutions that are viable within the economic and other resources of the community;
- Economic sustainability and cost- effectiveness;
- Not creating dependency;
- Avoiding the creation of artificial categories of children, such as street children and child labourers, that stigmatise some groups and ignore other especially disadvantaged children;
- Reducing the service provision role of projects;
- Replicability- the principles can be used in other communities;
- A real development solution.

The difficulties of working with communities are that:

- It takes longer;
- It does not provide convenient photo opportunities for donors;
- It challenges staff and authorities to reconsider their ideas;
- It is difficult to get funding for initial stages;

## CHECKLIST OF QUESTIONS FOR PLANNING

1. What is the target group? Why?
2. What are the problems of this group? Is this what the children say themselves? What solutions do they propose?
3. What has the project to offer this particular group, in terms of expertise and resources?
4. What other projects are working with this group?
5. Will your project be complementary with their work or in competition?
6. How can you co-operate with other projects in your locality?
7. What are your project objectives? Are these long-term or short-term?
8. Are solutions temporary or permanent?
9. What methods will you use to achieve your objectives?
10. How will you assess success and failure?

### **Will the project be...**

1. A response to daily needs or an attempt to change the situations?
2. Child or community focused?
3. Centre-based, outreach, or a mixture of both?

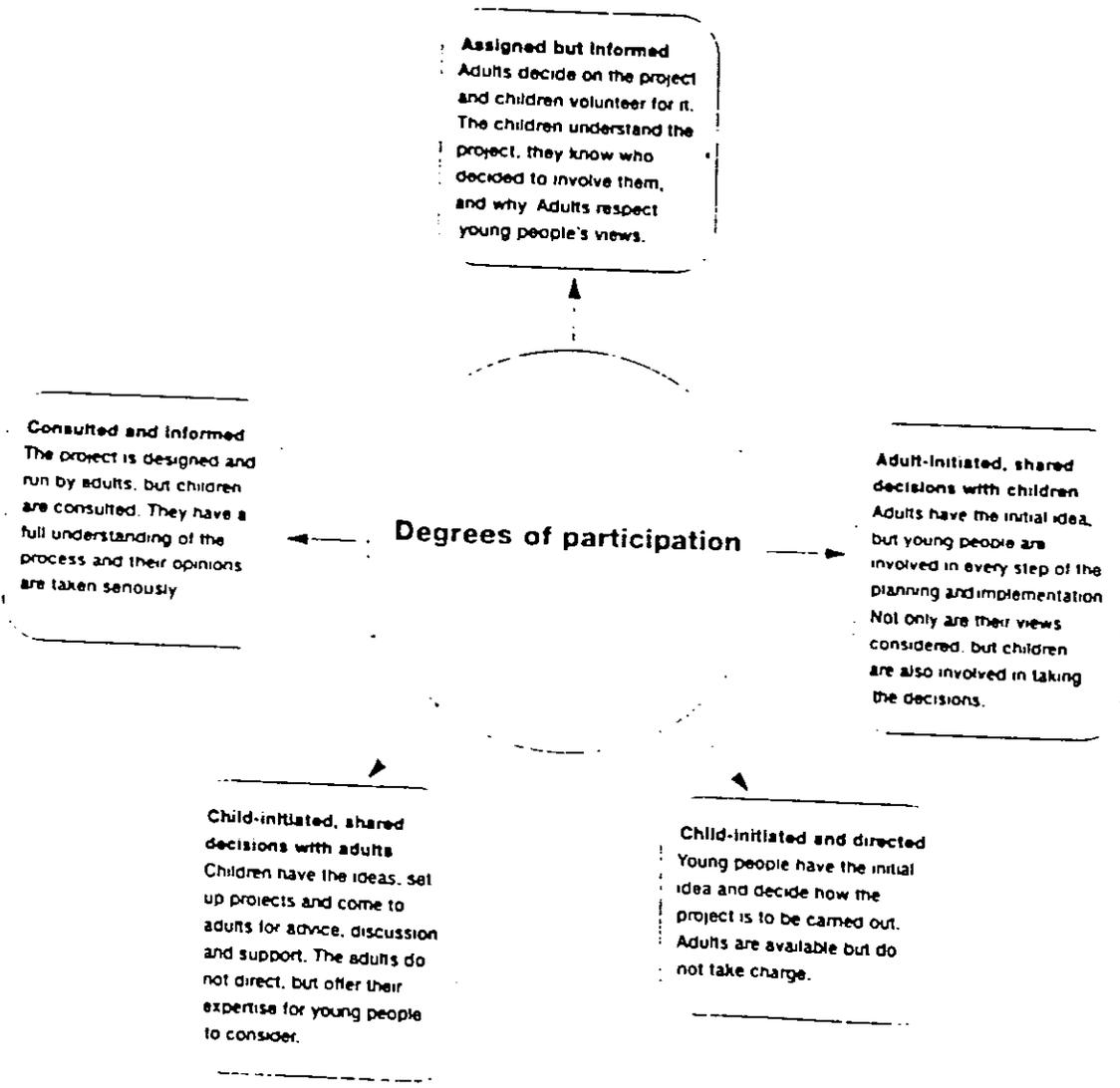
### **If you are providing services...**

1. Are these really needed by the children?
2. Are other projects already providing these services?
3. Can you provide the services adequately for the target group?

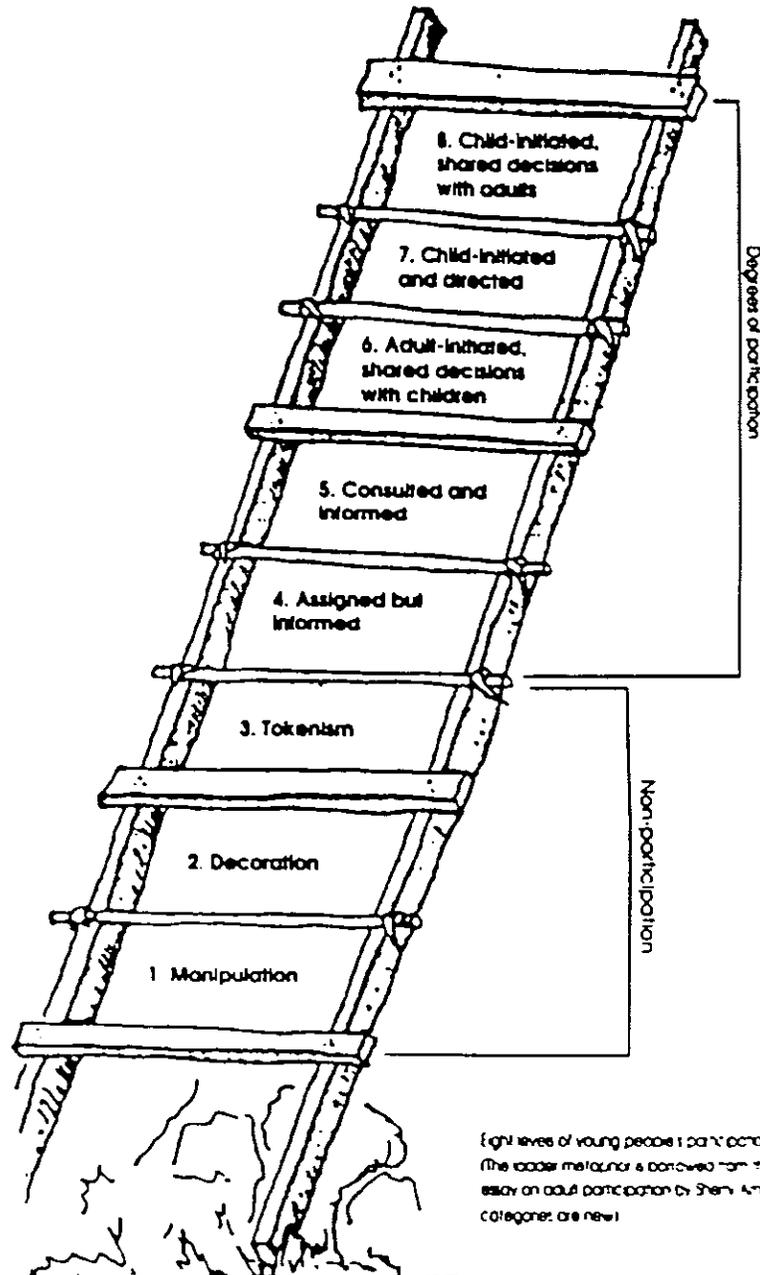
### **ABOVE ALL...**

1. Take time to learn.
2. Look and learn from other projects..
3. Involve the children in planning.
4. Organise a networking programme.

**Figure 1.1**



# The Ladder of Participation



## GOING BEYOND LITERACY AND NUMERACY

Education for children who are on the fringes of society is not just a matter of reading, writing and arithmetic. Other non-formal education may include dealing with many of the following, all of which could prevent a child from entering, or being successful in, formal schools:

- Social Skills
- Emotional and physical self-control;
- Attention;
- Listening skills (and knowing when to be quiet);
- Vague concepts of time and of age;
- Poor memory and concentration;
- Unclear spatial concepts;
- Inability to classify: 'The children know names such as pumpkin, tomato, beef, chicken or chillie but not categories such as fruit, vegetable, meat and poultry'
- Poor motor skills- inability to hold and control a pencil, or fold paper neatly;
- Poorly developed ideas of personal property (this can be a problem when it comes to which school books are 'yours' and mine');
- Being unaccustomed to sitting (many prefer to kneel or stand to work);
- Feelings of claustrophobia in rooms and buildings;
- Poor knowledge and understanding of everyday culture;
- How to take care of their own bodies and clothing.

## THE ADVANTAGES OF USING DRAMA IN YOUR PROGRAMME

- Learning to work as a group;
- Learning skills of listening and responding;
- Exercising restraint;
- Speaking distinctly;
- Waiting your turn;
- Responsibility for others;
- Memory tasks (learning 'lines');
- Learning to be interactive rather than just reactive;
- Expressing emotions safely;
- Having fun;
- Showing the world what you can do.

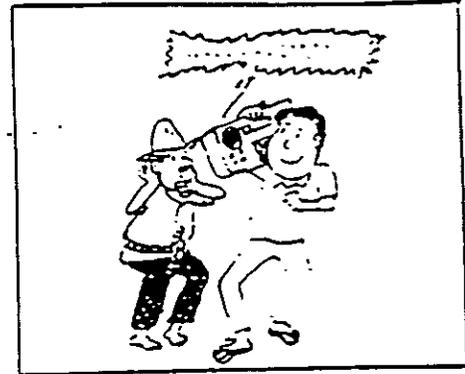
Recreation should be integrated into project planning and the children's development, rather than just a bit of fun on the side. Its effects should be monitored alongside other project components.

## COMMUNICATION APPROACHES AND MESSAGE CHOICES

# COMMON COMMUNICATION APPROACHES

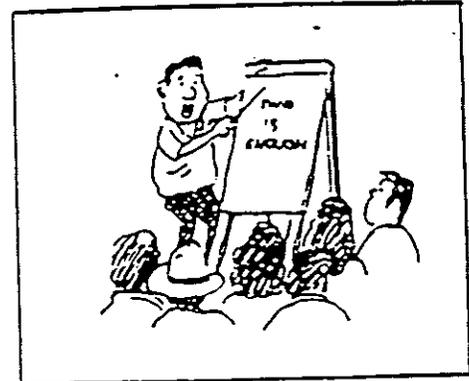
## INFORMING

The "new idea" is introduced and made familiar



## EDUCATING

The "new idea" is explained including its strengths and weaknesses



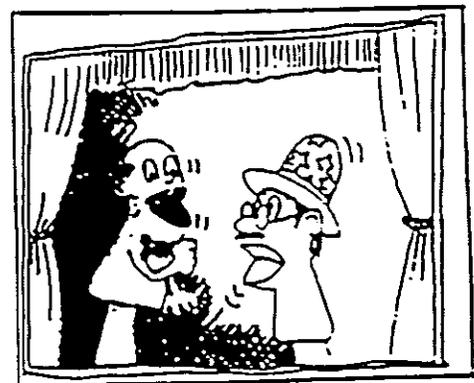
## PERSUADING

The audience is appealed to, to accept the "new idea"



## ENTERTAINING

The attention of the audience is drawn to the "new idea"



# THE UAP SONG

APPENDIX XI

## *Chorus*

Heads high, UAP a di best,  
In a di youths, dem tek interest.

Heads high, UAP a di best,  
In a di youths, dem tek interest.

## *Verse 1*

From yuh come through de gate  
Yuh nuh waan lef.  
Niceness galore, yuh could'nt waan more

Heads high, UAP a di best,  
In a di youths, dem tek interest. (*Repeat*)

## *Verse 2*

Children come, asking fi a bly,  
Most a dem come, wid tears inna dem eye.  
Wi tell dem sey wi full, and send dem to the "Y"

*Repeat chorus twice.*

... Written and performed by Children First Drama Group at UAP/NGO Workshop  
on "Recruitment Strategies" February 11, 1998.

UPLIFTING ADOLESCENTS PROJECT  
WORKSHOP  
ON  
RECRUITMENT STRATEGIES FOR SUB-GRANTEES  
February 11, 1998

PARTICIPANTS' COURSE EVALUATION

The first UAP Workshop on "recruitment Strategies for Sub-Grantees" was held on February 11, 1998 at the Jamaica Conference Centre, downtown Kingston. The intent of the workshop was to share recruitment strategies and experiences between and among the UAP sub-grantees, and to foster cooperation among NGOs, especially those who are geographically close to each other.

The workshop was planned and presented by Mrs. Glenda Drummond, the Director of the Western Society for the Upliftment of Children (Montego Bay) and Mrs. Claudette Richardson-Pious, Director of Children First (Spanish Town), both of which are NGOs financed by UAP sub-grants. The UAP Training Coordinator worked closely with the presenters in the planning and implementation of the workshop.

Other than the two presenters, forty seven representatives (47) from 14 non-governmental organizations (NGOs) and one from the Youth Division of the Ministry of Local Government participated in the workshop. In addition, 3 adolescent participants from the Western Society for the Upliftment of Children (Montego Bay) and 15 from Children First (Spanish Town) shared their experiences with workshop participants through testimony or dramatic presentations. The workshop was also attended by 4 UAP staff, representatives from UNICEF, USAID, and a rapporteur.

Forty one (41) participants completed the participant's evaluation form, providing some feedback to the course organizers on the conduct and value of the course.

The report provided below summarizes the views of the participants who completed the evaluation form.

Evaluation Form

The evaluation form (blank attached) contained three sections, which evaluated:

- a. Workshop Content,
- b. Positive and Negative Features of the Workshop, including Impediments to implementation at the NGO level, and Desirable Follow Up Activity; and
- c. Evaluation of Workshop Presenters.

### Evaluation Completion Rate

Forty one (41) of the forty eight (48) participants completed the evaluation form, for an 85% completion rate. Several of the participants had already left by the time the evaluation forms were distributed, and this accounted for the 15% non-completion rate. Most participants completed all sections of the form, but there were several who did not, in Sections A and B. In Section A, whenever a question was not rated, it was imputed as a "No Opinion", and measured at "3". In section B, a blank in answer to any of the sections was rated as "None Stated" and counted along with those indicating the answer "None". All of those completing the evaluation form fully rated the two presenters in Section C.

### General Evaluation Results

The general response of the participants who completed the forms was overwhelmingly that the workshop was well presented, was going to be useful to their work, and would be beneficial to others in their organizations. Measuring on a scale of 1 to 5, the average rating of the Workshop Content was a high 4.53. The overall rating for the two presenters was 3.65 out of a maximum 4 points.

Fifteen different positive features of the workshop were identified, of which 9 received 4 or more endorsements. On the negative side, 11 different features were identified, but none of these received more than one "vote". Seven different impediments were identified with only two of these receiving 6 or more endorsements. Four of the seventeen (17) identified follow-up activities received multiple endorsements (2 or more).

Details on the assessments in each section are provided below.

#### *Section A: Workshop Content*

As noted above, the overall rating in this area was an average of 4.53 out of a maximum 5 points. Of ten evaluation factors, seven were rated at 4.50 or higher. The notable areas which were highly rated were :

- The workshop's content is relevant to my work through the NGO (4.71);
- I would recommend others to attend a similar workshop (4.63)
- My overall evaluation of the workshop is positive (4.56); and
- Workshop materials were readily available (4.54).

All ten areas in this section scored above 4.40, with the three lowest scoring areas being:

- I am now in a better position to recruit adolescents (4.41);
- The presentations used in the workshop were effective (4.44); and
- The workshop's organization, in terms of sequencing of activities, was well structured (4.49).

In each of the above "weaker" rated areas, it is likely that the imputing of a "No Opinion" value for those who did not complete the form for those questions led to the lower ratings.

### Section B: Participants' Comments

This section had four areas, and "None or None Stated" was the most popular response in two of the four areas. For "Positive Features of the Workshop" only three participants had no comment or found nothing positive to say. For "Impediments in the NGOs to Implementing the Workshop's Techniques", more people (19) felt that limited NGO resources were an encumbrance to their work, than the 18 persons who either saw no impediment or did not state any.

The most popular positive comments about the workshop and their frequencies were:

- ▶ Use of audio visuals and drama (especially the skit) to teach and retain interest (16)
- ▶ The involvement of the participating adolescents in the workshop was a good idea (11);
- ▶ The working group discussions and reporting were a positive feature (7); and
- ▶ The presenters were well prepared (7). Special comments were made of Mrs. Drummond's "Dos and Don'ts" list, and Mrs. Pious' motivational talk.

Other valuable positive features identified, which need to be highlighted, even though they received fewer endorsements were:

- ▶ Community networking and knowledge of its culture are important to enhance recruitment (4); and
- ▶ It is important to use students' interests to foster participation and learning (2).

Under negative features, the overwhelming response (30 out of 41) was "None or None Stated". No other response received multiple frequency, but two notable negative features were:

- ▶ Parents could have been brought to share their views as well; and
- ▶ Name tags would have been useful in introducing participants and eliminating anonymity.

In terms of the Impediments and Limitations in the NGOs to implementing what the Participants learnt at the Workshop, the overwhelming response was "Limited NGO resources in terms of cash, staff, volunteers, equipment and space", which was a combined response of the several limiting factors identified. 19 participants identified this limitation. "None or None Stated" was the next most popular response, with 18 of the 41 responses being in this area. Six of the participants identified that "Participants need money for bus fares, meals etc to motivate learning and participation" as a significant impediment to their programs.

Under Desirable Follow-Up Activity, "None or None Stated" was again the most frequent response (16). The significant activities identified for follow up were:

- ▶ A forum for NGOs to share experiences, and lessons learnt, and to network with each other needs to be organized (9 responses); and
- ▶ Provision should be made to assist adolescents with financial problems (6 responses).

Other interesting comments on follow-up activity included "Circulate the prepared papers and strategies to the NGOs", and "We need an OPEN DAY to showcase UAP participants' achievements".

### Section C: Evaluation of Workshop Facilitators

The workshop was presented by two facilitators, each of whom leads a small NGO. Both Mrs. Drummond and Mrs. Pious were highly rated, scoring averages of 3.51, and 3.79 respectively, out of a maximum of 4.

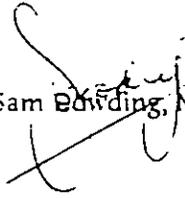
All participants rated these presenters as either "Excellent" or "Good" in all categories. Mrs. Drummond was rated highest in the category of "Facilitator's command of the subject matter", while Mrs. Pious' highest rating came in the area "Facilitator's ability to motivate through presentation style".

### SUMMARY AND CONCLUSION

The consensus of the participants at this course was clearly that the workshop was well planned and executed. There were far more positive features identified than negative areas, and positive features was the only area in which "None or None Stated" received a very low frequency of responses (3 out of 41).

These data amply demonstrate the quality of the presenters and presentations and the overwhelming success of the workshop.

Prepared by:

  
Sam Bowdler, NGO Coordinator, UAP (February 17, 1998)

EVALUATION OF TRAINING WORKSHOP  
 NGO RECRUITMENT STRATEGIES  
 FEBRUARY 11, 1998  
 PARTICIPANTS' EVALUATION TALLY SHEET

Evaluation Factor	Strongly Agree	Agree	No Comment	Disagree	Strongly Disagree	Total score	Average (5= best)
<b>Section A: Views on Workshop Content</b>							
1 The objectives of the workshop were met	5	4	3	2	1	185	4.51
2 The workshop's organization, in terms of sequencing of activities, was well structured	21	20				184	4.49
3 Workshop materials distributed were relevant to the program	23	15	3			185	4.51
4 Workshop materials were readily available.	21	20				186	4.54
5 The presentations used in the workshop were effective.	25	13	3			182	4.44
6 The workshop's content is relevant to my work through the NGO	20	19	2			193	4.71
7 I am now in a better position to recruit and motivate at-risk adolescents	30	10	1			181	4.41
8 My overall evaluation of the workshop is positive.	20	18	3			187	4.56
9 I would recommend others from my organization to attend a similar workshop	23	18				190	4.63
10 I plan to utilize the techniques learnt at this workshop in my work	28	11	2			185	4.51
Overall Rating on Workshop Content	23	16	2				4.53

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UPLIFTING ADOLESCENTS PROJECT  
 EVALUATION OF TRAINING WORKSHOP  
 NGO RECRUITMENT STRATEGIES  
 FEBRUARY 11, 1998  
 PARTICIPANTS' EVALUATION TALLY SHEET

Section B: Written Comments by Participants

Freq	B1 Positive features of the Workshop	B2 Negative features of the Workshop	Frequency
16	Use of audio-visuals & drama (especially the skit) to teach and retain interest	None or None stated	30
11	The involvement of the participating adolescents in this workshop was a good idea	This workshop should have taken place before the UAP NGO programs started	1
7	The working groups' discussions, reporting were a positive feature	Parents could have been brought to share their views as well	1
7	The presenters were well prepared. GD's Dos /Don'ts list. CP's motivational talk	Compensation (beyond the food) should have been provided for out of town participants	1
5	The new ways of motivating learning, especially of literacy and numeracy, and staying	De-emphasize the distinctions between inner city and rural schools/communities	1
5	New recruiting methods show how easy recruitment could be	Agendo should have been sent to participants prior to the workshop, for better preparation	1
4	The ways in which the program has helped to motivate youth to be better persons	More students from depressed communities should have been present to share experiences	1
4	Community networking & knowledge of its culture, are important to enhance recruitment	Workshop groups needed to be given clearer instructions on the assigned work	1
4	The bringing together of NGO staff to strengthen programs (Networking)	Name tags would have been helpful in introducing participants	1
3	The need for programs to provide incentives (certificates, pictures etc) to participants	The snack should have been more substantial, since it was breakfast for out of towners	1
3	The variety of recruiting methods and flexible approaches which should be used	Opportunity should have been made for everyone to speak their mind	1
3	None or None stated	The lunch break was too long	1
2	Important to use students' interests to foster participation & learning		
1	The need for innovative techniques to evolve for greater effectiveness		
1	The commitment of volunteers to the task		
1	Need for organized recreational activities		

UPLIFTING ADOLESCENTS PROJECT  
 EVALUATION OF TRAINING WORKSHOP  
 NGO RECRUITMENT STRATEGIES  
 FEBRUARY 11, 1998  
 PARTICIPANTS' EVALUATION TALLY SHEET

Freq	<i>B3 Impediments in the NGOs to implementing Workshop's Techniques</i>	<i>B4 Desirable Follow-Up Activity</i>	Frequency
19	Limited NGO resources in terms of cash, staff, volunteers, equipment and space	None or None stated	16
18	None or None stated	Forum for NGOs to share experiences, lessons learnt, and to NETWORK	9
6	Participants need MONEY for bus fares, meals etc to motivate learning/participation	Provision should be made to assist needy adolescents financial problems	6
2	No serious impediments	NGOs need more funding support for supplies	2
1	Competition among NGOs in close proximity offering similar programs	Circulate the prepared papers and strategies to the NGOs	2
1	Need cultural/drama staff	Hold a project management workshop, including evaluating sustainability	1
1	Poor internal communication in NGO on the program	Train us in looking at the environment and its care	1
1	Need more strongly motivated NGO supervisory staff	How to help the child to build control from within	1
		How to maintain discipline in adolescents	1
		How to get the sponsors motivated to help the projects grow more	1
		How to make the program available to participants in remote locations (distance is a barrier)	1
		Need more sincere program support, promises should be honored	1
		Need an OPEN DAY, to market UAP participants' achievements	1
		Put this program on TV	1
		Health sector Personnel should be invited to address our youth	1
		More training needed for NGO personnel	1
		Follow up training in drama and use of culture	1
		I want to learn more on using the media to motivate and retain adolescents	1

UPLIFTING ADOLESCENTS PROJECT  
 EVALUATION OF TRAINING WORKSHOP  
 NGO RECRUITMENT STRATEGIES  
 FEBRUARY 11, 1998  
 PARTICIPANTS' EVALUATION TALLY SHEET

Section C: Views on Workshop Facilitators					Total	Average
	A	B	C	D	score	(4=best)
<i>GLEND A DRUMMOND</i>						
1 Facilitator's command of the subject matter	26	15			149	3.63
2 Facilitator's material presented was easily understandable and absorbed	19	22			142	3.46
3 Facilitator's ability to motivate through presentation style	18	23			141	3.44
Presenter's Overall Average Score						3.51
<i>CLAUDETTE PIOUS</i>						
1 Facilitator's command of the subject matter	34	7			157	3.83
2 Facilitator's material presented was easily understandable and absorbed	28	13			151	3.68
3 Facilitator's ability to motivate through presentation style	35	6			158	3.85
Presenter's Overall Average Score						3.79
	A	B	C	D	0	0.00
					0	0.00
					0	0.00
Presenter's Overall Average Score					0	0.00
	A	B	C	D	0	0.00
					0	0.00
					0	0.00
Presenter's Overall Average Score					0	0.00
	A	B	C	D	0	0.00
					0	0.00
					0	0.00
Presenter's Overall Average Score					0	0.00

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UPLIFTING ADOLESCENTS PROJECT  
NGO WORKSHOP  
"RECRUITMENT STRATEGIES"

PARTICIPANTS' EVALUATION OF THE WORKSHOP

- A. 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 upgrade participants in recruiting techniques to reach at-risk youth/parents/community leaders and convince them to utilize the facilities of the local UAP;
- b. To assist participants to become more sensitive to finding solutions to local problems which hamper the development of at-risk adolescents;
- c. To identify successful strategies suitable for each NGO to recruit and motivate at risk adolescents to continue remedial education programs and return to utilize the formal system.

1. The objectives of the workshop were met.

- a.       b.       c.       d.       e.

2. The organization of the workshop, in terms of its sequencing of activities, was well structured.

- a.       b.       c.       d.       e.

3. Workshop materials distributed were relevant to the program.

- a.       b.       c.       d.       e.

4. Workshop materials were readily available.

- a.       b.       c.       d.       e.

5. The presentation used in this workshop were effective.

- a.       b.       c.       d.       e.

6. The workshop's content is relevant to my work with youth through the NGO.

- a.       b.       c.       d.       e.

7. I feel that I am now in a better position to successfully undertake responsibilities in my NGO relating to recruiting and motivating at-risk adolescents.

- a.       b.       c.       d.       e.

8. My overall evaluation of the workshop is positive.

- a.       b.       c.       d.       e.

9. I would recommend others from my organization to attend a similar workshop.

- a.       b.       c.       d.       e.

10. I plan to utilize the techniques learnt at this workshop in my work.

- a.       b.       c.       d.       e.

b. 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?

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\_\_\_\_\_

\_\_\_\_\_

2. Was there anything negative, in your opinion, about the workshop? Would you like to see anything omitted from or de-emphasized in future workshops on this subject?

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\_\_\_\_\_

3. Note briefly any barriers or limitations which may exist in your NGO which would make it difficult for you to implement what you have learnt at this workshop.

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

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c. Please rate the Workshop Facilitators on the following scale:

- i. A Excellent
- ii. B Good
- iii. C Fair
- iv. D Ineffective

#	Evaluation Factor	Glenda Drummond	Claudette Pious
1	Facilitator's command of the subject matter.		
3	Facilitator's Material presented was easily understandable and absorbed.		
4	Facilitator's ability to motivate through presentation style.		