



UPLIFTING ADOLESCENTS PROJECT

WORKSHOP REPORT

"TRACER STUDY RESULTS "
&
"PERFORMANCE TRACKING SYSTEM"

FOR

**NON-GOVERNMENT
ORGANIZATIONS (NGOs)**

*Medallion Hall Hotel
February 9, 1999*

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P R E F A C E

A “Tracer Study Follow-Up and Performance Tracking System” Workshop was held at the Medallion Hall Hotel on Tuesday, March 9, 1999. It was attended by 48 representatives of the 15 non-governmental organisations (NGOs) participating in the Uplifting Adolescents Project (UAP). UAP staff members, as well as some members of the UAP Co-ordinating Committee, were also present for all or part of the proceedings. The full list of participants and the day’s Agenda are attached as *Appendix I* (page 24) and *Appendix II* (page 26), respectively.

The Workshop’s overall objectives were to:

- i) provide a forum in which Development Associates and the NGOs will share lessons learned, discuss the findings of the Tracer Study, and identify areas where actions may be taken;
- ii) obtain the current status of the Performance Tracking System process, understand the problems faced by NGOs for data-gathering and data entry, and seek solutions based on NGO recommendations.

More specifically, the purpose was to:

- share with the Sub-Grantees the major findings of the overall UAP study;
- have the Sub-Grantees who participated in the Tracer Study present the findings for their respective organisations;
- discuss the UAP findings with the NGOs, and identify potential programme activities which may address the issues identified;
- gather information on the status of both demographic and evaluation data being entered into the PTS by NGOs;
- identify those problems which affect the completion of data entry;
- find solutions to overcome the problems identified.

This Summary Report of the Workshop Proceedings has been prepared to serve as a permanent source of information regarding the matters discussed and the recommendations which ensued from those discussions.

As is customary, it is anticipated that the NGO Heads who receive this Report will make it freely available to all present and future staff members providing services through UAP programme activities, so that they may become thoroughly familiar with its contents.

SUMMARY OF WORKSHOP PROCEEDINGS

Welcome and Introduction

After participants had been registered, Mr. Frank Valva, UAP Chief of Party, extended a warm welcome and best wishes to everyone for 1999. He expressed his appreciation for their attendance and his hope that they would find the Workshop well worth the time and effort they had expended to be there.

In reviewing the items on the Agenda, Mr. Valva introduced Mrs. Pansy Hamilton, who had worked from the beginning on training and quality control for the Tracer Study, and said she would be the Facilitator for the first half of the Workshop. The second half of the Workshop would be dedicated to the Performance Tracking System (PTS) and would be facilitated by Mr. Craig Campbell, PTS Administrator; Mr. Sam Dowding, NGO Co-ordinator; and himself. Mr. Valva also indicated that some members of the UAP Joint Co-ordinating Committee were expected to attend the Workshop during the course of the day.

Overview of UAP Tracer Study Process

Mrs. Hamilton noted that, although the projected life of the UAP was about 4 years, a mid-project assessment had been decided on for two reasons:

1. to teach NGOs new programme evaluation skills, which could be applied to other areas of their work; and
2. to provide valid qualitative data on the UAP outcomes up to that time, as an objective basis for reviewing progress and making future plans.

The focus had been on tracking a representative sample of the adolescents, who had completed UAP programmes, to find out what their perceptions were regarding the benefits gained from their involvement in the Project and to see just how they had fared since.

The process for implementation of the Tracer Study had been initiated in the second half of 1998 and had involved:

- development of a questionnaire and Instruction Manual;
- two 1-day Workshops for executive staff and interviewers from 10 NGOs¹ to explain the purpose of the Study and train them in the use of the questionnaire;

¹Participating NGOs were Ashé, FAMPLAN, Jamaica Red Cross, Kingston Restoration Company, Mel Nathan Institute, Rural Family Support Organisation, Women's Centre Foundation of Jamaica, YMCA, Youth Opportunities Unlimited, and YWCA.

- pre-testing the questionnaire through 20 interviews with persons still in the programme, and modifying the questionnaire based on feedback from the pre-test;
- random selection of a sample of 148 ‘completers’ from lists compiled by the participating NGOs
- field work to collect data during the 4th quarter of 1998;
- computer data entry and analysis using the SPSS program;
- production of individual reports by each participating organisation and submission of a copy to Development Associates;
- production of a Report² by Development Associates, which reported the Study’s findings on a global level based on data collected by the individual NGOs.

Major Findings of the Study

With the aid of overhead transparencies, Mrs. Hamilton indicated that the major findings of the Study were as follows:

1. Demographic Profile of the Sample

Age and Sex

- The majority (68%) were in the 9-14 age group
- 42% were girls and 56% were boys (no sex category was stated for 2%). The distribution was not surprising as more boys than girls are in need of remedial work.

Household Composition

- Most households (84%) had one or both parents in residence (62% had one parent — usually the mother; 22% had two parents). The prevalence of single-parent households had implications for supervision and the availability of male mentors.
- Most households (72%) had 4 or more persons resident — **34% had 7 or more persons**, 20% had 4, and 18% had 6. Likely implications were over-crowding, lack of privacy, noise, and inadequate facilities for study.

2. Schooling and Literacy

- Most had completed Grades 5-9, with the highest percentage (26%) completing Grade 6.

² Development Associates, Inc. (Diana K. Davis, Paul J. Hopstock & Oscar J. Espinosa). *Documenting Program Outcomes: Findings of the First Study of Uplifting Adolescents Project Participants*. Dec. 15, 1998.

- 22% reported dropping out of school at some point and the most likely grades were Grades 7-9. Since the risk of dropping out was highest after Grade 6, attention should be focused on students before they reach that level.
- Almost all participants (99%) reported that they were helped by UAP, either to stay in school or return to school
 - 59% reported being helped with reading/writing/spelling and other specific subjects
 - Only 2% did not think they would graduate from school.
- A wide range of professional and skill areas were named as areas in which they would like to be employed in the future, the most popular being the Arts and Fashion (15%), Mechanic (11%) and Doctor (10%). Although 40% of their career aspirations did not require further training, 57% did. The latter showed that ‘completers’ need opportunities to expand and increase their skill training. It also underscored the importance of providing detailed Career Guidance since, on the basis of the respondents’ current level of educational attainment, some of the identified areas seemed unrealistic.
- Future plans were wide-ranging. Working at various levels was the most frequently named, followed by study and training, ownership of important fixed assets (e.g., a car and home), marriage and family. The fact that only 2% indicated international migration sent a strong message in terms of the need for creating opportunities for these young persons to achieve self-actualisation where they want to remain.
- *The Bible* and school books were the most frequently read materials, and the most liked materials for reading were non-fiction and poetry. These findings may be influenced by their limited access to a wider range of reading material.
- 25% reported that they had written letters in the preceding two weeks and 20% in the preceding month.

3. Health

- 66% felt their health was better than their peers, 30% felt it was the same and 4% said it was worse.
- 21% reported that they did not get sick.

Health Facilities — Use and Access

- The emphasis was on use of a public health facility, as only 20% said they would go to a private doctor for care. 67% said they would go to a public hospital for care and 11% would go to a clinic
 - 9% said clinic staff were unfriendly.
- In respect of access to health care
 - just over a third (34%) reported cost as a barrier;
 - 10% said they had transportation difficulties to get to health care;

- 9% said the clinic was far;
- 26% believed that their parents or relatives would know what to do for them if they fell ill.

Family Planning

- Only 3% of the respondents were parents and each of these adolescents had only one child.
- 4% of the girls reported that they were currently pregnant, and this low percentage might indicate lessons learned regarding pregnancy avoidance.
- 87% of the girls reported abstinence as the preferred contraceptive method and 10% reported use of other forms of contraception.
- For family planning information, 52% went to a hospital or clinic and 7% received advice from a programme. Since a significant proportion (21%) said they consulted their personal friends, proper training of peer counsellors should be encouraged.
- Projected Fertility: 61% planned to have 1 or 2 children, but 20% wanted 3 or more. The major fertility desire was in conformity with Jamaica's national goal for a 2-child family, but also indicated was the need to convince more young people of the advantages of a small family size.

Substance Abuse

- The majority were not involved in drinking or drugs (70% reported never having a drink or being high).
- 30% are having alcohol by age 14 years — 5% had their first experience with drugs and alcohol at age 10 or under; 19% between ages 11 and 14; and 6% over age 14. More needs to be done to teach parents and children the dangers involved in early exposure to addictive substances.

4. Risk and Protective Factors

Leisure Activities

- Sports and other games were the most popular activities.
- Singing (45%) was the most popular art involvement, followed by art (42%), dance (34%) and drama (33%).
- 41% were club members (e.g., Girls and Boys Brigades, Ashé, youth and sports clubs).
- 83% attended church, with 45% attending weekly.

On the whole, the named activities reflected national cultural preferences and all have potential for creative development and income-earning. However, if wholesome leisure pursuits were going to be one of the protective factors for the target age group, there was need for greater involvement in club activity.

Role Models

- Role models were identified by 79% and, based on the number of persons making a similar selection, their choices can be ranked in the following order:
 - sports stars (Michael Jordan was the favourite)
 - entertainers
 - teachers
 - local businesspersons
 - professionals
 - politicians
 - relatives/friends.
- The 3 most popular reasons for wanting to be like the identified role models were:
 - helping others 13%
 - entertainment ability 12%
 - athletic ability 11%.

Personality Attributes

Two 4-point scales were used (4 Strongly Agree, 3 Agree, 2 Disagree, 1 Strongly Disagree) to measure self-esteem and alienation.

- Mean item score on the Self-Esteem Scale was 3.10 (slightly higher than the “3 Agree” response level on the scale) and the majority ($\approx 60\%$) scored 3.00 or more.
- Mean item score on the Alienation Scale was 2.49 (almost midway between the “2 Disagree” and “3 Agree” response levels on the scale) and most ($\approx 68\%$) scored 2.40 or more
 - the items getting high and low scores could be identified by examining the individual NGO results.
- 47% reported that they did best at academic subjects (Mathematics 30%; English/Reading 17%), and 16% said Sports or the Arts were their best subjects.
- Among the things they would like to do better, the academic subjects were the most frequently reported (68%), with English/Reading being the most popular choice (35%). This showed a strong desire to improve their English Language skills.
- When asked what advice they would give to their peers, their responses showed that most ‘completers’ realised the importance of education, going to school and striving to achieve something worthwhile. The most popular advice that they would give was: staying in school (36%), working hard (28%), behave/stay out of trouble (15%).

Following the applause on conclusion of her report, Mrs. Hamilton invited questions or comments from participants. The main points emerging from the subsequent discussion were:

- i) Guidance Counsellors should explain the educational and other requirements of different careers but, in so doing, they should be careful not to “kill dreams”.

Suggestions could also be made concerning strategies that could be employed towards goal attainment, and information given regarding possible sources of further assistance.

- ii) Although there were more boys than girls in the UAP, it was not because of the Project's inaccessibility to girls. There were sometimes situational factors acting as barriers (e.g., heavy responsibilities in the home) to participation by many girls in need of UAP services.
- iii) The long-standing and pervasive influence of television was the likely reason for the outstanding popularity of foreign sports and entertainment personalities as role models. UAP-NGOs should strive to develop programmes to stimulate greater awareness and interest in suitable local or regional persons who could serve as role models.

NGO Panel Presentation of UAP Tracer Study Findings

Schooling and Job Plans

Presenter: *Mrs. Utealia Burrell, Rural Family Planning Organisation*

Mrs. Burrell focused on the results from her organisation that related to "Schooling and Job Plans". She said that, by using the agreed random sampling technique, 10 (6 males, 4 females) of the 47 adolescents, who had entered RFSO's UAP in September 1997 and had completed the full intervention programme, had been chosen to participate in the Tracer Study. The average age of the former students in the sample was 15.9 years.

In answer to questions on how the programme had helped them, respondents had spoken in very positive terms about the effects of the UAP on their lives and

"How to act and behave with people..."

By getting encouragement/counselling..."

How to read, do math, English; be a lady and practise personal hygiene"

"I learned to read/do math and was able to join H.E.A.R.T. [skills training]"

were among the comments quoted by Mrs. Burrell.

All said they had been motivated to continue their schooling, whether through the public school system or at other skills training institutions. It was noted that none of the 10 students had completed the public school system when they entered the RFSO programme, and 4 had already dropped out of school at that time. After their UAP exposure, nine (9) had gone on to vocational training, one (1) had been accepted into Denbigh Comprehensive High School, and they were all positive that they would achieve their goal of graduating from those institutions. These UAP 'completers' were also utilising the reading and writing skills which they had acquired.

All the participants in the Study were able to articulate specific jobs and/or career goals for their adult life. Their responses were:

Good Job or Career Goal

A chef
Fashion designing
Leather craft worker
Mason
Pastry chef
Dressmaker
Shoemaker
Carpentry
Woodwork/Leathercraft
Electrical installation

Plans for the next 10 Years

To be a chef
Becoming a doctor
To be working
Building houses
Have a job
Have a good education/make money
To make shoes
Working as a carpenter
Get a job in Woodwork/leather craft
Get a job, buy a car and house and help mother.

Lesson Learned

Mrs. Burrell listed the major lessons learned from the Tracer Study experience as being:

1. The need to assist students to:
 - recognise the relationship between educational achievement and career goals;
 - examine the relationship between personal values and vocational choices (e.g., excessive materialism often limited focus to high-income occupations);
 - identify the education and training requirements for various jobs;
 - explore many job options;
 - understand the link between early parenthood and vocational/economic prospects.
2. The value of following-up graduates of any programme conducted in the future.

Benefits Gained

The benefits gained by RFSO were twofold:

1. Employees acquired useful research skills.
2. The organisation obtained valuable quantitative data and student feedback to guide future programme planning and delivery.

Health and Family

Presenter: *Mrs. Flo George, Jamaica Family Planning Association*

Mrs. George reported that, in carrying out its portion of the Tracer Study, FAMPLAN had interviewed 19 of the young persons, who had completed its Family Life Education programme and were no longer receiving services through the UAP. She then used 5 Tables to present cumulative statistics on their health-related responses. TABLE 1 showed that the majority (57.9%) felt that their health was better than that of their peers. The one individual who felt his health was worse was indeed suffering from an ongoing disability. TABLE II indicated that there was equal recourse to public and private health care.

Problems encountered in accessing health care were reported by 73.6% of the sample, and summarised in TABLE III. The cost of health care was the problem cited most often (26.5%), followed by unfriendliness of health care workers (15.8%). Distance, transportation and “something else” were each mentioned by 10.5% of the respondents who had experienced difficulties; 15.8% said they never got sick and 10.5% felt that, if they did, their parents would know what to do.

TABLE IV revealed that 31.6% of the group intended to have 3 or more children. Although this caused concern, FAMPLAN was still heartened to find that 68.4% planned to have 2 or fewer children.

PLANNED FAMILY SIZE		
<i>(No. of Children)</i>		
Family Size	No. of Respondents	Percentage
0	3	15.7
1	1	5.3
2	9	47.4
3	5	26.3
4 or more	1	5.3
TOTAL:	19	100.0

Mrs. George said most respondents (84.2%) had named FAMPLAN as their source of family planning information, but one person (5.3%) reported receiving advice from a Health Centre, and 10.5% from other sources.

As far as contraception and prevention of STD transmission were concerned, 94.7% claimed they practised abstinence and 5.3% used condoms.

Although 89% had not had a drink during the preceding week and 68.4% said they had never been drunk, 6 persons had revealed that they had taken their first drink while they were still under 12 years old. Usually, the first alcoholic drink had been introduced to the children in their homes and, more often than not, that first drink had been beer. This finding was disturbing, and more had to be done to make parents aware of the dangers of encouraging early drinking habits.

An important lesson learned from the Tracer Study findings was that there had to be continuing special attention to the area of Reproductive Health, as the incidence of teenage pregnancies was still on the rise.

About Yourself

Presenter: *Ms. Daisy Lilly, Jamaica Red Cross*

Ms. Lilly reported that the Jamaica Red Cross' Tracer Study had involved 20 former UAP participants (Central Village - 12, May Pen - 8), randomly selected from a population of 40 'completers'.

Based on their responses to certain statements posed, all participants in the Study, except one individual, had a positive attitude towards themselves. At the same time, 80% apparently wished they could have more self-respect.

STATEMENT	RESPONSES	NO. OF RESPONDENTS	%
1. I take a positive attitude towards myself	Strongly Agree	7	35
	Agree	12	60
	Disagree	1	5
2. I am satisfied with myself	Strongly Agree	9	45
	Agree	10	50
	Disagree	1	5
3. I wish I could have more respect for myself	Strongly Agree	5	25
	Agree	11	55
	Disagree	4	20

The evident contradiction in these self-perceptions could be caused by respondents' interpretation of "have more respect for myself". The cultural norm is that respect is due to others and one gets respect from other people. Therefore, these respondents could be saying that, while they had a positive attitude towards themselves, they wished they could get more respect from others.

Ms. Lilly also made the point that the Study revealed that some participants had set career goals (e.g., to become a judge) that appeared unrealistic, in view of the entry requirements and communication skills required by those occupations. At the same time, a few with low self-esteem might be predisposed to select occupations that did not demand much preparation or application. Those tendencies pointed to the need for UAP participants to be provided with comprehensive and practical Career Guidance.

Feelings and Opinions

Presenter: *Ms. Sherill Morris, Women's Centre of Jamaica Foundation*

Ms. Morris explained that WCJF operated 5 rural centres which offered UAP programmes for out-of-school adolescents and those in-school but at the risk of dropping out. A sample of 50 programme 'completers' was randomly selected (10 from each site) for the Tracer Study.

She began by presenting those findings from the WCJF segment of the Study which related to self-esteem and alienation. The highlights were that:

- 94% felt they were persons of worth;
- 90% agreed that "I am satisfied with myself"— yet, 20% also agreed that "I am no good at all", and 32% felt useless at times.
- 74% agreed that they were "kind of becoming the person I want to be"; and
- 94% felt "most work in school seems worthwhile".

- 50% said their family was not as close as they would like;
- 66% felt they could not count on other people, and 38% agreed that "hardly anyone I know is interested in me";
- 58% agreed that if they had a chance they would live a different way.

In answer to the question, "What is the thing you are best at right now?", most indicated subjects taught in school: 46% said Mathematics and 20% English/Reading/Writing.

Advice that they would give to other young people showed that a new perspective had been born out of their experience and their involvement with the UAP. All responses were directed at behaving in a positive manner and included "Be careful what you say or do"; "Love one another"; "Avoid sex, prevent STD"; "Stay in school...continue their education, do not hide [from school]"; "Pursue a good career and be kind and generous"; "Don't waste money in the Games Arcade"; "The UAP can help them in school".

The presenter said that the lessons learned were:

- i) Considerable patience had to be exercised in carrying out a Tracer Study — for example, some questions had caused discomfort and even distress, and respondents had to be allowed extra time to compose themselves enough to give unprompted answers.
- ii) Once the target group received help, they were willing to do whatever was needed to improve their situations.
- iii) Keeping track of 'completers' was beneficial. It gave encouragement to programme staff to realise that their efforts were not in vain, and the findings would enable them to have a better understanding of the young people with whom they worked.

Mrs. Hamilton thanked all panellists and invited brief comments from the audience.

One participant expressed regret that similar data had not been collected at the start of the Project against which the present findings could be compared. He also noted some apparent discrepancies between expressed feelings of worth and feelings of failure. More than one person then expressed the view that the Rosenberg Self-Esteem Scale contained some very complicated statements which could confuse respondents and skew the conclusions derived from their answers. It was also pointed out that sometimes the response given was affected by the child's perception of what the interviewer wanted to hear. A review of the methodology, as well as deeper analysis, was recommended.

Mrs. Hamilton reminded everyone that training of interviewers and questionnaire pre-testing had been carried out before the Study was implemented. Mr. Valva added that it had been the first time that NGOs were doing that sort of research, and one of the goals of the Workshop was identification of areas for improvement.

Another participant suggested that it might be useful to have students attend a meeting to give their personal testimony of what the Project had done for them. He also said that the 'mind-set' of continuing their education to the tertiary level should also be inculcated. This brought a reminder that the UAP aimed to get the target group to complete their secondary education. Without achievement of that objective, those children would be unable to go further.

Participants were then divided into 4 groups to identify and discuss programme actions to address the Tracer Study findings.

Presentation of Group Reports

Participants re-convened in a Plenary Session and each group gave a 5-minute report on their deliberations. In summary, the group reports were as follows:

GROUP 1 — Presenters: *Ms. Naska Llits, FAMPLAN & Mr. Joseph Robinson, Ashé*

Reading/Writing Skills

More creative methods should be used to improve UAP students' reading and writing skills. The aim should be to make learning come alive, exciting, meaningful and real.

- Do not associate reading with punishment
- Stress usefulness to real life, e.g., applying for a passport, driver's licence or a job, using a computer
- Use content relevant to students' lives: Children's Own, Daily Gleaner, etc.
- Teach through area of interest, — sports, music, performing arts, e.g., have children develop their own skits or songs and then help them to write them down

- Offer worthwhile incentives. Organise a sponsored Read-a-thon (competition) within the child's own NGO or with other NGOs. Hold talent competitions (drama, singing, posters, etc.) in which reading/writing skills have to be utilised.
- Encourage children to keep journals - dialogue journal (written exchanges between teacher and child)
- personal journal
- Encourage letter writing ---establish a pen-pal scheme with other NGOs for children in UAP programmes.

Numeracy Skills

- Use real objects (e.g., fruits, stickmen), shapes and colours to teach counting and other concepts.

Career Guidance

- Explore students' area of interest— find out what they are thinking and then create programmes from that
- Provide good information on many different occupations/careers
- Arrange visits to various workplaces and one-on-one 'job shadowing'

General

- NGOs should network more to organise joint projects (e.g., youth rallies, contests, etc.) and arrange get-togethers (e.g., weekend retreats) to socialise, discuss mutual concerns/share their most effective solutions and exhibit their students' best work.

GROUP 2 — Presenter: Mrs. Cecile Walden, Sam Sharpe Teachers' College

As a result of their review of the Tracer Study Report, this group offered the following observations and recommendations:

Schooling & Learning

- Divide the target age group into 2 distinct groups: 9-11 and 12-14, as each group had different perceptions and ambitions
- Consider the extension of services to the 15-18 age group, as there was nobody else looking after them.
- Help students to see that learning had more value than just earning a good income.
- Getting children "back into school" might need a wider definition. Should the aim be to return all children, who had made progress, to a school system which, in many cases, had failed them before?
- Is 'attaining the grade' the same as 'mastering the grade'?
- Greater access to appropriate reading material was needed. Development Associates could facilitate this by establishing a central lending library of easy-to-

read books. Every NGO could contribute towards purchase costs and everybody could share the stock.

- More use should be made of technology to make training programmes more interesting.
- The emphasis on literacy should be maintained. NGOs could have workshops to share their best methods.

Health and Family

- Efforts to educate parents regarding child care and development should be intensified.
- In view of the predominant pattern of single parent families, the traditional approach of community responsibility for each child should once again be encouraged.
- There was need to go back to the community to emphasise the dangers of early sexual involvement and substance abuse.

Personal Development

- Galvanise existing youth/sports clubs
- Organise teen rap sessions to increase interaction with them,
- Invite community and national personalities, who could be good role models, to address the youngsters
- Maintain individual files for each child to keep track of changes, needs, action taken, etc.

Career Guidance

- Are the skills being taught marketable now?
- Entrepreneurship should be highlighted.
- Students could be taken on visits to sites of career interests

GROUP 3 — Presenter: *Ms. Shirley Reid, Jamaica Association for the Deaf*

The presenter outlined the following suggestions and action proposals on behalf of her group:

Schooling & Job Plans

- Establish links with schools in the area and the Ministry of Education to get 'completers' back into school
- Guidance Counsellors should avoid bringing their own 'baggage' to their task and should provide exposure to a variety of available jobs. It should also be remembered that a person could be trained initially for one thing, and eventually go on to do something else.
- Students should be given individual opportunities for counselling, as well as help with analysing their strengths and weaknesses. The video, "Tell Freedom", could be used to guide young people in their career choices.

- Try to include some of children's actual career choices in programme of activities.

Health & Family

- What may have been shared may not have been the true picture (e.g., high sexual abstinence rate).
- Something more needed to be done for 10-14 year olds to increase their awareness about the dangers of substance abuse and exploitive relationships.
- 'One picture speaks a thousand words' and STD posters/graphics may have more impact than talk.
- Parents should also be exposed to the same Reproductive Health information, and one-to-one encounters may be more helpful than group sessions.
- NGO staff should try to develop personal relationships with Health Clinic staff and involve them in programme activity, to sensitise them about working with at-risk teenagers.

Personal Development

- Although not all responses might have been truthful, it was fairly obvious that the UAP had made an impact on the children studied — just belonging had made them feel good.
- Children should be taught to 'give back' to the community and they should be encouraged to become involved in character-building activities, e.g., planned interaction with elderly persons in Golden Age homes, participation in the Duke of Edinburgh Award Scheme. The YMCA was willing to share information on the Award Scheme with interested NGOs.
- Arrange for adult mentors, and for 'completers' to return for motivational 'rap' sessions with current students.

General

- NGOs needed to better advertise what they were doing, and that would help to step-up recruitment. A UAP website was suggested.
- More continuous student follow-up was needed.

GROUP 4 — Presenter: *Ms. Geraldine Garwood, Mel Nathan Institute*

This group made a number of observations and programme suggestions concerning schooling/career guidance, parent education, health, and personal development issues.

Schooling & Career Guidance

- Noting the high level of remedial students in the public school system, more specially-trained remedial teachers should be provided in the schools.

- Mico CARE-type facilities were needed all over the island to assess children's abilities and guide teachers on how to best address their individual learning needs.
- Develop reading ability through dance, drama, music, dub poetry.
- Invite individuals in various professions to expose the children to different careers and training opportunities.
- Encourage greater use of the public library.

Parenting Education

- Make home visits, and hold regular meetings with parents to encourage better parental supervision and guidance.

Health

- Encourage proper hygiene and nutrition habits.
- Sensitise health care providers to the needs of the adolescent (especially family planning)

Personal Development

- Propose a situation and ask students' advice to find out what they were thinking and feeling.
- Help each child to see himself/herself as Number 1.
- Do more to provide students with access to mentors and role models.
- Provide positive reinforcement and evidence of acceptance (e.g., a hug, rub on the shoulder)

Discussion of Group Reports

After the group reports had been delivered, participants were invited to comment or ask questions on what they had heard.

In response to a comment that the children were poor and might not find it easy to "eat right", another participant pointed out that it did not take a lot of money to "eat right". For instance, vegetables could be grown in flower pots.

There was a question on whether the Tracer Study findings could be used to influence changes in Ministry of Education policy (e.g., compulsory school attendance), in view of the fact that the UAP was a joint programme with that Ministry. The reason stated for this question was that compulsory school attendance would reduce some of the educational deficiencies caused by irregular attendance or 'dropping out'. Mr. Valva pointed out that the Youth Unit was the Government agency linked to the Project and, although the Unit fell initially under the Ministry of Education, it was now linked to the Ministry of Local Government, Youth & Community Development.

An Ashé representative suggested that promoting abstinence from sex was not enough in itself; involvement in substitute activities should be vigorously promoted. He also encouraged use of the “Regain your Virginity” concept; that is, saying to the adolescent: “It’s OK to stop having sex until you are older and better prepared”. A non-judgmental approach should be adopted and constant stress should be laid on the wisdom of using contraception on every occasion that sexual intimacy occurred. He also invited participants to have a look later on some of his organisation’s training material which would be on display.

The establishment of a UAP Football League was discussed. Mr. Valva said there was some support for the idea, and he believed Richard Troupe of Hope for Children would be sending out a letter soon about the establishment of the League. He further stated that while the UAP Office would act as facilitators, NGOs would have to implement the idea themselves.

Mrs. Hamilton said she had noted earlier comments about the Study methodology and findings and took the opportunity to remind participants that no methodology was perfect. Research was incremental and the findings of one research project often pointed the way for further exploration. The general findings of the UAP Tracer Study are consistent with the trends reported in several studies, including the *Young Adult Reproductive Health Survey, 1987*.

In reference to comments made concerning problems associated with returning children to the school system which had initially failed them, Mr. Valva emphasised that it was not the intention of the Project to set up a parallel structure as, in any case, the UAP would end in December 2000.

Evaluation and Closing

Copies of an Evaluation form (See pro forma at *Appendix III*, pgs. 27-28) were distributed to each participant for completion and return before the end of the Workshop.

Forty-five of the forty-eight participants (93.75%) submitted completed evaluation forms. With one exception, all gave this section of the Workshop a positive overall rating, and 40 of the 45 respondents (88.9%) agreed or strongly agreed with the statement: “I feel that I am better able to understand and can successfully undertake responsibilities in my NGO relating to Tracer Studies of programme graduates”.

The average score for the 5 factors used to evaluate “Content” was 4.36 out of a possible average rating of 5, and the statement: “The objectives of the workshop were met” received the highest individual average score of 4.51.

The two positive features listed most often were:

1. the opportunities given throughout for sharing experiences and working together to find practical solutions to some of their mutual challenges;

2. suggestions received for using creative methods to make their classes meaningful and better related to students' interests and needs.

Thirty-two of the respondents (71.11%) mentioned no negative features. One negative comment was not easy to understand, as the statement, "Yes, that it is going to be boring", did not seem to refer to the sessions which had preceded the evaluation. A few of the other features recorded as 'negative' did not relate directly to the stated purpose, content or methodology of the workshop sessions being evaluated. Rather, they reflected concerns about the Tracer Study methodology and the need for closer liaison with the Ministry of Education.

Some of the items which were singled out as positive features, or listed under "Suggested Follow-Up Activity", indicated that many NGO representative were unaware of the comprehensive reports which have been distributed to their organisations after previous Workshops, or have not familiarised themselves with the content of those reports. Some persons suggested that ideas generated at the Workshop should be compiled and circulated; several were impressed by the highlighting of the importance of reading/literacy and parental training, and others wanted workshops arranged on Health & Family, Personal Development and Drama as a teaching tool — all topics which had received intensive coverage in NGO workshops held during the preceding year.

The detailed report on the evaluation analysis is attached as *Appendix IV* (pgs. 29-33).

Mr. Valva thanked Mrs. Hamilton and the other participants for their valuable contributions to the morning's programme, and announced an adjournment for lunch.

Status of Performance Tracking System (PTS)

Following lunch, Mr. Valva said his impression of the morning sessions was that it had gone very well. There had also been many good suggestions for follow-up that would not be too costly for NGOs to implement. He outlined the sequence of the remaining Agenda items, and said their purpose was to give NGOs an opportunity to say what problems they were having with the PTS, and what Development Associates could do to help them overcome those difficulties.

Mr. Craig Campbell (UAP's PTS Administrator) then reported on the March 3/99 status of data inputs to the tracking system. It indicated that most NGOs had significant input backlogs. Nevertheless, he hoped that, with early attention to the problems inhibiting input, the number of database records for each organisation would correspond to its numerical target.

Next, the designated representatives of three organisations, previously invited to form an NGO Panel, were invited to report on specific aspects of their experience with PTS.

NGO Panel Presentation of Current PTS Experiences

Raw Data Collection Process

Presenter: *Mr. Gary Bailey, St. Patrick's Foundation*

Mr. Bailey said that one of the main problem relating to Raw Data Collection was caused by the fact that many of the incoming students did not know basic personal data about themselves, e.g., date of birth, correct address, or registered name (a 'pet' name was often used by the parent/guardian and student instead of the registered name). The follow-up process to obtain the missing information depended heavily on the input of was often prolonged and time-consuming (e.g., making repeated visits to the schools to get/cross-check information, which depended heavily on the input of attending teacher/instructor and their records), and that delayed record creation in many cases³.

Data Entry Process

Presenter: *Ms. Michelle Bennett, Mel Nathan Institute*

Ms. Bennett endorsed what Mr. Bailey had reported and also mentioned internal communication problems related to collecting data from Mel Nathan's various sites. She said her organisation had found PTS to be somewhat inflexible³ and she gave some examples.

Very often entries were rejected on the basis of that they were 'duplicate' records, and that caused numbers to fluctuate. Moreover, if the Date of Birth was unavailable it did not make sense to create a database record since they had found that, when a record was created without Date of Birth input, it had to be deleted and re-created when that information became available.

At this point, Mr. Campbell said the criteria for Date of Birth amendment would be modified to reduce problems in that area.

Resource Limitations

Presenter: *Mrs. Claudette Pious, Children First*

Before making her presentation, Mrs. Pious led participants in a brief exercise period to energize them out of their apparent "post-prandial stupor".

³There were evident misconceptions about how PTS works. Missing/incorrect information is not a valid reason for not creating records, since all records fields, excepting the Date of Birth field, can be edited after initial input. While the Date of Birth field is write-protected after a record has been set up, information can be added to that field or prior information edited with the assistance of the PTS Administrator. To avoid creation of multiple records for the same person, the database did not accept duplicate names if the **2nd attempted entry is identical in every respect** to a name previously entered. It is undesirable to circumvent this feature by, for example, entering the same individual as *Tony* James on the first occasion and *Anthony* James on another occasion. At this point, data entry personnel may move to comparison of address, parent/guardian or other personal information as user level check. Initials or middle names can be also entered to differentiate between students with the same first and last names. Even if more than one individual has the same first and last name, it is highly unlikely that each will have the same address, parent/guardian, etc..

Continuing, she said her organisation had one computer, limited office space, a small staff complement and a large client population. Those realities restricted their ability to input the required volume of data in a timely fashion. They had found data collection to be time-consuming, as it involved frequent and costly travel to schools in the many communities from which their client base was drawn. Some teachers even wanted to receive honoraria for their help in completing the evaluation section of the form.

Recently, *Children First* had lost 310 of their database records due to fluctuating power supply⁴ and were faced with the added chore of replacing that input. She asked for continuing technical advice, assistance, support and prayer.

Open Discussion and Comments on Panel Presentation

During the open discussion that followed, one participant said he had discovered records without Date of Birth data, and multiple records for the same individual. He wondered, therefore, if all NGOs had the same version of the PTS software. Another participant asked if there was a standardized data input form, and was advised to use the *UAP Participants' Data Sheet* as the registration form and also as the input form.

It was also revealed that the system would not accept 29 February as a Date of Birth, and the user had to change the input to 28 February⁵.

Group Activity

Participants were then asked to divide into the four groups to which they had been assigned before; discuss the reported problems and any additional ones they had experienced; and formulate suggestions for solving those problems.

Mrs. Janet Davis (National Family Planning Board), Mrs. Gladys McDowell (Youth Unit) and Mr. Dennis Edwards (MICO CARE) arrived shortly before the presentation of the Group Reports. When the groups had re-assembled to present their reports, the visitors were formally welcomed and introduced by Mr. Valva, who also invited them to join Mr. Craig Campbell and himself at the Head Table.

⁴ NGOs need UPS equipment and anti-virus software to prevent data loss.

⁵This is an unusual problem, if the year information input corresponded to a Leap Year.

Group Reports and Recommendations

.In summary, the 4 groups reported as follows:

GROUP 4 — Presenter: *Mr. Phillip Earle, Ashé*

PROBLEMS

- Shortage of Staff
- Insufficient computers
- Ad hoc requests for data to be supplied at short notice
- Necessity to collect information from schools, since students/their parents often do not know or do not have appropriate documentation

SOLUTIONS/ASSISTANCE REQUIRED

UAP financial assistance to employ dedicated Data Entry Clerks and acquire additional equipment where necessary.

UAP financial assistance with transportation costs.

Mention was also made of the problem caused by the delay in providing a UAP Data Sheet. Going back into historical records to compile information for data input made additional demands on staff time.

GROUP 3 — Presenter: *Mrs. Patricia Miller, Rural Family Support Organisation*

PROBLEMS

- Shortage of Staff for data collection and entry
- Regular updating of data forms hindered by lack of personnel
- Staff doing data entry sometimes not computer literate
- High staff turnover rate

SOLUTIONS/ASSISTANCE REQUIRED

Identify sources of volunteer assistance for data collection/entry (e.g. UTech students), and continue UAP financial assistance for data collection, to pay them a stipend for travel costs.

Identify and use staff who are computer literate.

One-on-one orientation with UAP staff for key personnel, e.g., Accountant.

Implement on-site Orientation Programme for new staff and train all staff (especially the Project Manager) to handle PTS and use UAP Manual, so that substitutes are available in case of illness or other absence.

- | | |
|---|---|
| <ul style="list-style-type: none"> • Concern about potential Y2K problems • Insufficient computer hardware | <p>Make more use of UAP Technical Support staff.</p> <p>Provide UAP financial assistance for acquisition of additional equipment, so that all sites have computers.</p> |
| <ul style="list-style-type: none"> • Sharing of information between NGOs and with Dev. Assoc. Head Office is time-consuming | <p>UAP to assist with the provision of on-line access so that information can be sent electronically.</p> |
| <ul style="list-style-type: none"> • Sometimes difficult to get schools to co-operating in providing information. | <p>Build personal relationships to facilitate data-gathering; 'sell' the UAP programme. This would save multi-trips.</p> |
| <ul style="list-style-type: none"> • Required information often not available from family or school | <p>Apply to Registrar General for birth certificates.</p> <p>Add money in Budget for such data collection costs.</p> |
| <ul style="list-style-type: none"> • No standardized tests, so allocated student performance levels not comparable | <p>Adherence to literacy test guidelines from UAP based on JAMAL methodology.</p> <p>No assumptions should be made. All participants should be tested on entry .</p> |
| <ul style="list-style-type: none"> • Provide durable forms | <p>Better quality paper should be used.</p> |
| <ul style="list-style-type: none"> • Continued use of PTS, including NGO modifications, after project expiration date not addressed. | <p>Time-table needs to be set up to get necessary things in place.</p> |

GROUP 2 — Presenter: *Mr. Anthony Brodber, Kingston YMCA*

PROBLEMS

**SOLUTIONS/ASSISTANCE
REQUIRED**

- | | |
|---|---|
| <ul style="list-style-type: none"> • Duplication situations • Unavailable date of birth | <p>Enter the ID #.</p> <p>As an alternative to waiting on a valid Birth Certificate or spending time trying to get information from the school (which may not be correct in any case), work out a possible date of birth from a visual assessment of the child's age.</p> |
|---|---|

- The assessment scales need to be standardized: JAMAL or MDRT?
 - Vocational groups are not being tested as they are younger than the provisions in the scale.
 - When is the mid-point?

Arrange a UAP Workshop on the issue (UAP data forms), so that everybody can get a common understanding of what is to be done.

GROUP 1 — Presenter: *Ms. Naska Llits, Jamaica Family Planning Association*

PROBLEMS

- Too many clients and insufficient resources to cope with PTS requirements
- NGOs with a Kingston Head Office and rural branches are at a disadvantage without their own computer. It is also costly to collect information from different sites which are far apart.
- PTS does not accept 2 people with the same name/address, etc.
- Some data entry problems caused by unfamiliarity with the system.
- Some NGOs do not offer remedial Literacy & Numeracy.
- One NGO did not get a self-esteem measure.
- Confusion exists concerning definitions of students' *entry point* and *mid-point*.

SOLUTIONS/ASSISTANCE REQUIRED

Provide Data Collection/Entry Clerks. National Youth Service workers may be the answer.

Each site should have a computer.

Provide persons going out to collect data with stipends towards travel cost.

System needs to be standardised. Initials could be used to differentiate, instead of entering full name in each case.

Provide more training on data entry conventions/PTS.

Do they still need to collect that information?

UAP Office to provide.

UAP Office to clarify.

Mr. Campbell thanked the presenters for their reports, and then allowed additional time for further comments from the floor.

Mr. Valva acknowledged that sometimes information was requested from NGOs at very short notice. He explained that such situations could not be helped, because the information had been requested by donor agencies with little lead time given.

There was consensus that there had been a period of trial and error with the Performance Tracking System, and an experience review had been timely. It was also recommended that the Data form should be reviewed collaboratively to ensure satisfaction of mutual needs, and participants supported the idea of a Workshop for the purpose. Mr. Campbell also gave assurances that he would be making frequent site visits to resolve any technical problems being experienced.

One participant remarked that, from certain comments which had been made, some people seemed unaware of the financial inputs that UAP had already made to facilitate implementation of its data collection/data entry requirements. Mr. Valva said he had assumed that the dollar inputs were known, but perhaps that information had not been shared with all NGO staff members.

In his closing remarks, Mr. Valva thanked everyone for their positive contributions. He said there seemed nothing to prevent some suggestions being implemented immediately by UAP or the NGOs themselves. Other suggestions would need further consideration, before decisions could be made to include them in future plans.



/bpb
17-Mar-99

UAP TRACER STUDY RESULTS & PERFORMANCE TRACKING SYSTEM WORKSHOP
March 9, 1999

LIST OF PARTICIPANTS

NGO	PARTICIPANTS		ADDRESS	PHONE/FAX	ATTENDANCE
					9/3/99
Ashé	1.	Mr. Joseph Robinson	143 Mountain View Ave. Kingaton 13	Phone: 967-0721	✓
	2.	Mr. Phillip Earle			✓
	3.	Ms. Cecile Holmes			✓
	4.	Mr. Richard Rowe			✓
Children First	5.	Mrs. Claudette Pious	Spanish Town	Phone: 999-2476 Fax: 984-0367	✓
	6.	Ms. Gary Evans			✓
FAMPLAN	7.	Miss Naska Llits	14 King Street St. Ann's Bay P.O.	Phone: 972-0260 Fax:	✓
	8.	Mrs. Flo George			✓
Jamaica Association for the Deaf	9.	Miss Shirley Reid	9 Marescaux Road Kingston 5	Phone: 926-7001 Fax:	✓
	10.	Ms. Adrine Lewis-Hyatt			✓
	11.	Miss Lyla Brown			✓
Jamaica Red Cross	12.	Mrs. Lois Hue	Central Village Spanish Town	Phone: 984-7860 Fax:	✓
	13.	Ms. Veletta Lawson			✓
	14.	Ms. Daisy Lilly			✓
	15.	Mrs. Daphne Samuels			✓
	16.	Mr. John Sayers			✓
Kingston Restoration Company	17.	Ms. Sheron Lawson	3 Duke Street Kingston	Phone: 922-3126 Fax:	✓
Kingston YMCA	18.	Mrs. Sarah Newland Martin	21 Hope Road Kingston 10	Phone: 926-8081 Fax: 929-9387	✓
	19.	Mr. Anthony Brodber			✓
	20.	Ms. Shernette Francis			✓
	21.	Mrs. Diana Ridley			✓
	22.	Ms. Mary Johnson			✓
Mel Nathan Institute for Social Research	23.	Miss Michelle Bennett	31 Mannings Hill Rd Kingston 8	Phone: 931-4989 Fax: 931-5004	✓
	24.	Ms. Geraldine Garwood			✓
Rural Family Support Organisation	25.	Mrs. Utealia Burrell	5 Main Street May Pen P.O.	Phone: 986-4242 Fax: "	✓
	26.	Mrs. Patricia Miller			✓
	27.	Mrs. Genevieve Barnes			✓
St. Patrick's Foundation	28.	Ms. Juliet Johnson	78 Slipe Road Kingston 5	Phone: 923-7446	✓
	29.	Mr. Gary Bailey			✓
	30.	Ms. Kimberlin Brown			✓

NGO	PARTICIPANTS		ADDRESS	PHONE/FAX	ATTENDANCE
					2/6/98
Sam Sharpe Teachers' College	31.	Mrs. Cecile Walden	Granville P.O. St. James	Phone: 952-4000	✓
	32.	Ms. Alma Williams			✓
Western Society for the Upliftment of Children	33.	Mrs. Glenda Drummond	26 Marion Way Montego Bay P.O.	Phone: 952-3377	✓
	34.	Mrs. Blossom Spence			✓
	35.	Ms. Debbie Kentish			✓
	36.	Mr. O'Brien Scott			✓
Women's Centre of Jamaica Foundation	37.	Miss Sheryl Morris	42 Trafalgar Rd (10)	Phone: 929-7608	✓
	38.	Mrs. Anderson-Robinson	" " "	Fax: 926-5768	✓
	39.	Mrs. Andrea Mitchell	Port Antonio		✓
	40.	Mrs. Marjorie Daley	Montego Bay		✓
Youth Opportunities Unlimited	41.	Ms. Marjorie Holness	2b Camp Road Kingston 5	Phone: 968-0979	✓
	42.	Mr. Shea Stewart		Fax: "	✓
YWCA National	43.	Miss Minna McLeod	2h Camp Road (5) St. James Spanish Town Kingston YWCA	Phone: 928-3023	✓
	44.	Ms. Andrea Campbell		Phone: 952-0456	✓
	45.	Mrs. Violet Jones		Phone: 984-2493	✓
	46.	Mrs. Ariadne Collier		Phone: 926-6109	✓
	47.	Ms. Keren Bailey			✓
	48.	Miss Nadia Boyd			✓
Youth Unit, Ministry of Local Government, Youth & Community Development	49.	Mrs. Gladys McDowell	85 Hagley Park Road Kingston 5	Phone: 754-1039	✓ (p.m. only)
MICO CARE	50.	Mr. Dennis Edwards	3 Manhattan Road Kingston 5	Phone: 929-7720	✓ (p.m. only)
National Family Planning Board	51.	Mrs. Janet Davis	5 Sylvan Avenue Kingston 5	Phone: 968-1632	✓ (p.m. only)
UAP STAFF:	52.	Mr. Francis Valva	1 Holborn Road Kingston 10	Phone: 929-4779	✓
	53.	Mr. Sam Dowding		Fax: 926-1813	✓
	54.	Mr. Curtis Campbell			✓
	55.	Mrs. Marsha Hylton			✓
CONSULTANT/FACILITATOR	56.	Mrs. Pansy Hamilton		Phone: 702-3402 702-3403 926-1608	✓ (a.m. only)
WORKSHOP RAPPORTEUR (Contract Services)	57.	Mrs. B.P. Butler			✓

UAP TRACER STUDY RESULTS & PERFORMANCE TRACKING SYSTEM WORKSHOP AGENDA

Tuesday, March 9, 1999

8.30 a.m.	Registration	
9.00 - 9.15	Welcome & Introduction	– Francis Valva, UAP Chief of Party
9.15 - 9.25	Overview of UAP Tracer Study Process	– Pansy Hamilton
9.25 - 9.40	Presentation of the Major Findings of the UAP Tracer Study	– Pansy Hamilton
9.40 - 10.10	NGO Panel Presentation of UAP Tracer Study Findings:	
	• Schooling and Job Plans	– Rural Family Support Organisation
	• Health and Family	– FAMPLAN
	• About Yourself	– Jamaica Red Cross
	• Feelings and Opinions	– Women's Centre of Jamaica Foundation
10.10 - 10.30	Discussion of the Findings	
10.30 - 11.50	COFFEE BREAK (in group sessions)	
	Workshop Groups identify and discuss programme actions to address the Tracer Study Findings	
	Plenary Session:	
11.50 - 12.20	Presentation of Group Reports	
12.20 - 12.50	Discussion of Group Reports	
12.50 - 1.00	Evaluation & Closing	
1.00 - 2.00	LUNCH	
2.00 - 2.10	Status of Performance Tracking System (PTS)	– Craig Campbell
2.10 - 2.40	NGO Panel Presentation of Current Experiences:	
	• Raw Data Collection Process	– St. Patrick's Foundation
	• Data Entry Process	– Mel Nathan Institute
	• Resource Limitations	– Children First
2.40 - 3.00	Open Discussion and Comments on Panel Presentation	
3.00 - 3.45	Workshop Groups formulate suggestions for improving the PTS	
3.45 - 4.00	Plenary Session: Group Reports & Recommendations	

UPLIFTING ADOLESCENTS PROJECT
WORKSHOP ON
UAP 1998 TRACER STUDY RESULTS
March 9, 1999
Medallion Hall Hotel, Kingston

PARTICIPANTS' EVALUATION

The workshop's primary objectives were:

- i. To share with Sub-Grantees, the overall findings of the 1998 UAP Tracer Study;
- ii. To have the Sub-Grantees who participated in the Tracer Study present the study findings for their respective organizations; and
- iii. To discuss with the NGOs, the UAP findings and to identify potential program activities which may address those identified issues.

A. Workshop Content

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

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

1. The objectives of the workshop were met.
a. b. c. d. e.
2. The teaching, sharing and discussion methodologies used in this workshop were effective.
a. b. c. d. e.
3. The workshop's content is relevant to my work with youth through the NGO.
a. b. c. d. e.
4. I feel that I now better understand and can successfully undertake responsibilities in my NGO relating to Tracer Studies of program graduates.
a. b. c. d. e.
5. 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:

UAP Workshop — March 9, 1999

REPORT ON PARTICIPANTS' EVALUATION OF WORKSHOP SESSIONS RELATING TO THE 1998 TRACER STUDY RESULTS

Forty-eight (48) NGO representatives attended the UAP Workshop held March 9, 1998. The subject of the first half of the Workshop was the 1998 Tracer Study Results, and participants were asked to complete evaluation forms pertaining to those sessions and 45 (93.75%) of them did so. The evaluation form requested an assessment of the Workshop Content and also asked respondents to list the two most positive features, any negative aspects, suggested follow-up activity, and any other comments they wished to make.

A. WORKSHOP CONTENT

To express their views on the Workshop Content, respondents were asked to indicate on the form whether they strongly agreed, agreed, had no opinion, disagreed or strongly disagreed with each of the 5 evaluation factors that were presented as statements. Responses in that regard have been tabulated on page 32, and that Table makes participants' satisfaction with the Workshop content very clear. The overall average score was 4.36 on a scale of 1 to 5.

With the exception of one person, all agreed or strongly agreed with *Statement #5*: "My overall evaluation of the workshop is positive".

There was unanimous agreement that the objectives of the workshop were met (*Statement #1*). As far as the teaching, sharing and discussion methodologies used were concerned (*Statement #2*), 13 (28.9%) strongly agreed and 31 (68.9%) agreed that those had been effective. There was one person who had "No Opinion".

All, except one person who indicated "No Opinion", agreed that the content was relevant to their work (*Statement #3*).

If the "Strongly Agree" and "Agree" answers to *Statement #4* are collapsed, then the results indicate that, as a result of the Workshop, 40 (88.9%) felt more confident about their ability to undertake responsibilities relating to Tracer Studies. Four (4) persons chose the "No Opinion" option, and 1 individual did not feel better able to do so ("Disagreed").

It was interesting to note that:

- a) the respondent who selected "No Opinion" for *Statement #2* also chose that option for responses to *Statements #3* and *#4*, but "Agreed" with *Statement #5*: "My overall evaluation of the workshop is positive";

- b) the person who disagreed with Statement #4 agreed with Statement #5; and
- c) one of the persons who indicated “No Opinion” to Statement #4 was the lone individual who disagreed with Statement #5. The only negative feature listed by that participant related to “the recitation of statistics” (See pg. 31).

A reasonable conclusion is, therefore, that the dissenting opinions are not numerically significant. They may in fact only reflect the views of a few persons who were not fully involved with the Tracer Study and who, therefore, might have had no prior knowledge to which they could relate the Workshop’s content.

B. PARTICIPANTS’ COMMENTS

Participants comments concerning other aspects of the Workshop have been listed on pages 33-34. Most respondents listed two “most positive features”. Although there were a few references to learning about the Tracer Study, the features mentioned with greatest frequency as the “most positive” were:

1. The opportunity for NGOs to share experiences and work together to find practical solutions to some of the collective problems
2. The encouragement and suggestions received for using various creative methods to make classes meaningful and better related to students’ interests/needs.

These choices, together with the numerous comments made under the “Suggested Follow-Up Activity” section of the questionnaire for more networking between NGOs to share ‘best practices’ and undertake other forms of collaboration, indicate that the Workshop satisfied, to a great extent, their strong desire for ongoing interaction with each other. It also apparently became the dominant focus of the Workshop as far as they were concerned.

Some of the items singled out as positive features, or listed under “Suggested Follow-Up Activity”, indicate that many NGO representatives are unaware of the comprehensive reports which have been distributed to their organisations after previous Workshops, or have not familiarised themselves with the content of those reports. Some persons suggested that ideas generated at the Workshop should be compiled and circulated; several were impressed by the highlighting of the importance of reading/literacy and parental training, and others wanted workshops arranged on Health & Family, Personal Development and Drama as a teaching tool — all topics which received intensive coverage in NGO workshops held during the preceding year.

Thirty-two of the respondents (71.11%) mentioned no negative features. One negative comment was difficult to understand as the statement, “Yes, that **it is going to be boring**”, could not have referred to the sessions which had preceded the evaluation. A few of the other features recorded as ‘negative’ did not relate directly to the stated purpose, content or methodology of the workshop sessions being evaluated. Rather, they reflected concerns about the Tracer Study methodology — particularly in terms of the Self-Esteem measures and analysis, and the need for closer liaison with the Ministry of Education.

The following pertinent negative features were listed by only one person in each case::

Written information should be shared beforehand to help preparation
Recitation of Statistics was mindless and wasted time. The information can be read
and digested in 5 minutes
Presentations were repetitive
Students were not present to give personal testimony to the benefits they have
gained.

Three persons felt more discussion time was needed.

Additional comments were made confirming that the training experience had been good, lively, informative, interesting and timely and that “the UAP is doing a good job for adolescents who are out-of-school and illiterate”. Organisers of the Workshop should be pleased to note that one person said “The Tracer Study was good in terms of re-directing us as to our purpose in the programme”.

UPLIFTING ADOLESCENT PROJECT
 WORKSHOP EVALUATION
 SUBJECT: REVIEW OF 1998 TRACER STUDY RESULTS
 DATE: March 9, 1999
PARTICIPANTS EVALUATION TALLY SHEET

SECTION A: Views on Workshop Content

Evaluation Factor & Weights	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	AVERAGE SCORES	TOTAL SCORE
	5	4	3	2	1		
1. The objectives of the workshop were met	23	22				4.51	203
2. The teaching, sharing and discussion methodologies used in the workshop were effective.	13	31	1			4.27	192
3. The workshop's content is relevant to my work with youth through the NGO.	20	24	1			4.42	199
4. I feel that I am better able to understand and can successfully undertake responsibilities in my NGO relating to Tracer Studies of programme graduates.	13	27	4	1		4.16	187
5. My overall evaluation of the workshop is positive.	22	22		1		4.44	200
Overall Rating on Workshop Content:						4.36	

SECTION B: Participants' Comments

	No. of Responses
1. Most Positive Features	
How to interpret and understand Tracer Studies	1
Learning about the major findings of the Study	7
Panellists' handouts	1
"Feelings and Opinions"	1
The RFSO and WCFJ reports showing that their participants are progressing successfully.	1
Opportunity for NGOs to share experiences and work together to find practical solutions to some of the collective problems	27
Everybody got a chance to participate actively	3
Encouragement and suggestions for using various creative methods to make classes meaningful and better related to students' interests/needs	16
Information on how to go about career guidance	3
Highlighting importance of reading/literacy as a way forward for these youngsters	2
Highlighting importance of parental guidance/mentoring programme	2
Acquired list of resources that can assist in improving on specific programmes	1
None stated	3
2. Negative Features	
The Self-Esteem measure where some participants did not understand fully what they were answering to/A better method is needed to evaluate self-esteem/Self-Esteem questionnaire was not properly analysed	3
Study methodology and means of getting data	1
UAP Board should work more closely with the Ministry of Education	1
Written information should be shared beforehand to help preparation to the process	1
Recitation of statistics was mindless and wasted time. The info. can be read and digested in 5 minutes.	1
Presentations were repetitive	1
There were areas of importance which were not stressed due to the time allotted/ More discussion time was needed	3
Students were not present to give personal testimony to the benefits they have gained	1
Yes, if it is going to be boring	1
None	32
3. Suggested Follow-Up Activity	
Ensuring relevant national agencies/organisations, Ministries of Education, Health, Local Govt., Youth & Comm. Development made aware of findings so that they know what is going on with our adolescents	1
Follow-up tracer studies at end of 1999 and 2000 to compare with 1998 results.	6
Extended training in the areas of Health & Family and Personal Development	3
Introducing dance and drama training/The implication of drama	1
Compile and circulate ideas	4
Consideration of ideas shared and implementation where possible	2

	No. of Responses
3. Suggested Follow-Up Activity, cont'd. More frequent workshops/networking between NGOs: – Quarterly meetings with NGOs to find out what effect their programmes are having on the students – Could Dev. Assoc. plan a trip where NGO reps. can meet more informally to share 'best practices'? – NGOs should network more, so that contact can be maintained when UAP ends. Perhaps an umbrella organisation can be formed: "UAP NGOs". Plans to include 15-18 year olds in UAP. Close follow-up with Ministry of Education NGOs should strive to get more media coverage/establish a web page to make wider society more aware of what is being done. NGOs should get together and develop a Manual for creative teaching from their point of view	15 3 1 2 1
4. Other Comments Good experience/lively, informative, interesting, timely Input from participants made it a success. The UAP is doing a good job for adolescents who are out-of-school and illiterate. Fully support this work/keep up the good work...hope you are able to carry on longer than Year 2000. Information from Study was an eye-opener to more of the problems which face our adolescents/Workshop was very educational. The Tracer Study was good in terms of re-directing us as to our purpose in the programme.	12 1 1 4 1 1