

# **UPLIFTING ADOLESCENTS PROJECT**

## **A PROJECT ASSESSMENT**

**Submitted to**

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**USAID/JAMAICA  
OFFICE OF GENERAL DEVELOPMENT  
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**Submitted by**

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## TABLE OF CONTENTS

Acknowledgments .....	iii
List of Acronyms .....	v
Executive Summary .....	vii
Preface .....	xvii
Chapter 1: Objectives of the Study and Methodology .....	1
Chapter 2: Perceptions of the Youth Served .....	5
Chapter 3: NGO Administrator Views .....	10
Chapter 4: Teacher/Service Provider Perceptions .....	21
Chapter 5: Findings .....	26
Chapter 6: Recommendations .....	28
Chapter 7: Success Stories .....	35
<b>Annexes</b>	
Annex A: Persons Interviewed.....	A - 1
Annex B: Bibliography.....	B - 1
Annex C: NGO Administrator Interviews .....	C - 1
Annex D: Focus Group Reports.....	D - 1
Annex E: Teacher/Service Provider Interviews .....	E - 1
Annex F: Interviews .....	F - 1
Annex G: Evaluation Instruments.....	G - 1
<b>Figures and Tables</b>	
Table 1.1 .....	3
Figure .....	C - 2

## ACRONYMS

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<b>ADA</b>	Association of Development Agencies
<b>AIDS</b>	Acquired Immune Deficiency Syndrome
<b>CARICOM</b>	Caribbean Common Market and Community
<b>CASE</b>	Community Alliance in Support of Education
<b>CIDA</b>	Canadian International Development Agency
<b>CRC</b>	Convention on the Rights of the Child
<b>CVSS</b>	Council for Voluntary Social Services
<b>CXC</b>	Caribbean Examination Council
<b>DA</b>	Development Associates, Inc.
<b>FLE</b>	Family Life Education
<b>GOJ</b>	Government of Jamaica
<b>HCDC</b>	Hope for Children Development Company
<b>HEART/NTA</b>	Human Employment Resource Training Trust/National Training Agency
<b>HIV</b>	Human Immuno-Deficiency Virus
<b>IDB</b>	Inter- American Development Bank
<b>IEC</b>	Information/Education/Communication
<b>JAMAL</b>	Jamaica Association for Literacy
<b>JATVET</b>	Jamaica Association of Technical and Vocational Education Teachers
<b>JCDC</b>	Jamaica Cultural Development Commission
<b>JCRC</b>	Jamaica Coalition on the Rights of the Child
<b>JIM</b>	Jamaica Institute of Management
<b>JSIF</b>	Jamaica Social Investment Fund
<b>LEAP</b>	Learning for Earning Activities Programme
<b>L/RE</b>	Literacy/Remedial Education
<b>MLGYCD</b>	Ministry of Local Government, Youth and Community Development
<b>MNSJ</b>	Ministry of National Security and Justice
<b>MOEC</b>	Ministry of Education and Culture
<b>NET</b>	Necessary Educational Training
<b>NGO</b>	Non-Governmental Organization
<b>NISC</b>	National Initiative for Street Children
<b>NYS</b>	National Youth Service
<b>PALS</b>	Peace and Love in Schools
<b>P/FD</b>	Personal/Family Development
<b>PACT</b>	People's Action for Community Transformation
<b>PIOJ</b>	Planning Institute of Jamaica
<b>RH</b>	Reproductive Health
<b>SDC</b>	Social Development Commission
<b>SO</b>	Strategic Objective
<b>STEP</b>	Special Training and Employment Programs
<b>T/VE</b>	Technical/Vocational Education

<b>TA</b>	Technical Assistance
<b>UAP</b>	Uplifting Adolescents Project
<b>UNDP</b>	United Nations Development Programme
<b>UNESCO</b>	United Nations Economic, Scientific and Cultural Organization
<b>UNFPA</b>	United Nations Fund for Population Activities
<b>UNICEF</b>	United Nations International Children's Fund
<b>USAID</b>	United States Agency for International Development
<b>UTECH</b>	University of Technology
<b>UWI</b>	University of the West Indies
<b>UWIDITE</b>	University of West Indies Teaching in Education service
<b>WFP</b>	World Food Program
<b>YESS</b>	Youth Education Support Systems



## EXECUTIVE SUMMARY

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The Uplifting Adolescents Project (UAP), in operation since 1996, has provided through an island-wide network of non-governmental organizations (NGOs), a variety of services to at-risk adolescents and, at the same, time has helped the implementing NGOs to develop institutional capacities. The purpose of this assessment of the UAP is to assess the strengths and weaknesses of the project design and lessons learned and, on the basis of that, provide recommendations for a follow-on program focused on at-risk youth and implemented through NGOs.

To date, some 15,100 at-risk youth have been registered in the regular at-risk and special populations programs (pregnant girls, learning disabled, etc.), exceeding the project target of 11,000 youth. The NGOs have registered 12,688 regular at-risk adolescents, well above the project target of 9,300. Also above the special populations target of 1,700, some 2,412 adolescents have been registered in programs.

For this assessment, the Mission posed a series of questions centered on the three main components of the project: NGO strengthening, programs for adolescents designed and delivered, and Youth Unit strengthened. This Executive Summary will respond to those questions and provide recommendations for consideration in a follow-on program.

### **Key Questions and Findings**

#### **NGO Strengthening**

- **Is the program sufficiently developed so that the follow-on program can start measuring for impact? What additional types of support do the NGOs require?**

*Findings: Few of the NGOs appear to have the capacity to truly measure for impact. Most are still at the output stage of measurement development. Most NGOs report that they do not have sufficient resources (time and staff) to conduct proper impact measurement. Many find it a stretch to keep records updated and test scores posted.*

*The NGOs who participated in the Tracer Study gained some valuable insights and experience in probing for impact, but additional training is needed in this area. Complicating the impact reporting is the diversity of activities that each NGO offers. For most, training would need to be specific to the NGO's activities. One individual and one back-up person in each NGO should be trained to compile the data needed for the Participant Tracking System (PTS) and provided with instruction and examples of the kinds of information that are needed to show program impact. Training should also be provided to the NGOs on how to use the data they collect to assist them in project planning and management.*

- **How effective have the NGOs been in networking with each other? What obstacles did they encounter?**

*Findings:* Networking among the grantees is in its incipient stages. Presently, networking mostly takes the form of referrals from one NGO to another; exceptions being the collaboration of the Western Society for the Upliftment of Children with Children First, and Women Centers with Family Planning programs.

Program directors are aware of the potential that networking offers, and, in some areas of the country, this is beginning to happen. The use of experienced presenters from NGOs in the exchanges of learning that have taken place through UAP-sponsored training has been helpful in identifying “experts” among the grantees from whom they might seek advise, counseling, or further training. Computers at each project site, with e-mail and Internet access, and an individual trained in the technology would greatly facilitate networking among the NGOs. A UAP chat-line would also facilitate the exchange of problems, solutions, ideas, and lessons learned.

- **Assess from the perspective of the NGOs, the strengths and weakness of the project. How has the project assisted them to strengthen their programmatic, management, administrative, and financial capabilities?**

*Findings:* UAP NGOs cite several strengths of the project. Among the most frequently cited is the assistance in the development of administrative, managerial, and financial capabilities. The project assisted this strengthening through training, oversight, and visits by the institutional contractor. Strong praise was voiced for the training provided by the UAP Program, especially in the areas of financial accountability, proposal writing, and fundraising.

The NGOs feel that the programs they provide in the areas of literacy and numeracy are among their greatest strengths. This is closely followed by the positive behavioral changes inculcated in the UAP students.

Among the weaknesses cited are the lack of computers at all of the sites and computer training, adequate trained personnel to compile reports and document successes, and insufficient time to follow-up with dropouts, fundraise, and network. Without adequate staff and time, the project can do little to assist the NGOs in further strengthening of capabilities.

Administrators and teachers feel that the program could be strengthened with larger and better facilities to accommodate the students, transportation support for those students in greatest need, and lunch or refreshments for hungry students.

- **What were the perceptions of the youth who participated in the program? What activities or interventions did they find most beneficial to them? What additional activities would they recommend?**

*Findings:* The at-risk youth are enthusiastic about the program. They love their teachers—often saying such complimentary things as “she rescued me” or “Miss George—she a great lady” or “the teachers—they like us.”

*The youth who were interviewed appreciated that they were valued and respected by their teachers, that they were achieving progress in reading and mathematics, and that they were receiving knowledge and training in behavior that would eventually lead to further school success, vocational training, or a job.*

*Most of the youth recommended continuing the existing programs without subtracting from them. They had several suggestions for additional subjects or sports that they would like to be offered. These include: academic subjects such as social studies, science and foreign language, computers, a wider variety of vocational skills, and netball for the girls.*

- **To what extent were the operations research carried out under the project relevant or helpful in program planning or adjusting program interventions? Or, how can the results of the research be incorporated into the new design?**

*Findings: The Operations Research component of the project proved to be beyond the capabilities of most of the NGOs. Some reported that they did not have the time and resources nor the skills to undertake this activity. Five research projects were proposed and encouraged. One was abandoned when the control group disappeared. Another will be previewed on March 29, 2000. The other three may be completed by December 31, 2000.*

*A few organizations report that they are using their program data to guide their decisions about planning. It appears that in order for this component to be achieved, an outside expert would be needed to assist the NGOs to identify research needs, develop a research plan, and provide guidance along the way.*

- **How helpful were the training sessions (e.g., fundraising, etc.) for the NGOs? What sessions were the most beneficial? What additional training would they recommend?**

*Findings: Training was among the strongest components of the UAP Program. Training sessions were held for both program administrators and teachers.*

*Most NGO administrators found the training in project management and accountability to be extremely valuable. A few administrators, from well-established NGOs, did not feel a need for this training. They would like to have additional training in fundraising, proposal writing, and computer skills training.*

*Teachers were particularly were appreciative of the training they have received under the UAP Program. Some teachers, however, have not profited from the training because they are recent additions to the staff or have been unable to attend the UAP training sessions because of financial reasons or the unavailability of coverage of their classes. Several recommended holding training at regional sites so more teachers can attend.*

*Many teachers asked for additional training in behavior modification skills, conflict resolution, guidance counseling, and career guidance. They also wish to learn techniques in training peer guidance counselors, motivation of youth through drama, teaching*

*methodologies for special populations, and additional training in psychology. Requests were also made for computers, computer software, and computer training, arts and crafts workshops, and food and nutrition training.*

### **Programs for Adolescents Designed and Delivered**

- **Was each participating NGO able to implement the package of services as designed? Why or why not? How did/or did these activities lead to opportunities to improve literacy and numeracy and to what extent? What were the strengths and weaknesses of this model?**

*Findings: Most of the NGOs delivered the package of services contracted for. Each had its own strengths, and often these strengths dictated the extent to which each of the four program components (literacy and numeracy, personal and family development, reproductive health, and pre-vocational skills) received attention. A few gave equal time to each of the four components, while others emphasized literacy and numeracy (up to 50% of the time) or reproductive health (most of the in-school programs). The pre-vocational skills area was perhaps the weakest area. Often the skills offered were those of the volunteer instructor or whatever local availability dictated. An exception to this was Children First, which conducted a needs analysis of the kinds of skills that would most benefit the youth in their community and then implemented the recommendations.*

*The literacy and numeracy activities seemed to have been successful. Administrators and teachers feel that this is their most successful area. Students believe that they are making progress in these disciplines. Test scores also show progress. Children are re-entering the formal school system.*

*Could it be more successful? Very likely, but it would take more resources and a more accurate and long-term data collection system to know for sure.*

*The strength of the UAP model is its diversity—both in terms of the training offered, the tailoring of the training to the students' needs, and the flexibility of the program to address the concerns of the school community and the parents. It is a workable model and one well-suited to the Jamaican sensibility.*

- **How successful was/or what was, the impact of the in-school programs (remedial education)?**

*Findings: The impact of the in-school programs is mostly anecdotal. It appears to have been a successful program for the most part. The teachers in the program certainly believe it to be. The teachers go into the schools for a few hours each week and work with students who are designated as at-risk by the principal and teachers. In some settings, only reproductive health or personal development is taught, in others literacy and numeracy are taught. In those instances, the classroom teachers observe the UAP teacher and learn from their techniques and approaches to different learning styles.*

*This exchange has been beneficial to the formal school teacher who observes how to work with the at-risk children, learns new techniques and methodologies, and develops a greater appreciation for the “problem” child. This “bridge” between the UAP teacher and the formal school system often serves as the vehicle to get UAP “graduates” accepted back into the formal system.*

- **Which activities or programs did the youth find most helpful? Why?**

***Findings:** Most students cite their improvement in reading and mathematics as their main area of improvement. In addition to the gains they feel they have made in reading and mathematics, the students rank highly their improved self-esteem, their increased self-reliance, their ability to get along better with others, their willingness to try new things, and their confidence in their leadership abilities.*



*Almost all of the students interviewed felt that what they were learning in their UAP Program would be helpful to them in obtaining a job eventually.*

### **Youth Unit Strengthened**

- **As this Unit has been essentially incorporated under other offices and no longer exists, what are the lessons learned?**

***Findings:** Initially, the Youth Unit was in the Ministry of Education and charged with developing a youth policy. The Youth Unit was intended to be a coordinating office, with a central database, where youth could go for “one-stop” shopping. A Joint Coordinating Committee was formed to guide the UAP Program. Development Associates, the UAP contractor, worked with the Youth Unit and encouraged networking and tapping into other project to supplement limited funds. They provided equipment and training to the Youth Unit, and its capacities were strengthened.*

*The Youth Unit was moved to the Ministry of Local Government, Youth, and Community Development shortly after the UAP Program was implemented. When this occurred, the newly-developed capacities of the Youth Unit were dissipated, and staff and equipment were lost or transferred.*

*Although there are major implications for the future if the needs of at-risk youth are not met, currently, the teachers and administrators report that the government shows little interest in this problem and pays little attention to their programs.*

- **Which is the most appropriate Ministry (agency or unit of the government) for the follow-on project to partner with and what role and responsibilities would they assume under the follow-on program with USAID assistance?**

*Findings: Almost without exception, the persons interviewed for this assessment say that the Ministry of Education and Culture is the proper government ministry to counterpart with the UAP Program. They feel that the Ministry should provide logistical support and serve as the central place for government contact with this project. The Ministry of Education and Culture has a research and statistical unit that could serve the data function of the project. The Ministry should serve a coordinating and facilitating function, assisting in accessing funding for the activities needed by youth in the UAP Program from other segments of the government.*

*With respect to its placement in the government (whether in the Ministry of Education or some other Ministry), some arrangement should be worked out (as in the case of HEART/NTA) that the program would continue and be supported regardless of the personnel involved.*

## **Recommendations**

### **NGO Strengthening**

- Under a follow-on program, in-school efforts and after-school efforts should be continued as the cost- savings would be minimal while there are several positive benefits. The UAP Program reaches a greater total number of youth; the multiplicative effects of the program increases and joint activities between peers in the schools and at-risk youth can be coordinated.
- The profile of the UAP Program should be raised in the government and in the country and a relationship with the Ministry of Education should be fostered, with eventually an official relationship developed.
- Increased teacher familiarity with the New Horizons Program and the Reform of Secondary (ROSE) supported concepts in a practical setting, in a multitude of schools in both urban and rural areas. This would strengthen opportunities to mainstream UAP youth back into the formal education structure (teachers and principals fear the return of "bad boys;" UAP youth need continued homework support to maintain achievement levels).
- The UAP Program efforts in the schools extends reproductive health education to youth, also personal/family development.

### **Program Efforts**

- Programs should continue their focus on literacy, numeracy and remedial education. It is suggested that perhaps the focus should be only at lower levels of literacy and numeracy.

*Pros: Concentrates program efforts to better demonstrate impact*

*Cons: Becomes more of a remedial program rather than dropout prevention*

- Another approach might be to focus at all levels of literacy and numeracy on youth ages 10 to-14.

*Pros: Flexibility and diversity of program delivery provides broader development of models, more experiences to share with other agencies and increased options for referrals of youth for other services (e.g., to Mel Nathan for vocational skills training, to WCJF for teen mother support, etc.)*

*Cons: Recruitment may not reach the most at-risk youth*

- A third option might be to increase self-learning and higher levels of education. This could be accomplished by (1) more classes in other subjects; (2) homework support through computer software; and (3) provision of more materials for literacy at different levels ("readers") and homework support (encyclopedias and textbooks).
- Personal/family development and reproductive health are seen as integrally linked with at-risk youth obstacles to learning and should continue with further strengthening of NGO capacities through training.
- Pre-vocational skills activities should continue, as these attract youth to UAP, but should be limited to less than 15% of the efforts. Suggestions for achieving this include: (1) utilizing community volunteers and parents as pre-vocational skills trainers, and (2) having exchanges between NGOs strong in the linkage of pre-vocational skills to literacy and numeracy.
- There is a national lack of available vocational skills training for youth age 15-16. This is an issue that should be raised at the highest levels of government. Advocacy by the UAP Program and its supporters is needed. Other options for addressing the problem are: (1) referrals between NGOs with capacity for skills training, or (2) collaboration with church groups providing skills training.
- Promote possible linkages with the New Horizons Program. This could be achieved by (1) organizing joint events for sharing training, for exchanges between formal system teachers and UAP teachers; (2) sharing strategies for increasing parent involvement; and (3) increasing the Ministry of Education's familiarity with the JAMAL-based testing used by UAP.
- Sports should remain a part of program efforts only if self-sustaining through private donations. There are gender issues as girls often do not have an opportunity to participate; therefore, girls should receive support in forming a netball team, or other sport, if the UAP-sponsored football team continues.

## **Training**

- There are continuing training needs: (1) to achieve sustainability of NGO capacity; (2) to provide training at least in literacy and numeracy teaching methodologies for new teachers; and (3) to provide training in new strategies to keep program staff up-to-date.
- There are options to reduce the cost of provision of training. Individual NGOs are strong in different training areas and could present workshops. Linkages could be sought with other training available through the New Horizons Program or through PALs (conflict resolution), and others. Training workshop tasks to replicate training to other staff could be included in reporting (workshop tasks to put training into use upon return to program site have been effective).
- Several topics are among the most frequently requested by *teachers/service providers*: (1) additional training in conflict resolution, mediation skills, guidance counseling; (2) additional training in literacy and numeracy skills for use with at-risk youth; and (3) additional training in the use of drama as a teaching method.
- Several topics are among the most frequently requested by *program administrators*: (1) additional training on fundraising, proposal development, etc.; and (2) additional training in computer skills.
- NGOs recommended several logistical considerations for future training. When planning training, take into consideration that NGOs have varied degrees of difficulty funding transportation and lodging for training workshops. Locate some workshops regionally to reach greater numbers of staff and increase the likelihood of replication to all staff. Schedule workshops to take advantage of breaks in the school calendar.

### Implementation Issues

- Schools have initiated a double shift, with student assignment changing per term. NGOs should continue to coordinate with local schools to adjust shift assignments of UAP youth. A letter of support for shift adjustments should be coordinated with the Ministry of Education.
- Youth would benefit from an increased mentoring component in the program. Peer counseling relationships could be promoted and linkages could be established with local churches and tertiary schools. With due care, adult mentoring could be promoted, and linkages could be established with churches, unions, large businesses, civic groups, etc.
- Summer programs could benefit from a strengthened focus on referrals between agencies (such as skills training at Mel Nathan Institute for Development and Social Research, computer training at another NGO, special focus in summer camps, etc.).
- Teachers and service providers need assistance with the identification of learning disabilities and strategies to use in the classroom.

### **Impact, Monitoring, Tracking and Evaluation**

- Coaching or training for measurement and reporting of impact is still needed by most NGOs.
- Computers are not available to several NGOs and/or their program sites. These would be useful not only for reporting data but also for networking and maintaining relationships with other NGOs.
- Consideration should be given to capturing only the very basic information in the Participant Tracking System (a PTS “Lite”). NGOs should receive some help with the conceptualization of their achievements. A system should be put into place to track youth after their exit from the program. Further study should be given to the measurements of self-esteem; some NGOs have problems with the language of the current instrument.
- On-going monitoring, participant tracking and evaluation should be a function of an umbrella NGO and monitored by a Project Manager so that *program* impact can be measured and demonstrated.

### **Leadership**

- The Ministry of Education and Culture is the most appropriate government ministry to partner with the program. This would help to (1) provide recognition for program achievements; (2) promote the return of youth dropouts to the formal school system; and (3) promote sharing with the New Horizons Program and ROSE.
- The selection of an umbrella NGO to implement the UAP Program is suggested. It would (1) provide NGOs with support for reporting and measurement of impact; (2) organize training and support for production of materials; and (3) coordinate advocacy for youth at-risk.

### **Networking**

In order to foster networking and exchange of ideas among NGOs, the following steps are recommended.

- Continue NGO forums for exchanges between programs and visits to other sites.
- Establish a 1-2 day teacher exchange program.
- Strengthen the system to facilitate referrals to other agencies.
- Promote once-a-year joint NGO fundraising efforts (walk-a-thon, 5K run, etc.).

### **Information Technology/Equipment**

- Each project site should have a computer, printer, and a trained data-entry assistant to in-put project monitoring and impact data.

- A project website should be maintained and all sites should have access to it, to the Internet and to e-mail.
- Each site should be furnished with a copier and fax machine.

### **Funding/Support**

- The funding cycle should be longer than annual so that long-range strategic planning can be accomplished and preparation for exit or graduation from USAID funding.
- A small seed fund for implementation of a self-sustaining canteen that provides nutritious snacks (fruit, patties, etc.) at low-cost should be funded, based on proposal submissions.
- Assistance with transportation costs is identified as a need by all programs.
- Additional (free) staff support to programs would be useful, for example two programs have obtained a staff member with a six-month placement from the National Youth Service. Opportunities should be investigated, such as university community service assignments, etc.
- Small seed funds for income generating activities (perhaps with linkage with the special objective or economic initiatives) could be a strategy to increase parental involvement and decrease obstacles to youth participant in the UAP program and/or the formal education system.

### **Linkages to Other Organizations**

- Linkages to churches and local businesses should be sought. Many churches have facilities that may be used for training sites.
- Linkages with the Chamber of Commerce and other civic groups for advocacy for street children issues should be fostered. It is in the interests of business to assist with this problem.

### **Advocacy/Advisory Panel**

- An interested citizens' group should be formed to advocate for at-risk adolescents and raise the profile among government, business, churches, unions, NGOs, and multi-lateral donors. The group should coordinate directly with a Project Manager.

### **Sustainability**

- The major emphasis throughout a follow-on grant cycle should be for the participating NGOs to work toward sustainability.

## PREFACE

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### *Introduction*

The Uplifting Adolescents Project (UAP) was initiated by USAID/Jamaica in June 1996 with the award of a contract to Development Associates, Inc., to strengthen local NGOs to deliver a multi-modal package of services to adolescents between the ages of 10-18 years of age. The purpose of these services was to improve adolescents' social skills in order for them to become more productive and responsible citizens, as well as to strengthen the Youth Unit of the Ministry of Education.

The Project has three outputs:

- The strengthening of Jamaican non-governmental organizations (NGOs) to enable them to (a) improve their managerial capabilities; (b) improve or expand their program capabilities so as to be able to deliver packages of services to adolescents; and (c) apply for grants to provide the services to adolescents.
- Programs of services for adolescents designed and delivered to about 11,000 at-risk adolescents, provided by NGOs and funded from sub-contracts from the contractor.
- The strengthening of the Youth Unit of the Ministry of Education, Youth and Culture, so it can be the center point on behalf of the Government of Jamaica (GOJ) for continuing these services after the Project ends. (The Youth Unit is presently located in the Ministry of Local Government, Youth, and Community Development.)

The Project focused on three particular groups: the estimated 10,000 adolescents aged 10-14 who were not enrolled in school, the 65,000 who are enrolled in school but who are in and out of school intermittently, and the estimated 4,000 students who drop out annually. The Project expected to reach approximately 11,000 at-risk adolescents. Participation in most program offerings was open to both boys and girls. The Project was expected to strive to balance activities between urban and rural populations to the extent that NGO programs were available.

Project impact was expected to be positive and to contribute to individual, NGO, GOJ, and USAID longer-term goals. Society would benefit through 11,000 young people becoming more productive members of society, delaying pregnancies, avoiding substance dependencies and socially transmitted diseases, and engage in less crime. The individuals would benefit through increased self-esteem and education and skills that will enable them to earn a living over time. By the end of the Project, it is likely that all NGOs working with poor adolescents and children will be aware of and using some of the methods developed under this Project. It is also likely that the siblings and friends of participating adolescents will attain some benefits, as well as the children of participating teen mothers.

### ***Project Goal and Purpose***

The goal of this Project was to promote smaller, better-educated families with particular emphasis on the poor. Achievement of the goal is to be measured by: (1) decrease in the general size of families; (2) increase in percentage of children finishing vocational and primary school; and (3) an increase in functional literacy.

The Project purpose was to improve the social and job skills of Jamaica's at-risk youth on a sustainable basis so they may become more responsible and productive citizens. The original indicators that the project purpose has been achieved were:

- Eight NGOs continue to provide, on a sustainable basis, services to about 3,000 10-18 year old children yearly.
- The pregnancy rate for 10-18 year olds decreased by 30 percent.
- Twenty percent of out-of-school teenagers return to school.
- The school dropout rate for 10-14 year olds is reduced by 20 percent.
- Forty percent of those receiving vocational training have jobs after finishing their training.
- The completion rate for all-age schools and vocational schools and/or programs increased by 30 percent.

In Modification 9 to the Project dated August 1999, the following changes were made to the Project goal, purpose and indicators.

The goal of this project is to promote better educated, socially adjusted families with particular attention paid to the lower economic sector of society.

The project purpose is to improve the social, literacy, and pre-vocational skills of at-risk youth offering them the opportunity to initiate a process towards becoming responsible and productive adults.

Indicators:

- NGOs strengthened (case management; accounting systems developed; types of manuals in use
- Number (%) of UAP at-risk youth staying in school
- Number (%) of UAP at-risk youth enrolled in an NGO program or returned to a school-like program
- Attendance (%) of at-risk youth in UAP programs
- Literacy level of youth at-risk (% of level 4 and above for in-school and out-of-school populations
- % of parents attending and/or participating in NGO programs

### ***Indicators***

The Project Paper indicators that the purposes have been achieved (end-of-project status) flow from the three project outputs listed previously.

- **NGO Strengthening.** The indicators that this output has been achieved are: (1) about 10 NGOs are delivering the minimum package of services; (2) an additional 5 NGOs are delivering the recommended package of services; and (3) several NGOs are delivering special packages of services to special populations. An NGO's delivery of minimum, recommended, or special populations packages of services indicates it has been strengthened sufficiently to meet the minimum standards of eligibility. The inputs for this output include in-country training for NGO personnel, technical, program, and managerial assistance.
- **Programs for Adolescents Designed and Delivered.** The indicators that this output has been achieved are: (1) minimum and recommended multi-modal packages designed or modified, using results from operations research; (2) packages designed for services for special populations; (3) tools designed to test self-esteem, literacy, and learning; (4) some 9,300 adolescents receive the minimum or recommended packages; and (5) some 1,700 adolescents received the special populations packages.
- **Youth Unit Strengthened.** The major indicators that the Youth Unit has been strengthened are that it is operating the National Youth Service and is engaged in gathering data concerning the at-risk adolescent population.

### ***Strategic Objective***

During the first two years of implementation, the Uplifting Adolescents Project was under Strategic Objective 3: *Young Jamaicans better equipped for the 21<sup>st</sup> Century*, which included a health activity as well as an education activity (UAP). However, during the 1998 Results Review and Resources Request (R-4), a strategic decision was made to separate the sectors, education and health, into two strategic objectives. The UAP is now incorporated under Strategic Objective 4: *Increased literacy and numeracy among targeted Jamaican youth*.

The centerpiece activity under SO4 is the New Horizons for Primary Schools Activity (NHA), which began implementation in August 1998. Interventions under this activity are mainly focused on in-school youth. A new Intermediate Result was created in February 1999, which reflects the contribution of the UAP towards achieving the Strategic Objective.

## CHAPTER ONE

### Objectives of the Study

### Study Methodology

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#### ***Objectives of the Study***

The Mission requests a written evaluation of the Uplifting Adolescents Project (UAP) to include recommendations for a follow-on activity. To this end, the Mission posed a number of key evaluation questions to be answered in the UAP assessment. These questions were centered around the three primary components of the program: NGO strengthening, programs for adolescents designed and delivered, and Youth Unit strengthening. The following questions were proposed in the Scope of Work.

#### **NGO Strengthening**

- Is the program sufficiently developed so that the follow-on program can start measuring for impact? What additional types of support do the NGOs require?
- How effective have the NGOs been in networking with each other? What obstacles did they encounter?
- Assess from the perspective of the NGOs, the strengths and weakness of the project. How has the project assisted them to strengthen their programmatic, management, administrative, and financial capabilities?
- What were the perceptions of the youth who participated in the program? What activities or interventions did they find most beneficial to them? What additional activities would they recommend?
- To what extent were the operations research carried out under the project relevant or helpful in program planning or adjusting program interventions? Or, how can the results of the research be incorporated into the new design?
- How helpful were the training sessions (e.g., fundraising, etc.) for the NGOs? What sessions were the most beneficial? What additional training would they recommend?

#### **Programs for Adolescents Designed and Delivered**

- Was each participating NGO able to implement the package of services as designed? Why or why not? How did/or did these activities lead to opportunities to improve literacy and numeracy and to what extent? What were the strengths and weaknesses of this model?
- How successful was/or what was, the impact of the in-school programs (remedial education)?
- Which activities or programs did the youth find most helpful? Why?

#### **Youth Unit Strengthened**

- As this Unit has been essentially incorporated under other offices and no longer exists, what are the lessons learned?

- Which is the most appropriate Ministry (agency or unit of the government) for the follow-on project to partner with and what role and responsibilities would they assume under the follow-on program with USAID assistance?

### ***Study Methodology***

Aguirre International used a variety of qualitative methodologies in this study. These methodologies were keyed to the above listed questions and considerations.

- Review of the following: Uplifting Adolescents Project Paper and amendments, criteria for selecting NGOs, Development Associates' documents (quarterly and annual reports, assessments, training sessions, etc.), assessments completed by NGOs, operations research carried out by selected NGOs, and the New Horizons Project Paper. (See Annex B, Bibliography.)
- In-depth interviews were conducted with appropriate USAID/Jamaica staff, Development Associate project staff in Washington, DC, and Kingston, and project staff of the New Horizons for Primary Schools (NHA) in Jamaica. (See Annex A for list of persons interviewed.) The Jamaica Development Associates staff completed a key informant questionnaire (see Appendix F, Instruments).
- With the scheduling assistance of USAID/Jamaica, informational interviews were conducted with the Ministry of Local Government, Youth and Community Development, which formerly played a role in the UAP. Other donors, community leaders, and church officials who are interested in at-risk youth programs were interviewed. (See Annex A for list of persons interviewed.)
- Site visits and guided interviews (prepared scripts) were conducted with the administrators and program directors of the 15 NGOs at 24 sites that implemented the program (see Table 1.1). Their package of services was reviewed and the In-Depth Interview Guide for NGO Administrators was administered (see Appendix F, Instruments).
- Visits to UAP Program sites included a group interview with teachers and guidance counselors at each site; altogether some 65 teachers were interviewed. This interview was administered using a Teacher/Service Provider Questionnaire protocol (see Appendix F, Instruments). In a few instances, a parent or a volunteer attended the teacher/service provider interviews.
- In order to get program participant feedback, 26 focus groups were conducted with at-risk youth served by NGOs in various locations of the country. These groups, comprised of approximately 8-10 at-risk youths and, in some instances, whole classes, were held at the local NGO program sites, and arranged with their assistance. The groups represented all but two of the NGOs and five different types of at-risk groups and special populations, such as literacy problems, school drop-outs, early pregnancy females, delinquents, and the learning disabled, etc. The focus group

questions addressed personal growth, the UAP program, satisfaction levels, and recommendations (see Appendix F, Instruments).

- All in all, a total of 306 at-risk youth participated in interviews and focus groups. The number consisted of 188 boys and 118 girls.

**Table 1-1 Site Visit Schedule**

<b>Uplifting Adolescent Project NGO</b>	<b>Administrator(s)</b>	<b>Interviewer(s)</b>	<b>Focus Group</b>	<b>Date of Visit</b>
Kingston YMCA	Sarah Newland Martin	Jennings/Judy	Yes	March 9
YWCA National Council-Kingston	Mildred Dean Ariadne Collier	Jennings/Judy	Yes	March 9
Jamaica Association for the Deaf-Kingston	Iris Souter Shirley Reid Adrine Hiatt	Jennings/Judy Sangster	Yes	March 10
Ashe Caribbean Performing Arts Foundation-Kingston	James Robinson	Jennings/Judy	Yes	March 10
Women's Centre of Jamaica Foundation-Kingston	Pamela McNeil Sherrill Morris Beryl Woolery	Lambert/Sangster Jennings/Judy	No	March 13
Mel Nathan Institute for Development/Social Research-Kingston	Rev. Maitland Evans Jane Dodman Michele Bennett Aldin Bellinfantie	Lambert-Sangster	Yes	March 14
Kingston Restoration Company	Viola Banton Sheron Lawson Saffey Brown	Lambert/Sangster	Yes	March 14
Women's Centre of Jamaica Foundation-Montego Bay	Lurline Mitchell Marjorie Daley	Jennings/Judy	Yes	March 14
Sam Sharpe Teachers' College-Granville	Alma Williams	Jennings/Judy	Yes	March 14
Youth Opportunities Unlimited-Kingston	Betty Ann Blaine Sheila Nicholson	Lambert/Sangster	Yes	March 15
Jamaica Red Cross Society-Kingston	Joan McDonald John Sayers, MOE	Lambert/Sangster	Yes	March 15
St. Patrick's Foundation-Kingston	Roxiline M. Spence Florence Manning	Lambert/Sangster	Yes	March 15
Western Society for Upliftment of Children-Montego Bay	Glenda Drummond Lurline Greene-Daley	Jennings/Judy	Yes	March 15
Jamaica YWCA-Montego Bay	Kareen Bailey	Jennings/Judy	Yes	March 15
Jamaica Red Cross Society-Yallahs	Joan Cooper	Lambert/Sangster	Yes	March 16
Women's Centre of Jamaica Foundation-Mandeville	Dahlia Thaxter Tricia Phillips Zoe Simpson	Jennings/Judy	Yes	March 16
Rural Family Support Organization-Denbigh	Joyce Jarrett Utealia Burrell	Lambert/Judy Sangster	Yes	March 17

## Uplifting Adolescents Project: A Project Assessment

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Jamaica Red Cross- May Pen	Mrs. V. Lawson	Lambert/Judy Sangster	Yes	March 17
Children First- Spanish Town	Claudette Pious	Jennings/Judy Sangster	Yes	March 20
Jamaica Red Cross Society-Central Village	Yvonne Clarke Daisy Lilly	Jennings/Judy Sangster	Yes	March 20
Jamaica Family Plan- ning Association-St. Ann's Bay	Peggy Scott Pauline Pennant Flo George	Jennings/Judy Sangster	Yes	March 21
Women's Centre of Jamaica Foundation-St. Ann's Bay	Velma Monteith Corinne Henry	Jennings/Judy Sangster	Yes	March 21
Mel Nathan Institute- Seafield, St. Mary	Aldin Bellinfantie Merna Roberts	Jennings/Judy Sangster	Yes	March 22
Jamaica Family Planning Association- Annotto Bay, St. Mary	Joanna Neil	Jennings/Judy Sangster	Yes	March 22

### **Assessment Team**

The UAP Program assessment team consisted of Tom Judy, Aguirre International Evaluation Specialist; Virginia Lambert and Joan Jennings, Evaluation Specialists and independent consultants to Aguirre International; and Dr. Alfred W. Sangster, former President of the University of Technology and in-country consultant to Aguirre International.

## CHAPTER TWO

### Perceptions of the Youth Served

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#### ***Introduction***

The Uplifting Adolescents Project has served 15,100 at-risk youth, regular at-risk adolescents (12,800) and special populations (2,412) in its in-school and out-of-school programs, from its start-up in July 1997 through November 1999. This assessment proposed to listen to the voices of the students who are benefiting from the project by conducting focus groups with current participants at the various NGO sites. It should be noted that the participants in the focus groups were selected by the teachers, except in the few instances where whole classrooms participated. At most sites, the assessment team met alone with the students. A focus group protocol (see Appendix F, Instruments) was administered to the groups. The organization of this chapter follows the same outline as the protocol. See Appendix D for focus group reports on the individual sites visited.

The focus groups, usually composed of 8 to 10 participants, occasionally exceeded that number because some administrators and teachers had expected that more than one group would be interviewed and in other cases, the facilities dictated that the discussion be conducted in a full classroom because there was no other option. Students received a gift of US\$10 for their participation in the focus group, the only exception being where there were groups larger than 10 to 12 students. In those few instances, the NGO was given a donation of US\$100 to provide a treat for the participants.

The assessment team observed and visited students in out-of-school programs at some 24 out of 33 NGO sites around Jamaica. Some 306 students (188 boys and 118 girls) participated in the discussions. These students ranged in age from 8 to 18 (most in the 10 to 14 year old range), with very few exceptions.

A focus group protocol was administered to the groups. The design of the protocol follows the same outline as the presentation of findings below.

#### ***Personal Growth***

In terms of personal growth, most focus group participants exhibited confidence, maturity, and an outlook on the future.

All of the questions asked in the focus group were predicated on the assumption that the responses were related to the UAP Program achievements. Some of the areas that were repeatedly cited as growth areas by the students of this program include:

- *Self control.* A 16 year-old boy in the YMCA's UAP program put it quite succinctly in describing how he feels that the counseling he received gave him the strength to walk away from a fight when he said he learned to "attack the problem, not the person." The young man is now the leader of a study group of

younger boys in his class. At Sam Sharpe Teachers' College, students said that they were better behaved and got along better with their teachers now. A 16 year-old boy at the Jamaica Red Cross Society UAP Program in May Pen said that he used to fool around in school, but doesn't in the UAP Program because he feels it is his last chance to learn to read well.

- *Learning to read (or reading better).* In nearly every group several students stated that learning to read, or to read better, was their primary accomplishment.
- *Improved mathematics skills.* Enthusiastic responses were received in nearly every group from the students about their achievements in mathematics skills. A large number of the students interviewed anticipated occupations in fields that require a good foundation in mathematics.
- *Improved self-image.* Students in the Jamaica Association for the Deaf (JAD) UAP Program, felt that they had been able to make new friends, felt more on a par with hearing people, have become more popular, and "want to share their talent with the world."
- *Other areas of improvement.* Other areas cited by the students were: study skills, speaking and communicating,

### ***Perceptions of the Family***

The students were asked to tell how their parents or family members felt about their accomplishments in the UAP Program. Many could not express this very well, but managed to observe that their parents were very proud of them. Some of them observed that their parents were making sacrifices for them to attend the UAP program in terms of providing resources for transportation, school supplies, and funds for field trips.

- A 16 year-old boy in the Rural Family Support Program in May Pen observed that his father now takes an interest in his school work, asks to see his homework every night, and talks with him about what takes place in school.
- One student at the Jamaica Association for the Deaf said that his parents feel that because of the UAP Program, they have been able to show the world that deaf children can do things. Another said that his parent is pleased that he is getting recognized.
- At Sam Sharpe Teachers' College, several students said that their parents wanted them to continue working hard to get a good education so that they can get good jobs in the future.
- Students at the Rural Family Support Organization UAP Program in Denbigh said that their parents felt that they were more helpful around the house as well as improved in their school work.
- Students at the Mel Nathan Institute and Kingston Restoration Society said that the UAP Program had helped them to improve their attendance at school.

### ***Assessment of the Project***

The students show great enthusiasm for the project in various ways. They express it outright in words, but it also shows in the light in their eyes, and the pride they take in

their accomplishments, whether it is a story they have written, a pillow they have embroidered, or a hassock they have made.

- The deaf students at JAD were very committed to the project and to their teachers. Many managed to come to school on weekends and stay later to practice for programs.
- The fact that many in many focus groups the students told the evaluators that they would like to add five days to their three-day or four-day UAP Program spoke well for their need for the program.

### ***Beneficial Activities***

In addition to the gains they feel they have made in reading and mathematics, the students rank highly their improved self-esteem, their increased self-reliance, their ability to get along better with others, their willingness to try new things, and their confidence in their leadership abilities. Nearly every student felt that what they were learning in their UAP Program would be helpful to them in obtaining a job eventually.



- Seventeen boys at the Rural Family Support Organization UAP site in May Pen were eagerly studying for their upcoming CXC exams and felt pretty confident that they could pass them.
- The students recognize the need to obtain competency in reading and mathematics skills and undertake those lessons very seriously. Most feel that they have benefited from the UAP Program significantly in their academic skills.

### ***Suggested Improvements***

Most of the students were very satisfied with their programs as they are now constituted. Rarely did anyone want to do away with any activity. Many students, however, had suggestions for additions they would like to see to their UAP Program. Several students in the UAP Program at the Western Society for the Upliftment of Children Program in Montego Bay said that they would like to have more space to learn.

- Somewhat surprising to the interviewer was the number of students who asked for additional academic courses, such as science, social studies (geography, history, including Jamaican history, etc.), Spanish language, computer training, food and nutrition, and typing.
- A few students suggested additional levels be included in the reading and mathematics areas so they could continue to progress.
- Students also asked to have access to “real” books, encyclopedias, and reference materials.
- In programs that had limited vocational skill offerings, the students requested woodworking and carpentry training, welding, mechanics, and electrical training.
- Girls requested that they be considered in sports programs with the addition of volleyball, netball, and tennis and wanted field-time commensurate with the boys. Additional sports that were desired included: swimming, cricket, and basketball.
- Many students would like to be able to take field trips.
- The JAD students would like some technical training in lighting, sound, make-up, computer graphics, and fine arts.
- At nearly every site that provided a four-day UAP Program, the students said that they would come to the program if it were offered a fifth day.

### ***Overall Satisfaction***

Overall satisfaction levels were quite high, close to 90 percent in the “very satisfactory” range, and 10 percent in the “satisfactory” range. Only a few students ranked it in the neutral range.

One sign of the students’ appreciation for the UAP Program was the high percentage of them who had recommended it to other students like themselves who had similar needs.

### ***Summary and Conclusions***

#### **Personal Growth**

Students have demonstrated personal and academic growth and attribute much of their achievement to the teachers and teaching methods of the UAP Program. A large majority of every focus group reported that they had improved their self-esteem, got along better with others, were willing to try new things, and felt that they had acquired some leadership ability.

#### **Student Goals**

It was apparent that many students were seriously considering their future careers. In the focus groups, the students were asked to name the occupations they would like to have when they become adults. Few students hesitated when asked what they hoped to do for employment when they became old enough.

- Boys tended to want to be mechanics, computer technicians, engineers, scientists, doctors, pilots, policemen, and soldiers. Interestingly, two boys at different NGOs that offered sewing were interested in becoming fashion designers.
- Girls said that they wanted to be nurses, dressmakers, cosmetologists, hairdressers, and teachers.
- Scattered throughout the focus groups were students who wanted to be actors, singers, or musicians.
- Nearly all of the students interviewed at the Ashe Performing Arts UAP Program were in the football program. It was not surprising that all, but two students, wanted to become professional rugby or soccer players. The other two wanted to become a scientist and a mechanic.

### **Student Attitudes**

The students observed in the focus groups were much like sponges. They wanted to absorb what was offered them and more. They seem to have discovered that they can succeed at school work and are very proud of that fact.

### **Parents**

Parents are pleased with the UAP Programs and their children's progress and support them to the extent that they are able. A surprisingly large number reported that their parents ask them about school, ask to see their homework, and come to parent meetings when possible.

### **The Future**

Building on what has been achieved should be a priority in any follow-on program.

The ideal would be for the strongest program sites to continue their present course with both in and out-of-school programs. However, because there is no other recourse for the out-of-school adolescents, should sufficient funding not be found for the continuation of programs for youth *both* in-school and out-of-school, the primary focus should be *to continue programs for the out-of-school youth*.

## **CHAPTER THREE**

### **NGO Administrator Views**

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#### ***Introduction***

The Uplifting Adolescents Project (UAP) is implemented by Development Associates, a U.S. consulting firm with a project office in Kingston. The Chief of Party for Development Associates, Dr. Frank Valva, is assisted by Sam Dowding, and Sandra Cooper. Each of the three supervises five of the 15 NGOs that deliver services to at-risk adolescents. The 15 NGOs, in turn, are managed by Executive Directors or Project Directors.

Several NGOs have more than one UAP site around the country. Within these sites there may be several locations in the vicinity.

- The Women’s Centre of Jamaica Foundation, headquartered in Kingston, has no Kingston site, but has programs operating in Montego Bay in St. Thomas Parish, Mandeville in Manchester Parish, St. Ann’s Bay, Savanna-la-Mar in Westmoreland Parish, and Port Antonio Buff in Portland Parish. These programs report to and take direction from the Kingston Headquarters.
- The Jamaica Red Cross has three sites in Jamaica—Central Village in St. Catherine Parish, May Pen in Clarendon Parish, and Montego Bay in St. Thomas Parish.
- The Jamaica Family Planning Association operates in four communities and one primary school in St. Ann’s Bay and two communities in St. Mary Parish.
- The YWCA National Council has programs in Kingston, Spanish Town in St. Catherine Parish, and Montego Bay.
- The Mel Nathan Institute for Development and Social Research provides programs in Kingston and Seafield/Carron Hall in St. Mary Parish.

The other nine NGOs work in one city or town, but may provide programs in several locations or in several local schools

In the course of this assessment, evaluation team members visited all 15 NGOs at 24 different locations (see Table 1.1, Chapter 1). A variety of programs and a mix of urban-rural sites were visited. The following discussion reflects the information gathered in these site visits, using the NGO Administrator Questionnaire as a guide (see Annex F, Instruments).

#### ***Types of Programs***

##### **Literacy and Numeracy**

The majority of the NGOs in the Uplifting Adolescents Project provide literacy, numeracy and remedial education services to youth age 10 to 14, both still in school but at-risk of dropping out and/or school dropouts. Most programs extend services to special

populations, which include youth (ages 15 to 17) no longer attending school, youth with children, and reformed substance abusers, among other special population needs. Many programs refer pregnant teens to a non-UAP program at the Women's Centre of Jamaica Foundation (WCJF implements the UAP, in addition to its other programs, in five sites in five parishes, but not at its Kingston centers). Some programs are devoted almost exclusively to youth who no longer attend school, such as the Western Society for the Upliftment of Children and St. Patrick's Foundation.

For most programs at least 50% and up to 75% of contact hours are devoted to literacy and numeracy. All NGO staff appear to strongly believe that the teaching methods for literacy and numeracy promoted through UAP are effective and appropriate for at-risk youth. Some programs have added a literacy and numeracy component to a previous focus of their work. These include: Ashe Caribbean Performing Arts, with a previous focus on the performing arts; Mel Nathan Institute for Development and Social Research, with a previous focus on vocational skills training; and Youth Opportunities Unlimited, which focuses on mentoring. The Jamaica Association for the Deaf initiated a performing arts program through the UAP grant, with the goal of increasing deaf youth's self-esteem and language skills so that literacy and numeracy could be incorporated into the drama techniques.

Literacy, numeracy and remedial education services are generally provided in the late afternoon, after school hours, from Monday through Thursday (in few sites on Friday) in the NGOs' site facilities. For programs that have a greater or complete focus on youth who have dropped out of school, services are provided from 9 or 10 a.m. until 2 or 3 p.m. The amount of contact time with participating youth varies from 8 to 16 hours per week plus additional time for sports or recreation. A few programs have youth attend for only 4 hours per week, usually in two shifts in order to serve a greater number of youth.

### **Personal Development and Reproductive Health**

Varying amounts of contact hours are devoted to other services, with personal development and reproductive health issues receiving the most attention due to perceived need by administrators and service providers. All NGO administrators and managers interviewed stated that if personal development/reproductive health issues are not touched upon, youth cannot "get past their problems" and focus their attention on improvement of reading and mathematics skills.

The use of the performing arts varies from being the major focus of the program to being one of several teaching techniques utilized to touch upon personal/family development and reproductive health issues. All staff interviewed find the use of drama to be very appropriate for at-risk youth from ages 10 to 17 and note this technique as one of the key initial program steps for increasing youth's self-esteem. Several NGO administrators interviewed commented that "once youth achieve a certain level of self-esteem, their literacy and numeracy skills then soar as they become motivated to actively seek knowledge." The YWCA in Kingston organized a dramatic presentation with both UAP youth and youth from a local school participating. They found this interaction among

peers, both at-risk and theoretically not at-risk youth, to be highly beneficial for UAP youth self-esteem. Programs have different access to musical instruments, with the Sam Sharpe Teachers' College marching band recognized nationally as outstanding.

Some programs seem to struggle with defining distinct techniques for linking drama to literacy and numeracy activities, while in others drama is an integral part of the curriculum. The Jamaica Association for the Deaf promotes journal writing by youth on their experience through performance and subsequent reading aloud of self-selected parts of the journal for literacy improvement. The Jamaica Family Planning Association remedial education component in St. Ann's Bay includes the counting and grouping of sets of musical rhythms as a numeracy technique. Several programs mentioned the creation and performance of songs by youth as a method to increase learning through repetition of verses.

### **Pre-Vocational Skills**

Most NGO administrators include time for art and/or pre-vocational skills, such as sewing, primarily as a means of increasing youth self-esteem, attention span and concentration, and sense of accomplishment (*they need to be able to completely start and finish something on their own on a regular basis*). They find these activities attract youth and maintain their interest in the program. A few programs, such as the Women's Centre for Jamaica Foundation in St. Ann's Bay and in Mandeville, have specific techniques for linking art and pre-vocational skills training to literacy and numeracy activities, such as including phrases in the artwork and/or calculating the spacing of lettering.

About half of the UAP NGOs do not provide vocational skills training on a regular basis. Some of the exceptions are: Mel Nathan Institute for Development and Social Research, which has a strong vocational skills component; the Jamaica Red Cross, which taught beekeeping and had significant sale of honey until the *varroa* mite problem presented in North America; Sam Sharpe Teachers' College and Kingston Restoration company which provide training in leatherwork and other marketable crafts, and the St. Patrick's Foundation. The Western Society for the Upliftment of Children has had recent success in selling, through a local outlet, hassocks and curtains made by youth. Children First conducted a rapid assessment of needs and constraints before designing the vocational skills component of the program. As both capital input and commercial space were found to be severe constraints for youth, the program focused on providing skills in barbering, cosmetology and photography as these are skills which do not require a large capital outlay and can be exercised in the home or outdoors. Many programs try to assist youth to progress from basic sewing to garment construction and tailoring.

All programs assist youth in placement with the HEART/NTA vocational skills training program and most programs spoke of coordinating individual apprenticeships with local businesses for youth on a one-by-one basis. Several programs have at one time or another included some type of skills training, usually when a volunteer who can provide such training is available, but facility size and access to tools and machinery are severe constraints.

## **In-School Programs**

Many programs provide services to large numbers (hundreds) of regularly attending at-risk youth, such as Sam Sharpe Teachers' College, Western Society for the Upliftment of Children and St. Patrick's Foundation, primarily through their center-based programs after-school. Some programs mentioned during interviews that they have little problem with youth attendance—such as the Jamaica Association for the Deaf, Rural Family Support Organization, Children First, Western Society for the Upliftment of Children, and Jamaica Family Planning in St. Ann's Bay, but rather state they could easily reach greater numbers of youth if they had more financial support.

Approximately a third of the NGOs visited during this evaluation also provide services within the schools to youth defined by teachers and guidance counselors. Most are providing classes in personal/family development and reproductive health, with some individual guidance counseling and limited individual tutoring. Youth Opportunities Unlimited is primarily a mentoring program with a homework support component. For some programs, such as the Kingston Restoration Company and the Women's Centre for Jamaica Foundation (WCJF) in Mandeville, equal numbers of youth are seen in their center programs and through the schools. For a few, such as the YWCA and Women's Centre in Montego Bay, much greater numbers of youth are reached through the in-schools program.

## **Dropouts**

All 15 NGOs interviewed noted the same causes for youth not attending regularly and/or dropping out of the UAP program: the need to earn income. All noted that parents provide little support or motivation for youth to further their education as they need to have youth "hustling" to meet the daily economic needs of the family. Several program administrators mentioned that once youth have dropped out of school and lost the habit of a structured school day, it is difficult for them to re-acquire the disciplined behavior patterns necessary for academic achievement. Other reasons cited for dropping out include lack of adequate transportation and proper clothing.

## **Re-entry to Formal School**

The NGOs primarily determine individual youth graduation from the program based on the youth reaching adequate literacy and numeracy achievements. If a youth has the chance to be returned to the formal education system, the NGOs provide UAP support until the youth has reached a grade level appropriate to his or her chronological age. Many programs are able to continue to provide homework support to youth once they are returned to schools—they find this option often changes school administrator's attitude towards the return of former "problem" students. If youth have little chance to return to the formal system, the program seeks to enable youth to achieve, at the least, functional literacy and numeracy levels. All administrators interviewed noted that their program provides the *only* available academic services to at-risk youth in their area.

## ***Implementation***

All NGO administrators interviewed stated that one of the key program strengths is the use of teaching techniques promoted by UAP for literacy and numeracy. These techniques are considered to be very appropriate and effective, with all programs seeing improvements in literacy and numeracy by youth participants. Program administrators feel that these teaching techniques, plus the use of the performing arts, attract and motivate at-risk youth. They also note that the individual academic attention that youth can receive through the UAP strongly contributes to their achievements.



The gender balance of youth participants in the NGOs Uplifting Adolescents Programs varies from 50% males and 50% females, for example in the YWCA in Kingston and the Jamaica Association for the Deaf; to 60% males to 40% females in Youth Opportunities

Unlimited and St. Patrick's Foundation; to 90% males to 10% females in Kingston Restoration Company. The majority of programs are approximately 60% males to 40% females.

Programs are able to assist youth to return to the formal education system, and are able to place youth in individual apprenticeships, through local contacts, or into the national HEART/NTA skills training program. Unfortunately, HEART is unable to take youth under the age of 17—therefore, youth, ages 15 to 17, have little access to skills training other than what is offered through UAP.

Among additional UAP strengths spontaneously mentioned by administrators were the following, in order of frequency:

- Providing a caring environment for youth who lack this in the home;
- Assisting youth to increase self-esteem;
- Offering options for self-improvement to at-risk youth;
- Enabling youth to find positive alternatives to aggressive;
- Providing a structured and disciplined environment for youth support;
- Encouraging youth to support each other as peers; and
- Demonstrating positive behavior options for use of youth "free" time.

## Constraints

The chief constraints to the program mentioned by almost all NGO Administrators interviewed include:

- Insufficient funding for staff support, resulting in underpaid staff (staff turnover) and/or insufficient staff which limits program abilities to:
  - provide services to all at-risk youth and
  - provide sufficient follow-up of youth who dropout of the program.
- A lack of support for lunch or snack provision for youth attending program classes.
- Difficulties for transportation of youth to and from the program site and/or for educational visits.

### Staff

Although staff receive little remuneration, NGO administrators rate their staff as highly motivated and dedicated to helping at-risk youth. Many administrators have encouraged retired schoolteachers or guidance counselors to join their programs. Some programs are able to obtain staffing assistance through work-study placements from universities and/or from the National Youth Service. All program administrators note a difficulty in recruiting male teachers or service providers.

### Lunch

A few programs, such as the Jamaica Red Cross, have achieved lunch support through the Ministry of Education and Culture. Many programs utilize their profits from occasional fundraising efforts or sale of youth-produced items to support irregular provision of snacks and/or lunches. Other options are being tried by a few programs. The YMCA maintains a self-sustaining canteen with very low cost foods for youth and Children First is linking an income-generation project to a plan for parents of UAP youth to start a nutritious canteen service.

### Transportation

For some programs transportation is a difficulty mainly due to the fact that their geographic coverage area is large, such as the Jamaica Association for the Deaf and the Women's Centre in Mandeville, and/or their program extends into nightfall, with parents concerned about youth walking or traveling on public transportation systems.

### Double Shifts

Recently, the formal education system has begun to operate in two shifts each day, mainly in larger cities where student enrollment exceeds a maximum of 40 to 45 per

teacher (note: a few NGO administrators interviewed stated that schools sometimes have up to 60 or more students per teacher). *The assignment of students to one shift or another can alter from term to term. This has been one of the major obstacles for in-school UAP youth attendance at the NGO center-based programs.* To date, most NGO administrators deal with the problem on an individual basis, contacting school administrators and urging them to let certain students switch to the morning shift so that they can attend the center program in the late afternoon.

Many NGOs utilize schoolteachers, during the after-school hours, to provide teaching assistance in the Uplifting Adolescents Program. This recent change to a shift system by the Ministry of Education and Culture is also causing increased teacher turnover in UAP.

### Computers

Among the 24 UAP Program sites visited, more than half do not have any computer classes (or computers) available for use by UAP youth. Sometimes this is due to space constraints. Several programs, such as the YWCA head office, or program sites lack a computer for administrative use. Two programs, WSUC and Children First, have severe space constraints for all classes, though both are pursuing several possibilities for alleviation of the situation.

### Materials

Although all administrators interviewed stated that UAP training and materials for teachers and service providers on literacy and numeracy teaching techniques had been excellent and useful in a very practical manner, many programs would like additional reading materials, at a variety of different reading levels. Administrators state that once youth are motivated to read, they can "devour" all available reading materials.

### Parental Involvement

Almost all programs note a need for new methodologies to promote parental involvement. Programs find it difficult to bring parents together, as they have different work schedules and other priorities. Some programs do have good attendance by parents at seminars on a Saturday with locally known guest speakers. Children First is the only program interviewed which has active involvement by parents of participating youth, perhaps partly due to direct targeting of parents by Children First for an income-generation project.

### ***Project Tests, Measurements, Operations Research***

Per interviews with NGO administrators and program managers, almost every program uses the JAMAL-based literacy and numeracy test promoted through UAP to assess and place youth when they enter the program. (The JAMAL system was developed for teaching literacy and numeracy to adults. This system has 4 levels, with level 1 equivalent to the lowest level of literacy and numeracy, and level 4 equivalent to a Grade 6 level in the formal education system.) Programs continue to use this test to track youth

progress every term. Most staff interviewed cite three months as the average amount of time needed to raise a very motivated youth from one JAMAL reading and literacy level to another. For many youth, however, with extremely low self-esteem and little family support, programs find it usually takes up to a year. Many program administrators stated that the majority of the youth they serve enter at level 1, the lowest level of literacy and numeracy.

Every program has been able to place at least some youth that had dropped out of school back into the formal education system at an age appropriate level. To return youth to the formal education system, most programs note they must assist youth to take the Ministry of Education and Culture standardized tests. For some programs, such as those in St. Ann's Bay, these are available through MICO-CARE. A fee is charged to take any of the standardized tests. Several program managers mentioned that, even when youth achieve functional literacy and numeracy, it can be difficult to convince them to return to school as they are embarrassed that they are so much older than students in their appropriate academic level. Some programs, such as Sam Sharpe Teachers' College, have been able to assist youth to pass several of the Caribbean Examination Council (CXC) exams, which are at a Grade 11 level and are given individually for each subject.

Several NGOs also mentioned the use of an instrument to measure self-esteem, promoted through UAP. Most noted, however, that they found it difficult to use as the language was not appropriate for their at-risk youth and the questions were contextually difficult for youth to comprehend and/or answer. A few NGOs stated they were able to adapt the instrument to the local context and use it successfully.

Five programs coordinated with individual consultants or other agencies to conduct operations research. NGO administrators stated that final results of these studies are pending. The NGOs who received grants in the first round of grant awards, in early 1997, participated in a Tracer Study to follow-up with youth who had graduated from the program. All participating NGO administrators found the study to be very beneficial, both in terms of increasing staff capacities for conducting follow-up interviews and in terms of providing useful information to the program for assessing program implementation and for seeking donor funding.

### ***Training and Capacity Development***

Training provided through UAP can be categorized at three levels: training for program administrators and managers, training for teachers and service providers, and locally organized training for staff at all levels in computer skills.

All NGO administrators interviewed cited the administrative/management package of training workshops to be useful. Programs varied from finding the training useful as “refresher” training for staff, to finding it to be “life-saving” for the organization. The training workshops geared for program administrators that were most frequently mentioned as especially useful were:

- fundraising;
- proposal writing; and
- computer skills training.

These training topics were also the topics most frequently requested by program administrators for additional training. Several administrators also mentioned a need for a training workshop on establishing mentoring programs, which is a workshop topic programmed for next quarter.

As noted above, all program staff interviewed in all 15 NGOs praised the training workshops provided to teachers and service providers through UAP. All workshops were considered to be relevant and to provide useful techniques appropriate to the context of program needs. Several administrators noted that UAP training workshops helped to boost staff morale and self-confidence in their service provision skills. (See Chapter 4 for more information on teacher and service provider perception of training workshops.) Some programs set aside Friday for replication of training workshops by attending staff for non-attending staff.

Program administrators with sites not in the Kingston area would like to see more regional training workshops, to decrease costs to the program for transportation and lodging, and in time lost for service provision by staff attending workshops.

All program administrators interviewed found that observational visits, both in-country among UAP NGOs and out-of-country, provided them with new ideas to incorporate into program implementation.

### ***Networking and Partnerships***

Many NGOs coordinate locally with the Ministry of Education and Culture through their relationship with schools, both through provision of in-school program services to the schools and through coordination to place youth drop-outs back into the school system. Several organizations, such as the Women's Centre of Jamaica Foundation and the Jamaica Association for the Deaf, have a long history of programmatic coordination with the Ministry of Education and Culture. When asked which would be the appropriate government ministry to provide leadership to this program, two-thirds of NGO administrators interviewed selected the Ministry of Education and Culture. A little less than one-third selected the Youth Unit of the Ministry of Local Government, Youth and Community Development as they "have an understanding of at-risk and street youth needs that is sometimes lacking in other ministries."

Several programs coordinate informally, such as the Western Society for the Upliftment of Children and Children First, or, formally, such as the Jamaica Family Planning Association and Ashe Caribbean Performing Arts Foundation, with the Ministry of Health.

NGO administrators interviewed stated that UAP workshops and regional observation visits to promote networking had enabled programs to share ideas and techniques. All

agreed that networking between UAP NGOs could be strengthened. There are a few examples of close collaboration: Jamaica Family Planning and St. Patrick's Foundation refer pregnant teens to a program at the Women's Centre of Jamaica Foundation (WCJF), while WCJF obtains family planning supplies from Family Planning. The Western Society for the Upliftment of Children and Children First, two NGOs that grew out of a previous Save the Children/UK program, submitted a joint grant proposal to UAP and continue to share ideas and grant-writing strengths as they search for additional funding. Sam Sharpe Teachers' College not only has student teachers assist their program, but also places student teachers with other UAP NGOs in Montego Bay.

Many programs obtain work-study placements or volunteer assistance from relationships with tertiary institutions, such as the Social Work Department at the University of the West Indies and the University of Technology. Two programs, the YWCA in Kingston and the Western Society for the Upliftment of Children, have taken on as staff youth who were placed with their program through the National Youth Service. The Kingston School of Nursing provides volunteer assistance to the YWCA program in Kingston. The Jamaica Family Planning program at Annotto Bay Health Center coordinates with a U.S. Peace Corps volunteer.

Several programs coordinate with the Jamaica AIDS Support Services group, through provision of reproductive health education. All programs place youth with the national HEART skills training institution, and several have HEART programs within their facilities. Only two programs mentioned the Social Development Commission (SDC): the YWCA in Montego Bay which submits youth products to a culinary arts exposition organized by SDC and Children First, which is able to provide training to parents using SDC facilities in Spanish Town.

Many of the UAP NGOs are also members of one or several umbrella NGO organizations: the People's Action for Community Transformation (PACT), Council for Voluntary Social Services (CVSS), and/or the Association of Development Agencies (ADA).

### ***Lessons Learned***

NGO administrators and program managers were asked what lessons the program had learned and/or what advice they would share with any organization initiating such a program as the Uplifting Adolescents Program. Among replies given were the following, in order of frequency of mention by different NGOs:

- the importance of having staff that "understand at-risk youth" and are non-judgmental to youth;
- the importance of having staff with guidance counseling skills and other skills for working with at-risk youth;
- the importance of networking with local community organizations;
- the importance of assessing youth needs, preferably in a participatory fashion, before designing program details;

- the importance of focusing on quality before achieving quantity; and
- the importance of accountability

The following lessons learned were mentioned by at least two organizations interviewed:

- the importance of outreach to the peers of at-risk youth;
- the importance of teamwork among staff;
- the importance of treating students as individuals;
- the importance of mentoring programs, role models for at-risk youth;
- a need to focus on at-risk youth at an earlier chronological age;
- the importance of attaining teacher stability; and
- the need to address issues of sustainability from the beginning of any program.

### **Funding**

Several of the NGOs with the Uplifting Adolescents Program are established organizations operating for more than 30 to 40 years, such as the YMCA, YWCA, Jamaica Red Cross, Jamaica Family Planning Association and the Jamaica Association for the Deaf. Others have been established for at least 20 years, such as St. Patrick's Foundation, Mel Nathan Institute for Development and Social Research, and Sam Sharpe Teachers' College. Yet others became a legal entity in the early 1990's, such as the Women's Centre of Jamaica Foundation, the Kingston Restoration Company, Youth Opportunities Unlimited and Ashe Caribbean Performing Arts Foundation. Organizations, the Rural Family Support Organization, the Western Society for the Upliftment of Children, and Children First, evolved as individual organizations in 1997.

All NGO administrators interviewed feel that the UAP grant funding is limited and being utilized by their organization at maximum efficiency. When asked what they would do if funding were reduced, most replied they would need to eliminate some part of the program. Many mentioned they would no longer provide services within schools. A few spoke of eliminating vocational or pre-vocational skills from the package of services provided. The Kingston Restoration Company said they would need to cut the center program and only operate in the schools.

Several NGO administrators mentioned that they are actively seeking additional funding from other sources. The administrator at the YMCA is preparing a proposal for submission to HEART. Children First and the Western Society for the Upliftment of Children are coordinating with Save the Children/UK to obtain funding from UNICEF for efforts to promote the rights of children. The Jamaica Association for the Deaf has recently undergone restructuring to improve efficiency.

Mrs. Pamela McNeil, the National Director of the Women's Centre of Jamaica Foundation, perhaps expressed the feelings of many program administrators when she replied, "If funding for UAP was decreased, it would be a tragedy as it is the only program with a preventive focus for at-risk youth."

## CHAPTER FOUR

### Teacher/Service Provider Assessment

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#### ***Introduction***

At each of the 24 NGO sites visited for the assessment of the Uplifting Adolescents Project, teachers (academic and vocational) and guidance counselors were interviewed in small groups. Some 65 teachers, guidance counselors, and other service providers were interviewed using a short five-question protocol, the Teacher/Service Provider Questionnaire (see Annex F, Instruments). In most instances, the teachers were interviewed without the presence of the administrator or director of the project, but in a few small NGOs the teacher joined with the administrator for the discussion.

The teachers are clearly dedicated to the program, often working long hours and weekends to prepare for their classes. They occasionally assisted the students with funds for transportation or lunch and gave them rides home after school. Most of the teachers are finding ways to continue to upgrade their skills through courses and workshops. Often they work for lower wages than they can earn in the formal school system. Some of the teachers are retired volunteers; some are teachers in training; and some are interested adults who donate their services to the program.

The teachers were candid in their responses to the interviewer questions and pointed out the weaknesses as well as the strengths of their particular program.

#### ***Services Offered***

In addition to the required topics of literacy and numeracy training, personal and family development, reproductive health, and pre-vocational skills, a great deal more is offered in the UAP classrooms. Some NGOs encourage youth to do community outreach and service as part of their personal development training

A few NGOs have managed to leverage computers and provide basic computer training to the at-risk youth. The YMCA uses the computer for basic mathematics training and is ready to move beyond basics if they can obtain the software. Others, such as the St. Patrick's Foundation include some social studies and science in their UAP curriculum.

Personal and dental hygiene receives attention in many of the UAP Programs. A number of programs offer summer camps for at-risk adolescents. Some use these as screening venues for potential placement in the Fall, but others reinforce the training provided throughout the regular school year.

UAP teachers feel that the smaller class size and the more individualized attention allows them to effect changes in their students that are not possible in the more rigidly structured formal school system which often has 40 or more students per teacher.

### ***Successful Activities***

Teachers find that they are able to make greater progress in numeracy training than in reading and writing. Most of the students, primarily boys, say that mathematics is their favorite subject in school, and many feel that they have made much progress in mathematics.

Nearly all of the teachers are excited about the potential of drama as a vehicle for getting across academic and vocational skills. UAP workshops on this topic ignited much creativity in the teachers and they would like additional training in this area. A demonstration of the use of drama for teaching reproductive health was given at the Family Planning Association Centre in St. Ann's Bay where a class performed a play that was written and directed by the students themselves. Not only was it entertaining, but it was also educational and memorable. The students in the class who watched it, many for the second and third times, were fascinated by it. The Jamaica Association for the Deaf builds most of its successful program around the performing arts.

The JAD is also experiencing greater participation by deaf adults as volunteers in their UAP Program, as well as greater participation by deaf peers from mainstream schools.

Personal development training helps the at-risk adolescents to improve their self-esteem and self-worth and enables them to develop improved attitudes, an awareness of their social surroundings and behaviors appropriate to those surroundings, an awareness of consequences and acceptance of responsibility. The program has also increased the practice of basic hygiene and personal pride in appearance as well as the knowledge of reproductive health.

The sharing of learning with family and others at home is an exciting spin-off of the program. Students are sharing their new knowledge at home, and parents say they are learning from their children. Children are helping parents to complete application forms, payment vouchers, and other documents. The program also reaches the parents or caretaker adults with family development training.

Many of the students say that they have improved their leadership abilities since their participation in the UAP Program.

The program is so popular with the students that in nearly every class when asked if they would come to school for a fourth or fifth day of the program, almost the entire class raises its hands. Some youth said that they would even come to school on weekends.

### ***Areas in Need of Strengthening***

- When asked how the UAP Program could be strengthened, a flood of ideas came forth from the teachers. Some said that decreasing the student-teacher ratios by adding more teachers would enable them to do their jobs better. Others cited the need for more educational materials, computer software programs for literacy, numeracy

and self-training, more fun-type educational materials and board games, and learning materials geared more to the levels and age groups of the children.

- Still others suggested increased guidance counseling training for the staff and increased staff to free up the guidance counselor to do home visits. They also wanted more contact time with their students.
- Improved facilities were high on the list of the teachers. Many said that there was insufficient space for the numbers of children they had, while others said that the children needed to be separated into classrooms by age or achievement levels, especially where the age gap is great. Others cited the need for cleaner facilities, better lighted and painted classrooms, and improved bathroom facilities.
- Teachers also suggested support for student transportation and lunches, which would increase attendance, financial support for field trips, and a canteen with low prices for student snacks and refreshments.
- Parents were also a concern of the teachers. They seek greater linkages with the parents and strategies for making those linkages. Some suggested offering an adult literacy program for the parents who cannot read.
- The teachers, who work in high stress situations at very low pay, need some assurance of job stability, and some positive incentives, such as training, observational travel, teacher exchange programs, and incentives (scholarships).
- Teachers also recommend increasing the community and national awareness of the program and suggested showcases for student talent as one means of achieving awareness.



***Additional  
Training  
Needed***

UAP teachers are appreciative of the training they have received under the UAP Program. Some teachers, however,

have not profited from the training because they are recent additions to the staff or have been unable to attend the UAP training sessions because of financial reasons or the unavailability of coverage of their classes. Several recommended holding training at regional sites so more teachers can attend.

Many teachers are asking for additional training in behavior modification skills, conflict resolution, guidance counseling, and career guidance. They also wish to learn techniques in training peer guidance counselors, motivation of youth through drama, teaching methodologies for special populations, and additional training in psychology. Requests were also made for computers, computer software, and computer training, arts and crafts workshops, and food and nutrition training.

Teachers believe that more efforts need to be made in NGO networking, sharing educational materials, and developing teaching aids for literacy and numeracy. They suggested that this be accomplished through NGO academic retreats, NGO teacher exchanges, and workshops with outside resource people. Following training workshops, the teachers find it difficult to find the time to replicate the training received because of their heavy workloads.

### ***Examples of Successful Outcomes***

In their interviews, teachers were asked what achievements by the youth sustained their motivation to continue teaching in difficult conditions and with little remuneration. One replied that seeing a youth that entered the program illiterate in September beginning to read by December is extremely motivating for her. A second teacher recalled the changes in a young woman who entered the program with a very aggressive attitude and signs of low self-esteem, such as not bathing, wearing dirty clothes, etc. She now rarely tries to fight with other youth and presents to daily classes with perfect hygiene and dress, with her increased self-esteem visible in the way she carries herself. Another teacher mentioned that seeing the youth they assist enter high school in the formal education system is her reward.

When asked to share success stories from their work with UAP youth, one teacher notes that before reproductive health education youth were very shy about discussing the issues and only knew "slang" terms for the parts of the body. Now they use the proper terms and freely discuss the topic. The other teacher recalled a youth in Grade 5 who did not yet know the letters in the alphabet. At the end of two terms with the YWCA UAP, he could recognize all letters, write his name, and was beginning to read.

The first Tracer Study found most UAP graduates in the Kingston YMCA Program to be working and in school or in skill-training programs. Many of the at-risk youth found part-time jobs and five moved to comprehensive high schools.

In the YWCA UAP Program, many at-risk youth move on to the girls-only school at the YWCA, or to skills education programs. Last year, eight students entered junior secondary school. Other programs report students studying of the CXC exam this term.

Two UAP students are now playing instruments with the Sam Sharpe Teachers' College regular music performance group at the JCDC Festival for the Performing Arts and with the visiting University of Southern Illinois music association.

At Family Planning UAP in Annotto Bay, the most successful outcome to date for the teacher has been the ability of two former participants in the program to enter a local high school and continue to do well. The level of dedication that almost all the program youth demonstrate is a strong motivation to her work.

A UAP teacher at the Women's Centre in St. Ann's Bay recalled a boy and a girl who each entered the program at the lowest level of literacy. They progressed rapidly, with the boy, especially, reading every book he could get his hands on at the program. They graduated from the program in two years, and are now attending the general school. She overheard the boy talking to other boys one day and he said, "You know, I didn't think I could ever learn to read."

One of the WSUC UAP Program's greatest successes to date is that a youth who lived on the street became numerate and literate through the program. He has been apprenticed to a barber and is working regularly. He often visits as a guest speaker to share his experiences with participating youth.

Teachers at the Rural Family Support Foundation Organization in Denbigh and May Pen consider as successful outcomes getting the children back into the schools, and seeing the children performing and moving up. One teacher related the story of one little girl who came to her unable to relate to the teacher at all. The parents were thinking of taking her to "the retarded place." Now, after a short time, she has really advanced socially and is learning to read. A second story related by one of the guidance counselors is of a street boy named *Lennard*, working a pushcart in the market. He was dirty and disheveled. She told him about the program and he started attending. Now, he is neat in appearance, reading, and demonstrating good behavior. He continues to work but has returned home and is putting his money into a bank account.

The Kingston Red Cross cites success with particular students, like *Patrick*, who is 13 years old. He came in to the program as a non-reader, but attends classes regularly and has made significant progress.

At the Red Cross Yallahs' UAP Program, the teachers cited their success with the children in hands-on activities, and proudly displayed examples of the bags that they had made in the sewing classes. They say they feel it is a worthwhile program because it is clear that the students are benefiting and they are not so withdrawn. The progress of the children makes them feel that they are providing a valuable service. (They noted that the children from the day school who also attend the evening school seem to advance faster than the children who are not enrolled in the day school).

Teachers report that the improved attitudes of youth carry-over into their formal education classes—they are changed inside. It is not just the setting that changes. On

another note, it is impressive to hear that some teachers receive letters of thanks from parents for working with their adolescent youths, and children are telling teachers that their “homes are working better.”

## CHAPTER FIVE

### Findings

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#### ***Introduction***

The assessment of the Uplifting Adolescents Project included discussions with the implementing U.S. contractor, NGO administrators and program directors from all of the NGOs, guidance counselors, classroom teachers, music and art teachers, and the students themselves. Interviews were also conducted with Ministry officials and church and community leaders. The following findings reflect what these individuals expressed during the interviews and focus groups conducted with them.

Other findings, related to the key questions set forth in the assessment scope of work, are discussed more fully in the Executive Summary of this report.

#### ***Findings***

- The Uplifting Adolescents Project consists of a dedicated group of NGOs truly providing services to an under-served and needy population: at-risk youth.
- The diversity and flexibility of the program to meet a variety of needs is considered a program strength.
- The UAP NGOs credit Development Associates with providing them with expert guidance and support throughout the grant period.
- The NGOs consider the training provided through UAP to be extremely useful and appropriate to the context of program needs. Training needs still exist.
- NGOs are convinced of the efficacy of JAMAL-based literacy and numeracy methodologies and are assisting a number of youth to re-enter the formal education system, but are still weak in reporting on impact.
- Youth beneficiaries perceive the program to be beneficial providing services they feel they need to succeed.
- The NGOs Uplifting Adolescents Programs are not yet self-sustainable neither financially nor administratively/managerially and varying levels of capacities exist among the NGOs.
- Most programs have severe constraints to extending UAP efforts: lack of physical structure and space; limited time-of-day available for program; and limited administrative staff support.

- There is a national lack of available vocational skills training for youths aged 15-16. For these youths, most NGOs seek local business apprenticeship linkages (outside Kingston) on an individual youth basis.
- Networking among NGOs remains very weak; networking abilities with other donors varies greatly among NGOs.
- Operations research has not yet yielded useful conclusions. Five operation research projects were started; one was terminated, one is completed and will be presented on March 29; and three are pending.
- The most appropriate ministry for the program to collaborate with is the Ministry of Education and Culture.
- The program could benefit from increased national visibility and advocacy.
- UAP teachers and service providers would like assistance in identifying youth with special needs.
- Policy documents were produced out of the counterpart with the Youth Unit of the Ministry of Local Government, Youth, and Community Development, but the future potential of this unit for at-risk youth policy planning is questionable.

## CHAPTER SIX

### Recommendations

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#### ***Introduction***

The Uplifting Adolescents Project is successfully meeting and exceeding its targets and meeting the needs of at-risk adolescents. However, the project is reaching, by some estimates, perhaps one-tenth of the total population of at-risk youth in Jamaica. In order to address this problem and to serve this population even better, the following recommendations include the continuation of programs and practices that are producing results as well as suggestions about how to maximize some of the potential within the NGOs and the island itself.

#### ***Recommendations***

##### **NGO Strengthening**

- Under a follow-on program, in-school efforts and after-school efforts should be continued, as the cost- savings would be minimal while there are several positive benefits. The UAP Program reaches a greater total number of youth; the multiplicative effects of the program increases and joint activities between peers in the schools and at-risk youth can be coordinated.
- The profile of the UAP Program should be raised in the government and in the country and a relationship with the Ministry of Education should be fostered, with eventually an official relationship developed.
- Increased teacher familiarity with the New Horizons Program and the Reform of Secondary (ROSE) supported concepts in a practical setting, in a multitude of schools in both urban and rural areas. This would strengthen the mainstreaming of UAP youth back into the formal education structure (teachers and principals fear the return of "bad boys;" UAP youth need continued homework support to maintain achievement levels).
- The UAP Program efforts in the schools extend reproductive health education to youth, also personal/family development.

##### **Program Efforts**

- UAP Programs should continue their focus on literacy, numeracy and remedial education. It is suggested that perhaps the focus should be only at lower levels of literacy and numeracy.

*Pros: Concentrates program efforts to better demonstrate impact*

*Cons: Becomes more of a remedial program rather than dropout prevention*

- Another approach might be to focus at all levels of literacy and numeracy on youth ages 10 to 14.

*Pros: Flexibility and diversity of program delivery provides broader development of models, more experiences to share with other agencies and increased options for referrals of youth for other services (e.g., to Mel Nathan for vocational skills training, to WCJF for teen mother support, etc.)*

*Cons: Recruitment may not reach the most at-risk youth.*

- A third option might be to increase self-learning and higher levels of education. This could be accomplished by

- (1) more classes in other subjects;
- (2) homework support through computer software; and
- (3) provision of more materials for literacy at different levels ("readers") and homework support (encyclopedias and textbooks).

- Personal/family development and reproductive health seen as integrally linked with at-risk youth obstacles to learning and should continue with further strengthening of NGO capacities through training.

- Pre-vocational skills activities should continue, as attracts youth to UAP, but should be limited to less than 15% of efforts. Suggestion for achieving this include:

- (1) utilizing community volunteers and parents as pre-vocational skills trainers, and
- (2) having exchanges between NGOs strong in the linkage of pre-vocational skills to literacy and numeracy.

- There is a national lack of available vocational skills training for youth age 15 to 16. This is an issue that should be raised at the highest levels of government. Advocacy by the UAP Program and its supporters is needed. Other options for addressing the problem are:

- (1) referrals between NGOs with capacity for skills training, or
- (2) collaboration with church groups providing skills training.

- Promote linkages with the New Horizons Program. This could be achieved by

- (1) organizing joint events for sharing training, for exchanges between formal system teachers and UAP teachers;
- (2) sharing strategies for increasing parent involvement; and
- (3) increasing the Ministry of Education's familiarity with the JAMAL-based testing used by UAP.

- Sports should remain a part of program efforts only if self-sustaining through private donations. There are gender issues as girls do not often participate; therefore, girls

should receive support in forming a netball team or other if the UAP-sponsored football team continues.

## Training

- There are continuing training needs (see Chapters 3 and 4):
  - (1) to achieve sustainability of NGO capacity;
  - (2) to provide training at least in literacy and numeracy teaching methodologies for new teachers; and
  - (3) to provide training in new strategies to keep program staff up-to-date.
- There are options to reduce the cost of provision of training. Individual NGOs are strong in different training areas and could present workshops. Linkages could be sought with other training available through the New Horizons Program or through PALs (conflict resolution), and others. Training workshop tasks to replicate training to other staff could be included in reporting (workshop tasks to put training into use upon return to program site have been effective).
- Several topics are among the most frequently requested by *teachers/service providers*:
  - (1) additional training in conflict resolution, mediation skills, guidance counseling;
  - (2) additional training in literacy and numeracy skills for use with at-risk youth; and
  - (3) additional training in the use of drama as a teaching method.
- Three among the most frequently requested by *program administrators* are:
  - (1) additional training on fundraising;
  - (2) proposal development; and
  - (3) additional training in computer skills.
- NGOs recommended several logistical considerations for future training.
  - (1) When planning training, take into consideration that NGOs have varied degrees of difficulty funding transportation and lodging for training workshops.
  - (2) Locate some workshops regionally to reach greater numbers of staff and increase the likelihood of replication to all staff.
  - (3) Schedule workshops to take advantage of breaks in the school calendar.

## Implementation Issues

- Schools have initiated a double shift, with student assignment changing per term. NGOs should continue to coordinate with local schools to adjust shift assignments of UAP youth. A letter of support for shift adjustments should be coordinated with the Ministry of Education.

- Youth would benefit from an increased mentoring component in the program. Peer counseling relationships could be promoted and linkages could be established with local churches and tertiary schools. With due care, adult mentoring could be promoted, and linkages could be established with churches, unions, large businesses, civic groups, etc.
- Summer programs could benefit from a strengthened focus on referrals between agencies (such as skills training at Mel Nathan Institute for Development and Social Research, computer training at another NGO, special focus in summer camps, etc.).

### **Impact, Monitoring, Tracking and Evaluation**

- Coaching or training for measurement and reporting of impact is still needed by most NGOs.
- Computers are not available to several NGOs and/or their program sites. These would be useful not only for reporting data but also for networking and maintaining relationships with other NGOs.
- Consideration should be given to capturing only the very basic information in the Participant Tracking System (a PTS “Lite”).
  - (1) NGOs should receive some help with the conceptualization of their achievements.
  - (2) A system should be put into place to track youth after their exit from the .
  - (3) Further study should be given to the measurements of self-esteem; some NGOs have problems with the language of the current instrument.
- On-going monitoring, participant tracking and evaluation should be a function of an umbrella NGO and monitored by a Project Manager so that *program* impact can be measured and demonstrated.

### **Leadership**

- The Ministry of Education and Culture is the most appropriate government ministry to partner with the program. This would help to:
  - (1) provide recognition for program achievements;
  - (2) promote the return of youth dropouts to the formal school system; and
  - (3) promote sharing with the New Horizons Program and ROSE.
- The selection of an umbrella NGO to implement the UAP Program is suggested. It would:
  - (1) provide NGOs with support for reporting and measurement of impact;
  - (2) organize training and support for production of materials; and

- (3) coordinate advocacy for youth at-risk.

### **Networking**

In order to foster networking and exchange of ideas among NGOs, the following steps are recommended.

- (1) Continue NGO forums for exchanges between programs and visits to other sites.
- (2) Establish a 1 to 2 day teacher exchange program.
- (3) Strengthen the system to facilitate referrals to other agencies.
- (4) Promote once-a-year joint NGO fundraising efforts (walk-a-thon, 5K run, etc.).

### **Lessons Learned**

- *Quality vs. quantity*, and the necessity of achieving a balance between the two, is considered a lesson learned by many NGOs. It is suggested there be an introductory workshop to discuss issues of program quality (time spent per week with each youth on literacy and numeracy, for example) vs. quantity (such as the costs of wide geographic recruitment in both finance and program implementation issues such as attendance, transportation, etc.) for the follow-on program.
- Caring, trained staff are key and contribute to the important at-risk youth friendly environment. It is suggested these are strengths of methodology, which could be shared with the formal education system.
- The literacy and numeracy methodologies promoted are seen as effective methodologies that provide a practical orientation to the use of literacy and numeracy skills.
- Baseline (testing) evaluation information should be collected from the start of the follow-on program.
- New strategies for reaching parents are needed (see the Children First income generation project).
- Rapid needs assessment for programmatic development, for example in skills training, and youth input to program design can contribute to program success.
- Teachers and service providers need assistance with the identification of learning disabilities and strategies to use in the classroom.

### **Information Technology/Equipment**

- Each project site should have a computer, printer, and a trained data-entry assistant to in-put project monitoring and impact data.

- A project website should be maintained and all sites should have access to it, to the Internet and to e-mail.
- Each site should be furnished with a copier and fax machine.

### **Funding/Support**

- The funding cycle should be longer than annual so that long-range strategic planning can be accomplished and preparation for exit or graduation from USAID funding.
- A small seed fund for implementation of a self-sustaining canteen that provides nutritious snacks (fruit, patties, etc.) at low-cost should be funded, based on proposal submissions.
- Assistance with transportation costs is identified as a need by all programs.
- Additional (free) staff support to programs would be useful, for example two programs have obtained a staff member with a six-month placement from the National Youth Service. Opportunities should be investigated, such as university community service assignments, etc.
- Small seed funds for income generating activities (perhaps with linkage with the special objective or economic initiatives) could be a strategy to increase parental involvement and decrease obstacles to youth participant in the UAP program and/or the formal education system.

### **Linkages to Other Organizations**

- Linkages to churches and local businesses should be sought. Many churches have facilities that may be used for training sites.
- Linkages with the Chamber of Commerce and other civic groups for advocacy for street children issues should be fostered. It is in the interests of business to assist with this problem.

### **Advocacy/Advisory Panel**

- An interested citizens' group should be formed to advocate for at-risk adolescents and raise the profile among government, business, churches, unions, NGOs, and multi-lateral donors. The group should coordinate directly with a Project Manager.

### **Sustainability**

- The major emphasis throughout a follow-on grant cycle should be for the participating NGOs to work toward sustainability.

## CHAPTER SEVEN

### Success Stories

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#### ***Introduction***

This chapter contains short vignettes from the sub-grantees describing some of the successes of their UAP program participants. The stories were obtained through interviews with teachers and NGO administrators of UAP programs.

#### **Kingston YMCA**

The Tracer Study found that almost all Kingston YMCA participants are placed into other programs after their two-year graduation (HEART, LEAP, German Vocational Skills School, YMBA, etc.) or entered back into the formal educational system. Most UAP graduates from the Kingston YMCA program are working and in school or in skills-training programs. Many of the youth have found part-time jobs. Five youth who graduated last term have moved on to comprehensive high school or community college.

Several of the Kingston YMCA's participants are using the skills they learned to make a difference in the community. One former participant, a street boy, developed into a program director at LEAP. Another former YMCA UAP participant has become a political councilor. In a landslide earlier in the year due to torrential rains, a young man, employing skills he attributed to the UAP program, saved the lives of two people.

#### **Kingston YWCA**

Many youth move on to the formally recognized (girls-only) school at the YWCA or to skills education programs in the community. This past term, 8 youth, both boys and girls, entered junior secondary school.

#### **Jamaican Association for the Deaf (Kingston)**

"I told my son he didn't have enough energy to do both his homework and participate in the arts performance, so I told him he must choose between the two. He replied: 'Mommy I like drama and I'm not going to stop! I promise to do all my homework, too.' And he has." (Comment from parent)

"My younger brother likes to participate in this program so much that he rides his bike a long way early Saturday morning and arrives early for activities. He also shares with our mother all the new and exciting things he is learning." (Comment by Deaf Culture Facilitator)

In addition to these testimonials, other examples of JAD's program success include greater interest in classes, better behavior in school, and less involvement in "gang" activity.

### **Ashe Caribbean Performing Arts Foundation (Kingston)**

The Ashe program has succeeded in changing the attitudes of participating youth. They attend regularly and are eager to learn. The youth have also increased their anger management skills.

One of the first program graduates, a former drop-out from the formal education system, has achieved more than functional literacy and is a teacher at Ashe. In addition, he has acquired several technical skills (scuba divemaster and performance lighting technician) that permit him to earn additional income.

### **Women's Centre of Jamaica Foundation (Mandeville)**

The Women's Centre of Jamaica Foundation in Mandeville has motivated participants and tapped into their creativity through the use of art, song, and poetry. One participant, an older youth with low literacy and numeracy skills, was extremely withdrawn until he began to participate in his art class. It turned out the youth was very skilled with his hands and "could do everything perfectly after you show him just one time." He is now much more out-going and assists the teacher in training the younger students. In another case, one little girl prepared a collage, in which she had spelled out the phrase: "I want to grow up to be just like you." Other students have gained confidence in their academic performance, to the point of demanding that the volunteer tutor review and grade homework, something that the teachers in the formal education system do not seem to have the time to do regularly.

One of the program's greatest successes has been assisting youth to pass the entrance exams for secondary school. Among youth who reach the age of 17 with less academic skill, many are able to apply to HEART skills training on their own, having both the confidence to apply and the ability to fill out the necessary paperwork.

The program also coordinates with small businesses in the community to obtain skills apprenticeships for youth. Another success story is the youth who was placed into a woodworking shop upon reaching age 17. He immediately and proudly brought samples of his craft to show program administrators. Once he completed his apprenticeship, he was hired and he came to visit once again with his first paycheck in hand so that they could share his joy in his accomplishment.

### **Sam Sharpe Teachers' College (Montego Bay)**

The Sam Sharpe Teachers' College (SSTC) program has been able to place youth completing the UAP Program into skills training available from HEART. At present there are 25 youth preparing for the CXC and GCE tests in June.

The UAP Marching Band is locally recognized, while 2 UAP youth have achieved such skill that they have been invited to participate in the SSTC ensemble and a joint event with visiting musicians from the University of Southern Illinois.

Other successes include improved attitudes of many of the program participants that extend to formal education classes as well as the UAP program. One youth, who comes from a home with very negative attitudes towards him and towards education, has become a vibrant and expressive student who always enhances study group discussions.

### **Youth Opportunities Unlimited**

The Youth Opportunities Unlimited mentoring component of the Uplifting Adolescents Program has had several successes. One mentor obtained a summer job in an insurance company for his mentee— which turned into a permanent placement. Another mentor assisted a mentee to get a job at the Ministry of Health, and she now wishes to be a mentor to a youth at-risk.

### **St. Patrick’s Foundation**

St. Patrick’s Foundation staff perceive their success in terms of literacy. They cited an example of a 14 year-old who came to them and did not even know his letters and is now able to read words. They also feel that they have been successful when they receive letters of thanks from the parents.

### **Mel Nathan Institute (Hannah Town, Kingston)**

*Clive* is a 12 year-old who lives in a building near the Mel Nathan Institute facilities in Kingston. His parents both died when he was young and he lives with his aunt. His brother was recently killed and *Clive* was very upset. He depends on the Uplifting Adolescents Program for personal support, and he never misses a day's attendance.

### **Jamaica Red Cross (Yallahs, St. Thomas)**

The teachers cited their success with the children in hands-on activities, and proudly displayed examples of the bags that they had made in the sewing classes. They say they feel it is a worthwhile program because it is clear that the students are benefiting and they are not so withdrawn. Teachers have noted that the children from the day school who also attend the evening school seem to advance faster than the children who are not enrolled in the day school.

### **Rural Family Support Organization (Denbigh)**

The successful outcomes are getting the children back into the schools, and seeing the children performing and moving up. Without the UAP, many of these children would not make it. They need individual attention. For example, one little girl came to the program unable to relate to the teacher at all. The parents were thinking of taking her to “the retarded place.” Now, after a short time, she has really advanced socially and is learning to read. “This place is an oasis in a desert,” say the parents.

Program staff have also performed community outreach, as in the case of a street boy named *Lennard*, who worked a pushcart in the market. He was dirty and disheveled. A guidance counselor told him about the program and he started attending. Now, he is neat in appearance, reading, and demonstrating responsibility. He continues to work but has returned home and is putting his money into a bank account.

### **Western Society for the Upliftment of Children (Montego Bay)**

WSUC's program has experienced some success in returning children to school. Last term, 8 youth who achieved level 4 literacy and numeracy were placed in a secondary school where the program provides some remedial education support after-school to those youth and other at-risk students. Further, many UAP program youth enter the HEART skills training program once they are 17 years old.

Among the program's successes is the achievement of one youth who was a working child in the market and needed a great deal of guidance counseling. He was able to graduate from the program and to pass the CXC's for 7 subjects.

Local community leaders and businessmen have stated publicly that they notice a significant decrease in the number of youth lounging about near pattie shops and other local hangouts, and attribute it to the success of the WSUC program.

One of the program's greatest successes to date is that a youth who lived on the street became numerate and literate through the WSUC UAP. He has been apprenticed to a barber and is working regularly. He often visits as a guest speaker to share his experiences with participating youth.

Another great program success is the return of two graduates from program services pre-UAP who have obtained teaching degrees. The two very articulate and enthusiastic persons, one male and one female, now function as Assistant Teachers for WSUC's UAP Program.

### **YWCA (Montego Bay)**

Before reproductive health education, UAP program participants were very shy about discussing the issues and only knew "slang" terms for the parts of the body. Now they use the proper terms and freely discuss the topic.

In addition to reproductive health education, successes have come through improved reading and life skills. One participant, a youth in Grade 5, did not know the letters in the alphabet when he entered the program. At the end of two terms with the YWCA UAP, he could recognize all the letters, write his name, and was beginning to read. One of the most successful program graduates has opened a bakery store. Another has found work in a local barbershop.

### **Children First (Spanish Town)**

Several participants have achieved significant personal growth through Children First's UAP program. One youth that entered the program illiterate in September was able to read by December. A young woman who entered the program with a very aggressive attitude and signs of low self-esteem, such as not bathing and wearing dirty clothes, now rarely tries to fight with other youth and presents to daily classes with perfect hygiene and dress, with her increased self-esteem visible in the way she carries herself.

To date, 63 UAP participants have been placed back into the formal education system. They still receive homework assistance from parent volunteers in the afternoon. Most youth participants can move from a literacy/numeracy skill level 1 to level 3 or 4 within 12 to 18 months. Many youth are placed into the HEART skills training program or in local apprenticeships individually organized by program staff.

The juvenile section of the local police department shares statistics with Children First that show a drop in youth crime since inception of the program.

### **Jamaica Family Planning Association (St. Ann's Bay)**

The Family Planning AP staff are able to see increased school attendance by in-school youth as the youth attend sessions on personal development at the center as part of the school curriculum; therefore, if they attend the Family Planning session they are attending school that day.

Jamaica Family Planning staff cite their incorporation of the UAP focus on literacy and remedial education as being the identification of a family of four—a mother and three daughters—living in a local squatter community as one of their greatest success stories. None of the three daughters had ever attended school. The 13 year-old was enrolled in the program, became very motivated and "inspired," and has recently reached level 4 literacy. Her two younger sisters are enrolled in school and faithfully attending.

Another highly successful outcome has been the enrollment of two former program participants in a local high school who are experiencing continued success in their academics.

### **Women's Centre of Jamaica Foundation (St. Ann's Bay)**

When asked to relate her greatest accomplishment through the program to date, the teacher recalled a boy and a girl who each entered the program at the lowest level of literacy. They progressed rapidly, with the boy especially, reading every book he could get his hands on at the program. They graduated from the program in two years, and are now attending the general school. She overheard the boy talking to other boys one day and he said, "You know I didn't think I could ever learn to read."

**Women's Centre of Jamaica Foundation (Kingston)**

In 1998, 25 out-of-school youth were returned to the formal education system or placed in skill training programs.

**Women's Centre of Jamaica Foundation (Montego Bay)**

Youth have entered the program completely illiterate and have progressed to introductory reading. One such youth is now literate and numerate, and works in his father's shop providing the assistance in reading and math that his father lacks.

The program has also altered the personal goals of one participant from, "I want to be a gunman," to "I want to stay in school."

**Jamaica Family Planning Association (Annotto Bay)**

Observing that most youth have no life plans and have had little exposure to available careers, Mrs. Brooks was quite pleased during a personal development and life skills class when a young girl age 11 said she had a future career in mind but didn't know the name of "the lady that serves food on the airplanes." Mrs. Brooks instructed her that the correct title was "air hostess." The young girl asked how to spell it, wrote it in her notebook, and left class that day repeating "air hostess, air hostess, air hostess."

**Women's Center of Jamaica Foundation (Annotto Bay)**

Youth enrolled in the after-school program at the Women's Centre are tested with the JAMAL-based test promoted by UAP. They are tested again at the end of each term. One program success story is of a youth who had dropped out of school. He entered the program and in two years went from illiteracy to independent reading. He is now enrolled in the formal education system, in Grade 9, and doing well. The organization is able to place many UAP youth into skills apprenticeships that are coordinated on an individual basis.

## Annex A



### PERSONS INTERVIEWED

U.S. Government .....	2
Government of Jamaica .....	2
UAP Sub-Grantees .....	2
Development Associates .....	6
Other .....	6
Church and Community Leaders .....	7

**U.S. Government**

USAID/Jamaica

Mosina Jordan, Mission Director

Richard Loudis, Program Officer

Sheila Lutjens, General Development Officer

Joan Davis, Training Officer

Claire Spence, New Horizons Project Manager

Maxine Johnson, Program Officer

Bridgette McDonald Levy, Adolescent Health Project, The Futures Group

USAID/Washington

John Swallow, Education Officer, G/HCD

Rebecca Adams, Education Office, LAC Bureau

**Government of Jamaica**

Ministry of Youth and Community Development

Stephen Rodriguez, Head, Social Policy Unit

Patrice Ford, Social Policy Unit

Dianne Jennings, formerly with the Youth Unit

Ministry of Education

John Sayers, Ministry of Education, Technical and Vocational Unit, Income Generating Projects

Ms. Powell, Ministry Official and Executive Director of Jamaica Red Cross

**UAP Sub-Grantees (Non-Governmental Organizations)**

**YMCA (Kingston)**

Sarah Newland Martin, General Secretary

Diana Taylor, Teacher

Joycelin McDonald, Teacher

Mary Johnson, Teacher

Junie Hunter, Teacher

Simon Morrison, Teacher

**YWCA (Kingston)**

Mildred Dean, General Secretary, National Council of the YWCA

Ariadne Collier, Executive Director, Kingston YWCA

Carmen Berry, Guidance Counselor, literacy and numeracy

Latoya Hibbert, Literacy and numeracy teacher

Dr. Heloise Lewis, Volunteer for remedial education

**YWCA (Montego Bay)**

Kareen Bailey, UAP Coordinator

Paula Palmer, Reproductive health and personal/family development; teacher

Vanessa Williams, Remedial education and English teacher

Albert Spence (volunteer), Mathematics teacher

**Jamaica Association for the Deaf (Kingston)**

Iris Soutar, Executive Officer

Shirley Reid Ashe, Director

Adrine Hyatt, Administrator

Pierre Lamaire, Performing Arts Director

David-Lee Raymond, Deaf Culture Facilitator

Parent of a deaf student

**Ashe Caribbean Performing Arts Foundation (Kingston)**

Joseph Robinson, Director

Ramon Taylor, Teacher

Joseph Woolery, Teacher

**Women's Centre Jamaica Foundation (Kingston)**

Pamela McNeil, National Director

Sherrill Morris, Deputy Director

Beryl Weir, Deputy Director

**Women's Centre Jamaica Foundation (Montego Bay)**

Lurline Mitchell, Centre Manager

Marjorie Daley, UAP Program Coordinator, teacher, and guidance counselor

Mrs. Moody Reid, Literacy and numeracy teacher

Mr. Robinson, Mathematics teacher

Tarek Keith, Art teacher

**Women's Centre Jamaica Foundation (Mandeville)**

Dahlia Thaxter, Centre Manager

Tricia Phillips, UAP Manager

Zoe Simpson, Administrator (Western area)

Ivy Paisley, Art and sewing teacher

Michael Peart, Art teacher

Markel Wright (volunteer from Bethel Bible College), English and math teacher

**Women's Centre Jamaica Foundation (St. Ann's Bay)**

Velma Monteith, Centre Manager

Corinne Henry, UAP Supervisor

Dorine Morris, Literacy and numeracy teacher

**Mel Nathan Institute (Kingston)**

Rev. Maitland Evans, Executive Chairperson  
Jane Dodman, Associate Executive Chairperson  
Michele Bennett, Project Director  
Aldin Bellinfantie, Sub-grantee Manager  
Maureen Burke, Project Coordinator, Hannah Town Operation  
Sarah Palives, Managing Director Hannah Town Operation  
Dawnette Thompson, Teacher  
Jillian Jackson, Teacher  
Nordia Brown, Teacher  
Michelle Thompson, Teacher  
Edward Thomas, Teacher

**Mel Nathan Institute (Seafield, St. Mary)**

Merna Roberts, Teacher of literacy, numeracy, art, sewing

**Kingston Restoration Company**

Viola Banton, Deputy Executive Director  
Sheron Lawson, Project Director  
Saffrey Brown, Center Manager  
Mrs. Henry Singh, Guidance Counselor, NET and YESS  
Devon Rhoden, Computer Instructor, NET and YESS  
Donna Ewians, NET teacher  
Millicent Bernard, NET teacher  
Lourine Brown, NET teacher  
Lloyd Heslop, YESS teacher  
Claudette Forrest, NET and YESS teacher  
Ramon Arscott, NET and YESS teacher

**Sam Sharpe Teachers' College (Granville)**

Alma Williams, Coordinator  
Vinton Horton, Music teacher  
Grace Wiliamson, Guidance counselor, Spanish teacher  
Viceroy Cunningham, Football coach, computer, English and math teacher  
Francis McShane (formerly, now in practicum), Mathematics teacher  
Corlett Pinnock, Science and social studies teacher  
Grant Black, Guidance counselor, Spanish teacher  
Patrice Bahadur, Geography teacher  
Robert Gran, Computer teacher (beginning)  
Syreika Wilson, Social studies teacher  
Tashana Buckle, History teacher

**Youth Opportunities Unlimited (Kingston)**

Betty Ann Blaine, Executive Director  
Sheila Nicholson, Social Worker, Sr. Projects Officer  
Marjorie Holness, Teacher

**Western Society for the Upliftment of Children (Montego Bay)**

Glenda Drummond, Coordinator  
Lurline Greene-Daly, Education Officer  
Jason Edwards, Assistant Teacher (former youth student)  
Maxine Coates, Assistant Teacher (former youth student)  
Blossom Spence, Administrative assistant

**St. Patrick's Foundation (Kingston)**

Roxiline Morrison Spence, Executive Director  
Florence Manning, Director of the Olympic Gardens Program  
Suzanne Smith, Teacher  
Tahisha Lopez, Teacher  
Jaunice Bloise, Teacher

**Jamaica Red Cross (Kingston, St. Andrew)**

Joan MacDonald, Branch Manager  
Cynthia Webster-Powell, teacher  
John Sayers, Ministry of Education

**Jamaica Red Cross (May Pen)**

Mrs. Lawson, Program supervisor and branch manager  
Mrs. Roberts-Wright, Teacher

**Jamaica Red Cross (Central Village)**

Yvonne Clarke, Director General  
Daisy Lilly, Administrative Assistant

**Jamaica Red Cross (Yallahs, St. Thomas)**

Joan Cooper, UAP Project Coordinator  
Merceat Anderson, Teacher  
Herma Brown, Teacher  
Edna Fisher, Teacher

**Children First (Spanish Town)**

Claudette Pious, Coordinator  
Aneita Jones, Teacher  
Camille Taylor, Assistant Teacher  
Lornette Campbell, Assistant Teacher

**Rural Family Support Organization (Denbigh-May Pen)**

Joyce Jarrett, Director  
Utealia Burrell, Counselor  
Genevieve Ruth Barnes, Guidance counselor  
Patricia Miller, Guidance counselor  
Ana Wright, Teacher

**Jamaica Family Planning Association (St. Ann's Bay)**

Peggy Scott, Chief Executive Officer  
Pauline Pennant, Youth Programs Administrator  
Flo George, UAP Program Coordinator  
Joan Neil, Remedial education teacher

**Jamaica Family Planning Association (Annotto Bay, St. Mary)**

Joanna Neil, Teacher and Services Provider  
Dionne Simpson, Prospective teacher

**Development Associates**

U.S. Office

Loretta Ruth Johnston, Senior Associate, Arlington, Virginia

Kingston Office

Frank Valva, Chief of Party, UAP Project Jamaica  
Sam Dowding, NGO Program Coordinator  
Sharon Cooper, Training Coordinator  
Seneca Lewis-Garraway, Social Policy Analyst (attached)

**Other**

Peace Corps, Washington

Shari Howe, Youth Development Program, Jamaica Peace Corps, 1991-1997

Peace Corps, Jamaica

Alicia Smalls, Director for the At-Risk Youth Sector

PACT

Florette Blackwood, PACT Program Director  
Sheila Nicholson, Board Chair, PACT  
Trevor Spence, past chair of PACT, private consultant

Carolyn Brown, Education consultant with the World Bank  
Gloria Nelson, former Director of the Youth Division, Ministry of  
Government, Youth and Community Development  
Gladys McDowell, former Youth Unit consultant, Ministry of LGYCD, on loan  
from the Ministry of Education  
Vnette McKay, Planning Institute of Jamaica, representative to UAP JCC  
Elizabeth Chambers, Project manager, CIDA  
Everett Allen, InterAmerican Development Bank (telephone contact)  
Tom McArdle, HEART/NTA, Sr. Director, Planning and Project Development  
Adonair Jones, Social Development Commission  
Norma Messam, Program Officer, UNDP  
Janet Quallo, consultant to CVSS and IDB

Jonathan Davis, UNICEF  
Warren Benfield, Policy Development Unit, Planning Institute of Jamaica

**Community and Church Leaders**

Jamaica Coalition on the Rights of the Children, Kingston  
Carol Samuels

Jamaica Baptist Union, Kingston  
Dr. Kenred Christian

Western Mirror, Montego Bay  
Lloyd B. Smith, Editor

Calvary Baptist Church, Montego Bay  
Reverend Samuel Reid, Pastor

Counselor, Author, St. Ann's Bay  
Faith Linton



## Annex B



### SELECTED LIST OF DOCUMENTS REVIEWED

**A Look at Instruments Addressing the Rights of Youth in Jamaica, Uplifting Adolescents Project**, Seneca Lewis-Garraway, February 2000

**Assessment of UAP-Sponsored Training for Non-Governmental Organizations (NGOs); Assessment of UAP Assistance to the Youth Division**, Tania Romashko, Development Associates, Arlington, VA, December 1998

**Baseline Project for Uplifting Adolescents, Demographic and Ethnographic Analysis**, Final Report submitted to USAID, Trevor Hamilton and Associates, January 1995

**Bilateral Assistance Strategy, FY2000-FY2004**, USAID/Jamaica, September 1999

**Changing the Future for Jamaica's Children**, UNICEF Jamaica, August 1999

**Children in Poverty**, Planning Institute of Jamaica, September 1999

**Community Alliance in Support of Education (CASE)**, Draft, Social Development Council, December 1999

**Corporate Plan, The HEART Trust National Training Agency**, 1998-2000

**Documenting Program Outcomes: Findings of the First Tracer Study of Uplifting Adolescents Project Participants**, Development Associates: Diana Davis, Paul Hopstock, Oscar J. Espinosa, December 1998

**Education: The Way Upward**, A Green Paper for the Year 2000, Government of Jamaica

**Government of Jamaica/UNICEF Mid-Term Review, 1997-2001 Country Programme of Cooperation, Summary Report**, Planning Institute of Jamaica and UNICEF, November 1999

**Government of Jamaica/UNICEF Mid-Term Review, 1997-2001 Country Programme of Cooperation, Report of the Children and Youth At-Risk Programme (YS 973)**, Planning Institute of Jamaica and UNICEF, November 1999

**New Horizons for Primary Schools**, Project Paper, Joint GOJ and USAID Project, September 1997

**New Horizons for Primary Schools**, Semi-Annual Report, Submitted in Response to Contract Number. 532-C-00-98-12345-00, July-December 1999

**NGO Management Manual for UAP Sub-Grants**, second edition, Development Associates, 1998

**Position Paper on Youth Issues**, Seneca Lewis-Garraway, Ministry of Local Government, Youth, and Community Development, February 2000

**Report on Best Policies and Practices**, Mel Nathan Institute for Development and Social Research, Uplifting Adolescents Project, December 1999

**Report on NGO Selection Procedures**, Uplifting Adolescents Project, Development Associates in collaboration with Hope for Children Development Company Ltd., October 31, 1996

**U.A.P. Quarterly Report**, Development Associates, Inc., July-September 1996

**U.A.P. Quarterly Report**, Development Associates, Inc., October-September 1996

**UAP Follow-Up Study**, Pre-test Version Questionnaire, Development Associates, undated

**Uplifting Adolescents Programme Follow-up Study**, Booklet, Development Associates, undated

**Uplifting Adolescents Project**, Jamaica Project Paper, USAID, AID/LAC/P-921, Project Number: 532-0177, undated

**Youth Unemployment in Jamaica**, Patricia Anderson, Report to the International Labour Office Caribbean, October 1997



**Annex C**



**NGO ADMINISTRATORS AND DIRECTORS**

**Kingston YMCA ..... 3**

**YWCA National Council ..... 7**

**Kingston YWCA ..... 7**

**YWCA Montego Bay ..... 10**

**Jamaica Association for the Deaf (Kingston) ..... 13**

**Ashe Caribbean Performing Arts Foundation (Kingston) ..... 16**

**Kingston Restoration Company ..... 19**

**Women’s Centre of Jamaica Foundation (Kingston) ..... 23**

**Women’s Centre of Jamaica Foundation (Montego Bay) ..... 26**

**Women’s Centre of Jamaica Foundation (Mandeville) ..... 29**

**Women’s Centre of Jamaica Foundation (St. Ann’s Bay) ..... 32**

**Sam Sharpe Teachers’ College (Granville) ..... 35**

**Western Society for the Upliftment of Children (Montego Bay) ..... 38**

**Rural Family Support Organization (Denbigh) ..... 42**

**Jamaica Red Cross Society (Kingston, St. Andrew) ..... 46**

**Jamaica Red Cross Society (Yallahs, St. Thomas) ..... 49**

**Jamaica Red Cross Society (May Pen) ..... 52**

**Jamaica Red Cross Society (Central Village) ..... 55**

**Mel Nathan Institute (Kingston) ..... 57**

**Youth Opportunities Unlimited (Kingston) ..... 62**

**St. Patrick’s Foundation (Kingston) ..... 66**

**Children First (Spanish Town) ..... 69**

**Jamaica Family Planning Association (St. Ann’s Bay) ..... 73**

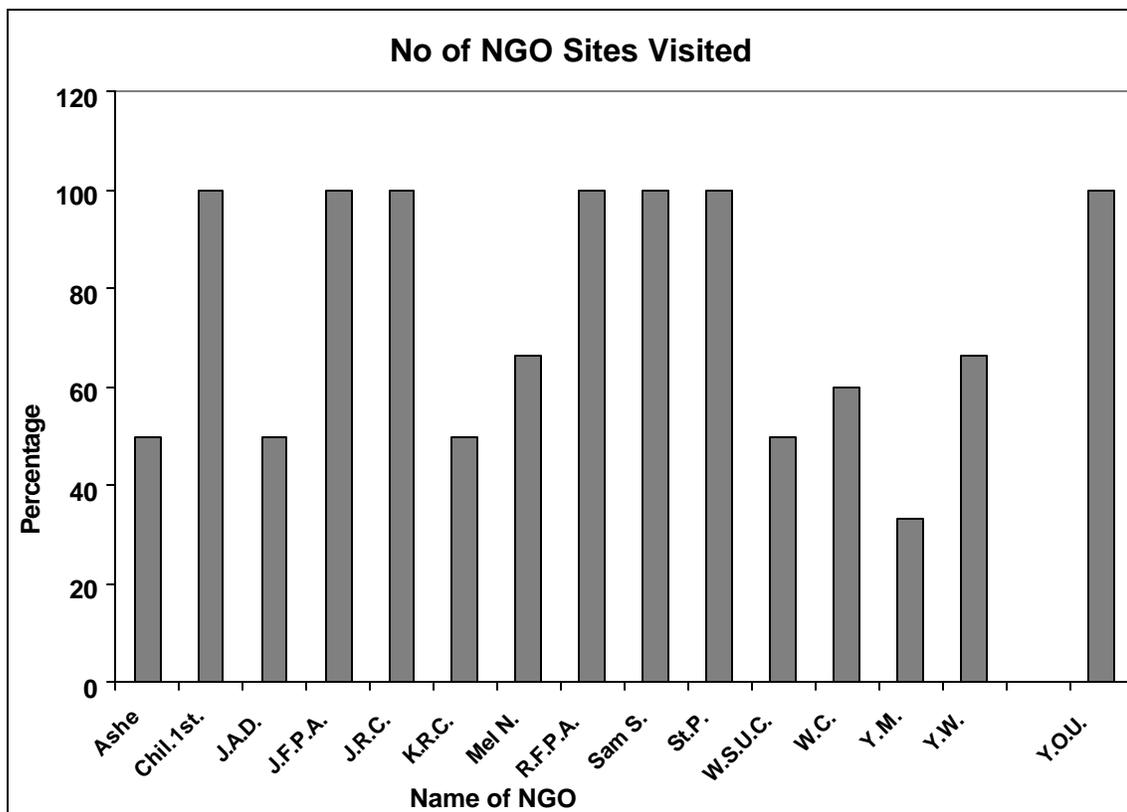
**Jamaica Family Planning Association (Annotto Bay) ..... 77**

### ANALYSIS OF VISITS TO NGO SITES

NAME OF NGO	No.Sites	No.Visited	Abbrev.	%
Ashe Caribbean Performing Arts	2	1	Ashe	50
Children First	1	1	Chil.1st.	100
Jamaica Association for the Deaf	2	1	J.A.D.	50
Jamiaca Family Planning Assoc.	1	1	J.F.P.A.	100
Jamaica Red Cross	4	4	J.R.C.	100
Kingston Restoration Company	2	1	K.R.C.	50
Mel Nathan Institute	3	2	Mel N.	66.6
Rural Family Support Organisat.	2	2	R.F.P.A.	100
Sam Sharpe Teachers College	1	1	Sam S.	100
St Patrick's Foundation	1	1	St.P.	100
West. Soc for Upliftment of Child.	2	1	W.S.U.C.	50
Women's Centre Ja. Foundation	5	3	W.C.	60
Young Men's Christian Ass.	3	1	Y.M.	33.3
Young Women's Christian Ass.	3	2	Y.W.	66.6
<b>Total</b>	<b>32</b>	<b>22</b>		<b>Av. 68.8</b>
Youth Opportunities Unlimited (1)	1	1	Y.O.U.	100

Note 1. Y.O.U. does not have formal sites but has a series of centres

Note 2. Some of the NGOs have activities at other centres which are not counted either in the number of sites or number visited. The resources allocated to these sites are small relative to the major sites noted in the table



## **KINGSTON YMCA**

On Wednesday, March 9, 2000, Ms. Sarah Newland Martin, Executive Secretary of the Kingston YMCA, was interviewed about the YMCA Uplifting Adolescents Project, which serves some 191 adolescents. The interview covered nine topics: program issues, youth perceptions, training, implementation, impact, leadership, networking, lessons learned, and funding.

The program, titled Kingston Youth Development Programme (YDP), was undertaken in September 1997, and provides a two-year program for at-risk youth. Ms. Martin sees the UAP program as allowing the provision of much-needed services to a greater number of youth. Presently, 80 young people are on a waiting list for the program.

### **Program Issues**

In this interview, Ms. Martin cited as strengths of the program the commitment of her staff, the strength of her volunteers and retirees, and the assistance from sociology students in the Training Institute for Social Work at UWI. UAP-provided training workshops have boosted staff morale and confidence in their skills. Training in the visual arts tapped into the creativity of her staff. She finds drama to be a successful way of motivating the youth. Ms. Martin has been successful in obtaining donated books to create a library for the youth.

Ms. Martin finds the Performance Tracking System (PTS), introduced by Development Associates, a good way to track the progress of each youth. Ms. Martin found the Tracer Study to be very useful in linking up to past students.

She associates drop-outs with family problems and lack of family support, poor parenting skills, violence in the communities from which the participants come, and the fact that the children are often used by the family as babysitters for younger children or acting as night watchman for the construction of a family home. She does not have the staff to follow up on the dropouts from the program.

YDP students begin their school day with a devotional at 8:30 a.m., and from 9 a.m. until 2:30 p.m., the youth attend classes in the various disciplines, eat lunch at 11:00, and participate in physical education. These activities are occasionally supplemented by computer training, educational tours, or talks by role models and visitors.

At the end of the school year, students are administered the JAMAL tests for literacy and numeracy. Generally, there is greater improvement in the literacy than numeracy skills. Reports on progress and behavior are provided to the formal education system or to skills training programs. After age 17, students unable to return to the regular school system may enter a HEART program or LEAP. There is no formal relationship following “graduation” from the program. Some students return for referral letters. Some return as guest speakers. One particular returnee spoke very impressively to the students about the negative experiences he had in jail and warned them not to end up there.

## **Youth Perceptions**

In general, the students seem to appreciate the program, especially for the sports and outdoor activities. Often, children do not want to leave at the end of a day.

## **Training**

Mrs. Martin identified several training sessions provided through UAP that were especially helpful to her and her staff. Among these were: proposal writing, personnel management (and the replacement of a lost personnel policies manual), computer skills, recruitment of volunteers (specifically in identifying characteristics of volunteers), and overseas visits to see similar programs and other ways of doing things.

Training that she found particularly helpful to the service providers were computer skills, conflict resolution skills, reproductive health training, parent development training, and JAMAL methodologies for literacy and numeracy.

## **Implementation**

Most of the at-risk youth served are in the 11 to 13 year age range, with a special population up to age 17. The YDP offers a number of courses: literacy and numeracy, social studies and current affairs, conflict resolution and life coping skills, computer training, leadership skills, aquatics, and life-saving training. Counseling services are provided, and referrals are made to Jamaica Family Planning and the Women's Centre of Jamaica for reproductive health needs.

A unique program associated with YDP is a HEART program activity which provides J\$1,000 per youth who receive one-half of the money per term and the remainder with interest upon graduation or the end of participation.

Many parts of the program rely on volunteer support. The YMCA has volunteer linkage with other schools in addition to UWI and the University of Technology.

The program tries to hold monthly PTA meetings and publishes a quarterly communication to the family. Parental attention is difficult to access because of the stresses of earning a living and their own lack of and appreciation for education.

## **Impact**

Ms. Martin has seen students, who enter the literacy and numeracy programs at the very basic level, progress to the C level or higher during their participation in the program. Almost all are placed into other programs after their two-year graduation (HEART, LEAP, German Vocational Skills School, YMBA, etc.) or entered back into the formal educational system.

The Tracer Study for YMCA participants achieved a 99 percent follow-up with good feedback, although there was some question as to the credibility of self-reported information, and staff were confused about the relevancy or objectives of some questions. A number of YDP staff were trained in and participated in the Tracer Study.

While the PTS system was a little difficult to understand at first, Ms. Martin has found it very useful in determining the progress of each student.

Mrs. Martin has seen one former participant, a street boy, develop into a program director at LEAP. A political councilor was a former YMCA YDP participant. In a landslide earlier in the year due to torrential rains, a young man, employing skills he attributed to the YDP program, saved the lives of two people.

### **Leadership**

Ms. Martin sees the Ministry of Youth and Community Development and the Ministry of Education as the appropriate partners for the at-risk adolescent project because they understand the special needs of this at-risk population. She feels that it should be their responsibility to organize youth services and ensure that every school-age youth is engaged in an appropriate program. She feels that linkages should be established to the National Youth Service Program, due to some positive effects from the recent Youth Council, which provided recognition and peer-sharing for youth.

### **Networking**

In the area of networking, Ms. Martin finds it essential to work, not only with other UAP grantees, but also to reach out to the private community. She is seeking private donors to support the football program with equipment and uniforms. At present, she is preparing a proposal to HEART to help her maintain the UAP staff if future funding is decreased.

### **Lessons Learned**

Among the lessons learned over the three and one-half years of work with the UAP Project are the following:

- The importance of networking
- The importance of accountability
- The importance of teamwork among the staff
- The importance of providing caring affection to youth
- The importance of treating students as individuals.

Looking towards the future, Mrs. Martin would like to see more training in understanding different types of behaviors, a permanent guidance counselor, more training in how to interest parents in taking a deeper interest in their children, and ways to get boys to relate positively to reproductive health. She also sees the need for refresher courses in technology and new teaching methods.

### **Funding**

The YMCA Board believes in the efficacy of the program to the extent that it is committed to somehow finding the funds to continue the program if UAP decreases or withdraws its funding. The only response to a cutback in funds that Mrs. Martin could see is to provide services to smaller numbers of at-risk youth in a time when that number is increasing in its needs.

### **Other Issues**

Mrs. Martin noted that among her staff of mostly women teachers, there is only one male volunteer, and three male staff, who teach swimming primarily. She notes that women seem to be more committed to community work. She also finds that she must be very careful when employing males, because the male lifestyle can cause problems with at-risk youth.

## **YWCA NATIONAL COUNCIL**

### **KINGSTON YWCA**

On Wednesday, March 9, 2000, Mrs. Mildred Dean, General Secretary of the YWCA and Mrs. Ariadne Collier, Director of the Kingston YWCA were interviewed about the YMCA Uplifting Adolescents Project. The program, titled “Y” Adolescent Development, presently serves some 127 adolescents. The program, began in June 1997 and was designed to improve the social and job skills of at-risk adolescents on a sustainable basis so that they may become more responsible and productive citizens.

The interview addressed nine topics: program issues, youth perceptions, training, implementation, impact, leadership, networking, lessons learned, and funding.

#### **Program Issues**

The program feels that it has achieved one measure of success because youth in the program recruit and refer other youth in need. The drama for personal development component seems to be having salutary effects.

According to program management, the program could be strengthened in the following areas.

- There are not sufficient staff resources to follow up on dropouts.
- There is a need for greater attention/skills for core subjects (especially reading).
- There is a need for increased skills for motivating parental development.
- There is insufficient staff available to cover for staff members to attend UAP workshops.

The YWCA staff notes that participants drop out of the program for economic reasons. The at-risk youth become homebodies after dropping out of the formal education system and get out of the habit of disciplined school attendance. To the extent possible, they follow up on dropouts with home visits.

Particularly successful have been peer exchanges with a nearby formal high school, which has benefited both the UAP students and the public school students.

Participants completing the course of instruction take a graduation test, which was formerly based on the JAMAL system, but the YWCA has now moved to International Standards as determined by the Ministry of Education.

Parents are encouraged to attend parent-teacher meetings, which are held twice per term, but the attendance is spotty. In a recent Saturday seminar for parents, 50 parents were in attendance.

## **Youth Perceptions**

Many of the youth who attend the program feel so comfortable and encouraged that they do not want to go home at the end of the day. The YWCA staff feels that computer training would be most helpful in motivating the students, who seem fascinated by the technology.

## **Training**

The YWCA director felt that the fundraising training provided by UAP was extremely valuable. She also benefited from the Using Performing Arts training, and the Networking and Literacy training. The parenting skills sessions given by an outside trainer were very well attended. She felt that UAP training sessions should also be extended to YWCA Board Members. They would like to be able to send the permanent staff to more workshops.

## **Implementation**

The youth served by the YWCA are mostly in the 10 to 15 year age range. Most are out-of-school adolescents, but not many are street youth. The YWCA serves both sexes in its UAP Program. The program offers literacy and numeracy skills, reproductive health, personal development and training and vocational education.

Ads for the program placed in local newspapers have attracted a large response from the community, and there is a list of young people waiting to get into the program.

## **Impact**

The YWCA participated in the Tracer Study and found it to be very useful. They have work to do on their Performance Tracking System input, but they feel that their reporting has improved. The YWCA would like to have computers for the administrative staff, but to date have not been successful in obtaining them.

## **Leadership**

Without question, the YWCA feels that leadership of the at-risk adolescent program should come from the Ministry of Education.

## **Networking**

The YWCA at Montego Bay has begun networking with the Western Society for the Upliftment of Children on preparing proposals. The Kingston School of Nursing has provided some volunteers to the program.

## **Lessons Learned**

Among the lessons learned noted by the YWCA are:

- Limit the number of students to what you can manage; do not be overly ambitious and sacrifice quantity to quality;
- Maintain a reasonable teacher-student ratio;
- Prepare your staff for the behavioral characteristics of youth with special needs; and
- Provide adequate guidance counseling services.

## **Funding**

One of the results of decreased funding is insufficient staff. If funding of the program should be decreased, the YWCA would most likely decrease the number of vocational skills and possible wrap reproductive health into personal development.

## **Other Issues**

The YWCA noted a need to develop a mentoring program and to bring more males into the program to act as role models. They also want to see the reform of secondary education (ROSE) plan implemented. They feel that the instructional models will be very helpful in providing an environment that will discourage dropouts and meet the learning needs of today's youth.

## **YWCA (Montego Bay)**

On March 15, 2000, an interview was conducted with Ms. Kareen Bailey, director of the UAP Program for the YWCA in Montego Bay, with discussion of the topics of program implementation, program issues, training, impact, leadership, networking, lessons learned and funding.

### **Program Implementation**

Participants in the Uplifting Adolescents Program are recruited from the YWCA's summer camp and/or referred by the family court system, schools, and word-of-mouth by other teen participants. The program in-house usually serves 50 youth, predominantly ages 13 to 17, at the start of the school year. This number typically decreases to about 30 by the end of the term. The YWCA UAP teachers also provide reading and mathematics assistance to 85 youth ages 10 to 11 five days a week at a local school.

Teachers are recruited among students doing their practicum from Sam Sharpe Teachers' College. The program provides literacy, numeracy, reading, and mathematics assistance five days a week. Reproductive health and personal/family development issues are discussed three days a week. The program director conducts pre-vocational skills training in home economics. Previously a volunteer provided skills training in small appliance repair. On Friday, the youth have time to play sports on the cement court within the YWCA's grounds.

The greatest strength of this program, according to Ms. Bailey, is that it enables school dropouts to get back into the formal educational system or into vocational skills training. Other than the NGOs with UAP programs in Montego Bay, there is little support available for such at-risk youth.

### **Program Issues**

Most of the youth who do not continue participation in the YWCA's UAP drop out due to the need to earn an income. Many small stores in Montego Bay employ youth ages 15 to 16, and many youth do odd jobs at the central market.

The program, with the assistance of a U.S. Peace Corps volunteer who has since left, submitted a proposal to the Jamaica Social Investment Fund to build a second story onto one of two buildings at the YWCA. This would enable the program to expand to three classrooms. However, there has been no progress to date.

Ms. Bailey notes a community trend towards decreasing volunteerism. Many of the community groups that historically supported the YWCA's efforts are less active than before. Another program obstacle is that it is difficult to get parents together at the same time for any educational efforts, as they have different work schedules. There is usually good attendance, though, on Parents' Day once a term period. The program plans to strengthen its focus on graduation criteria for youth participants.

## **Training**

Among the UAP training sessions that Ms. Bailey found most useful for the program are included those sessions that focused on leadership, communication, skills to work with at-risk youth, and the use of drama as a teaching technique. Ms. Bailey feels that the use of drama is very appropriate, as youth at that age have a natural dramatic flair. The program put the drama training into practice immediately by preparing dramatic presentations for Peace Day, in which the youth acted out common situations of community violence and strategies to handle such instances. Workshops which reviewed techniques to reach a wider public and communicate the program's benefits and needs were also considered quite useful, and the identification of the steps necessary to enter a community diplomatically (such as coordination with community leaders) were also put into practice.

## **Impact**

The YWCA Montego Bay UAP Program did not participate in the Tracer Study. At present they conduct assessments of youth as they enter the program and tests at the end of each term. They have not established standards for graduation but plan to focus on this in the near future. They send program information to the central YWCA office in Kingston for reporting and do not have access to a computer. Some measure of program impact is obtained when youth from the YWCA UAP pass entrance exams to area secondary schools. One of the most successful program graduates has opened a little bakery store. Another has found work in a local barbershop.

## **Leadership**

YWCA staff participate in workshops held by the Ministry of Education and Culture. Youth also participate in exhibitions and trade shows organized by the Ministry of Agriculture. The Jamaica Social Development Commission also provides prizes for the culinary arts program.

## **Networking**

Workshops organized through the UAP provide a forum for informal networking by NGO staff attending.

Within the Montego Bay community, the YWCA UAP coordinates with the health department, and the police and fire departments.

## **Lessons Learned**

The most important lessons learned by the YWCA UAP Program in Montego Bay is the identification of youth needs before designing the menu of options which the program will offer. This is the best program strategy to decrease participant dropout. Programs

need to be prepared with the guidance counseling necessary to deal with personal and family development problems among youth. Staff must be selected for their dedication to youth and their understanding of their needs.

**Funding**

In reply to the question of what the program would trim if funding resources were less, Ms. Bailey stated that the only trimming possible would be the vocational skills training, as the literacy and remedial education elements of the program are crucial for youth. In addition, at-risk youth cannot learn if their personal and family development issues are not addressed, including the need for reproductive health education. Substance abuse prevention is another core issue for that age group.

## **JAMAICA ASSOCIATION FOR THE DEAF (Kingston)**

On Thursday, March 10, 2000, Mrs. Iris Souter, Executive Officer of the Jamaica Association for the Deaf, Mrs. Shirley Reid, Director, and Mrs. Adrine Hiatt were interviewed about the Jamaica Association for the Deaf Uplifting Adolescents Project, which serves some 170 attending adolescents. The program, titled Youth Theatre Workshops, was undertaken in July 1998, and provides a two-year program for at-risk youth.

The interview covered nine topics: program issues, youth perceptions, training, implementation, impact, leadership, networking, lessons learned, and funding.

### **Program Issues**

The Jamaica Association for the Deaf deems among its greatest successes that:

- self-esteem of deaf youth has greatly increased ("rocketed") shown by increased communication and eagerness to interact with adults and increased openness to "outside" society;
- the self-discipline of youth has greatly increased, and they are choosing to study materials;
- youth have greatly increased their sign language vocabulary and grammar;
- the Ministry of Education is beginning to see the value of deaf adults as teachers, mediators, and mentors to deaf youth; and
- there is an increased participation by deaf adults as volunteers.

The interviewees observed that in terms of language levels, the deaf students in their program become more fluent in sign language and develop an enriched and deepened ability to express themselves. It is more difficult for them to progress with written English and improved reading comprehension.

Among the areas that need improvement are parental involvement (lack of time and interest), and the standardization of performing arts teachers' modules.

The youth participate in the program 4 hours per week, sometimes more, as the date of performances nears. When academically they are close to the norm for non-deaf students, they take the CXC exams. There are no "graduates" as yet because the program has been implemented for only 18 months.

Occasionally, students drop out for financial reasons, lack of transportation, or some competing interests. Some non-deaf siblings were participating but many have dropped out as they need to work. It is difficult to follow-up on dropouts because most of the families do not have telephones.

For deaf students after age 18, some skills education programs of HEART support deaf students, but in most options for higher education, the deaf must pay for special support

(i.e., interpreter). Some manage to get into the CASS Program and some adult leaders have gone through this program.

### **Training**

For administrative staff, the most useful UAP training sessions were: computer proficiency, fundraising, and modules for administration and management. They expressed the need for more training in education methodologies for special populations; more training in leadership skills development; and more training in computers.

### **Implementation**

Currently, JAD serves about 232 hearing impaired youth between the ages of 10 and 21 years old, the majority of whom are profoundly impaired. They feel that with adequate funding for teachers they could serve twice that many. The school population is approximately half male and half female.

The services offered to the deaf adolescents include: after-school performing arts training involving themes of personal development, reproductive health, gender, and drug awareness. Literacy is incorporated through journal writing in which they reflect on their participation in theater. Numeracy is incorporated through design of choreography and preparation of sets.

The model is strong, with the major weakness being lack of funding for more staff.

### **Impact**

The program plans to document performances through videotaping for youth self-assessment. They also plan in the future to include regular teacher assessment of individual youth. The staff felt that Rosenberg self-esteem test utilized by UAP was not appropriate nor easy to interpret for this special population and suggested a self-esteem self-resilience instrument they would have preferred to use. Once a year, students are administered a four-part assessments of expressive language, receptive language, math and cognitive reasoning.

Some examples of the success of the program include:

- Deaf youth come to watch classes that they aren't in.
- A deaf youth who was becoming a "gang" leader has completely changed and is "in awe" of his own personal development.
- A boy constantly in trouble with the regular school administration has been trouble-free in the UAP program.

It would be helpful in measuring impact if the program had more than the one computer used by all administrative staff for all needs.

## **Leadership**

The Jamaica Association for the Deaf is linked with the Ministry of Education and Culture. They provide primary schooling services for a special population of deaf youth.

JAD feels that the MOEC needs to be oriented so that they are prepared for special population youth that are now longer withdrawn but rather speak out and want to participate actively. This will require a more participatory approach to education than now exists in most formal schools.

## **Networking**

The JAD has begun to network with other organizations. Small projects were started with the Jamaica Red Cross and the YMCA for sharing each other's strengths (such as YMCA guidance and peer counseling) but it is very preliminary.

The Association has a long history of individual private donor support and receipt of in-kind donations (such as the one computer).

## **Lessons Learned**

Among the lessons learned over the eighteen months of work with the UAP Project are the following.

- Strengthen program efforts to involve deaf adults as teachers and mentors.
- Include an assessment of attitudes before initiating reproductive health activities.
- Locate trained role models.
- Employ teachers with high expectations and experience working with special populations.
- Provide training for teachers and service providers coming into the program at odd times.
- Have one performing arts director as technical assistant to all the other teachers.
- Work as a team.

## **Funding**

If funding resources decreased, JAD would not decrease the number of youth served as they are too highly motivated at present and program administration has high commitment to them. It would be necessary to decrease the performing arts staff and include more deaf adults as instructors and increase decentralization for programs in other parishes.

## **ASHE CARIBBEAN PERFORMING ARTS FOUNDATION (Kingston)**

An interview was conducted with Mr. Joseph Robinson, Director of the Ashe Caribbean Performing Arts Foundation, on March 10, 2000. In addition to the Ashe Ensemble and the Ashe Academy, which started in 1992, Ashe has a sub-grant under the Uplifting Adolescents Project called SOLID YOUTHS – Through the Performing Arts. It has been implemented for approximately 2 ½ years. Teaching methodologies are based on participatory learning and peer training, with a focus on positive options for youth. The program philosophy can be summed up as EIC learning: Excitement (stimulate the interest of at-risk youth), Involvement (participatory learning), and Commitment (maintain high expectations for youth, including a commitment to the program).

The discussion with Mr. Robinson covered nine topics: program issues, youth perceptions, training, implementation, impact, leadership, networking, lessons learned, and funding.

### **Program Issues**

Participation in the Uplifting Adolescents Project has permitted Ashe to increase the youth served, mainly inner-city Kingston, specifically by permitting enrollment of the majority of interested youth rather than limiting enrollment to those who "win" a spot through auditions. The inclusion of a football team has also drawn in young males who may not have been reached.

The trainings offered by the UAP were a very strong component which was useful for Ashe's service providers but provided less "new" information to program administrators. Program staff also received training as interviewers to conduct operations research (see below, **Impact**), which has further strengthened staff skills.

Though some of the reporting and administration requirements of the program were a bit burdensome to the program, Mr. Robinson feels that Ashe is greatly strengthened from this and now has a management system and documentation that will permit Ashe to access funding from any source. Ashe has developed several education modules (including trainers' manuals, videotapes and audiotapes) that are used both by UAP NGOs and other NGOs. Replication and sale of these materials can continue to contribute to the foundation in the future. One of the program's biggest concerns is a lack of vehicles for transportation. The use of funds to equip a canteen was considered to be a key input to assist youth to attend the program.

### **Implementation**

The Ashe program offers classes in drama, music, dance, and technical training in the performing arts. Participating youth write, design, choreograph and develop the performances, a practical use of increasing literacy and numeracy skills. Performance pieces are based on youth issues, thereby incorporating training in personal development and reproductive health. For those who exhibit interest and aptitude, individualized

training in technical support for the arts is arranged (such as lighting, sound, etc.) In addition, youth of any gender can participate in the football team, which has been recently organized.

### **Impact**

The most profound impact of the program, per Mr. Robinson's view, has been almost a complete change in the attitudes of participating youth. An eagerness to learn is seen through high attendance levels, and youth have increased their anger management skills. The program conducted operations research to assess participants' knowledge, attitudes and behaviors in relation to academic status, social economics, and exposure to violence in coordination with a professor from the University of the West Indies. As noted above, program staff received training as interviewers for this research and have participated as interviewers in other studies, such as reproductive health behaviors, at the request of other NGOs in Kingston. Final results will soon be reported.

One of the first program graduates, a former drop-out from the formal education system, has achieved more than functional literacy and is a teacher at Ashe. In addition, he has acquired several technical skills (scuba divemaster, performance lighting technician) that permit him to earn additional income.

### **Networking**

The Ashe program has networked with other NGOs implementing programs for at-risk youth by offering their education modules for sale at reduced prices, through staff participation as interviewers in other youth studies, and by organizing and presenting a large exposition which may be held biannually on the topics of reproductive health and other key youth issues. Ashe also provided training to other NGOs, through the UAP, in the use of the performing arts to educate at-risk youth. Ashe hosted three parent seminars and is working on a manual for parents through a USAID Family Health grant.

### **Lessons Learned**

Among the lessons learned Mr. Robinson spoke to the following.

- A program should focus on one or two UAP components and not all four (L/RE, P/FD, RH, T/VE) as four is too much to do and do well.
- Programs should also involve youth in their design phase, with participatory needs assessment vs. pre-defined program objectives.
- Mr. Robinson pointed out that Ashe has learned much from its efforts to produce an Operations Research project—that it takes longer than anticipated and requires outside consultants.
- He believes that it is necessary to have more community-based facilities to serve the youth in their neighborhoods.
- It is important to begin accountability from the very start-up of the project.

**Funding**

Ashe receives funding from a variety of sources, including governmental (MOH, MOEC) and bilateral organizations and private donors. In addition, there is a small fee for participation in Ashe classes. Any cutback in funds would limit Ashe in the number of youth who could be served and a probable increase in attendance fees would be necessary, further limiting opportunities for many at-risk youth.

## **KINGSTON RESTORATION COMPANY (Higholborn Street)**

On Tuesday, March 14, 2000, Ms. Viola Banton, Deputy Executive Director of the Kingston Restoration Company (KRC) and Sheron Lawson, UAP Project Director, were interviewed in the KRC office on Duke Street. Ms. Lawson then accompanied the team on a visit to the KRC community center on Higholborn Street.

KRC has two UAP projects at the Higholborn Street. The interview covered only these two projects and did not discuss the activities at Jonestown, the other KRC project site. The YESS Project (Youth Education Support Systems) is an after school program designed to keep at risk youth in school. The NET Project (Necessary Educational Training) is a full-day program for school dropouts.

The administrators were looking forward to our visit. Their primary message to us was that they are very concerned about what will happen to the NET project if funding is discontinued. No other project exists to receive these children and KRC does not want to put them back on the street.

### **Program Issues**

The program administrators think that the major strength of the programs is motivating the students to succeed, to make plans for the future. It is a multifaceted program with performance incentives. The major weaknesses of the program are financial. They need trained teachers for special education.

The NET program started in September 1998. A second class entered in September 1999. The project is entirely UAP funded, and Mrs. Banton said that KRC would not have started this project without the encouragement of UAP. "UAP wanted this program for at-risk out of school children." One hundred forty students are registered, ages 10 to 17; about 10 of them are girls. The average age is 14 to 15 years. The objective of the program is to get the youth back into the formal system. Few students have dropped out (3 moved away; 1 was expelled for violence), but attendance is a big problem. Approximately 70 to 80 students attend each day. (Girls seem to attend most regularly.) The primary reason for absence is economic. "They have to go to sell." Fridays are particularly difficult.

The students are divided into four levels, based on the entry testing. NET uses the government curriculum but because of attention deficit problems, classes are shorter than in a standard classroom and the curriculum also includes a behavior modification program, including conflict resolution and counseling. Skills-training was added to the program in January, including needlecraft, leathercraft, and tailoring. Lunch is provided. [Note: In the teacher interview I was told that lunch is no longer being served and that attendance is dropping as a result.] Students also are coached for the entrance tests for the formal system. Classes run from 9:00 a.m. to 3:00 p.m.

The hope is that most students will spend approximately three years in the program. They will leave when they gain entrance into the formal programs of the Ministry of Education and Culture. Last year 4 students left and went into a HEART program; one girl, age 13, went to high school. This year the administrators anticipate that about 10 will move back into the formal system.

Last year, 35 students participated in 4 weeks of off-site training, “soldier’s training” at a military camp. The Jamaican Defense Force donated the site and did the training. The results in terms of discipline were impressive, and it definitely carried over into the classroom. The children enjoyed it and were looking forward to more training this year. The soldiers felt that they needed more time with the children. The experience of a positive interaction between the soldiers and these boys also was an important lesson of the training. KRC had hoped to repeat the program this year, but last year’s site is not available because the JDF needs it for their own training, and funds are not available for the food, housing, etc. The administrators are still hoping to do a scaled down version of the off-site training for the new students.

Students have come to the NET program through recommendations from people in the community, the police, students already in the program, the Family Court, and other UAP programs. They have a waiting list. Students enter at the beginning of the school year in September. The first three months are “chaos,” because the children are not used to being in school. There are a lot of behavior and discipline problems.

The YESS (Youth Education Support Systems) project started in 1990, with the objective of keeping children in school. It serves children from the inner city at risk of dropping out because of poverty, pregnancy, lack of support, etc. According to KRC, it was a prototype program in the design of the UAP. UAP supported it during the first two years with scholarships for the students for school fees and exam fees. The UAP also pays the teachers for this project.

YESS operates Monday through Thursday at the same community center where NET classes are held, and provides after school support from 3:30 to 5:30 p.m., for students aged 10 to 14. (NET classes end at 3:00 p.m.) 120 students are registered for the program; about 50 attend each day. The program offers a homework center, a computer lab, and classes in basic math and English. All students attend computer classes since the goal is that all students in the project are computer literate. It also includes classes in family life education and reproductive health, and behavior modification. It runs through the school year and includes a summer program as well.

The administrators did not point to particular strengths or weaknesses of the YESS project. They noted that it is a “lasting and structured project.” The program maintains a student file on each YESS student in which the teachers note attendance, progress, particular achievements and/or problems. Files also are maintained for each NET student. The primary concern at KRC is the future of the NET program.

## **Training**

The staff has participated in UAP training. The administrators rated the training as mostly very good and relevant. They also noted the problem of time constraints. They would have liked to participate in more training but could not free up the staff. Training that was cited as particularly beneficial was teaching methodologies and conflict resolution.

When a teacher attends a training course, he or she has to write a report about it, which is included in the teacher's file. In addition, he or she reports on the training in the staff meeting.

## **Implementation**

Please see the discussion of Program Issues above. The principal concern is for continued funding for the NET students, and the principal weakness of the program is lack of adequate funds to provide all of the services needed. The administrators also raised the issue of sustainability. They have asked the Ministry of Education for support for trained teachers, without success. Private sector support is support in kind rather than in funds, and the private sector is very strapped right now.

Many of the center staff work with both programs: 4 academic teachers, 2 skills teachers, 1 cultural teacher, 1 computer instructor who manages the computer lab, and 1 guidance counselor. In addition, at least one teacher comes in only for the YESS program at 3:30.

There are a number of other programs at the center besides the UAP projects, including a day care center funded by UNICEF and an "environment" program with EU funding. The center manager, who has been there only since November, is Saffrey Brown.

The computer lab that sits in the main room of the center is impressive. It seems to have about 10 to 12 computers, with Windows 98, and a full-time computer instructor.

## **Impact**

Students in both programs are given an entry test, a macro diagnostic test and the JAMAL test. There are monthly follow up tests, a mid-term, and a test at the end of the year. They also do some psychological and social mapping.

For measuring program impact, they are trying to adopt the UAP system to their use. They maintain hard copy teacher folders and student folders with attendance and testing records.

## **Networking**

KRC is member of PACT primarily for lobbying and to avoid duplication of services. There was no discussion of networking as a part of UAP.

The UAP program does not have funding from other donors but other programs in the center are funded by the EU and UNICEF. Private business representatives sit on the center's board of directors.

### **Lessons Learned**

The programs have had an impact on the community. This year 12 inner-city people have entered tertiary educational institutions. As a result of the NET program they have seen a reduction in crime and violence in the community. Students cross boundaries and come to the center from more than one neighborhood. Because of the parenting workshops, parents also are beginning to talk to each other. Linkages are being established with others outside the community, through volunteers from other agencies and mentors for the students and the residents.

### **Funding**

For the future of the UAP program, more money should go into the program and less into the administration. KRC estimates that only 40% of the UAP funds actually go to on-the-ground programs. They also suggest that more emphasis should be given to achievement and progress with the students than with the numbers of students.

They cannot estimate the funds needed from July to December. For the year, they received J\$4 million for both programs, and will be out of money in April. The program manager said that she "sent in a minimum budget and it was cut."

When asked what would be cut if funding resources were reduced, the program manager said the scholarships; the deputy executive director said "NET."

## **WOMEN'S CENTRE OF JAMAICA FOUNDATION (Kingston)**

On Monday, March 13, 2000, all four members of the evaluation team met with Mrs. Pamela McNeil, the National Director for the Women's Centre of Jamaica Foundation (WCJF), and Sherill Morris and Beryl Weir, Deputy Directors. WCJF added the UAP component to its on-going programs, which include educational classes and guidance support for teen mothers, counseling for teen fathers and parents of teen mothers, and day care facilities for babies of working mothers. At the beginning of the Uplifting Adolescents Project, WCJF made the decision to implement UAP only in its sites not in Kingston, as they felt they did not want to compete with nor duplicate the services offered by other NGOs with the program. WCJF implements the UAP component in 5 of its centers: Montego Bay, Mandeville, St. Ann's Bay, Port Antonio, and Savanna-La-Mar.

### **Program Implementation**

The program provides classes on literacy, numeracy, remedial education, personal/family development, reproductive health, art and pre-vocational skills training (some sites locate volunteers who provide vocational skills training) to at-risk youth during after-school hours for 2 hours each day, 4 days a week. On Friday, youth participate in sports and recreation activities. The bulk of WCJF UAP efforts go towards remedial education. WCJF facilities are used to provide their other program services until the early afternoon at all sites. The program does not provide training in computer skills as they do not wish to duplicate school efforts in this area.

According to the WCJF annual report for 1999, the program served 2,522 registered youth participants. This includes tutoring and personal/family development classes which are given by UAP staff to youth in the local schools, also, for one hour a day for an average of 3 days a week in most sites. WCJF tracks the gender of UAP participants, with roughly 60% being boys and 40% girls.

Mrs. McNeil states that the great benefit of the UAP component, in addition to the other services WCJF provides to youth, is that its focus is on prevention of risk behaviors. In addition the program fills a void—the lack of reproductive health information and advice in the home, especially for boys.

All three program administrators interviewed felt that the greatest successes of the program are: assisting youth to achieve literacy and numeracy; mainstreaming youth drop-outs back into the formal education system; changing youth attitudes so that they "have an urge to learn," and improving youth non-violent social interaction skills.

### **Program Issues**

Obstacles to youth attendance in the program and to their academic achievement include the program's lack of funds for transportation in rural areas and the lack of assistance for

refreshments. In many instances, the local program supervisors must spend efforts seeking private donations to obtain decent shoes and clothes for participating youth.

The predominant reason for youth dropping out of the program is their personal and/or their families' pressing need to earn money. Program staff make home visits to follow up with program dropouts and encourage their return. It has been difficult for the program to involve parents, as parents have varied work schedules. Increased assistance for guidance counseling staff would strengthen both aspects.

### **Training**

The WCJF UAP administrators felt that the training packages provided by UAP on management, administration, etc., were very useful to staff as refresher training. Training in computer skills and the training in interview techniques for the Tracer Study were cited as most beneficial. Per administrators, all the trainings for UAP service providers were relevant and useful, including teaching techniques for literacy and numeracy, preparation of visual aids, and the use of drama as a technique for teaching.

The program did have some difficulty with the centralization of training in Kingston, as to decrease lodging costs, staff would leave their sites at 3 a.m. to attend workshops. In addition, staffing is extremely limited so replacements for service providers gone to workshops are unable. Mrs. McNeil suggests that scheduling training events to take advantage of breaks in the school calendar would assist in decreasing any interruption to provision of program services.

The administrators interviewed suggested more training in reproductive health issues, guidance counseling skills, and the use of the arts in teaching would be beneficial in any on-going program.

### **Impact**

WCJF staff have skills in the use of tracking systems as they manually maintain information registers of all WCJF programs' participants. In order to report on UAP, staff in outlying sites send information, which is manually prepared, to the Centre office in Kingston, where information is entered into tracking systems and reports are prepared. Evaluators were provided a copy of WCJF's annual report for 1998.

Participating youth take both the JAMAL-based test promoted through the UAP, and the tests authorized by the Ministry of Education and Culture. In 1998, 25 out-of-school youth were returned to the formal education system or placed in skill training programs.

### **Leadership**

The Women's Centre of Jamaica Foundation has a long history of assisting youth to re-enter the formal education system. They suggest the most appropriate ministry for the program to link with is the Ministry of Education and Culture.

## **Networking**

WCJF UAP staff have participated in observational visits to other UAP projects. Staff have also participated in meetings organized to share information and experiences among UAP NGOs. Mrs. McNeil suggests a coordinating committee could be organized for the UAP NGOs, for the above-mentioned purposes.

WCJF networks with many donors to its other programs: UNFPA, the Government of Jamaica, Kiwanis Clubs, Christian Children's Fund of Canada, the British High Commission, the Canadian High Commission, UNICEF, and the Royal Netherlands Embassy.

## **Lessons Learned**

Mrs. McNeil feels the most important lesson learned to date is the need to focus and concentrate efforts, so that a greater impact can be achieved. It is too easy for programs to try to "do it all." In addition, the Deputy Directors stressed the need to listen to youth and assess their needs and desires before designing the details of a program.

## **Funding**

Mrs. McNeil unequivocally stated that "if UAP ends now, it will be a tragedy." As the program operates with minimal or insufficient staff at present, any funding cuts would be extremely difficult. As the literacy, numeracy and remedial education efforts are fundamental, other program components would be decreased or eliminated if funding was reduced. She would keep programs at the present sites but concentrate efforts only in the program operated at the centers, withdrawing from the in-school classes.

## **WOMEN'S CENTRE OF JAMAICA FOUNDATION (Montego Bay)**

On Tuesday, March 14, 2000, Mrs. Lurline Mitchell, Centre Manager of the Women's Centre of Jamaica in Montego Bay, was interviewed along with Mrs. Marjorie Daley, manager of the Uplifting Adolescents Program at the Montego Bay site, and Mr. Robinson, a teacher of mathematics. Approximately 144 youth receive services from the program within 6 local schools and 10 to 15 youth per day receive program assistance Monday through Thursday at the center in the afternoon. During the interview, the topics of program implementation, program issues, training, impact, networking, lessons learned and funding were discussed.

### **Implementation**

The program, which is a rural site (on the edge of the town of Montego Bay) of the national Women's Centre of Jamaica Programme based in Kingston, began in 1997 and provides training for youth age 10 to 14 at-risk of dropping out of school and youth age 10 to 17 who have dropped out of formal school. An estimated 50% of youth who attend the program at the Centre have dropped out of school before being recruited. Assistance is provided in remedial education, literacy and numeracy, mathematics, reading/English, personal and family development issues, reproductive health education, arts and crafts training, and physical education. About 50% of program efforts are directed towards remedial education, while the remaining time is evenly divided between personal and family development (with guidance counseling), reproductive health, vocational education, and sports efforts. They have not organized a football team and have neither computers nor computer classes. Classes consist of a few more boys than girls and there is a waiting list for the program.

The UAP activity staff consists of the manager (who also provides literacy, remedial education, personal and family development, guidance counseling and reproductive health education), two teachers for basic mathematics and reading, and a volunteer art teacher.

### **Program Issues**

Staff interviewed feel that the greatest strength of the program is the sense of hope it provides to youth. The at-risk youth receiving services come from situations of extreme poverty and very troubled homes where little praise or attention is received. The personal development and academic motivation of youth who participate increased greatly through the program.

Program efforts within the schools try to focus on youth from Grade 6 and then continue informal follow-up with the youth on to Grade 9. The center participants stay in the program until they achieve their goal, be it basic literacy and numeracy or returning to the formal educational system at a grade level appropriate for their age. Program preference is that youth return to the formal educational system. The program uses both the JAMAL based test provided through the UAP program and the testing system used by the schools

to assess academic levels of youth and to determine if they are ready to graduate from the program.

A key difficulty for the program is the lack of transportation assistance, as youth must travel by local taxis to reach the center. Youth may need to pay three to four fares between school to town center, downtown to WCJF, and the return trip. A recent difficulty encountered is that schools have begun to operate in two shifts, with some youth attending in the morning and some in the afternoon. Assignment may alternate from term to term, so that youth who enter the Uplifting Adolescents Project may unpredictably be unable to attend any one term. At present, Mrs. Daley tries to convince school officials to switch students to the day shift, case-by-case as the need presents.

### **Training**

Mrs. Daley had attended many trainings organized by UAP and held in Kingston. As she is a trained teacher and guidance counselor, much of the training functioned as review for her. However, she cites the training provided on personal and family development and reproductive health education as especially useful, in addition to new teaching techniques through drama and training on preparation of visual aids for learning. She felt the workshop organized by the UAP NGO, Youth Opportunities Unlimited, was very well presented and informative.

All staff interviewed feel that more training in conflict resolution techniques, reproductive health issues and family development is needed. Reproductive health training needs to get at the root of teachers' personal beliefs and attitudes. Exchanges between teachers from all UAP NGOs are always worthwhile to stimulate the transfer of effective techniques and to avoid staff burnout.

### **Impact**

Youth are assessed at baseline and tested regularly, with the follow up data sent to the central office in Kingston for reporting to the donor. The Montego Bay WCJF participated in the Tracer Study, with a visit by the study organizer to assist with interview techniques at the initiation of the study. They feel that they learned much from participating in the study.

Youth have entered the program completely illiterate, not even recognizing letters, and have progressed to introductory reading. One such youth is now literate and numerate, and works in his father's shop providing the assistance in reading and math that his father lacks.

Staff energy is sustained when they remember a youth who replied, "I want to be a gunman" when he entered the program and was asked what were his personal goals in life. His latest reply to that question is: "I want to stay in school."

### **Networking**

The WCJF in Montego Bay has networked with the Western Society for the Upliftment of Children UAP based in Montego Bay. They feel that networking is a very positive program activity that needs to be strengthened. Their central office in Kingston has responsibility for establishing linkages with other donors and coordination of resources between all WCJF UAP rural sites.

### **Lessons Learned**

Staff feel that they have learned the importance of focusing on youth ages 10 to 12 at the start of a program so that progress can be followed as they get older and show improvement from UAP participation. They would make sure that the neediest youth were reached and strengthen efforts to involve parents and youth peers through outreach visits to community centers, churches and areas where youth congregate.

### **Funding**

If funding to the UAP Program was reduced, they felt that the first priority would be to eliminate or cut back on the out-of-school programs.

## **WOMEN'S CENTRE OF JAMAICA FOUNDATION (Mandeville)**

On Thursday, March 16, 2000, the evaluation team made a site visit to the Women's Centre of Jamaica Foundation (WCJF) site in Mandeville where an interview was held with Mrs. Dahlia Thaxter, the Center Manager; Mrs. Tricia Phillips, the Youth Program Supervisor; and Ms. Zoe Simpson, Assistant Program Coordinator for the western region of Jamaica. Topics of discussion included: program implementation, program issues, training, impact, lessons learned, and funding.

### **Program Implementation**

The WCJF UAP in Mandeville consists of an after-school program, for both youth still attending school but at-risk of dropping out and for youth who have dropped out of the formal education system, and an in-school tutoring assistance program. Each year over 150 youth ages 10 to 17 attend the program at the center, from 3:30 p.m. to 6:00 p.m. Monday through Thursday. Youth aged 10 to 14 tend to still be in school, while ages 15 to 17 have dropped out.

Teaching is provided for literacy and numeracy on Monday and Wednesday (50% of the efforts), with personal/family development and reproductive health issues the focus on Tuesdays (25% of the efforts), along with time for sports. Thursdays is devoted to art and drama (25% of the efforts). Guidance counseling is available on Mondays and Wednesdays from the Youth Program Supervisor. The youth who attend this part of the program were actively recruited through canvassing in needy neighborhoods of Mandeville and through referral from schoolteachers and guidance counselors. Flyers describing the program are also distributed. Youth attendance is high, even when it is raining. Youth walk up to one hour to reach the center, taking taxis home in small groups if they can afford it. Many youth arrive early and select books from the library to read.

Retired volunteers from the community drop in to assist the program, give talks, and read with youth. Some of the teachers give instruction in the formal school system in the mornings. The program participates in community events, such as Heritage Week and Heroes Day.

The Youth Program Supervisor and UAP teachers provide tutoring in literacy and numeracy within two local schools for 1 ½ hours per each of four groups of youth during the morning hours, reaching another 150 youth and with a large waiting list developed by schoolteachers and guidance counselors. Personal and family development education, including reproductive health education, is also provided.

### **Program Issues**

Among the participants ages 15 to 17 who have dropped out of school, most are very apathetic about following the disciplined routine necessary in the formal educational system. This apathy can extend to the WCJF youth program, also, and is one reason guidance counseling services are necessary. There is little parental involvement in these

youths' education and little external motivation as the jobs available do not need high literacy or numeracy skills. Youth only see affluence and consumer goods on television, without seeing any portrayal of hard work or study. Like many youth in general, at-risk youth only look at the present and do not think about long-term outcomes.

Many of the youth aged 10 to 14 are so illiterate and have such limited life skills that they don't even know their proper names, vs. "pet" names, nor their date of birth. Many of the youth try to avoid literacy training when they first enter the program, most likely due to the fact that they don't know the alphabet and initially they find the idea of learning to read quite overwhelming.

For the program, the biggest obstacle at present is the change to a two-shift system in the formal school system. Youth assignments can change from one term to the next, making it impossible for them to continue with the WCJF youth program consistently throughout the year. It also affects the incorporation of schoolteachers from the formal system as teachers for UAP.

The administrators also note that obtaining reproductive health care by youth is extremely difficult in Mandeville as both government and private health clinics are not youth-friendly when it comes to that subject.

### **Training**

Among the trainings cited as most beneficial to the UAP program administrators were the training of trainers in literacy and remedial education, especially the second session on the preparation of teaching aids. Techniques for teaching mathematics in a fun way have been well-liked and effective. The motto of the WCJF UAP in Mandeville is: "Learning Through Fun." Training in the use of drama as a teaching methodology was also mentioned as very beneficial to the program. The program finds the use of drama to be very successful in encouraging youth to discuss delicate issues in personal and family development.

Computer skills training is the most important training needed according to the program administrators. This would necessitate obtaining a computer. Staff would replicate with the youth any computer training received, providing youth with what program administrators consider to be one of the most important job skills for now and for the future.

### **Impact**

The program reports outcomes regularly to the central WCJF office in Kingston. One of the program's greatest successes has been assisting youth to pass the entrance exams for secondary school. Among youth who reach the age of 17 with less academic skill, many are able to apply to HEART skills training on their own, having both the confidence to apply and the ability to fill out the necessary paperwork. Before program participation, most of the youth had not even heard of HEART.

The program also coordinates with small businesses in the community to obtain skills apprenticeships for youth. Another success story is the youth who was placed into a woodworking shop upon reaching age 17. He immediately and proudly brought samples of his craft to show program administrators. Once he completed his apprenticeship, he was hired and he came to visit once again with his first paycheck in hand so that they could share his joy in his accomplishment.

### **Leadership**

Program administrators are concerned because they do not feel that the proposed reforms to the formal education system are fully communicated to nor implemented by the Mandeville schools.

Coordination between the WCJF in Mandeville and government ministries is the responsibility of the WCJF central office. The administrators consider that the most appropriate ministry to partner with is the Ministry of Education and Culture as “they should be responsible for the education of all youth, including those at-risk.”

### **Lessons Learned**

Program administrators were asked what advice they would have for someone initiating an Uplifting Youth Program. Their reply was to concentrate on teacher stability, so that training benefits continually accrue for the program. They would recommend that one doesn't "reinvent the wheel" but rather assess what is available and utilize it. They suggest a program needs to make sure that tests are standardized between UAP and the formal school system so that youth who have dropped out can easily re-enter the system. They believe it is important for a program to have clear objectives and to maintain objectives throughout the life of the program. And last but not least, the issue of sustainability should be addressed from the start, especially if the government is expected to become completely responsible for the program ultimately.

### **Funding**

The program occasionally obtains small donations from local private businesses, which are used to purchase motivational prizes for youth or to support provision of a snack or bus fare. If funding were to decrease, the administrators feel that they could no longer provide services directly in the schools but offer schools the option to transport students to the center.

## **WOMEN'S CENTRE OF JAMAICA FOUNDATION (St. Ann's Bay)**

On March 21, 2000, an interview was conducted at the Women's Centre of Jamaica Foundation's new facilities in St. Ann's Bay, with Ms. Velma Monteith, Centre Manager, and Corinne Henry, UAP Supervisor. Discussion touched on the following topics: program implementation, program issues, training, impact, leadership, networking, lessons learned, and funding.

### **Program Implementation**

The program has two components: an after-school program at the center, which serves 49 registered youth ages 12 to 15, of which about half are dropouts from the formal education system and half are in-school students referred by teachers and guidance counselors. There is an in-school component where the UAP teachers visit three local schools to provide services to 20 to 25 students at each school. In the after-school program, the ratio of boys to girls is 4 to 1; in the in-school program it is 3 to 1.

WCJF UAP in St. Ann's Bay has 5 teachers and one guidance counselor. Both the guidance counselor and the vocational skills teacher are male. Many of the UAP teachers are also teachers in the local schools. In the after-school program, teachers rotate through two-hour periods with the youth throughout the week. Six students from Branson Community College, 20 miles away, are doing their community outreach service with the WCJF UAP.

The after-school program provides assistance to at-risk youth in literacy, numeracy, personal/family development issues, and reproductive health each day. Youth are divided into two classes, one slightly more advanced and/or with older youth. Art and drama are also included in the weekly program. Vocational skills training in woodworking is also available. The program is available from 2 to 5 p.m. on Monday to Thursday.

The focus of the in-school program is literacy and numeracy. As initial assessment demonstrated literacy to be especially weak, slightly more focus is on literacy. UAP teachers find that the schoolteachers in the formal system are very open to participatory learning methods. Issues such as personal/family development and reproductive health are handled by school guidance counselors. The schools' PALS program (Peace and Love in Schools) provides conflict resolution and mediation skills training.

### **Program Issues**

Administrators feel the great strength of the program is its focus on literacy. Also, the inclusion of personal/family development classes daily has shown notable benefits for many individual youth.

Though 49 youth are registered with the center's program, only about 20 attend regularly. Some of this may be due to the center having recently changed its location, with the opening of a new facility further west of its previous location. When the center recruited

for UAP, they visited schools and community centers in a wide geographic area, which also has resulted in varied levels of transportation difficulties for registered youth.

Program staff send messages to non-attending youth through youth from their neighborhood that are attending regularly. If non-attending youth still don't show up after a week or two, phone calls are made to the home. If youth do not have phones in the home, home visits are made. Local schools have recently initiated the two-shift system, which is another obstacle to regular attendance throughout the year by registered youth in the after-school program.

The new facilities are very bright and spacious. Unfortunately, however, there are no recreation facilities nearby. Recreation had previously been a focus of the after-school program on Fridays. The program also could easily utilize more literacy education materials—books, language workbooks, etc.

### **Training**

The program has had a steady turnover in the administrative staff position assigned full-time to the program, as many have been part-time students completing their degrees. Therefore, the administrators interviewed could not say which trainings provided by UAP had been the most beneficial. They do suggest, however, that training in teaching techniques for literacy and numeracy would also be beneficial for administrative staff, in addition to service providers, as administrative staff often fill-in for the service providers.

### **Impact**

Youth enrolled in the after-school program are tested with the JAMAL-based test promoted by UAP. They are tested again at the end of each term. One program success story is of a youth who had dropped out of school. He entered the program and in two years went from illiteracy to independent reading. He is now enrolled in the formal education system, in Grade 9, and doing well. They are able to place many youth into skills apprenticeships that are coordinated on an individual basis.

WCJF in St. Ann's Bay participated in the Tracer Study, which they found quite interesting, as they normally do not track youth once they have exited from programs.

The center does not have a computer. They fill out printed forms on a regular basis and send these to the head office in Kingston for report preparation.

### **Leadership**

Developing ministry partnerships are the responsibility of the head office. However, representatives from the Ministry of Education and Culture and from the Ministry of Health sent representatives to the recent opening of the new center facilities in St. Ann's Bay.

## **Networking**

The WCJF in St. Ann's Bay has a good working relationship with the Jamaica Family Planning Association, which has its head office in St. Ann's Bay. They are able to refer youth to Family Planning for reproductive health services. Among community organizations, a person active in the Anglican Church volunteers with UAP to assist with remedial education. However, this is not coordinated through the church.

## **Lessons Learned**

Among the lessons learned by the WCJF UAP in St. Ann's Bay is the importance of conducting initial assessments of youth literacy and numeracy levels. Program administrators interviewed also note that the provision of a snack is critical, as youth leave home at 7 a.m., spend all day at school, then come to the WCJF after-school program.

## **Funding**

WCJF conducts fundraising activities at least twice per term. They have tea parties, bake sales, etc. Occasionally they obtain food donations from local businesses, which enable them to provide snacks to youth once or twice each week. If funding for UAP was decreased, the center manager feels it would be necessary to eliminate the in-school program and decrease the salary of part-time teachers. Also, the vocational skills component would need to be cut.

## **SAM SHARPE TEACHERS' COLLEGE (Granville)**

On Tuesday evening, March 14, 2000, Miss Alma Williams, the director for the UAP Program, Sam Sharpe Centre for Child and Adolescent Development, was interviewed at the college. Cecile Walden, the principal, was unable to attend the interview. The program operates out of a large multi-use room and additional classroom space at the Sam Sharpe Teachers' College from 5:30 to 7:30 p.m., Monday through Thursday, serving 400 participants (youth need to earn money on Friday, market day). The interview touched upon the topics of program implementation, program issues, training, implementation, impact, leadership, networking, lessons learned and funding issues.

### **Program Implementation**

Students from SSTC receive practical experience by providing teaching services to the youth during their first and second year (in year three they have a student teaching assignment to a local school). Small groups of 3 to 10 youth receive teaching assistance as needed from the remedial education and basic literacy/numeracy level all the way to preparation for CXC subject examinations. Music theory and practice is available but participants must also commit to participation in the academic instruction they need in basic subjects. Art and pre-vocational skill training (sewing, leatherwork, embroidery, etc.) is also a part of the program. Computer classes at two levels, introductory and post-introductory, are available through a computer lab with computers previously obtained by SSTC and one recently provided through UAP.

Youth are recruited through summer camp and through contacts with local schools. Some youth drop out of the program after achieving improvement to one more academic level (as measured by the JAMAL test). Some migrate to other towns with their families. Some are sent by the family to stay with grandparents in more rural areas. The administration tries to locate any program dropouts by telephone and encourages their return to the program.

### **Program Issues**

Miss Williams feels one of the great strengths of the UPA is the provision of a disciplined and structured environment in which youth receive the love and praise they need to flourish, and a religious connection is encouraged to support youth spiritually. The youth receive support for positive behaviors during their available free time after school and get the academic attention they need to succeed. Parents participate, with some of them attending literacy classes supported with other funding at the same time and therefore available to follow-up on their child's progress. Other parents can and do attend Parents' Day through the term period. Many parents, teachers and school principals telephone to express their gratitude to the program.

## **Training**

Miss Williams was able to participate in almost 100% of trainings offered by the UAP Program, and found them extremely helpful (teachers also attend the trainings offered). She especially noted the benefits of training in conflict resolution ("I have mediated among so many conflicts I could be a lawyer by now"), the use of drama as a teaching method, and of receiving training from contracted workshop facilitators with up-to-date techniques.

Recommendations for future training which would be useful to the program include the topics of:

- computer skills
- communication skills
- human development

The only difficulty encountered is that trainings were held in Kingston, which increases the cost of travel and/or lodging for participants, such that they leave at 3 a.m. to attend trainings in order to avoid lodging costs.

## **Impact**

The program has been able to place youth completing the UAP Program into skills training available from HEART. At present there are 25 youth preparing for the CXC and GCE tests in June. The SSTC administration provides assistance in recording youth academic achievement. The UAP Marching Band is locally recognized, while 2 UAP youth have achieved such skill that they have been invited to participate in the SSTC ensemble and a joint event with visiting musicians from the University of Southern Illinois.

## **Networking**

Although attempts have been made to form a local network, the pressures to achieve recruitment targets have impeded the sharing of skills between agencies. The UAP at SSTC believes that networking can and should be strengthened so that youth can gain access to a variety of skills training.

## **Lessons Learned**

Miss Williams feels the most important advice to communicate to anyone initiating a program such as UAP is that you cannot do it alone. Sustainability requires networking with the community and having positive relations with community leaders. In addition, vocational skills training for older youth or youth exiting UAP can be found in the community. It is also important, per the interviewee, to have previous experience with youth and to assess the needs of youth when developing a program.

**Funding**

The only program constraint at present is a need for a separate building to do leatherwork instruction, as the odors involved in the tanning process precludes utilizing any of the SSTC classrooms. Any cuts in funding, however, would be difficult to handle with no one part able to be trimmed as the program functions together.

## **WESTERN SOCIETY FOR THE UPLIFTMENT OF CHILDREN (Montego Bay)**

On March 15, 2000, an interview was conducted with Mrs. Glenda Drummond, director of the Western Society for the Upliftment of Children (WSUC). WSUC grew out of a Save the Children/United Kingdom program in Jamaica, along with Children First, an NGO with a UAP in Spanish Town. WSUC and Children First received a joint grant for UAP, in the second batch of grantees in late 1997, with WSUC providing financial administration and reporting assistance for both. WSUC has a Board composed of local leaders in Montego Bay. The interview consisted of an unstructured discussion touching on the topics of program implementation, program issues, impact, youth perceptions, training, leadership, networking and funding, and lessons learned.

### **Program Implementation**

The program provides non-residential services from 9 a.m. to 2 p.m. to approximately 155 out-of-school children, of which roughly a third could be classified as street children, either homeless or sleeping at least two nights a week away from home. The program estimates that 60% to 70% are working children, usually in the market hustling odd jobs. In addition, the program provides remedial education support to approximately 50 youth in a local school.

There are five assistant teachers and one education officer providing training primarily in literacy and numeracy four days per week. There is one class of youth for each of literacy levels 1, 3 and 4, with two groups for level 2. The program previously had an outreach worker, also. In addition to L/RE, the teachers provide training in personal development issues, health and hygiene, and science and the environment throughout the week. The program benefits from an excellent relationship with a nearby governmental health clinic, and nurses from the clinic come frequently to give classes on reproductive health.

Art and pre-vocational skills training occurs on Tuesdays and Thursdays. Pre-vocational skills have been selected and organized with a concern for financial support of youth and parents often provide voluntary assistance. Sewing and garment construction focused on producing uniforms for participating youth. Other youth are now making hassocks, which the program sells, through a donated space in an outlet in town with great success to date.

At least 3 hours per week are set aside to focus on the use of drama as an educational method to transfer personal development messages. Community leaders are frequent guest speakers. Friday is market day and most of the youth will not attend classes, as they must seek to earn a small income, so Friday is devoted to staff development, including replication of training received, and preparations for the week to come. Monthly seminars are organized for parents with guest speakers from the community and some assistance with job placement available. Mrs. Drummond noted that the new tourism trend to provide all-inclusive package deals to tourists has eliminated tourism as

a source of small income for parents. Other than the market, day labor for domestic work is the only source of employment for most parents.

Education on the environment and education on the Convention for Children's Rights is also provided to youth through other funding sources. A National Youth Service participant who was assigned to the program has continued on as an administrative assistant. The program is able to provide a meal to youth at a subsidized price.

### **Program Issues**

Mrs. Drummond pointed out that this program is virtually the only program providing academic services to out-of-school and street youth in Montego Bay. For WSUC, the first sign of success with youth is when one can note increased self-confidence and pride that can be seen through improvements in hygiene and neatness in dress. This soon translates into improvements in literacy and numeracy. The program has few dropouts, usually due to migration, but rather could easily incorporate many more youth. The program intake form includes not only address and phone but also a notation on community areas frequented by the youth, so dropouts can be contacted in some way and encouraged to return.

Transportation is not an issue for the program as the center is located in town near where the youth hang out on the street. However the space, which is rented, is extremely limited for the high numbers of youth who receive services daily, coupled with administrative needs for space. WSUC is lobbying with local government and JSIF for land to be assigned to WSUC. The program finds it difficult to recruit male teachers, at present having only 1 male among 10 staff.

### **Impact**

The WSUC program utilizes the JAMAL test and a self-confidence assessment form provided to UAP grantees. Participating youth are tested as appropriate, usually at the end of the standard school term, and results are regularly reported to the donor through the Performance Tracking System. Last term, 8 youth who achieved level 4 literacy and numeracy were able to be placed in a secondary school where the program provides some remedial education support after-school to those youth and other at-risk students. Many UAP program youth enter the HEART skills training program once they are 17 years old.

Among program success stories is the achievement of one youth who was a working child in the market and needed a great deal of guidance counseling. He was able to graduate from the program and to pass the CXC's for 7 subjects. Local community leaders and businessmen have stated publicly that they notice a significant decrease in the number of youth lounging about near pattie shops, etc., and attribute it to the WSUC program. Though WSUC is happy to have community interest in their program, they are hesitant to take credit for anecdotal claims.

Another great program success is the return of two graduates from program services prior to UAP who have obtained teaching degrees. The two very articulate and enthusiastic persons, one male and one female, now function as Assistant Teachers for WSUC's UAP.

### **Training**

Mrs. Drummond feels the administrative and management training available to UAP grantees was excellent and timely, enabling WSUC to presently have well-established systems. In addition, she cites the computer training locally organized as very beneficial to staff and WSUC. She participated in a UAP organized visit to a Boys Town site in New York, which she feels gave her new ideas and technique to strengthen the WSUC's program, especially in the area of personal and family development.

For any future program, Mrs. Drummond suggests refresher training is needed for new staff. Additional training for staff development in the topics of previous trainings would be useful. In addition, programs would benefit from training on establishing and maintaining mentoring programs.

### **Leadership**

Mrs. Drummond feels the most appropriate government ministry to partner with the UAP is the Ministry of Local Government, Youth and Community Development as the Youth Unit understands the needs of the at-risk youth and special population served by this program.

### **Networking and Funding**

WSUC receives technical assistance and some funds from Save the Children/UK and limited funds from UNICEF and an environmental education group. They have received support from private businesses, such as American Airlines, and from community leaders, especially for arts and pre-vocational skills training. Their Board supports fundraising events, such as a recent Walk-a-Thon, to leverage local private donations. However, the UAP grant is their major source of funds. No funding is received from the government of Jamaica; they previously received World Food Program assistance. WSUC tried to stimulate an alliance between UAP NGOs in the western region, however. They find most programs, other than Sam Sharpe Teachers' College, to be hesitant. They believe that churches in Jamaica should be more involved in the program, especially to provide financial support.

### **Lessons Learned**

For WSUC, the most important lesson learned is the need to develop a sustainability plan at the very beginning of a project in order to decrease the levels of stress felt by staff near the end of funding cycle. The selection of staff is critical to programs of this type, with staff needing to be sensitive to the needs of at-risk youth and to possess qualities of patience and endurance. They must be willing to exceed their job description out of a

love for the work they do. To provide training in reproductive health, special skills and qualities are needed in a teacher – if these are encountered in local health clinic staff it is more efficient to link-up with the agency and select staff primarily for their L/RE and youth personal development skills. It is very useful for staff to have guidance counseling skills.

## **RURAL FAMILY SUPPORT ORGANIZATION (Denbigh)**

Utealia Burrell, director of the UAP Program in Denbigh, was interviewed on Friday, March 17, 2000, at the site of the girls' program on the Denbigh Showgrounds. In addition to the UAP program, this site also houses a HEART training program and a Rural Care Givers Program, which provides day care for children from rural areas up to three years old. The programs are funded by UAP, HEART, UNICEF, and the Bernard Van Leer Foundation (from the Netherlands).

Right now the program is operating in borrowed facilities. (It has been here for three years.) The girls' program is on the fairgrounds; the boys are in May Pen. They have to move out of these facilities by July of each year because of the fair. The organization plans to build a new facility in May Pen. The government has donated the land and they have funding from the Van Leer Foundation. They also are working with the Jamaican Social Investment Fund (JSIF).

### **Program Issues**

The Rural Family Support Organization (RFSO) started its UAP activities in 1997. They have three programs:

- a day program for out of school students, ages 10 to 14 ;
- an after school program for students attending school but functioning below grade level in the same age group; and
- an in-school program on personal and family development.

The program at this site started as a teen-age mothers' program, with support from the Van Leer Foundation. In addition to the on-site education and training component, the original program included research. The research showed that students lacked information about sexuality, and based on that study, Rural Family Support Organization began teaching personal and family development in the schools. Before the UAP, they were working in five local schools, but the foundation funding was ending. They made an application to UAP to pick up the activity and are now serving 494 students in seven schools. For the in-school program, two trained guidance counselors from RFSO work with selected groups of low performing students during the guidance counselor class time. The program covers a broad curriculum that includes a reproductive health component. The counselors also provide individual counseling for teen mothers and sexually active youth. They made referrals for family planning to the hospital. (The family planning board in the area has closed due to lack of funds.)

The day program runs from 9 a.m. to 3 p.m., five days a week, and includes 32 boys and 29 girls, ages 10 to 14. Classes run from September to June. There is no summer program. (They use that time for recruitment.) The present group of students has been in the program for two years. These are children who, for one reason or another could not continue in the school system (e.g., teenage mothers, did not pass the entrance exam, lack of space in the schools.) The day program is a full curriculum and assists the students in

exam preparation. It includes a pre-skills program (since these students are not yet making occupational choices; sewing and embroidery for the girls and woodworking for the boys), but the primary emphasis is on remedial work in literacy and numeracy.

At the end of the year, if the students are competent enough, they will take the test to go into secondary school. They are currently preparing 21 students to take the grade 9 tests. Some of the students are admitted into the HEART program, under a special arrangement with HEART whereby they will accept a few 15 year olds.

The in-school component also includes personal and family development training, similar to that given in the schools, including self-esteem, hygiene, health care, and reproductive health. In addition, the guidance counselors run a parenting program. The parents meet as a body at least once a term. RFSO places a lot of emphasis on parental involvement. Many of the children are from broken homes, or homes where the parents have migrated. In order to be admitted to the program, children must come with a relative who agrees to their participation. Overall, the program is about 80% remedial education, 10% personal and family development, and 10% skills training.

There have been some dropouts from the program (about three this year), primarily because of economics or because the parents move. If the parents move, RFSO tries to find another UAP activity for them in their new location. RFSO has a policy of visiting a student's home after three days of absence or if a student is planning to drop out.

The after school program is for students in the morning shift (7 a.m. to noon) in school, who come to the showgrounds in the afternoon, 1 p.m. to 3 p.m., four days a week. They come for remedial training in literacy and numeracy. There are 30 students in the after school program.

### **Training**

Mrs. Burrell spoke very favorably of the UAP-sponsored training, especially the training on institutional strengthening. She said that they had strengthened considerably as an NGO under UAP. (RFSO started as a program at UWI, and initially all of their accounting, etc., was done by UWI. They recently separated and were registered as an independent NGO.) She particularly mentioned the training for accounting, management, and computing. (RFSO also received a computer and office equipment from UAP.)

The program also benefited from the training for staff members, and found the UAP training manual very useful for this purpose. The director also commented favorably on the UAP policy to allow other staff members who are not directly funded by UAP to attend the training. For example, she is not funded by UAP (which only pays for 4 staff members out of a total of 22), but she participated in the UAP training trip to Washington, D.C. She also did training in counseling through UAP.

Additional training needed: methodologies for teaching remedial literacy, especially how to motivate the students. [Note: She said that there has not been a problem with staff

turnover. Two teachers started in September 1999; everyone else has been there since 1998.]

### **Implementation**

Mrs. Burrell says that the success of the model is measured by the number of students whom “we’ve been able to assist to get back into school,” as well as the effect on families through the personal and family development, and the changes in individual behavior.

She mentioned a particular problem with 15 and 16 year old youth leaving the all age schools. They leave at age 15 with a low level of literacy, and are unable to enter the secondary school. They come here (RFSO), but the UAP is not available to them because it ends at age 14; HEART does not normally accept them until age 17. “They are just out there – they can’t go to secondary school and they can’t get a job.”

The program had a Big Sister activity as a part of the guidance program, but no mentoring program *per se*. Under UAP, they have been able to allow students to tap into other programs of the center, and vice versa.

### **Impact**

Children are tested using the JAMAL tests when they come into the program, at mid-point in the year, and at the end of the year. They use the quarterly report format for monitoring.

RFSO will participate in the tracer study for those who have left the program, as they did last year. Informally, they keep tabs on the students that have been placed back into the secondary schools through the personal and family development program in the schools.

### **Leadership**

RFSO has worked most closely with the Ministry of Health in the past. They have not worked with the Ministry of Education and Culture at the national level, but they have worked closely with the schools. Locally, they have interacted with the UWI outreach center and the neighboring comprehensive high school. There is no teacher’s college in the area—the closest is in Manchester.

RFSO has funding from UNICEF, Van Leer Foundation, and JSIF, in addition to UAP.

### **Lessons Learned**

1. Staff is very important. They have quality staff, but had to negotiate with the UAP to get this staff.
2. It has been very important to have a dynamic director. Mrs. Jarrett, the overall director of the RFSO is an educator, with a great deal of experience. Her office is at UWI.

3. It is important to have a clear vision of what you are doing. RFSO had this vision before they entered the UAP.
4. The program is strengthened by strong community support.

### **Funding**

Without the UAP, RFSO will continue as an institution because of its work with other agencies, but it will not be able to continue serving this at-risk group. Basically, they would have to close the program for out-of-school youth. Mrs. Burrell said that if there were simply a reduction in funding they might cut out the personal and family health program in the school, especially if the Ministry of Education makes good on its plan to place guidance counselors in all the schools. (Currently the RFSO in-school program is in schools that do not have counselors.)

The Board is looking to the churches in the area for more support. The chairman of the board is a Baptist minister, and they use an Anglican sister for some of their teaching.

## **JAMAICA RED CROSS SOCIETY (Kingston and St. Andrews)**

Joan MacDonald, Branch Manager for Kingston and St. Andrews, and director of the UAP program at this site, was interviewed on Wednesday, March 15, 2000. The program at this center is for out-of-school youth. There are presently 22 young people enrolled in the program, 13 girls and 9 boys. About 80 students have been served since the initiation of the program in September 1997. Ms. MacDonald has been with the program since its inception, although she moved into this job after the grant was in place and has no information about the proposal process.

### **Program Issues**

The program is an all day program, 8:30 a.m. to 3:00 p.m., Monday through Friday. Classes are held in a room at the Red Cross Branch office. It includes literacy, numeracy, and life skills, as well as sewing and work with clay. There are two teachers (one in the morning and the other in the afternoon, and Ms. MacDonald does some teaching as well. The teachers are trained teachers who are employed in the formal school on the shift system. They teach here in their alternative shift. They are paid by the UAP.

The primary successes of the program have been the changes in the students. They are less aggressive. At the same time, according to Ms. MacDonald, the program has opened a Pandora's box of needs with these children. They need role models.

There are 22 students in the class right now. Eight of them (3 boys and 5 girls) have been there since 1998, 11 arrived in 1999, and 3 new students were enrolled two weeks ago. There have been a lot of dropouts, primarily due to lack of interest, economic reasons (some are the breadwinners for their families), misdemeanor problems, and some don't see immediate returns and don't want to wait. Some have dropped out because of migration. There have been two pregnancies and three have been arrested and have cases pending in court. She has been asked to testify about these three cases, but otherwise she hasn't done any follow up on dropouts. Attendance also is a problem—some of the students make “guest appearances.”

The students are sent to the program by the police, the neighbors, and the St. Andrews School for Girls (wards of the state), the family court, and the “Mico Center.” Most cannot read. She says many seem to have learning disabilities. The average age is 11 to 15 years.

The weaknesses of the program are her lack of resources and training for this type of activity. She came to the Red Cross from a career in modeling and arts. She said that she is acting intuitively and wishes that she had more training to work with these children. Another weakness of the program is lack of space. They have just one classroom that has to accommodate children of different levels of literacy and of age.

The objective of the program is to get children back into school. Last year three students went from this program to Holy Trinity Secondary School. She hopes that more children

will be ready to return to school at the end of this school year. There is no placement in jobs because the children are too young.

### **Training**

She attended the personnel management and case management training courses given by UAP. No one else on her staff attended. She said that she had only heard about one other training module. She found the training she attended to be very beneficial, especially the case management course. She also did a workshop with students from the Dispute Resolution Center.

### **Implementation**

In addition to the package of services anticipated in the proposal, the classes here have been expanded in several ways. There is discussion of reproductive health, sex, STDs, and sexual abuse, as well as life skills and self-esteem. (Many of these children have been sexually abused according to Ms. MacDonald.) Red Cross volunteers have come to teach classes, and police and soldiers have been invited to come and talk to the children. She also has added bible study to the curriculum. "We have moved beyond the original four components of the program to a more holistic approach that deals with the particular problems of the kids." They have also benefited from the services of two volunteer counselors.

How does this activity fit in with the traditional Red Cross programs? It fits within the broad definition of care and welfare of the Red Cross, and it is another way to disseminate the information and lessons of the Red Cross.

### **Impact**

There is no monitoring of progress and no testing except that done by the teachers in the class. She said that she holds meetings with the parents but most do not attend. She has a folder for each child that has been in the program, which includes information on attendance and class grades.

### **Networking**

She has done little networking although the YWCA and the YMCA are across the street and also have UAP programs. She has observed that they have more extensive skills training programs than she has and is interested in learning more about the training, especially for the boys.

### **Funding**

In July, she will plan a "graduation" for the program and a wrap up. She will try to find out how many of the students can get back into the school system or vocational education. She is counting on her contacts at the Ministry of Education (especially Mr.

Sayers who works with the Red Cross program) to help her figure this out. She feels that there is no way to scale back the program for less funding. She would prefer to add to it, especially with more hands-on activities and skills training.

## **JAMAICA RED CROSS SOCIETY (Yallahs, St. Thomas)**

Joan Cooper, the director of the UAP program was interviewed on the afternoon of March 16, 2000, at the Yallahs Comprehensive High School where the UAP classes are held. In addition to directing the UAP program, Ms. Cooper also is a home management teacher in the school. The interview was somewhat disjointed because she had to leave in the middle to attend to her class that was involved in a baking project. The interview with the teachers and the focus group with the students actually took place between the two parts of the conversation with Ms. Cooper.

### **Program Issues**

The UAP group meets in a classroom at the Comprehensive HS from 2:05 to 5:30 each day (on Friday they end at 3:30). Forty students, ages 11 and 12, are enrolled in the program, of which 26 are boys. About a third of the students are from the school, and two-thirds are not enrolled in school. This is the second year they have operated in the school. The program is full—she had to turn away two students last week.

There are four teachers for the program, all of whom also teach in the high school. (They are paid by the UAP for their work in this program.) They teach literacy and numeracy, clothing and textiles, food and nutrition, and beekeeping. They also have health classes conducted by the nurse from the health center. The Red Cross gives her J\$3000 for supplies, which she can get more than once if she makes a good case. But, she emphasized that she has to be very thrifty and is looking for donations from friends and volunteers. (For example, a friend in Canada has sent her fabric.) The Red Cross is also now providing a snack for the students. (This addition seems to be fairly recent.)

She recruits students from the churches and the health center. Three of the girls have had babies. There are no comparable services in the area. Last year a retired teacher offered remedial classes on her own, but she is ill now and had to discontinue.

Students are tested at the end of the year, with the day school students. Ms. Cooper said that last year she started with 26, and then the number went up to 31. She said that 8 dropped out and 23 completed the year. Of these, 20 went back to the HS, 1 went to trade school (but has since stopped going), and two are repeating with the program this year.

The average length of stay for the participants in this “evening program” is the school year. Red Cross also runs a summer program for one month with the same students. They take field trips, do arts and crafts, and study English and math. Parents contribute funds for the field trips.

She thinks that the major strength of the program is that the children get individual attention, and that she and the teachers know the parents. She measures success in terms of the number of students who are returning to school and that their grades are increasing.

The weaknesses of the program have to do with the fact that the children are at very different reading levels. There's a need to do sub-groupings. Lack of materials also is a real problem.

Some students have dropped out of the program, primarily because of financial problems, especially with bus fare. When they drop out, if there is a telephone in their home, she calls the parents. She said that attendance is not a big issue. About three-fourths of the students show up on most days.

There is no formal follow up with the students after they leave the program but since she is a teacher in the school, she sees them there.

### **Youth Perceptions**

Ms. Cooper has noted that the students who come to the program from outside the school really make an effort to try to fit in. They often arrive early so that they are around the school with the day students, and many of them have started to wear the same school uniform so that they will fit in better.

In terms of activities, the students haven't recommended any new activities, but she noted that beekeeping is very popular.

### **Training**

Ms. Cooper attended three UAP training courses – numeracy, literacy, and disabilities. She described them as “very interesting.” She said that she was disappointed that she wasn't able to attend the computer training.

### **Implementation**

One element of the original design that she has not been able to implement is the mentorship programs. She says that she hasn't had time to contact people and recruit mentors, and potential mentors have a problem with time as well. It's difficult to find people who can come in the afternoon.

### **Impact**

The program tests each student when they enter with the JAMAL test, and they use a JAMAL based syllabus. They also do JAMAL testing at mid-year and at the end.

Each child has a notebook with examples of his/her work, particularly in handicrafts. They are displayed at open day held in May. Ms. Cooper keeps a roster of students using the format given to her by the Red Cross.

### **Leadership**

When asked about which Ministry would provide an appropriate partner for a follow on project, she said that she had “no idea.” She is aware of a similar program in Morant Bay with an NGO called 3D.

### **Networking**

She said that she had benefited by sharing ideas with other UAP implementers at the workshops and training.

### **Lessons Learned**

She would prefer to have the students during the day instead of in an evening class. She would be able to cover more subjects, and they could take field trips. She says that in working with the 10 to 14 year olds, the 15 to 17 year olds are left out. She would like to see some program specifically for the older children, like small appliance repair.

### **Funding**

She had little information on funding, and suggested that we “ask at headquarters” about the cost of the program from July through December. If funding resources were cut or the program was eliminated, she said that perhaps the teachers could volunteer for a while, and maybe the parents could pay a small fee. She would have to serve fewer students.

## **JAMAICA RED CROSS SOCIETY (May Pen)**

The Red Cross UAP program was not in session on Friday, March 17, 2000, but the supervisor, a teacher, and three students came by the office to meet with the assessment team. The branch director who also is the supervisor for the UAP program, and a math teacher were interviewed together, in the interests of time.

The classroom where the interview took place is in the second floor Red Cross office on the main thoroughfare into May Pen. It was very noisy both because of the traffic on the highway and because an evangelist across the street was broadcasting over a loudspeaker. The staff assured us that, in response to their request, he does not broadcast so loudly when school is in session.

### **Program Issues**

The current enrollment in the school is 31 boys and 6 girls. There are 4 teachers. The program serves dropouts, including some who come to them as overflow from the Rural Family Support Organization UAP program. Classes are held four days a week: Monday from 9 a.m. to 1:30 p.m., Tuesday from 9:30 a.m. to 2:30 p.m., Wednesday from 10:30 a.m. to 2:30 p.m., and Thursday from 9:00 a.m. to 2:00 p.m. The schedule was written on a wall chart so that the children would be able to remember it. The UAP program in May Pen started in 1997. The supervisor worked on it the first year as a volunteer and then later took over as director. They also conduct a summer program in July and August.

The supervisor said that she is responsible for recruitment. She goes out on the road and into the neighborhoods to look for children who are not in school. She also recruits through the churches. These are at-risk youth—they dropped out of school because they had to work. When asked if she ever had to turn students away, she replied, “Yes,” because of the age limitation. They only accept students ages 10 to 16. She is thinking of adding some additional skills programs for the older kids. (Right now they teach sewing and culinary skills.) The average age is 13 to 14 years.

Many of the children often need clothing, and they have managed to collect some from the Red Cross volunteers. The school has tried to get the students to wear uniforms, but without much success. They don't have enough money for the uniforms, or they have just one uniform.

There is an attendance issue. The average attendance per day is about 18. The supervisor is preparing a letter to send to the parents of the students who haven't been attending. Since January, they have had a feeding project through the Red Cross and the Ministry of Education and Culture, whereby they serve lunch three days a week. The food has helped with attendance. Each student pays J\$2.00 per meal. They also have a significant problem with latecomers.

The program had some dropouts. At first, the supervisor thought she would only be able to keep the children there for one year. Then she was told that if they did not pass the

test, they could stay. The students drop out for economic reasons – they are selling in the market; they move; they have to go dig yams, etc.

Last year, 55 students started in the program. At the end of the year, 2 of the students went to HEART, 3 entered the comprehensive high school, 5 went to primary school, and 8 to junior high. Ten dropped out during the year and the rest continued with the program this year. They have had 16 students who have been in the program since it started.

The students are tested when they enter the program. No standardized tests are used—the teachers administer their own tests, and then the teachers test the students again at the end of each term. They do practice the school entry tests with the students.

A parents' day is held once a term when the parents stop in. "The parents are happy with the school, especially since the feeding program has started." In addition, the fees at the regular school are J\$4000 per year, and here the school is free. One mother brought her son to the Red Cross school simply because she couldn't afford the school fee.

The particular strength of the program is the dedication of the teachers, the one-on-one attention given to the students, and the sewing and culinary skills programs. The program offered skills training in plumbing for one term but it has been put on hold because of money. The program receives J\$3000 for supplies every two months.

The major weakness of the program is the lack of teaching aids. They are using JAMAL books and have a reading lab and a tape recorder. The supervisor said that she is collecting books wherever she can find them—from friends, etc.—and she showed us the beginnings of her library. They said that if they had more resources they would be able to divide the class into groups for more effective teaching.

### **Training**

The supervisor said that she attended the UAP training on drama. She liked it very much and has been trying it out on the students. She also attended training on networking that was good. She said that at least one person from the program (she or one of the teachers) has attended each training session. They have been able to do this with Red Cross branch support for expenses.

### **Implementation**

One aspect of the program that was planned and that they have not been able implement in its entirety is field trips. They do hope to take one field trip this year using funds they have collected from the feeding program.

Using Red Cross mentors, they have started a mentoring program. Presently there are, 12 mentors, who are asked to help out with bus fare and to follow up with children when they are not attending.

### **Impact**

No standardized tests are used.

### **Lessons Learned**

The supervisor wishes the program could be more like a regular school in terms of time in class. There is not enough time to cover all the things that they would like to cover. They are however grateful for the time that they do have to help the youngsters because before this program they were just out on the street.

The program hopes to place more students this year at the end of the term, and to try some new activities in the summer program. Their target for this year was 50 students. Since they are still short of the target, they continue with recruitment and just enrolled a new student last week. (They now have 3 students from one family.)

### **Funding**

The supervisor and teacher were very concerned about what will happen with the children if USAID cannot fund the program anymore. After struggling to get them to school, they don't want to put them back on the street. If USAID funding is cut, they will talk to businesses in the area to try to get support. [NCB is going to donate a refrigerator to the Red Cross office and therefore to the program.] The supervisor said that they also might try to start a program to sell things to support the project. The problem will be with the teachers who will only volunteer for so long. If there is less funding, they will be fewer teachers.

## **JAMAICA RED CROSS SOCIETY (Central Village)**

On March 20, 2000, an interview was conducted with Ms. Yvonne Clark, Director General, at the Jamaica Red Cross head office in Central Village. These offices also house the UAP for Central Village. The interview touched upon the following topics: program implementation, training, impact, leadership, networking, lessons learned and funding.

### **Program Implementation**

The program is available 3 hours each of 3 days per week, with a focus on literacy, numeracy and life skills. Pre-vocational skills, principally sewing, are also a part of the program. The Central Village site had also offered beekeeping as a vocational skill, but recently had to destroy the beehives due to *varroa* mite infestation. Several computers are available for training of approximately 10 youth on Fridays. Guest speakers are brought in to provide education on reproductive health, especially STD/HIV prevention, and on personal/family development issues.

The Ministry of Education and Culture has provided support for a nutritious daily snack. Testing for learning disabilities is available from MICO-Care.

Ms. Clark feels the greatest strength of the program is that it not only provides teaching assistance but also instills a sense of self-worth in youth. The program accepts youth as they are and teaches them according to the level they are at. It provides a formalized setting for street youth, aiding them to become disciplined. Staff at the Red Cross have contributed to the program by preparing a vocational education syllabus.

### **Training**

Ms. Clark states that all staff that attended UAP training workshops reported that they found the training useful—"they all came back fired up." The provision of workshop handouts and manuals enabled agencies to replicate the trainings and duplicate the materials. Among the workshops for administrators, Ms. Clark found the sessions on marketing the program and on communication skills to provide new information to NGOs.

Ms. Clark suggests that training on income-generation projects and on finding and attracting resources would be beneficial for programs. In addition, more technical training in computer skills would build capacities.

### **Impact**

The program uses the JAMAL-based test to assess the academic progress of youth in the program. The Youth Officer for the Red Cross assists program tracking and reporting. At least 75 youth from the four UAP sites have been placed back into the formal education system.

### **Leadership**

Ms. Clark's opinion is that the Ministry of Education and Culture is responsible for the youth of Jamaica.

### **Networking**

The Jamaica Red Cross UAP has networked with other UAP NGOs through the workshops organized for that purpose. They network directly with Children First, sharing instructors on the topic of STD/HIV prevention.

### **Lessons Learned**

Ms. Clark feels the best advice she could offer anyone initiating an Uplifting Adolescents Program is to "be sure to understand youth." Staff must be able to work with at-risk youth and accept their situations and problems.

### **Funding**

Even if funding were to decrease, the Jamaica Red Cross, and the Red Cross in the Caribbean region, is committed to working with vulnerable populations as part of their strategic plan. They would find a way to continue, looking for more volunteers to conduct the program.

## **MEL NATHAN INSTITUTE (Hannah Town, Kingston)**

The review session at Mel Nathan Institute (MNI) on Tuesday, March 14, 2000, was long and multi-faceted. Six persons from the administrative staff were present for the discussion including (1) Michele Bennett, project director, (2) Aldin Bellinfante, sub-grantee manager and managing director of the Community Consulting Services program, (3) Jane Dodman, associate executive chairperson of MNI, (4) Rev. Maitland Evans, founder and executive chairperson of MNI, (5) Maureen Burke, project coordinator of the Hannah Town operation, and (6) Sarah Palives, managing director of the Hannah Town operation.

In the interview, Mrs. Dodman and Ms. Bennett took the lead in responding to questions, with clarification and discussion from others. Mrs. Dodman prepared the original proposal for the program but is not involved in the day-to-day operation, except as a teacher in the personal development curriculum. Mr. Bellinfante is the main contact person with Development Associates; Ms. Bennett is the primary contact with the centers. Rev. Evans contributed information about the background and philosophy of the Institute and the ways in which the UAP fits into their overall program.

We focused our interview specifically on the program at the Hannah Town Center in Kingston and the vocational training program for the older youth (special population) at the Edith Dalton James Community College. The Mel Nathan Institute has three additional sites, two in Kingston and one in Seafield/Carron Hall.

The Hannah Town operation is held at the site of the MNI Preparatory School, where the main church and (probably) the day care center are also located. (The Hannah Town program also holds classes in two other schools in the area. Children from those areas were not able to come to the MNI center because of boundary violence.) The discussion was held in a meeting room there that had been decorated with examples of work from the various facets of the UAP program. They were very hospitable, even to the point of providing lunch. In spite of the length of time we spent with them – from 10 a.m. to about 1:30 p.m., the interview seems somewhat incomplete.

### **Program Issues**

The administrators cited the skills program (skills interest groups for the 10 to 14 year old UAP students—woodwork, computers, arts and crafts, baking, drama, sports) as a particular strength of the program. In addition to exposure to potential career options, students learn math and reading through the hands on work. MNI also has a full-time program for 16 to 18 year old students (special population under UAP), which is skills-based although it also includes remedial work in English and mathematics. They have seven computers on site. Facilities at the community college are used for some of the UAP “pre-vocational” classes, like woodworking.

The after school program at Hannah Town has 250 students, ages 10 to 14, who come to the center for two hours, two days a week. The program is held four days a week, for two

different groups of children, but actual attendance patterns may vary. In addition to the interest group activities, the program includes classes in remedial literacy and numeracy, and once a month, in personal development. The participants are students at-risk, primarily those who are low achievers or have spasmodic attendance, but in fact, MNI defines all the kids in this inner-city community as “at risk.” The program is preventative and developmental, and no child is turned away. Almost all the children who attend are enrolled in primary school, although a few of those participating in the sports program are dropouts. (The sports program is just getting started.). The children come from the MNI Preparatory School and from other schools in the community.

Children are not in the program for a fixed length of time, and MNI has no system to track tenure. In theory, children leave when and because they go to secondary school. The administrators estimate that the average attendance is about one year. In fact, many children come and go—attend for a while, leave, and then return. Follow up with those who stop attending is not consistent. The staff follows up with children they know well.

Children drop out for family reasons and because of the school shifts (i.e., those attending in the morning are shifted to the afternoon and therefore cannot go to MNI in the afternoon.) Some of the dropout is seasonal (e.g., around Christmas), and some do not attend the after school program during the sports season at school. There is no formal “graduation” from the UAP primary school program; there is a graduation for the special population students.

MNI also has a three-week summer program, and a one-week program at Christmas. They are able to bring in more of the community children for these programs. They have a teens group for those age 13 and over who are leaving school, and use it as an opportunity to recruit for the community college, special population program.

Most of the UAP teachers for the school year and the summer program are from the preparatory school. A few are pulled in from other schools in the community. At least one of the skills teachers (woodworking) is from the community college. Most are paid for their UAP work.

### **Youth Perceptions**

According to the administrators, the young people who come to the program from the community see this program as UAP; those who are in the MNI preparatory school see it as an extension of their school. They feel that the most beneficial activities from the children’s perspective, and what keeps them coming back, are the socialization aspects of the program—being with adults who are interested in them as individuals. Additional activities that the staff would recommend are the football league and drama. The football league offers another opportunity to go out of the community, which the children love.

## **Training**

Many of the MNI staff have participated in UAP training. They give high marks to the training (intensive and valuable), but said that it was not easy releasing staff for training because of their classroom responsibilities. They appreciate the value of training for the on-the-ground people, but had to make choices about what and how many sessions they could attend. Asked about particularly useful training sessions, they responded that the most useful were those dealing with administration. They particularly mentioned computer training, management, and accounting. At the same time, some discontent was voiced about the computer training.

## **Implementation**

MNI has implemented the program more or less as it was described in the proposal. The proposal came out of their experience; they were not starting from scratch, but rather built the UAP proposal on their existing program. Although their proposal did not include a reproductive health component, they have incorporated it into the personal and family development discussions. They usually bring in others to teach this component because of its specialized nature. The MNI staff would be interested in training on these topics in the future.

When asked what UAP has contributed to the on-going MNI program, they responded that it has deepened their ability to serve the preparatory school students, so that they can offer special attention to those having difficulties, and it has allowed them to expand more consistently and intensely into the community. UAP complements the things that went before it and those that come after it, in terms of the MNI program. UAP does not stand on its own. In addition, the teachers have benefited from the program. Some have had the opportunity to work with age groups they had not met before; others have learned by being teamed with teachers under the UAP with unique experience and expertise.

The major weakness of the program cited by the administrators is the lack of a tracking system and the problem of testing. They do not use standardized tests for the UAP program. Each teacher develops tests that s/he uses in the UAP classes at each location, and the UAP teachers often have access to test results from the formal school. MNI also is grappling with the issue of testing to assess the qualitative changes that occur for children as a result of participation in the program, e.g., how do you measure changes in self-confidence? The administrators said that they are able to get the information for the Development Associates' Performance Tracking System, but that their approach is not formalized and the information does not feed back into their program management. They just get the information and pass it on. They reiterated at various points the fact that this is an area of particular weakness for their UAP program.

## **Leadership**

In their opinion, the most appropriate link for the program would be the Ministry of Local Government, Youth, and Community Development because it has units for both youth and community development that deal with UAP issues.

## **Networking**

Under the UAP, the implementing organizations meet for training, and otherwise, and this has led to some informal networking. In addition most of the organizations, including MNI, are members of other umbrella organizations including PACT, ADA, and CVSS. (PACT is the main umbrella organization now.) MNI has attempted to get the UAP NGOs to group into clusters of those working in similar programs to seek future funding together. This effort has met with minimal success because of “economic issues.” With reference to the funding climate, under the current economic crisis, fundraising is very difficult.

*“At this time MNI is exploring ways of continuing the programme when the present USAID funding, through Development Associates, finishes at the end of July 2000.... It is hoped that the current UAP stakeholders in Kingston can work together to identify common areas of programmed activity and thus seek future funding together in order that adolescents at risk can continue to benefit from similar programmes in the future. This document is the first stage of this process.”* from “Report on Best Policies and Practices,” MNI, December 1999

Overall, the mechanisms for networking are already in place. There is not need to build a new networking effort into the follow-on project. Rather use PACT or ADA, which already include most of the UAP implementing organizations. (The older NGOs, Red Cross, YMCA, YWCA, and the Women’s Centre are not members.)

## **Lessons Learned**

The primary lessons learned concern the value of the empowerment of human resources through the more consistent and intense work with the community children. MNI has more clearly conceptualized the issue of “at-risk” children and has had the opportunity to engage those who are at risk. In terms of future programming, see the notes above on networking. In general, MNI is comfortable with the program they have developed and can point to individual success stories.

*Clive, a 12 year old, lives in a building near the church. His parents both died and he lives with an aunt. Then his brother was killed and he was really at loose ends. He depends on the UAP program for personal support to hold his life together. He comes every day, no matter what, even on the days when he is not scheduled to be there.*

*Ani was a young woman in the UAP class at the community college. She attended the auto mechanic classes and has since secured a job in a garage. She was the only girl*

*and the best student in the class. She took the exam for HEART and was told that she did not pass. When she returned this year to take the exam again, they looked at her records and found that they had made a mistake and that she had passed the first time. She will receive a scholarship and enter vocational school in the Fall.*

## **Funding**

MNI has no major funding issues—“Within a strict framework there has been a lot of flexibility.” In a follow-on program, what changes would they make in response to a reduction of funding? They would not be able to serve the non-MNI students. In Carron Hall, they have attempted to increase the volunteer component. They would either reduce the number of students or reduce some combination students, programs, and locations.

## **Other Suggestions and Comments**

What are the UAP administration costs in comparison to the on-the-ground program costs? The financial demands of the program led to more in-school programs and often working with higher numbers of children than they wanted (i.e., issue of quantity vs. quality). More priority should be given to a more holistic program for children outside the regular school hours and outside the school.

## **Additional notes on the UAP special population program at the community college**

The Edith Dalton James Community College is the name given to the MNI program in the former community college building. MNI runs a vocational training program there for HEART. The UAP special population program uses the same facilities. The program has 159 students, ages 16 to 18 years. HEART pays the salaries of the instructors; UAP covers other costs of the program including materials. The program is for one year, at the end of which participants graduate, and take the HEART exam. (According to Mr. Bellinfantie, 50% passed the exam.) The students are at-risk youth who are school dropouts or school failures.

The emphasis in the program is on skill training, although it also includes a remedial literacy and numeracy component, and a personal and family development component. The latter is given every Thursday and deals with violence as one of the topics. The skill areas include woodwork, auto mechanics, food preparation, electrical installation, garment constructions, and welding. It also includes six weeks of work experience between April and June. Many are invited back for jobs.

What are the weaknesses of the program? They need equipment. Also, HEART only gives an incentive allowance to 100 students. Many of the students who come through this program are financially embarrassed and drop out for lack of money (for bus fare, lunch, materials, etc.) if they are not among the 100. He would like to see the addition of an “earn and learn” component to the program whereby the students make things to sell.

## **YOUTH OPPORTUNITIES UNLIMITED (Kingston)**

On March 15, 2000, Betty Ann Blaine, founder and executive director of Youth Opportunities Unlimited (YOU) was interviewed about the organization and the UAP program. The discussion was joined by the social worker, Sheila Nicholson, after she returned from teaching a class on reproductive health in one of the schools. Marjorie Holness, a teacher, was present for part of the interview, but had to leave to meet with another group at the school.

YOU started in 1991, with a program targeted to adolescents in the post-primary school system. Its core activity is mentoring, and parenting. Under UAP, it has expanded into six support programs in order to offer a holistic approach to support “young people who want to succeed, and have the potential to do so, but who do not have the necessary support system.”

### **Program Issues**

The strength of the program is that they presently work with 900+ adolescents in various programs who are thus encouraged to stay in school and achieve. The major impact of the program has been in keeping young people in school. UAP funding has allowed them to intensify the program and to add support programs to the core mentoring activities.

The greatest challenge has been to recruit male mentors in Jamaica, primarily because of the time commitment. For this reason, they have instituted group as well as individual mentoring. Each mentor is asked to have at least two face-to-face contacts with his/her mentee each month in addition to telephone calls and other types of contacts. They encourage the mentors to spend more time but this is the minimum.

The challenges inherent in working with a volunteer program also are present. To be a certified mentor, a person must attend an orientation program and four weeks of training. To maintain their commitment as volunteers, YOU provides periodic training for the mentors in three large seminars per year. They have a mentor support group and mentor social events as well as a newsletter. At present, YOU has about 150 mentors. Six staff members manage the program.

Young people leave the program when they graduate from high school. In fact, many of the relationships continue on a less formal basis after graduation. There have been few dropouts from the program (and only one drop out from school), usually because the child moves from the area. Asking to stay on with the program is more common than dropping out.

There are six other support programs in addition to mentoring, which were made possible by the UAP. Many occur in the schools. YOU works with 10 schools in the Kingston area. These programs are:

- Peer counseling.

- Homework program. This program consists of homework center in the school library, with English and math teachers. A snack is served. Students come from the parent school as well as others in the community. There are 60 students in the program, ages 10 to 17. The center is open four days a week.
- Parenting.
- Business/Education Partnership. In the career development program, the mentees go through a goal setting exercise with their mentors to develop a career profile. Another part of this program is Shadow Week, held once a year, in which private companies place students in the company for one week. Last year 115 students were placed. They also have a week of orientation before placement. Shadow week has been very beneficial in introducing the students to the world of office work. It has helped them define goals and make career plans. Last year four permanent jobs came out of the shadow week experience.
- Reproductive health education, substance abuse, anger management and counseling. One part of this is an in-school program where YOU meets with classes during the guidance counselor period. They also have adolescent workshops on Saturday mornings for these subjects.
- Summer Enrichment Program. This program, held in July is for two groups, ages 10 to 14 and ages 14 to 17. It includes discussion of issues and information on practical things like gender issues, environmental issues, money management, values and attitudes. In addition, they take a field trip out of town.

YOU also has a consulting program to train other organizations (churches, other NGOs, etc.) in how to set up and run a mentoring program. In theory, they charge for this service but have trained groups without charge if they are unable to pay.

### **Youth Perceptions**

The response to the mentoring program has been very positive. The young people also are very interested in the workshops. Saturday morning attendance is high, as is attendance at the in-school sessions.

### **Training**

YOU has training sessions for the mentors, both at the initiation of their participation and over the course of the year. The YOU program staff have attended 100% of the UAP training, although they mentioned the time constraints that this imposed. Most of the training has been good. They cited in particular the training on drama, on writing, and on fundraising. “There were very few courses where we did not learn something new, in particular about the methods for working with adolescents.”

### **Implementation**

YOU goes through the school administration to recruit mentees for the program. They meet with the administrators and ask them to identify young people who are: 1) at-risk (i.e., they may drop out); 2) not doing well academically but with potential; and 3) who

do not have severe behavior problems. They then do an orientation session with the children stressing that this is a voluntary program. They send a letter to the parents and guardians describing the program and asking to meet with them. The parents must be interviewed and give consent before a child becomes a mentee. Most of the adolescents in the program are from the inner-city but no one is turned away. Until recently the participants were about 50% female; the balance has slipped recently to 60% male and 40% female because they have taken in a group of boys. They feel that girls are as much at risk as boys are, and actually have been observing more negative behavior among adolescent girls than boys recently.

YOU does not have a remedial education program and does not do remedial education except to the extent that the mentors help their mentees. To have such a program, YOU would have to hire a special teacher. Instead of starting a remedial program themselves, they are thinking of putting together a proposal to set up a training program for teachers in techniques for teaching remedial students.

There is also targeted recruitment of the mentors, through associations, universities, and businesses. The mentors go through a selection process that includes reference checks. Mentors never give any money to the mentees. If they want to give the mentee some support it is channeled through YOU, and support is given in kind rather than in cash.

### **Impact**

The monitoring is done through the mentor/mentee contacts that occur at least twice a month. The program also has independent contact with the mentees through questionnaires, and special sessions with the mentor/mentee pairs. The program also has a social worker who is the anchor person for issues, counseling, and referrals.

The evaluation of the programs is based on testing done through the teachers and the schools, because all of the participants are in-school students.

The success stories are stories of individuals:

- The mentor got the mentee a summer job in an insurance company, which eventually turned into a permanent job.
- The mentor helped a young female mentee get a job in the Ministry of Health. Now that young woman wants to be a mentor for another child.
- Four permanent placements resulted from Shadow Week last year.

### **Networking**

YOU is in contact with other NGOs through PACT, CVSS, and the Jamaican Coalition for the Rights of Children.

YOU staff feel that they have had a good relationship with the Development Associates staff. They are particularly complimentary of the training.

The organization is a member of the International Mentoring Association and will present a paper on the Jamaica program at the 13<sup>th</sup> annual Diversity in Mentoring Conference in New Orleans at the end of March.

YOU received a grant last year from UNICEF to establish mentoring programs in three Ministry of Health Child Support Institutions. The grant has ended but YOU continues to work in these three institutions. They also have received funding from CIDA, and generate considerable income through their Christmas card sale each year. They also have formed partnerships with several local companies and receive individual donations.

### **Funding**

When asked what they would cut if USAID funding levels were reduced, the response was that they cannot cut staff and don't want to cut programs. YOU is writing proposals now seeking alternative support for some of the programs; one a proposal will go to UNICEF for an intensive parenting program, for example. They also are contacting community groups like the Lion's Club and the Rotary Clubs, asking them to adopt certain programs. YOU would like to deepen the level of community support for the program. The dilemma at this point is the funding for individual support programs.

## **ST. PATRICK'S FOUNDATION (Kingston)**

Florence Manning, Director of the Olympic Gardens Center, and Roxiline Spence, Executive Director of the St. Patrick's Foundation, were interviewed on March 15, 2000, about their experience with the UAP. Both are relative newcomers to the program. Mrs. Manning joined St. Patrick's in November 1999, and Mrs. Spence took up her position not long before that. Father Albert, a person widely cited in reference to the inner city, established St. Patrick's Foundation. [Note: Because of a misunderstanding in scheduling, we met with the teachers and students before we interviewed the administrators. It might be useful to read the notes from the teachers to get a more complete sense of how the program works. See Annex D, page 17.]

### **Services Offered**

The program at this site consists of a school for dropouts from the school system, ages 9 to 17. (There are other programs on the site as well including a senior citizens program and a pre-school.) The school, which was started in 1992, has 261 students at present, about 100 of whom are girls. The administrators attribute the higher enrollment of boys to the fact that boys are more likely than girls to drop out of the formal system. With the UAP, the program was expanded and "structured." They said, "the program would be significantly reduced without the UAP."

The students are dropouts from the formal system; some have never attended formal system schools at all. St. Patrick's does no recruitment; the children are sent by the community. The school charges a nominal tuition fee. Entrance requirements include a reading test and the Michael Diagnostics Test. Students are re-tested with this same battery, two times a year. On average, students are in the school for about two years, although ideally they should leave after one year. In school, the students receive assistance in preparing for the Grade 9 achievement test, the technical school entry exam, and the Grade 6 achievement test. The goal of the program is to get the students into junior high and high school. They also can learn skills to get into the job market.

Some students have dropped out of the program. In November 1999, 295 students were enrolled in the program; now there are 261. St. Patrick's makes an effort to follow-up with dropouts through phone calls. Major reasons for leaving the program include entry into another school, pregnancy, and simply lack of discipline for attending school. It is interesting to note that the Women's Center has a branch office in the St. Patrick's complex. When a girl becomes pregnant she simply passes from the St. Patrick's program to the Women's Center program, so that she doesn't have to drop out of school at all.

The administrators said the challenge in dealing with the problem of dropouts is to teach the children why it is important to read. Many children drop out because they don't understand why learning matters. St. Patrick's tries to work on this psychological factor through motivational talks and through the work of the guidance counselor. The guidance counselor holds regular classes, rather than meeting with the students only

when they have problems. She also visits the students' homes and has the parents come into the school for consultation.

This year they expect to place about 60% of the 261 students currently enrolled. They have plans for follow up after placement, but since both of the people interviewed are new to the program they have no experience with past practices in this regard.

### **Training**

Since the two people interviewed have not been with the UAP very long, they have not had much experience with the UAP training. Mrs. Manning has not attended any of the training. They noted the frequency of the training. Since they have been at St. Patrick's they have only sent people to the sessions on conflict resolution and drama.

### **Implementation**

One element of the program as originally designed has fallen off because of a funding shortage. They had to discontinue the after school remedial program and homework center. Money was short and discipline in the center was a problem.

The strengths of the program are that it provides a bridge to the formal system to pull students on-board. They take children off the street and students come to the center from rival communities. The physical location of the center is important in the achieving of these strengths.

The successes are measured in terms of individuals—the changes in low self-esteem, the breaking down of political divides, the opportunity to deal with experiences of abuse, learning to discuss problems and talk with others, a change in esthetics of place. The school is a sort of “safety valve” for the community.

The weaknesses/challenges of the program have to do with lack of classroom space. They are crowded but options for expansion are very limited.

### **Impact**

In addition to the academic tests administered two each student several times a year, they assess impact in terms of behavior modification through “qualitative observation.” To this point they have made no effort to implement the UAP performance monitoring system although computer records are in place for all the students. The administrators recognize that they need a structure to measure impact but it's not there yet.

They have had a problem with attendance but said that attendance has picked up since the implementation of the breakfast program (J\$10/breakfast), and is now at about 75%. On the third day of absence, the teachers call the child's home.

## **Leadership**

St. Patrick's has no link to any of the ministries. They have some interaction with the Ministry of Education through their two programs on early childhood education program at other centers. They said that the most appropriate ministerial links for this program would be the ministries of Youth and Education because of the combination of academics and skills.

## **Networking**

At one of the last UAP workshops there was an effort to get the NGOs to talk together about what they would do if the UAP were not extended. There is great variation in size of the organizations and ability to tap outside resources, but they do seem to have a shared vision, and potential for compatibility in sub-groupings. St. Patrick's is a member of PACT, ADA, and the St. Andrews Cluster.

## **Funding**

The directors noted that if funding resources were less they would cut back on the scale of the program—fewer teachers, and bigger classes or fewer students.

Next year, St. Patrick's will have a HEART center at this site and in one other center. In terms of funding, the foundation has continuing links to the private sector through its board, and has recently hired a full-time fundraiser.

## **Summation**

Overall, they feel that the UAP has been well administered. They are “weary with the paperwork” but say that it is justified in their case, “given the history of accountability.” UAP has now put them in a position where they have plans in place to achieve their goals. When hitches have come up, St. Patrick's feels that they could call UAP directly. They like the approach. Monitoring is good, instead of just giving out money.

## **CHILDREN FIRST (Spanish Town)**

On Monday, March 20, 2000, an interview was conducted with Ms. Claudette Pious, the Director of Children First responsible for the Uplifting Adolescents Project, in Spanish Town. Vandrea Thompson, Administrative Assistant, located information requested throughout the interview. The topics discussed included: program implementation, program issues, training, impact, leadership, networking, funding and lessons learned. Children First submitted a joint proposal with the Western Society for the Upliftment of Children, as they both grew out of a former Save the Children/UK program in Jamaica. However, they are located in different communities in parishes distant to each other. The program is based on a holistic approach that promotes youth participation in program design and decision-making. Youth representatives sit on the Board, and a competition was held among youth to come up with the NGO's name.

### **Program Implementation**

Children First's UAP Program has an Executive Director, a Program Manager (part-time), an Assistant Administrator, 1 trained remedial education Teaching Specialist, 3 Teaching Assistants, 2 Skills Instructors (the cosmetologist graduated from the HEART program), and 3 volunteer parents who tutor youth and provide pre-vocational skills training.

The program operates Monday through Thursday from 9:30 a.m. to 2:30 p.m. Over 180 youth regularly attend, and the program has a waiting list of another 268 youth. Youth range in age from 10 to 17 and are working youth who have dropped out of the formal education system. Assistance is provided for literacy, numeracy, remedial education, personal/family development, and education on the environment. Every other Thursday is "Fun Day" when drama is used to provide education on STD/HIV prevention. Teachers who have received guidance skills training through UAP provide guidance counseling. The UAP teachers also visit four nearby schools for 2 hours each week, providing classes on life skills and personal development to over 300 youth.

Children First conducted a rapid assessment of needs and constraints before designing the vocational training component of the program. As both capital input and commercial space were found to be severe constraints for youth, the program focused on providing skills in barbering, cosmetology and photography as these are skills which do not require a large capital outlay and can be exercised in the home or outdoors. Art and sewing classes are provided to youth, also, and they have formed a performance group, "The Environmental Protectors."

The program has a roster of about 50 parents who regularly participate as volunteers. Of these, 20 also participate in an income-generation project Children First is able to implement through funding from the Netherlands' Van Leer Foundation. Parents also participate as community members in activities to strengthen future formation as a community based organization, through funding from CIDA. Children First feels the participation of parents is extremely important, so that youth do not fall into a "vacuum" when they graduate from the program.

## **Program Issues**

Ms. Pious feels the greatest strengths of the program are that previous beneficiaries of the NGO have returned to provide assistance to their community as teaching assistants in the program. Replication of training received by staff who attend workshops to non-attending staff is also a strong element of the program's success and is conducted on Fridays, along with stress management activities.

The biggest constraints to program implementation had been the lack of classroom facilities, with most classes conducted in the open air. Containers have been obtained, however, and renovated as classrooms—a great improvement for the program.

Children First is very averse to actions which promote a "welfare," so a limited roster of youth who need bus fare assistance is maintained while the majority of youth are encouraged to sell bottles, etc., to pay their bus fare. Children First plans to attack the provision of food to youth in a positive manner, with parents in the income-generation program setting up a nutritious low-cost canteen as one of several income-generation projects.

Youth participate an average of 12 to 18 months in the program. The main reason for dropping out of the program is the pressure from parents for youth to "hustle" each day to earn a small amount of money, which only meets that day's needs. Youth are not encouraged to spend their time in education. Parental participation in the income-generation project decreases this constraint on youth attendance, as the family can earn a small income. The program has begun to place 17 year old youth into the HEART skills training program.

## **Training**

Ms. Pious states that training is the main motivation for staff, who are poorly remunerated. For administrative staff, Ms. Pious feels the training packages on management topics were extremely beneficial and timely. For all staff, training in computer skills has been very useful. She would like to see more training provided on fundraising and proposal writing, including where to access grants and how to keep track of what monies are available.

## **Impact**

To date 63 UAP participants have been placed back into the formal education system. They still receive homework assistance from parent volunteers in the afternoon. The JAMAL-based test promoted by UAP is used to assess youth at entrance and to track their progress. Most youth participants can move from a literacy/numeracy skill level 1 to level 3 or 4 within 12 to 18 months. Many youth are placed into the HEART skills training program or in local apprenticeships individually organized by program staff.

The juvenile section of the local police department shares statistics with Children First that show a drop in youth crime since inception of the program. Ms. Pious is applying to UNICEF for assistance to document best practices of the program.

### **Leadership**

The program receives materials and occasional visits from the Ministry of Education and Culture. Ms. Pious feels that the MOEC, the Ministry of Labor and the Ministry of Health should all be involved in the leadership of UAP: to define policies to avoid abuse of working children, to assure that at-risk youth receive health care that is youth friendly, along with their educational needs.

Ms. Pious would like to see support from the Special Ambassador for Children and from the Ministry of Health to do a study on street children and on working children.

### **Networking**

Children First receives funding for youth advocacy issues from UNICEF through Save the Children/UK. Funding from the Environmental Foundation of Jamaica is also combined into UAP efforts, with youth receiving education on the environment integrated with lessons in literacy and numeracy. Participating youth have formed a performance group, the Environmental Protectors. As mentioned above, funding from the Netherlands for income-generating projects is channeled to parents of youth in the UAP, along with community leaders. These parents and leaders receive assistance from CIDA through the Foundation for International Training, with long-range plans to establish a community-based organization.

Training for parents in Children First's UAP is physically based at facilities provided by the Social Development Commission. Children First prides itself on its ability to network with all local community organizations and agencies, from all political boundaries.

Children First submitted a joint proposal to UAP with the Western Society for the Upliftment of Children, in Montego Bay, as they both grew out of the Save the Children/United Kingdom organization. Ms. Pious feels it is an excellent collaboration that builds on the strengths of each. Children First coordinates with the Jamaica AIDS Support Services in providing STD/HIV education, and with local health services for referrals of youth to services and for attendance at UAP of guest speakers from the clinics.

Students from the Social Welfare Department of the University of the West Indies, UTECH and other schools are placed with Children First for work-study. Local courts include community service hours as part of sentencing, and some offenders have been assigned to Children First to complete their community service hours.

## **Funding**

With a waiting list of almost double the number of youth presently provided services, Children First would like to see an increase in funding that would permit them to initiate a 2-shift per day program and extend the number of days per week for the program. A survey last year showed an unmet need for 500 youth in the Spanish Town to Pearl Harbor area. They are hoping to receive more containers soon, which will be converted into classrooms, and to solve their land tenure status.

## **Lessons Learned**

The principal lesson learned by the program is the benefit of doing a rapid needs and constraints assessment before designing the vocational skills component of the program. UAP has reinforced the importance of technical assistance for capacity building of the organization and of training and staff development. The on-going monitoring and evaluation of the program ensures a focus on program delivery in a timely fashion.

Children First has also had their original supposition confirmed—that youth cannot focus on learning if their nutritional needs are not met.

## **JAMAICA FAMILY PLANNING ASSOCIATION (St. Ann's Bay)**

On Tuesday, March 21, 2000, separate interviews were held with Mrs. Peggy Scott, Chief Executive Officer, Mrs. Pauline Pennant, Youth Programs Administrator, and Ms. Flo George, UAP Coordinator. The comments of all three UAP administrators are combined in this report and touch on program implementation, program issues, youth perceptions of the program, staff training, program impact, ministry leadership, NGO networking, lessons learned and funding issues.

It is important to note that Jamaica Family Planning Association is an IPPF affiliate and began to increase their work with youth starting in the 1980's, when HIV/AIDS became a serious international concern and Family Planning focused on education for prevention. Community outreach, which led to a recognition of the educational needs of youth, has evolved from their work with Community Based Distributors of family planning methods in St. Ann's, St. Mary's, Trelawny, Portland, and St. James parishes.

### **Program Implementation**

The program consists of two elements: remedial education with personal and family development education provided to out-of-school youth age 9 to 18, primarily from a squatter settlement nearby; and personal/family development and reproductive health education provided to in-school youth who walk over to the Family Planning center and are attended in shifts during the school period. About 133 youth out of 200 in Grade 6 at the local school participate in the approximately 35 minute P/FD sessions that are available throughout the day twice each week. There are 24 youth registered in the remedial education program, of which at least 20 regularly attend during the 4-½ hours the program is available each day Monday through Thursday.

Youth do not directly receive pre-vocational or skills training from the program, but are placed into local programs and individual apprenticeships by UAP staff. The UAP Coordinator is able to follow up with former program participants who have been able to enter the Marcus Garvey Technical High School, as she also provides personal and family development sessions there once a week.

### **Program Issues**

One of the strengths of the program, perceived by the administrative staff, is that the training provided by UAP has increased the capacity of staff to work with youth. This is important for the Jamaica Family Planning Association as they detect high needs among youth for reproductive health education, especially in terms of HIV/STD prevention. They feel the UAP component is reaching those with highest needs, and providing a "youth friendly" environment to reach youth. UAP provides a forum for youth to discuss their opinions, increasing opportunities for positive attitudes and positive behaviors to be promoted by peers. This is one of the biggest successes of the program, that they see a change in youth self-expression and in reproductive health behaviors. The link between

increased opportunities for education and employment and improved reproductive health behaviors is what this program provides.

The Family Planning Uplifting Adolescents Program encounters many of the same obstacles that other UAP NGOs encounter: the severe poverty in the area causes youth to drop out of the formal education system and, afterwards, to drop out of the Uplifting Adolescent Program. They are able to follow up with dropouts through the youth who attend regularly, as they live in the same neighborhoods. If messages sent through peers do not achieve results within a week, they make home visits.

Another major obstacle identified by this program is the difficulty of convincing youth to enter the formal education system once their literacy and numeracy skills have been improved through the Family Planning UAP remedial education component. Many of the youth are usually quite a few years older than the students in their appropriate grade level, and their personal embarrassment is too great to overcome.

Jamaica Family Planning identifies a need to provide more out-reach to out-of-school teen mothers who do not have the capacity to be returned or enrolled in the formal education system. They estimate this to be a sizeable number (teen mothers with the capacity to re-enter the formal system are referred to the Women's Centre of Jamaica Foundation). A need to involve and motivate parents further is also identified, as parents do not seem to value education for their children.

### **Youth Perceptions of the Program**

Youth demonstrate their appreciation of the program, both verbally and through their improved behaviors such as regular attendance and decreased conflict with peers. They thrive on the attention to their studies and to their personal problems, which is often lacking in the home as the parents are working. The youth tell program managers that they find the educational methods interesting and the personal development classes to provide practical messages.

### **Training**

The administrative staff did not need management and financial training as Family Planning had already had previous experiencing managing USAID funding. The administrators did find the fundraising workshop beneficial. For teachers and service providers, the administrators perceived that most trainings functioned as a refresher for staff that are trained social workers. The reproductive health training and the use of drama as a teaching technique were among the most beneficial trainings offered. For any future program, the administrative staff suggests a need to offer training oriented towards social work issues.

## **Impact**

The program uses the JAMAL-based tests promoted through UAP for assessment when a youth enters the remedial education program, followed by testing at the end of each term period. When the program feels a youth is ready to enter the formal school system, referrals for testing are made to a MICO Centre, which is authorized by the Ministry of Education and Culture to handle placement tests.

The program utilized the self-esteem test provided through UAP but found the language very Eurocentric and difficult for the youth to comprehend, and the questions confusing for youth to answer.

Family Planning UAP staff are able to see increased school attendance by in-school youth as the youth attend sessions on personal development at the center as part of the school curriculum; therefore, if they attend the Family Planning session they are attending school that day. The program has one staff member dedicated to maintaining the Performance Tracking System. Annual reports for 1997 and 1998 for the association were provided.

As Jamaica Family Planning has a recent history of working with youth, they cite as one of the greatest success stories of their incorporation of the UAP focus on literacy and remedial education as being the identification of a family of four—a mother and three daughters—living in a local squatter community. None of the three daughters had ever attended school. The 13 year old was enrolled in the program, became very motivated and "inspired," and has recently reached level 4 literacy. Her two younger sisters are enrolled in school and faithfully attending.

## **Leadership**

Jamaica Family Planning Association as an organization coordinates closely with the Ministry of Health, with staff from each participating jointly in many trainings. At the initiation of the UAP component they understood that they were to be linked with the Ministry of Education and Culture, also. However, they are unclear what linkage the UAP has with any of the government ministries at this time.

## **Networking**

Jamaica Family Planning networks most closely with the Women's Centre of Jamaica Foundation in all towns where they both have sites. Family Planning provides contraceptives to WCJF and refers pregnant teens identified through outreach or UAP teens who become pregnant to available support services of WCJF. They offer reciprocal invitations to each other's staff for non-UAP training events for special programs.

## **Lessons Learned**

As they have been providing education to youth on personal/family development and reproductive health through the school system, they identify the importance of the guidance counseling skills of Family Planning's staff. They suggest the Ministry of Education and Culture could contribute to a structured approach to youth if more teachers received guidance counselor skills training, and feel they could discontinue their work in schools if teachers received sufficient training in personal/family development and reproductive health issues.

In terms of their own focus on youth, they believe assistance in literacy, numeracy and remedial education should be provided to youth at an even earlier age, such as 5 to 6 years old, in addition to the population they are presently aiding.

## **Funding**

The Government of Jamaica provides no financial assistance to the organization. The Jamaica Family Planning Association receives some funding from IPPF, and charges a fee for clinic services, with clinic services 70% self-sufficient. External funding has been decreasing over time. They periodically stage fundraising events and have a membership group, however resources are seen as insufficient to cover the population's needs.

The administrators interviewed stated that Jamaica Family Planning is philosophically committed to assisting youth and only lacks sufficient resources. They see the high needs of youth and feel that nationally there is little done in response. They detect increasing risks of domestic violence, sexual abuse, and sexually transmitted diseases, including HIV/AIDS, as among the obstacles that youth must face.

## **JAMAICA FAMILY PLANNING ASSOCIATION (Annotto Bay)**

On March 22, 2000, an interview was conducted with Mrs. Dorothy Brooks, the Youth Program Coordinator and only staff member at this time with the Jamaica Family Planning Association Uplifting Adolescents Project in Annotto Bay. Mrs. Brooks assumed her full-time position in January of this year. Previously, she had been employed part-time and was responsible for the in-school program. Ms. Dionne Simpson, whom Mrs. Brooks hoped to employ if her future Skills 2000 proposal is approved, was also present. Discussion focused on the following topics: Program Implementation, Program Issues, Training, Impact, Networking, and Lessons Learned.

### **Program Implementation**

The program has four different elements: Homework assistance is provided to twelve or fourteen youths in Grade 6 on Tuesday and Wednesday evenings using the JASS offices located adjacent to the health. On Thursdays, Mrs. Brooks rotates between 5 classes of fifth and sixth graders at a local all-age school, providing education in personal/family development, reproductive health and conflict management. On Fridays, she provides leadership training to peer counselors at another school; during the day shift on Mondays, Tuesdays and Wednesdays, she is available at the health clinic for individual guidance counseling, or visiting local neighborhoods for community outreach.

The students who access the homework assistance are preparing for the Grade 6 GSAT. Tutoring is available elsewhere, but is costly. For the in-school programs, Mrs. Brooks facilitates classes jointly with the teacher for each class. Many of the parents or older siblings of the youth are seen when they come for health clinic care. Mrs. Brooks visits all neighborhoods in the area for community outreach. Many people work at the local banana estates.

### **Program Issues**

Mrs. Brooks has four areas she would like to develop further as part of the UAP: a mentoring program; more reading and mathematics support for youth aged 15 to 16 beyond Grade 6 GSAT level; a pre-vocational and vocational skills component; and a program for non-school (summer) months.

Mrs. Brooks is especially concerned about youth age 15 that do not pass their exams and are not placed into secondary schools. Although the program refers many youth to HEART vocational skills training, they cannot enter until age 17, so there is a period of time in which youth do not have any useful occupation of their time.

She has been in discussion with HEART local authorities and has been encouraged to develop a proposal for Skills 2000, to assist the development of the vocational skills component. She has discussed with JASS local authorities extending the number of days and hours that the office space is used by UAP.

Mrs. Brooks is also concerned because a survey last year revealed the Annotto Bay area to have among the highest poverty levels and highest teen pregnancy levels in the country. She tries to refer pregnant teens to the local Women's Centre of Jamaica Foundation (WCJF) program for teen mothers, but transportation round-trip to the center is over US\$3.00, prohibitive for most pregnant teens. WCJF also offers the only daycare facilities available, if teen parents wish to attend the HEART skills training program.

### **Training**

Mrs. Brooks had not yet participated in any UAP training workshops. She suggests, however, that training personal/family development and teaching skills with at-risk youth would be useful as refresher training.

### **Impact**

When asked if she had any UAP "success stories" to share, Mrs. Brooks noted that it is clear to her the difference role models can make. What few youth there are that do have working parents have at least some idea of what they hope to do with their life. Most youth, however, have no life plans and have had little exposure to available careers. Therefore, she was quite pleased during a personal development and life skills class when a young girl age 11 said she had a future career in mind but didn't know the name of "the lady that serves food on the airplanes". Mrs. Brooks instructed her that the correct title was "air hostess". The young girl asked how to spell it, wrote it in her notebook and left class that day repeating "air hostess, air hostess, air hostess."

### **Networking**

Mrs. Brooks is based at the local health clinic, from whom she receives excellent support and coordination. As noted above, the program networks with the local WCJF services and with the JASS program that has offices adjacent to the health clinic. Mrs. Brooks strongly believes in the need for programs to network with all local community leaders, and she often canvasses seeking donations.

At present, she is looking for donations to purchase equipment for the proposed Skills 2000 vocational training component. She has approached neither the banana estate officials nor local churches. She is aware of a program through the local Catholic church to assist students with school fees, and the banana estates frequently sponsor special projects, such as a recent donation of textbooks to students and a visiting group of health care specialists providing community treatment.

### **Lessons Learned**

The advice Mrs. Brooks would share with someone initiating such a program as UAP is to have realistic expectations and be honest at all times with the youth served. At the same time, it is important to convince youth of their capabilities and avoid a self-

defeating attitude. Mrs. Brooks has also found it important to stress to the community that the program has no political affiliation.

## Annex D



### TEACHER/SERVICE PROVIDERS INTERVIEWS

Kingston YMCA .....	2
Kingston YWCA .....	4
YWCA (Montego Bay) .....	6
Jamaica Association for the Deaf (Kingston) .....	8
Ashe Caribbean Performing Arts Foundation (Kingston) .....	10
Sam Sharpe Teachers' College (Granville) .....	11
Kingston Restoration Company .....	13
Youth Opportunities Unlimited (Kingston) .....	16
St. Patrick's Foundation Kingston) .....	17
Mel Nathan Institute (Kingston) .....	19
Mel Nathan Institute (Seafield, St. Mary) .....	21
Jamaica Red Cross Society (Kingston) .....	22
Jamaica Red Cross Society (Yallahs, St. Thomas) .....	23
Rural Family Support Organization (Denbigh) .....	25
Western Society for the Upliftment of Children (Montego Bay) .....	27
Children First (Spanish Town) .....	29
Jamaica Family Planning Association (St. Ann's Bay) .....	31
Women's Centre Foundation of Jamaica (Mandeville) .....	32
Women's Centre of Jamaica (St. Ann's Bay) .....	34

## **KINGSTON YMCA**

Five teachers in the UAP Program of the Kingston YMCA were interviewed on March 9, 2000, about the program. The four female teachers work in the areas of literacy, numeracy, reproductive health, food and nutrition, and guidance counseling. A male teacher, who recently joined the staff, teaches computer training.

The teachers were interviewed about their opinions in four areas: the services offered, the most successful things they do in their program, ways in which the program could be strengthened, what training was the most useful and what additional training would be helpful, and examples of successful outcomes of their program.

### **Services Offered**

The YMCA UAP offers numeracy and literacy training based on JAMAL training. They also offer a computer class, which is almost Internet-ready. The UAP Program provides reproductive health and STD referrals to the nearby Women's Resource Centre (one teacher noted that in Kingston there is some affordable access to birth control—primarily condoms—and that students know about most diseases, but do NOT know anything about their bodies (anatomy, physiology of adolescence).

### **Successful Activities**

The teachers said that numeracy is among their most successful disciplines. They point out that youth have great difficulty with literacy (reading) and the phonics approach is difficult for them. Some seek after-school sessions with teachers in order to improve their skills; otherwise, literacy is difficult to achieve. The computer classes are liked and lead to self-esteem. The NGO intramural football league has become motivational to the youth.

### **Program Strengthening**

The teachers suggested several ways in which the program might be strengthened. They recommended the following:

- decrease in the student-teacher ratio through additional teachers;
- the increased availability of educational materials (current books, audio-visual equipment, and materials);
- increased guidance counseling skills for the staff, financial support for costs of transportation for field trips;
- additional computer software programs that are the next steps for numeracy and literacy self-training, and software for self-study on any topic; and
- a canteen with the lowest possible prices.

## Training

Among the most useful training courses offered through UAP, the teachers named the following:

- developing teaching aids for literacy and numeracy (cited by 4 teachers);
- conflict resolution skills (3 teachers);
- sharing educational materials with other NGOs (2 teachers); and
- motivating youth through the performing arts ( 2 teachers).

Additional training programs that they feel would be helpful to them include:

- more training in conflict resolution, as well as problem control, and guidance counseling skills;
- training in additional ways to motivate youth;
- training in techniques to motivate parental involvement;
- training in teaching methodologies for use with computers; and
- NGO forums for exchanges with other teachers.

## Successful Outcomes

The Tracer Study found most UAP graduates to be working and in school or in skills-training programs. Many of the youth have found part-time jobs. Five youth who graduated last term have moved on to comprehensive high school or community college.

## **KINGSTON YWCA**

Three teachers in the UAP Program of the Kingston YMCA were interviewed on March 9, 2000, about the program, which is titled the “Y” Adolescent Development Program. The teachers, all of who are female, include one retired college professor who works as a volunteer. One teaches literacy and numeracy and garment sewing; the second teaches literacy and numeracy, and reproductive health and serves as a guidance counselor for all of the students; and the third teaches remedial education.

The teachers were interviewed about their opinions in four areas: the services offered, the most successful things they do in their program, ways in which the program could be strengthened, what training was the most useful and what additional training would be helpful, and examples of successful outcomes of their program.

### **Services Offered**

The services offered in the “Y” Adolescent Program are literacy, numeracy, and remedial education; reproductive health education; personal and family development training; and skills training (e.g., floral arranging and other skills training available through the YWCA school for girls).

### **Successful Activities**

The teachers said that among their most successful activities were: providing one-on-one remedial education; providing counseling to at-risk youth; providing love and contact to at-risk youth; introducing at-risk youth to controlled behavior in social settings; and providing a low-cost lunch for youth to purchase.

### **Program Strengthening**

The teachers suggested several ways in which the program might be strengthened. They recommended the following:

- Increasing the number of staff in order that the guidance counselor would have time to do home visits to capture recent drop-outs and encourage them to return to the program;
- Decrease irregular attendance due to causes that can be addressed (cost of transportation, need for youth to earn income for self and family, lack of access to a nutritional breakfast and lunch); and
- Obtain numeracy materials that do not require reading skills.

### **Training**

Additional training programs that they feel would be helpful to them include:

- More training in guidance counseling skills; and

- Additional training in conflict resolution skills for alternative situations.

### **Successful Outcomes**

Many youth move on to the formally recognized (girls-only) school at the YWCA or to skills education programs in the community. This past term, 8 youth, both boys and girls, entered junior secondary school.

## **YWCA (Montego Bay)**

On March 15, 2000, an interview was conducted with 2 teachers and 1 volunteer teacher at the YWCA in Montego Bay. The teachers are students from the Sam Sharpe Teachers' College assigned to do their third-year practicum. The volunteer teacher is a friend of the program coordinator, and was encouraged by her to contribute his services.

### **Services Offered**

Assistance with literacy, numeracy and remedial education is provided five days each week, Monday through Friday, by the student teachers and the volunteer teacher, who focuses primarily on numeracy. Personal/family development classes are provided three times each week, with one of the student teachers focusing on education in reproductive health issues. Neither computers nor computer classes are available. Previously, a volunteer provided skills training in small appliance repair, but his services are no longer available. The program coordinator offers her services to provide pre-vocational skills training in home economics. A snack is always available for participating youth during a break between classes that run from 3 to 5 p.m.

On Friday, time is set aside for sports and recreation, but the YWCA UAP does not have a football team. The YWCA itself has a netball team for girls, but UAP youth do not participate on the team. Parents' Day is held at least twice each term, and a large number of youth attend the YWCA summer camp.

### **Successful Activities**

The teachers and volunteer interviewed state that the program is successful because it takes a holistic look at youth and the factors of poverty, family life and personal development which may be negatively affecting their ability to learn. Another program strength cited is the approach of basing teaching on each youth's individual strengths, abilities and needs vs. following a set curriculum at a set pace. UAP ensures that at-risk youth are treated with respect, and the program is the only option for self-improvement and development youth have once they have dropped out of school.

### **Program Strengthening**

Teachers see Greater outreach within the community by the program among the friends and peers of at-risk youth as a means of strengthening the program. The teachers note that youth behaviors can improve in the UAP setting, but lasting change cannot be achieved without changing the environment they return to.

The teachers and volunteer interviewed suggest more classes in drama and music, with formation of a formal performance group or band. They would like to have access to up-to-date teaching materials aids, such as a television/VCR, and believe that more emphasis on computers and information technology will prepare youth for the future.

The teachers feel exchange visits among *the youth* participating in the UAP in various NGOs would be beneficial for youth, along with exchange visits between teachers. They are frustrated that youth with learning disabilities cannot be detected and suggest a visiting specialist come to the center at least once each year to evaluate youth.

### **Training**

Both student teachers had attended UAP training workshops. They cite training guidance counseling skills and skills for work with at-risk youth as among the most useful workshops. They also enjoyed the recent workshop on the use of drama as a teaching tool and believe it is a technique, which adds variety to the classroom and easily motivates youth.

The volunteer interviewed would like to receive training in teaching methodologies. The student teachers feel they receive enough training through their classes at Sam Sharpe Teachers' College and do not desire additional training.

### **Successful Outcomes**

When asked to share success stories from their work with UAP youth, one teacher notes that before reproductive health education youth were very shy about discussing the issues and only knew "slang" terms for the parts of the body. Now they use the proper terms and freely discuss the topic. The other teacher recalled a youth in Grade 5 who did not yet know the letters in the alphabet. At the end of two terms with the YWCA UAP, he could recognize all letters, write his name and was beginning to read.

## **JAMAICAN ASSOCIATION FOR THE DEAF (Kingston)**

Three individuals connected to the UAP Program of the Jamaica Association for the Deaf were interviewed on March 10, 2000, about the program, which is titled the Youth Theatre Workshops. Persons interviewed included: the Performing Arts Director, the Deaf Culture Facilitator, and an interested parent.

The individuals were interviewed about their opinions in four areas: the services offered, the most successful things they do in their program, ways in which the program could be strengthened, what training was the most useful and what additional training would be helpful, and examples of successful outcomes of their program.

### **Services Offered**

The Jamaica Association for the Deaf UAP Program offers a program consisting of three-teacher teams for after-school performing arts, with 25 to 30 deaf youth per team. The team consists of a performing arts specialist, a deaf culture facilitator, and an interpreter. A Performing Arts Director assisted with the preparation, rehearsal and presentation of the most recent student performance (a fundraiser).

### **Successful Activities**

The teachers cited the following as among the most successful activities of their program:

- The use of performing arts has greatly increased motivation of youth and self-discipline to study and prepare; they put more effort into everything they do; youth are motivated to think about the future and plan for future work.
- The use of performing arts has greatly increased student self-esteem as they have strong abilities to use physical movement to portray drama, so the personal strengths of a special population are capitalized upon.
- The use of new teaching methodologies, including personal and life skills development concepts, is highly successful.
- Special population youth are now more aware of and better able to integrate into the regular world.
- Participation of deaf adults as volunteers with the program has provided important role models for deaf youth, enabling them to believe they too can accomplish the promoted skills.
- Deaf youth from mainstream schools greatly value opportunity for after-school activity with other deaf youth, and sharing with peers.

### **Program Strengthening**

The teachers suggested several ways in which the program might be strengthened. They recommended the following.

- Greater linkage with the parents is needed, for both discussion and promotion of parenting skills but also for training in special at-risk population communication skills (not only "listening" skills with adolescents, but also deaf sign-language training).
- Transportation is the greatest obstacle to program participation, as youth come from a widespread geographic area and transportation has significant real-money costs for youth and also time lost from homework completion.

### **Training**

The program teachers need further training in teaching methodologies with special populations, along with practical experience opportunities. The regular schoolteachers also need training in teaching methodologies with special populations, so individual youth achievements in the program are further strengthened in the school system.

### **Successful Outcomes**

"I told my son he didn't have enough energy to do both his homework and participate in the arts performance, so I told him he must choose between the two. He replied: 'Mommy I like drama and I'm not going to stop! I promise to do all my homework, too.' And he has." (Comment from parent)

"My younger brother likes to participate in this program so much that he rides his bike a long way early Saturday morning and arrives early for activities. He also shares with our mother all the new and exciting things he is learning. (Comment by Deaf Culture Facilitator)

### **Other**

The Performing Arts Director suggests that if funding is decreased, the program should provide intensive performing arts training to a smaller group selected from those youth and volunteer adults who were most skilled as per the last performance. This would be both an accelerated training for performances for fundraising, but also a training of trainers group that could provide training to all participating youth. Volunteer adults would continue to provide role models and leadership to special population youth; and selected youth would be strengthened in leadership skills.

The Performing Arts Director has links with the Ministry of Health and with other theatre groups that have provided performance art education on reproductive health and AIDS/HIV awareness. These topics have been part of past Jamaica Association for the Deaf performances, also.

## **ASHE CARIBBEAN PERFORMING ARTS FOUNDATION**

Two teachers in the UAP Program of the Ashe Performing Arts Foundation in Kingston were interviewed on March 10, 2000, about the program, which is titled, SOLID YOUTHS – Through the Performing Arts. The teachers, both males and graduates of Ashe, are sports directors for the football program, and also work in the areas of literacy, numeracy, and reproductive health. The teachers were interviewed about their opinions in four areas: the services offered, the most successful things they do in their program, ways in which the program could be strengthened, what training was the most useful and what additional training would be helpful, and examples of successful outcomes of their program.

### **Services Offered**

The Ashe UAP Program offers several sports, especially football, with strong links to personal development and reproductive health issues for youth age 7 to 15, mostly male but one female enthusiastically participating. These are youth still in-school and mostly from female-headed households. A summer camp sports program is also offered.

### **Successful Activities**

Among their most successful activities, the teachers feel that there has been progress in the following areas.

- An easy way to learn that is fun and easy to remember and in which youth participate based on EIC (Excitement, Involvement and Commitment);
- Improved youth attitude: The youth become calmer and listen first rather than escalating into fights immediately or blowing up in anger;
- Increased awareness by youth of their social surroundings and potential for violence;
- Increased practice of basic hygiene and personal pride in appearance;
- Increased reproductive knowledge; and
- youth are more aware of consequences and are taking responsibility for their actions.

### **Program Strengthening**

The teachers recommend an increased number of outlets for youth to showcase their talent, especially sport talent as these youth do not make the school teams and do not have other opportunities for sports. Teachers proudly stated that Ashe is usually asked to share their experiences with the other NGOs when participating in UAP training events.

### **Successful Outcomes**

The football league is in its beginning stages, and there has not been sufficient time to develop successes beyond the successful items cited above.

## **SAM SHARPE TEACHERS' COLLEGE (Montego Bay)**

The Sam Sharpe Teachers' College was visited on March 15, 2000, and 12 teachers in the UAP Program were interviewed. Most of the teachers are in teacher training programs at the college, others are retired teachers, or formal school teachers who work part-time with the program.

### **Services Provided by Teachers Interviewed**

Among the services provided at the teachers' college are literacy and numeracy training, extra study in preparation for CXC exams (English, mathematics, social studies, science, geography, history), computer classes (beginners and second level), Spanish (new), and music, if students are participating in other basic (literacy and numeracy, or mathematics and English) services. Guidance counseling services are also provided.

### **Successful Activities**

The student teachers with the UAP Program gain practical experience with a variety of methodologies and gain experience and self-confidence in managing at-risk youth. They see the work as giving dropout youth another chance to become literate and numerate. Their services help to provide the youth with a lower teacher to student ratio for after-school study so that they can get the individualized attention they need to enable learning and ability to pass CXC/GCE/SBAs. Because of the poverty of many of the parents this is important, as there may be no lights in the home.

According to the teachers, the program:

- gives at-risk youth a sense of security and belonging;
- provides opportunities to acquire computer skills which lead to job opportunities;
- reaches parents or caretaker adults with family development training;
- increases at-risk youth awareness of the community at-large and other lifestyles; and
- improves youth social behaviors (decrease cursing, fighting, etc.).

### **Program Strengthening**

The teachers would like to acquire new strategies to draw in parents who have given up on their child and his/her education. They believe it is import to increase community awareness of the program and the opportunities it is providing and what at-risk youth are achieving.

### **Training**

In regard to training, the teachers had several suggestions for sessions that would be helpful to them in teaching at-risk youth:

- regional trainings so more can attend;
- more skills training for working with at-risk youth;
- behavior modification skills;
- peer guidance counseling;
- up-to-date computer hardware and more software, internet access;
- exchanges and sharing with other UAP NGOs;
- roles and responsibilities as a teacher of at-risk youth;
- practical experience with a variety of methods for teaching; and
- drama as a teaching method.

### **Successful Outcomes**

The teachers were able to point to several successful outcomes of the program since they have worked with it.

- A youth from a home with very negative attitudes towards him and towards education has become a vibrant and expressive student who always enhances study group discussions.
- The improved attitudes of youth carry-over into their formal education classes—they are changed inside. It is not just the setting that changes.
- Five youth are ready for the CXC exam this term.
- Two UAP students are now playing with the SSTC regular music performance group at JCDC Festival for the Performing Arts and with the visiting University of Southern Illinois music association.

## **KINGSTON RESTORATION COMPANY (Higholborn Street)**

Seven teachers and the guidance counselor from the Higholborn Center were interviewed on March 14, 2000, at about 4:p.m. in the afternoon. Teachers from both the NET and the YESS projects participated in the discussion. The teachers voiced a strong level of discontent with program implementation, although they all agreed that the students need the program and that it provides important services. “Things would be much worse without the program. It is a very important program that needs to be made better.”

### **Services Offered**

The students need someone who can relate to them, and talk to them. In addition to academic and skills programs, according to the students, there used to be social programs. “They are complaining that things are not what they used to be. There are fewer social activities. They used to stay around until 10:00 p.m.” The teachers attribute the changes to a “change in management.”

According to a teacher who only assists with the YESS program: “The informal approach to teaching is important. “You can’t duplicate the formal school system to which they are accustomed daily. You have to relate to them in a very informal and friendly way.”

### **Successful Activities**

For YESS, the successful activities include the computer training and the academic assistance. For NET, the successful activities include the skills training, and literacy and numeracy, as well as developing a sense of self-esteem and self-worth. The military training program was very good. The students want to go back, and were led to believe that the program would be repeated. Now, it has been postponed and they are disappointed.

### **Program Strengthening**

The teaching staff is dissatisfied with project implementation and offered suggestions both in terms of the program content and in terms of their own situation. They said that turnover on the program is very high. Only the part-time teacher on YESS had been there for more than a few months (he has been assisting there for 3 years); all the other staff interviewed started in September 1999, and the guidance counselor had turned in her resignation on the day of the interview.

For the NET project, a number of suggestions were offered about the teaching environment. The classrooms need to be cleaned up to present a more favorable environment for the classes. The science teacher said that his classes are held in what used to be a bathroom. The basins have been removed but the paper holders are still there as are the holes in the floor. The teachers felt that the classrooms should be cleaned up, especially given the conditions in which many of the children live. The surfaces of

the blackboards are so rough that they are difficult to use; supplies as simple as a blackboard eraser are not available. They would like to see smaller classes (less than the current 30 students per class) and some sort of library facilities. There is a need for a trained special education teacher and some attention to health problems of the children.

The staff reports that the new group of students is “impossible.” They feel that the military training program would be very useful, but note that it has been postponed. They also would like to see more background checks on the students. Some of them are criminals and are threatening other students. Most of the teachers say that they also have received death threats from the students.

The teachers said that the numbers of students in the NET program are falling because the students no longer receive lunch. They are hungry and many of them are begging for money and food around the center. It would be good if the program could include some way for them to earn money.

In terms of recommendations for the staff themselves, their primary complaints concern low pay and very stressful work. They feel that they do not receive the support from management that they need to be effective, and as a result the students are being short-changed. They do not have the teaching resources they need, their salaries are lower than in the formal schools, and they receive no health benefits. They suggest that some positive incentives, like scholarships for continuing education would make the jobs more attractive and compensate for some of the stress on the job. (A number of the teachers report that they are attending classes in the evening.)

They are unhappy that their recommendations for the program are not taken seriously. Each teacher is required to fill out a monthly report with recommendations. They do not receive their paychecks until the report is completed, but they say that no one ever reads the reports or responds to the recommendations. For them the reports, which they say are long, are an added burden and no time is allocated to fill them in. As a result of the reports and time sheets, sometime the teachers do not receive their paychecks at the end of the month, which is a problem for them because their bills are due.

Another teacher complaint concerns holidays. The program does not close for the normal school holidays. The teachers have to be there but the students don't show up.

The teachers had contracts until July but because the funds are ending in April, they have been asked to rewrite their contracts to take a cut in pay so that the program can carry them until July. They are not pleased and they do not understand why the program is so strapped for funds. They suggested that if USAID decided to fund the program again, it should look closely to make sure that the money actually gets to the program. They said that they are constantly told that there are no resources. KRC should find a system to fund the program with sufficient funds to do it properly. They can't rely on volunteers given the economic situation in the country. In conclusion they said that we need to look at the “top end” if there are failures in the program. The teachers shouldn't be blamed for the failures.

## **Training**

Several of the teachers had attended UAP training – mediation, conflict resolution, drama. They said that the training was excellent. Although in theory they are expected to carry the information from the course to the other teachers, it is difficult to find the time to do it.

They would like additional training in psychology, and would like to see longer, in depth training. “These are not normal students.” They also mentioned that they had had an academic retreat at some point that they liked very much and would like to repeat.

**YOUTH OPPORTUNITIES UNLIMITED**

There was no opportunity to interview the teachers because they were involved in classes at the cooperating schools at the time of the visit. The two people who were teaching, Sheila Nicholson and Marjorie Holness, participated in parts of the discussion with the administrator.

## **ST. PATRICK'S FOUNDATION**

Three teachers were interviewed on March 15, 2000. All teach remedial reading as well as other subjects. They are all trained and experienced teachers. In response to a direct question, they said that St. Patrick's pays less than the government system but, "I like my job," and they all agreed that they "just hope the program will continue." They praised the management at the school saying the manager is never out of reach, communication is effective, and an effort is made to correct problems that arise.

### **Services Offered**

The program is a remedial program for slow learners who have dropped out of the primary system. At the end of their participation here, they will go back into the government system. St. Patrick's has two shifts of classes per day for the different grades, with about 20 students per classroom per shift. (Two of the three teachers feel that this class size is too big for this population.) All together there are 8 UAP teachers, of whom 4 teacher in both the morning and afternoon shifts. Students are ages 9 to 16, and about 60% boys. Some of them come to the school from orphanages. The students come from the community and not all of them are Catholics.

The subjects taught are remedial math and English, social studies, language arts, science, penmanship, guidance counseling, and Christian living. The students also get computer training, activities like drama, cookery, arts and crafts, embroidery, and garment construction. And, they have a football team. Students are served lunch and breakfast.

They also have a summer program that involves students from St. Patrick's as well as from other schools. During the summer, on Fridays, they have field trips.

### **Successful Activities**

This is a more affordable program for students who can't attend the government school. Some wouldn't attend if the food were not served. The teachers bring the students to the level of the normal school system, and through that raise the level of literacy in the community. Most go back to the normal school system. When students can't read they become very aggressive. In the school they also gain self-esteem, and more love and respect for others.

One indicator of success for the teachers is that the students are now asking for extra classes on weekends. "If the program were discontinued, the children would be devastated."

### **Program Strengthening**

The program could be strengthened through more community support and more parental involvement. (At this point, parents come to the school to get grade reports because they are not given to the students, and there are PTA meetings.) The teachers said that part of

the problem lies in the fact that the parents can't read either. They suggest it might be useful to set up a literacy program for parents.

### **Training**

All three teachers had participated in UAP training for either conflict resolution or drama. They assessed it favorably, and said that after the training those that attend share the information about it at the staff meeting.

They would like to receive additional training in counseling, child psychology, and how to relate to the children. In response to a direct question, they said that violence is not a problem in the school.

### **Successful Outcomes**

The successes for them are seen in terms of literacy. They cited an example of a 14 year-old who came to them and did not even know his letters and is now able to read words. They also feel that they have been successful when they receive letters of thanks from the parents

## **MEL NATHAN INSTITUTE (Hannah Town, Kingston)**

Five teachers of the Mel Nathan Institute in Kingston were interviewed on March 14, 2000. Three of the five teach exclusively in the after school program at the main school, one woman teaches only in the community college, part-time, and the one man among the group, the woodworking instructor, teaches in both programs. The four women teach remedial English and/or math for different grade levels.

All teachers expressed strong support for the program and all are strongly supportive of the program. They pointed to the importance of giving individual attention to the students, which they can do because there are only 12 to 15 students in the class. The Grade 6 teacher is working with students to prepare them for the exam. Both teachers with the older children in the community college pointed to a lack of interest in academic courses among this group. Attendance is a real problem for the math and English classes.

### **Services Offered**

The most important service that the teachers talked about is individual attention. The woodworking instructor pointed out the importance of the classes for the young children of teaching them to work with and care for tools, and of introducing them to career options.

The question of services offered for the special population is more difficult. While these students are quite motivated to learn skills, they resist the remedial academic courses (math, English, and entrepreneurship). They feel like they should be past that, and also find it difficult to see the value of these classes. Attendance is a big problem in this class, unlike the other classes at the school. The classes meet at 9:00 a.m., Monday through Thursday. The students are given an assessment test at the start of the course and grouped by ability.

### **Successful Activities**

The teachers said that with remedial students there is a process of slowly bringing them along, with a combination of academic training and changing self-image. They are helping the youth of the inner city to be themselves. There is a big issue of self-esteem. They spend time with the kids and mold and mentor them. They learn to express themselves and to cooperate with each other.

The program serves the entire community, through the interactions of the teachers with the parents. The parents come into talk about the students. In addition, some of what the students learn is carried back home. One of the students used what they had learned about sewing to mend her school uniform at home. The students are taught to fill out application forms and payment vouchers, and they report that many of them are then helping their parents to fill out forms.

Among the special population, those who come consistently to the remedial classes seem to benefit. Improvements are seen in their academic capacity and in their self-esteem. There is a change in attitude toward learning.

### **Program Strengthening**

According to the teachers, adding contact time could strengthen the program for the standard UAP group. The children want more time. They also want to do more things with their hands, and hands-on activities are useful for learning. The woodworking instructor would like to be able to move to bigger and more complex projects with the students.

The remedial teacher for the special population pointed to the need for learning materials that are specifically geared to this age group in terms of their social and emotional level. She also asked the question of the extent to which she should be preparing the students for the HEART exam or trying to strengthen their academic skills more broadly. Also, at the community college, the special population students should be in classes separate from the HEART students. (They are now sometimes in the same classes.)

### **Training**

The teachers appreciate the staff training sessions held periodically with Mrs. Burke. They offered no suggestions for additional training.

**MEL NATHAN INSTITUTE FOR DEVELOPMENT AND SOCIAL RESEARCH  
(Seafield, St. Mary Parish)**

On Wednesday, March 22, 2000, an interview was conducted with the service provider to in-school youth, at the all-age school, after the school day has ended. The school only has one shift per day. The program is located in the town of Seafield. This location has branched off, due to size of needs and facilities, from the vocational skills training center located in Carron Hall. An assistant aids the service provider, but was at a meeting elsewhere and unavailable for the interview.

**Services Provided**

The service provider, who does not have formal teacher training, focuses on literacy (spelling, reading, etc.), numeracy, and remedial education for approximately 60 youth who regularly attend the program. The youth are ages 10 to 14 and attend school from Grades 4 to 9. More girls than boys (35 to 25) attend the program, as "boys prefer to play cricket or marble after school." It is also noted that, although practically 100% of community youth are enrolled in school and attend regularly, the boys often leave school early as they must gather the goats and carry water from the river. The teacher is a skilled seamstress so she also teaches sewing, and some time is set aside for physical recreation. The service provider has been with this program since June 1998.

**Training**

This service provider attended a training session organized by Mel Nathan Institute in which techniques for teaching at-risk youth and the use of drama and games as teaching methods was presented. She found this information highly useful in her daily work with youth. She would like to receive additional training on educational methods for literacy, numeracy, and remedial education.

**Program Strengthening**

Suggestions given for strengthening the program include additional staff, more materials for reading and numeracy, and to have the program more days per week as the time is short since children need to leave to walk home before it gets dark. In addition, the service provider feels an occasional educational trip would both motivate and educate the youth.

## **JAMAICA RED CROSS SOCIETY (Kingston, St. Andrew)**

The morning teacher for the Kingston branch Red Cross program was at the Red Cross site in the morning on Monday, Tuesday and Wednesday from 8:30 to 11:30 a.m. and then goes to a ministry school to teach the second shift from 12:30 to 5:30 p.m.. At the ministry school she has about 45 students. She has 12 years of teaching experience.

### **Services Offered**

At this program, she teaches home management, sewing, hygiene, and roles and values. Reading and numeracy are included in her teaching as well, although the afternoon teacher is responsible for most of those subjects. She said that most of the students attend regularly. The afternoon teacher comes on Tuesday, Wednesday, and Thursday afternoons.

### **Successful Activities**

She said that the hands-on work is the most effective. It helps the children learn discipline to live with one another, to communicate. The children are learning that people can get through to them without shouting. When they first arrived, they had no discipline and couldn't sit still.

“

This is a very important program. Children like these, if you put them out of this program they will be left on their own. They need to learn how to socialize with others and then they can get along.”

### **Program Strengthening**

There is a need for more materials and equipment, and for more room. They need a separate room for food preparation, for example. All of the children of different age groups are in one room, and there is too big a gap.

### **Training**

She has not received any training as a part of the UAP program. She is involved with the Optimist Club that has training that she has pursued on her own. She would like to have training in conflict resolution.

### **Successful Outcomes**

She cites her success with particular students, like *Patrick*, who is 13 years old. He came in as a non-reader, but attends regularly and has made significant progress.

She said that some of the children could move on to other schools now; others aren't ready yet but they will be. She is encouraging the parents to make the application so that these students can move on and make space for others.

## **JAMAICA RED CROSS SOCIETY (Yallahs, St. Thomas)**

Three of the four teachers in the Yallahs Red Cross UAP Program were interviewed on March 16, 2000, in the classroom. The interview with the program director was interrupted, and the teacher and student group interviews were held while the director was away. The beekeeping instructor was not present. The three teachers who were interviewed teach skills, math, and language.

### **Services Offered**

They said that they provide classes in mathematics, language, beekeeping, and health and personal hygiene. They have some field trips during the summer and on holidays, as well as parenting sessions. Special resource persons come in to teach classes like dental hygiene.

They said that the parents come in to meet with the teachers once a month. Attendance is not a much of a problem, but if a child is absent they try to contact the parents to find out why.

### **Successful Activities**

They said the most successful activity is getting the children to read. They also pointed to the programs as tools to “socialize” the children and teach them leadership. Most of them learn to handle the sewing machines by themselves.

They said that last year four of the students entered the day school; one completed the G-SAT; and one entered Seaforte High School.

### **Program Strengthening**

They would like to expand the areas of interest to include more hands-on activities such as arts and crafts, music, plumbing, small appliance maintenance, and more computer training. [Note: the school doesn't have any computers at this point; Dr. Sangster met with the deputy principal of the school to talk about the Computer Society program for schools. In response to a direct question, they said that the time spent in class and the afternoon schedule seems OK to them, and the location of the program is good for both the teachers and the students.

### **Training**

The teachers would like more training for new ideas and methodologies in teaching mathematics and language, food and nutrition, and computers. They also would like more information about how to deal with behavioral problems. They think it would be useful to set up more workshops with the students with outside resource people. Ideally, they would go to outside training once each quarter.

### **Successful Outcomes**

The teachers cited their success with the children in hands-on activities, and proudly displayed examples of the bags that they had made in the sewing classes. They say they feel it is a worthwhile program because it is clear that the students are benefiting and they are not so withdrawn. See the progress of the children makes them feel that they are providing a valuable service. (They noted that the children from the day school who also attend the evening school seem to advance faster than the children who are not enrolled in the day school.) “All in all we would like to see the program continue.”

## **RURAL FAMILY SUPPORT ORGANIZATION (Denbigh)**

Three staff members were interviewed on March 17, 2000, at the Denbigh Showgrounds in May Pen. They included two guidance counselors and a teacher. The guidance counselors work primarily in the community schools, while the teacher works with the girls in the UAP class and the students who come for the after school program.

### **Services Offered and Successful Activities**

The guidance counselors explained that they work with seven schools in the area, spending two hours a week with groups of about 50 students each. Essentially, they take the class time allocated to the guidance counselor in the school schedule, since they are working in schools that do not have guidance counselors. They work primarily with low performers, and also do individual counseling for teen mothers and those who are sexually active. Their curriculum is a personal and family development program, with a reproductive health component. If there are particular problems in the schools, they will structure discussions around these problems. They are often invited by teachers to meet with other classes for specific problems, especially if they are sexual in nature.

For the in-school program, the resulting increase in self-esteem is reflected in the academic work. “When they feel good about themselves they learn more. You also can see a change in appearance.” The counselors also have parenting sessions – “we work with the children and then duplicate it with the parents.” The parents say that they are learning a lot from their children. There was a real outcry from parents when they were told that the program would be ending. The children say that their homes are working better. Some parents are never absent. The parents want to learn too, and the parents are passing the information on to their friends. The school principals are very supportive of the program.

The counselors also work with the “in-house” program, correcting situations that have gone bad, (whereas in the schools the program is preventative.) The in house program started as a program for teen mothers but has expanded under the UAP. They are trying “to re-focus the girls to a new way to deal with their urges, to a new view of themselves, to teach them survival skills for their particular life stage.” The special population group, ages 15 and 16, receive skills training in the HEART program, individual counseling from the guidance counselor, and remedial work with the teacher.

The teacher who works with the in-school girls describes her work as “very rewarding.” “Many couldn’t read when they came here and now they’re really clicking. They’re more vibrant in their environment.” Some parents have asked to have their whole family admitted to the classes. The parents pay for uniforms and some books.

### **Program Strengthening**

The counselors say that to be able to reach more of the school population they need more staff. They also would like to expand the program in the schools by providing training for the regular school staff, and giving more training to the UAP staff.

For the teacher, providing more classroom space could strengthen the program. There are 29 students in the room all day, and then 30 more arrive for the after school program. (A second teacher joins her during the afternoon.)

### **Training**

All three women have participated in UAP training. The teacher said that she participated in training on stress management, and liked it very much. They also have done a great deal of guidance and counseling. They liked the drama training (and the students like it, too).

They would like to see more counseling training for the teachers. The training is also useful when they are asked to work as resource people elsewhere in the community.

In response to a direct question, they said that there really hasn't been a problem with violence. When the students first arrive, they talk about behavior rules.

### **Successful Outcomes**

The successful outcomes are getting the children back into the schools, and seeing the children performing and moving up. Without the UAP, many of these children would not make it. They need individual attention.

The teacher related the story of one little girl who came to her unable to relate to the teacher at all. The parents were thinking of taking her to "the retarded place." Now, after a short time, she has really advanced socially and is learning to read. "This place is an oasis in a desert."

A second story related by one of the guidance counselors. She met a street boy named *Lennard*, working a pushcart in the market. He was dirty and disheveled. She told him about the program and he started attending. Now, he is neat in appearance, reading, and demonstrating. He continues to work but has returned home and is putting his money into a bank account.

## **WESTERN SOCIETY FOR THE UPLIFTMENT OF CHILDREN (Montego Bay)**

On March 15, 2000, an interview was conducted jointly with the Education Officer and two Assistant Teachers for the Western Society for the Upliftment of Children UAP. The Education Officer has been with the program since its inception. The two Assistant Teachers had been previous beneficiaries of the NGOs programs, had furthered their education, and had returned 8 months ago to assist WSUC's UAP as Assistant Teachers.

### **Services Offered**

Assistance with literacy, numeracy and remedial education is provided daily, four days each week. Personal development and health classes are held two days each week. Pre-vocational skills training is offered two days each week. Drama, science and the environment, and recreation at the nearby Cricket Club field are available one day each week. The program has organized a football team. Community members are also frequently invited as guest speakers, such as the police. Parents' Day is held once each month.

Nurses visit from a local health clinic to give reproductive health classes once or twice each month. Condoms are freely available at the clinic and the teachers state that youth are comfortable seeking treatment there as they are praised for seeking assistance. Birth control pills are available at the clinic for J\$15 per monthly supply, compared to J\$50 at local pharmacies. Both assistant teachers stated that youth *do* use condoms, as they are very afraid of contracting HIV/AIDS.

### **Successful Activities**

The teachers interviewed agreed that the replication of training by teachers who attend training workshop to non-attending teachers is one of the strengths of the program. This is done on Fridays, along with preparation for the next week's classes. The use of drama as a teaching technique is considered by the teachers to be an effective method for motivating youth to learn.

The two assistant teachers expressed that the program's focus on peer counseling techniques and conflict resolution and mediation skills is another great strength of the program. These techniques enable youth to make their own choices, which leads to lasting changes in their behaviors.

### **Program Strengthening**

Staff interviewed would like to see more field visits for youth, so that they are exposed to a variety of life options and to increase their self-confidence in different social settings. They would like to see more networking among UAP NGOs to share ideas and techniques, and to know that one is not alone in trying to help at-risk youth. The inclusion of more career workshops is suggested as potentially beneficial for youth, and an increased focus on increasing community awareness of the rights of children. One

assistant teacher recounted that recently a WSUC UAP youth who pushes a cart in the market on Fridays had grazed an adult who then beat him so severely that he was close to death.

### **Training**

The Education Officer and both Assistant Teachers had attended UAP training workshops that they found to be very useful in their daily work. Cited as most beneficial were the workshops in teaching methodologies for literacy and numeracy, and the use of drama as a teaching technique. One of the assistant teachers stated that "youth like to go to the action," so the use of drama attracts their attention. All three teachers interviewed said that they find the use of song and poetry to be effective for transmitting messages on positive behaviors to youth. Training workshops on conflict resolution and mediation techniques were also mentioned as beneficial, and the assistant teachers named several of the techniques that they have put into use with good results.

The Education Officer mentioned that the training workshop on reproductive health had quite an impact on her perception of AIDS. A guest speaker who had HIV came and shared his life story. It was enlightening to see how much he contributes to his family and the community. She also noted that workshops on personal and family development provided useful information and skills for UAP teachers.

All three teachers interviewed would like to see more workshops on teaching methodologies for literacy and numeracy as "teaching techniques can never be exhausted." They also feel that training in basic psychology–human behavior would be useful.

### **Successful Outcomes**

One of the program's greatest successes to date is that a youth who lived on the street became numerate and literate through the WSUC UAP. He has been apprenticed to a barber and is working regularly. He often visits as a guest speaker to share his experiences with participating youth.

## **CHILDREN FIRST (Spanish Town)**

On Monday, March 20, 2000, three teachers at Children First in Spanish Town were jointly interviewed. Two are assistant teachers, one a beneficiary of programs previously coordinated by Children First when they were a direct Save the Children/UK organization. She has bettered her personal situation by obtaining a teaching qualification and returned to assist her community. One woman interviewed was a graduate of a teachers' college with two years experience in remedial education previous to being hired by Children First.

### **Services Provided**

Teachers stated that the objective of the Children First youth program is to help youth who have dropped out of the formal education system and prevent that they initiate other negative behaviors present among some youth in the community. The program is centered around a holistic philosophy of child empowerment, and youth are encouraged to "have a voice." The teachers provide literacy, numeracy and remedial education based upon the JAMAL methodology. Personal development, stressing issues of self-esteem and reproductive health education, is an integral part of the weekly program. Time is set aside each week to promote discussion by youth of whatever issues they choose, sometimes in gender specific groups, so that both sexes can more freely speak, and sometimes in mixed groups so that understanding between youth is fostered. These open discussions often help to dispel many reproductive health "myths" that have been communicated to youth.

### **Successful Activities**

All three teachers interviewed were in agreement that the literacy, numeracy, and remedial education methods promoted in the Uplifting Youth Program are excellent and effective. They feel these methods really reach the at-risk youth and motivate them to learn as "learning is fun." For example, one teacher mentioned the incorporation of practical experiences in mathematics education as extremely important, having had youth that day measure the classroom floor to practice calculating area. The teachers say that with these methodologies a youth that is extremely motivated can increase one level in literacy or numeracy per term. An average at-risk youth requires one year to gain one level, and more difficult cases require varying amounts of additional time depending on individual needs.

The teachers feel that the use of drama as an educational technique, especially to address personal and family development issues, is very appropriate for this age group. Another strong advantage of the program is that youth receive the attention they need and program participants and staff become much like an extended family. Program staff and volunteers "accept the youth as they are," so that youth are less insecure and can feel free to express their desire to learn. Not long after entrance into the program they can see the conflicts between youth decrease and their treatment of each other improve.

## **Training**

Teachers interviewed cite the training in literacy and numeracy methodologies, especially the preparation of teaching aids, as having been among many useful trainings provided through UAP. Others include training in the use of drama as a teaching technique (see above). They stated that techniques demonstrated in training provided on counseling skills with at-risk youth were relevant and easy to apply. They were impressed at the presenter's understanding of the real situations facing at-risk youth in Jamaica.

When asked what additional training would be useful, all three teachers agreed that more training in guidance counseling skills for addressing personal and family development problems would be useful. Additional staff, also, so that they could do home visits to immediately follow up with dropouts from the Children First youth program. More training on a variety of teaching methodologies would also assist development of the program to adapt teaching to different learning styles among youth. More training in the use of drama, which is new for many, is also requested.

## **Program Needs**

The teachers are grateful to have received containers to function as classrooms as the situation was quite difficult prior, with one teacher teaching under a tree and another wedged into a small hot room. They do feel that support for a lunch program is integral for programs assisting at-risk youth, and they also feel that activities to assist parents to earn money can free youth from demands on their time so that they may pursue their education.

## **Successful Outcomes**

Each teacher was asked what achievements by any one youth or the youth assisted in general sustain their motivation to continue teaching in difficult conditions and with little remuneration. One replied that seeing a youth that entered the program illiterate in September and beginning to read in December is extremely motivating for her. The second teacher recalled the changes in a young woman who entered the program with a very aggressive attitude and signs of low self-esteem, such as not bathing, wearing dirty clothes, etc. She now rarely tries to fight with other youth and presents to daily classes with perfect hygiene and dress, with her increased self-esteem visible in the way she carries herself. The third teacher mentioned that seeing the youth they assist enter high school, in the formal education system, is her reward.

## **JAMAICA FAMILY PLANNING ASSOCIATION (St. Ann's Bay)**

On Tuesday, March 21, 2000, an interview was held with a teacher who has been with the Jamaica Family Planning Association UAP for almost two years. As she was in the middle of conducting a class, with no one to replace her, the interview was as brief as possible.

### **Services Provided by the Teacher Interviewed**

The teacher interviewed provides remedial education to usually a class of 20 out-of-school youth, of 24 registered, using the JAMAL-based methods promoted by UAP. Youth receive personal and family development classes from the UAP Coordinator several times a week.

### **Successful Activities**

The JAMAL-based methods for teaching literacy and numeracy are effective, according to the teacher, for at least a third of the very illiterate. Youth who enter the program at virtually less than a level 1 are able to achieve a level 2 within three to six months and even a level 3 within a year. She cites the numeracy books obtained through UAP to be exceptional.

### **Program Strengthening**

Ways to strengthen the program suggested by the teacher include adding in more teaching time on personal and family development issues and obtaining more phonics materials.

### **Training**

The teacher attended the UAP workshop on methodologies to teach numeracy. She also participated in the workshop on the use of drama as a teaching technique and she has actively used this method to teach numeracy, for example having students count the rhythm of music, and literacy, for example having students read and act out different verbs. She found the workshops on counseling skills and mediation skills to be quite useful with some adaptation.

She would like to receive training on methodologies to teach literacy, as she was unable to attend the UAP workshop on this topic, and feels additional training in the use of drama as a teaching technique would be useful.

### **Successful Outcomes**

The most successful outcome to date for this teacher has been the ability of two former program participants to enter a local high school and continue to do well. The dedication she sees almost all the program youth demonstrate is a strong motivation to her work.

## **WOMEN'S CENTRE OF JAMAICA FOUNDATION (Mandeville)**

The Women's Centre of Jamaica in Mandeville was visited on Thursday, March 15, 2000. As Thursday is scheduled for artwork, an interview was conducted with two art teachers and the products prepared by youth in recent classes were observed. Picture frames, wall plaques, pillows and embroidery in various stages of completion were viewed. The artwork was carefully done, including well-spaced lettering and phrases with perfect spelling and grammar. A volunteer literacy and numeracy tutor from Bethel Bible College located across the road was also present to conduct the opening devotion for afternoon classes and he also participated in the interview.

### **Services Provided by Teachers Interviewed**

The male art teacher provides training in skills to make ornaments (picture frames and plaques) and other household items (such as jewelry boxes) from available and affordable materials. He states that boys and girls participate equally, with older boys especially drawn to this type of artwork. The older boys become assistants in instructing the younger children. The female art teacher teaches sewing and garment construction that primarily attracts female youth. She also teaches drawing and painting, which attracts both sexes equally. Both art teachers have the youth incorporate painted or sewn phrases into art work, stressing the importance of correct spelling, grammar and spacing of letters.

The volunteer tutor takes aside the younger children, ages 10 to 11, during UAP literacy and numeracy classes and provides more age-specific training for them three times a week. He states that the college believes a focus on community outreach and service is important to include in their training. Students of the college have formed a benevolent association, which is providing tutoring assistance to the WCJF UAP in Mandeville, with plans to create a more structured mentoring program for UAP Program students.

### **Successful Activities**

One of the first things mentioned by all three teachers interviewed was the love and caring they feel for the youth and their concern that they be reached and helped "as they are the future for Jamaica." They worry that the demonstration of concern for youth is not available to many in the home. The art teachers feel that the creativity and interest of youth is inspired through artwork while acquiring patience as they strive to create perfect pieces. Art can also give youth a skill to earn a little money to help them purchase pens and paper, etc., needed for formal schoolwork.

The volunteer teacher feels that tutoring enables youth to achieve more academically, as there is a high student to teacher ratio in the formal educational system. All three teachers describe the UAP as a positive use of the free time available to youth after school.

The teachers note that some of the youth walk up to 1 1/2 hours to reach the center and that they all attend regularly, even when it is raining although few people go out at all in Mandeville when it rains.

### **Program Strengthening**

The art teachers suggest that more financial support for the program would greatly strengthen it, especially if more staff with counseling skills could be hired. The volunteer teacher agrees and also suggests obtaining more materials for relaxing education, such as board games.

### **Training**

The art teachers had not participated in any training and do not feel they need any. The volunteer teacher, who receives training as a student at Bethel Bible College, would like more training in youth outreach skills and career guidance.

### **Successful Outcomes**

When asked what has given them the most satisfaction of working with the UAP youth, the male art teacher replied that he was very proud of an older youth with low literacy and numeracy skills who was extremely withdrawn until he began to participate in his art class. It turned out the youth was very skilled with his hands and "could do everything perfectly after you show him just one time." He is now much more out-going and assists the teacher in training the younger students.

The female art teacher recalled the collage one little girl prepared, in which she had spelled out the phrase: "I want to grow up to be just like you (the teacher)." All three teachers recognize the lack of role models for many at-risk youth. The volunteer tutor stated that seeing how the use of song and poetry excites youth and enables them to learn provides motivation to his efforts. He enjoys that his tutored youth complete their school homework and proudly demand that he review and grade it, something that the teachers in the formal education system do not seem to have the time to do regularly.

## **WOMEN'S CENTRE OF JAMAICA FOUNDATION (St. Ann's Bay)**

On Tuesday, March 21, 2000, an interview was conducted with a trained teacher who teaches in a local primary school during the day and works with the Women's Centre of Jamaica youth program in St. Ann's Bay in the afternoon. The teacher was extremely motivated and very creative in her preparation of teaching aids for the youth, which included a variety of visual literacy and numeracy aids along with games that she put to multiple uses to improve both math and reading skills.

### **Services Provided**

The program divides youth into two levels, attempting to separate youth as much as possible by age but having literacy level as the final criteria. The teacher interviewed, similar to other teachers in the program, teaches both levels for one hour on different days of the week. Literacy and numeracy training is provided on Monday through Thursday, along with personal development. The teacher interviewed also teaches art and provides some skills training for youth, primarily girls, in sewing. A male teacher provides skills training in preparing crafts that are attractive to and purchased by local people, such as hair clasps from coconut shell.

### **Successful Activities**

The teacher interviewed feels she sees steady improvement in literacy and numeracy among all youth that regularly attend the program. She states that the self-confidence of youth is extremely low when they enter the program, as they have received no encouragement in the home. She has seen that once they achieve a level of self-esteem their literacy and numeracy skills suddenly blossom and this feeds back into their motivation to learn.

She stresses that art classes give youth an appreciation for the beauty of the natural environment, while both art and sewing has a relationship to mathematics in the development of patterns, grouping of sets, etc. Young girls love to hand-stitch a doll and doll's clothes, perhaps a measure of comfort to them. Hand-stitching helps them learn to focus and concentrate for an extended period of time and they gain a skill which can improve their appearance (repair of torn clothes, falling hems, etc.) as their self-esteem increases. Eye-hand coordination is strengthened through the arts. Overall, the teacher believes that arts and crafts improve the quality of a child's life and provide a positive use for free time.

### **Suggested Program Improvements**

As a trained teacher in the formal education system, the teacher interviewed believes that a standardization or establishment of a curriculum for the UAP would be an improvement. More professional, rather than hand-made, teaching aids would be very useful, along with a television and VCR to show tapes occasionally. Youth would make good use of more readers (at all levels) and language activity books. Access to more

board games would also maintain youth interest by varying teaching techniques. She states that, although she herself participates in the program out of a sense of commitment to youth, an improvement in the remuneration for teachers would be a great improvement for those teachers who cannot afford to dedicate their time to youth.

### **Training**

As a person previously involved in the JAMAL adult literacy program and as a trained teacher with experience in remedial education, this teacher did not attend any of the UAP training. As she also functions as the PALS coordinator for the schools, she has also received conflict resolution and mediation techniques training through the PALS program, so she does not personally feel the need of any additional training. She suggests, however, that program service providers without this type of background would need workshops on remedial education techniques in order to be effective.

### **Successful Outcomes**

When asked to relate her greatest accomplishment through the program to date, the teacher recalled a boy and a girl who each entered the program at the lowest level of literacy. They progressed rapidly, with the boy, especially, reading every book he could get his hands on at the program. They graduated from the program in two years, and are now attending the general school. She overheard the boy talking to other boys one day and he said, "You know I didn't think I could ever learn to read."



## Annex E



### PARTICIPANT FOCUS GROUPS

<b>Kingston YMCA</b> .....	<b>2</b>
<b>Kingston YWCA</b> .....	<b>3</b>
<b>YWCA (Montego Bay)</b>	
Group 1 .....	<b>4</b>
Group 2 .....	<b>5</b>
<b>Jamaica Association for the Deaf (Kingston)</b> .....	<b>6</b>
<b>Ashe Caribbean Performing Arts Foundation (Kingston)</b> .....	<b>7</b>
<b>Women’s Centre of Jamaica Foundation (Mandeville)</b> .....	<b>8</b>
<b>Women’s Centre of Jamaica Foundation (Montego Bay)</b> .....	<b>9</b>
<b>Women’s Centre of Jamaica Foundation (St. Ann’s Bay)</b> .....	<b>10</b>
<b>Sam Sharpe Teachers’ College (Granville)</b> .....	<b>11</b>
<b>Western Society for the Upliftment of Children (Montego Bay)</b> .....	<b>12</b>
<b>Rural Family Support Organization (Denbigh)</b>	
Site 1 .....	<b>13</b>
Site 2 .....	<b>14</b>
<b>St. Patrick’s Foundation (Kingston)</b> .....	<b>15</b>
<b>Jamaica Red Cross Society (Kingston)</b> .....	<b>16</b>
<b>Jamaica Red Cross Society (Central Village)</b> .....	<b>17</b>
<b>Jamaica Red Cross Society (May Pen)</b> .....	<b>18</b>
<b>Kingston Restoration Company</b> .....	<b>19</b>
<b>Mel Nathan Institute (Kingston)</b> .....	<b>20</b>
<b>Mel Nathan Institute (Seafield, St. Mary)</b> .....	<b>21</b>
<b>Youth Opportunities Unlimited (Kingston)</b> .....	<b>22</b>
<b>Children First (Spanish Town)</b> .....	<b>23</b>
<b>Jamaica Family Planning Association (St. Ann’s Bay)</b>	
Site 1 .....	<b>25</b>
Site 2 .....	<b>26</b>
Site 3 .....	<b>26</b>
<b>Jamaica Family Planning Association (Annotto Bay Health Centre)</b> .....	<b>28</b>

## **KINGSTON YMCA**

Due to the mid-term holiday on March 9, 2000, the YMCA UAP Program was closed to students. However, students were invited to come to the school to take part in a focus group about their UAP Program. One 16-year-old male student, who had participated in the program for one term, showed up and was interviewed. The young man seemed a bit shy to be talking with the two adult focus group leaders and did not speak up very loudly. He also appeared to be late for an appointment and was concerned about the time. He stated that his future goal was to be a carpenter, although he particularly seemed to like pool maintenance.

The student said that he ended up in the UAP Program because he was always fighting in school. He feels now that he has developed self-control because of the program. He feels that the counseling he received gave him the strength to walk away from a fight. He learned to “attack the problem, not the person,” and is now the leader of a study group of younger boys in class.

He feels that his life has improved as a result of this program and that his reading and math skills have improved. He believes that his mother is very proud of him and the changes he has made in his behavior.

He attributed his improvement in the following areas to the UAP Program: self-esteem, self-reliance, the ability to get along with others, mathematic skills, and leadership abilities.

The young man found classes in literacy, numeracy, computers, and football most helpful to him, and would like to receive carpentry training and swimming. He felt that the program should include some opportunities for more computer time, access to encyclopedias and materials on the history of Jamaica, and more classes in geography and the social sciences.

## KINGSTON YWCA

Although the YWCA UAP Program was closed due to the mid-term holiday on March 9, 2000, 9 students, ranging in age from 13 to 16 were recruited to participate in a focus group. The group consisted of 5 girls and 4 boys. The students were attentive, polite, articulate, and self-confident. The students stated that their goals in life were to achieve the following professions: nurse (2), doctor, actor, mechanical engineer, pilot, teacher, singer, and beautician.

When asked how well they were doing in their life now compared with their life before their participation in the UAP Program, all 9 students felt that they were doing better in most respects. Examples they gave included such behaviors as: improved self-control, getting along better with others, improved study skills, better communication, improved reading, writing, and speaking skills, and better mathematic skills.

According to the students, the UAP Program helped them to improve in various areas:

- 9 in self-esteem
- 9 in self-reliance
- 7 in ability to get along with others
- 9 in willingness to try new things
- 9 in reading skills
- 7 in mathematic skills
- 7 in leadership abilities
- 8 in preparation for a job
- 9 in volunteering or community service

The students said that all of the present activities were helpful to them and would not like any to be dropped from the program. Several said, and most agreed, that they would like to see additional activities added to the program, such as, science, social studies, and technology (specifically computer training). When asked what kinds of things they would like to see in this kind of program if they could design it themselves, they responded that they would add field trips, enlarge the ball field to accommodate both boys and girls teams at the same time, have special Saturday programs, invite other high schools to participate in programs, and have one all-day shift like most regular schools (presently they arrive for lunch at 12:30 and leave at 5:30 p.m.). They would also like to add more levels to the reading and mathematics skills so they can continue improving.

Students stated that their parents or guardians find them more serious about school, reading better, much better behaved, and continuing to improve all around.

When asked how satisfied they were with the UAP Program on a scale of 1 to 5, with 5 being “very satisfied;” 5 students responded that they were “very satisfied,” and 4 stated that they were “satisfied.” All but one of the students would recommend the UAP Program to other young people who have similar needs.

## **YWCA (Montego Bay)**

### **Group One**

A focus group with UAP students was conducted at the YWCA (Montego Bay) on March 15, 2000. Ten students participated in the group, 5 females and 5 males, between the ages of 14 and 18. All of the students were attentive during the focus group and responded well. Two of the girls (ages 16 and 7) and one boy (age 18) seemed to be leaders within the group and tried to speak for the group. The students' goals in life were to achieve the following professions: artist, chef, mechanic, dressmaker, mathematics teacher, food department manager, dentist, carpenter, and a department store manager.

When asked how well they were doing in their life now compared with their life before their participation in the UAP Program, 8 of the 10 students said that they were doing "better." Two said they were about the same. Most had been attending the program for two terms. When asked to describe in what ways things were better, they said the program improved their school subjects, especially reading, math, and art.

According to the students, the UAP Program helped the following numbers of students to improve in various areas:

- 9 in self-esteem
- 6 in self-reliance
- 9 in ability to get along with others
- 9 in willingness to try new things
- 8 in reading skills
- 7 in mathematic skills
- 7 in leadership abilities
- 7 in preparation for a job

The students agreed that all of the present activities were helpful to them and would not like for any to be dropped from the program. They had many ideas of things that they would like to see added to the program: computers, Spanish and French, field trips, and skills, such as mechanics and woodworking.

When asked what kinds of things they would like to see in this kind of program if they could design it themselves, they responded that they would like to have school for 5 days a week, and would like to have Fridays to do arts and crafts.

When asked how satisfied they were with the UAP Program on a scale of 1 to 5, with 5 being "very satisfied," all 10 of the students responded that they were "very satisfied" with the program. All 10 students report that they have recommended the UAP Program to other young people who have similar needs.

## YWCA (Montego Bay)

### Group Two

A second focus group with UAP students was conducted at the YWCA (Montego Bay) on March 15, 2000. Nine students participated in the group, 8 females and 1 male, between the ages of 14 and 18. As it was near the end of the day and children were playing just outside the open classroom where the focus group was conducted, this group was not as attentive as the previous group. Most, however, were willing to respond to direct questions. The students' goals in life were to achieve the following professions: kindergarten teacher, first-grade teacher, cosmetologist, typist, bank teller, dressmaker, waitress, mechanic, and hairdresser.

When asked how well they were doing in their life now, compared with their life before their participation in the UAP Program, 9 of the 10 students said that they were doing "better;" one student said about the same. Most had been attending the program for two terms. When asked to describe in what ways things were better, they said that they were doing better in their schoolwork and were better behaved.

According to the students, the UAP Program helped them to improve in various areas:

- 9 in self-esteem
- 5 in self-reliance
- 7 in ability to get along with others
- 5 in willingness to try new things
- 4 in reading skills
- 7 in mathematic skills
- 8 in leadership abilities
- 8 in preparation for a job

The students agreed that all of the present activities were helpful to them and would not like for any to be dropped from the program. They had many ideas of things that they would like to see added to the program: computers, typing, cosmetology, and nursing. Several were impressed by nurses visiting the program to deliver some reproductive health counseling.

When asked what kinds of things they would like to see in this kind of program if they could design it themselves, they responded that they would like to have school for 5 days a week. Most of the girls said that they would like to have all-girl classes; the lone boy wanted mixed classes.

When asked how satisfied they were with the UAP Program on a scale of 1 to 5, with 5 being "very satisfied," 7 of the 9 students responded that they were "very satisfied" with the program; two said that they had not decided. Seven students reported that they have recommended the UAP Program to other young people who have similar needs.

## **JAMAICA ASSOCIATION FOR THE DEAF (Kingston)**

Ten students, between the ages of 12 and 19, attended the focus group held on the campus of the Jamaica Association for the Deaf on March 10, 2000. The group consisted of 7 boys and 3 girls. Ms. Shirley Reid interpreted for the group. The students were very committed to the program and their teachers. They seemed very pleased to be consulted about the program, and had a great deal of self-confidence and pride in their accomplishments. Their goals in life were to be an actor, a woodworker, a fine arts major, a doctor, a computer technician (2), a beautician, a mechanic, a fashion designer, and a teacher.

When asked how well they were doing in their life now, compared with their life before their participation in the UAP Program, all 10 students felt that they were doing better in most respects. Examples they gave included such behaviors as: the ability to make new friends, able to be more on a par with hearing people, able to express their own style, have become more popular, feel better about themselves, and want to share their talent with the world.

According to the students, the UAP Program helped them to improve in various areas:

- 8 in self-esteem
- 5 in self-reliance
- 9 in ability to get along with others
- 9 in willingness to try new things
- 9 in reading skills (somewhat)
- 2 in mathematic skills
- 7 in leadership abilities
- 9 in preparation for a job

The students said that all of the present program activities were helpful to them. They would also like to add the following to the program: computer graphics, fine arts, drumming, instrumental music, sports (swimming), comedy, lighting, sound, make-up, and speech. When asked what kinds of things they would like to see in this kind of program if they could design it themselves, they responded that they would increase the amount of mathematics, and have more language skills and reading, communications, computers, dance drama, and drumming.

Students stated that, since their participation in the UAP Program, their parents or guardians find that they are really improved and successful, that they have learned more, that they are more responsible, that they are getting recognized. Parents also feel that the students have been able to show the world that deaf children can do things

When asked how satisfied they were with the UAP Program on a scale of 1 to 5, with 5 being "very satisfied," 8 students responded that they were "very satisfied," and 1 stated that she was "satisfied." All of the students would recommend the UAP Program to other young people who have similar needs.

### **ASHE CARIBBEAN PERFORMING ARTS FOUNDATION (Kingston)**

On Friday afternoon, March 10, 2000, 10 students in the Ashe Caribbean Performing Arts Foundation UAP Program met at the Centre on Mountain View Avenue in Kingston. The 9 boys and 1 girl were all participants in the UAP football program at Ashe; some had only been in the program for one or two terms, but most were in their third term. The students ranged in age from 8 to 13 years. Sports was foremost in their minds, although several said that their favorite school subjects were mathematics, English, science, and social studies. In the future, most of them hoped to become professional football or rugby players, but two said that they wanted to be a scientist and a mechanic.

When asked how well they were doing in their life now compared with their life before their participation in the UAP Program, 6 felt that they were doing better in most respects, and 4 felt that they were about the same. Examples of improvement they cited included such behaviors as: patience, improved behavior, and better reading skills.

According to the students, the UAP Program helped them to improve in various areas:

- 10 in self-esteem
- 9 in self-reliance
- 10 in ability to get along with others
- 9 in willingness to try new things
- 10 in reading skills (somewhat)
- 9 in mathematic skills
- 8 in leadership abilities

The students said that they thought that all of the present activities offered through the UAP Program were helpful to them. They would also like to add the following to the program: drumming, dance, performance, and poetry.

When asked what kinds of things they would like to see in this kind of program if they could design it themselves, they responded that they would add additional sports—netball, tennis, and baseball, and add poetry. They would like to come to the program five days a week instead of the present three days.

Students stated that, since their participation in the UAP Program, their parents or guardians find that they have a changed attitude, are really proud of them, and want them to “keep on trying.”

When asked how satisfied they were with the UAP Program on a scale of 1 to 5, with 5 being “very satisfied,” 7 students responded that they were “very satisfied,” and 3 stated that they were “satisfied.” Nine of the students would recommend the UAP Program to other young people who have similar needs; one said “maybe.”

**WOMEN’S CENTRE OF JAMAICA (Mandeville)**

A focus group was conducted with 11 UAP students at the Women’s Centre in Mandeville, on March 16, 2000. The group consisted of six females and five males, between the ages of 8 and 16 years old. Most had been attending the program for one term. The students were very responsive to the questions and were attentive throughout the discussion, even though they were anticipating their arts and crafts class.

The students’ goals in life were to achieve the following professions: mechanic (2), pilot, engineer, soldier, scientist, teacher, nurse, secretary, dressmaker, and singer.

When asked how well they were doing in their life now compared with their life before their participation in the UAP Program, 10 of the 11 students said that they were doing “better;” one student said about the same. When asked to describe in what ways things were better, they said that they were doing better in their schoolwork and were better behaved.

According to the students, the UAP Program helped them to improve in various areas:

- 10 in self-esteem
- 11 in self-reliance
- 9 in ability to get along with others
- 11 in willingness to try new things
- 10 in reading skills
- 10 in mathematic skills
- 11 in leadership abilities
- 11 in preparation for a job

The students agreed that all of the present activities were helpful to them and would not like for any to be dropped from the program. They had only two suggestions of things that they would like to see added to the program: Spanish language, and computers.

When asked what kinds of changes they would like to see in this kind of program if they could design it themselves, they responded that they would like to have the program for 5 days a week.

The students said that their parents thought that they were doing better in school and were proud of them.

When asked how satisfied they were with the UAP Program on a scale of 1 to 5, with 5 being “very satisfied,” all 11 of the students responded that they were “very satisfied” with the program. Six of the eleven students reported that they have recommended the UAP Program to other young people who have similar needs.

## **WOMEN'S CENTRE OF JAMAICA (Montego Bay)**

The UAP Program at the Women's Centre in Montego Bay was visited on March 14, 2000. Interviews were conducted with five students, ranging in age from 10 to 15 years of age. The group consisted of four boys and one girl. The students were attentive, polite, and a little slow to respond; one of the boys seemed more self-confident than the others and occasionally "interpreted" what the other participants said. The students stated that their goals in life were to achieve the following professions: nurse, welder, electrician, actor or engineer, and cable technician.

When asked how well they were doing in their life now compared with their life before their participation in the UAP Program, all five enthusiastically raised their hands respond, "better." When asked to describe in what ways things were better, they said that they had improved in their schoolwork and were making better grades. They also pointed out that their behavior improved and they "got along with their teachers."

According to the students, the UAP Program helped them to improve in various areas:

- 4 in self-esteem
- 5 in self-reliance
- 5 in ability to get along with others
- 5 in willingness to try new things
- 5 in reading skills
- 5 in mathematic skills
- 5 in leadership abilities
- 5 in preparation for a job

The students agreed that all of the present activities were helpful to them and would not like any to be dropped from the program. They could not think of ways to improve the program.

When asked what kinds of things they would like to see in this kind of program if they could design it themselves, they responded that they would like to have field trips and more sports. They would even like to come to school for five days instead of just four.

The students stated that their parents are interested in their schoolwork and ask them what they do in school. They also feel that their parents are proud of them.

When asked how satisfied they were with the UAP Program on a scale of 1 to 5, with 5 being "very satisfied," 4 of the 5 students responded that they were "very satisfied," and 1 was not sure. All but one of the students would recommend the UAP Program to other young people who have similar needs.

**WOMEN’S CENTRE OF JAMAICA (St. Ann’s Bay)**

The UAP Program at the Women’s Centre in St. Ann’s Bay was visited on March 21, 2000. Interviews were conducted with three students, ranging in age from 16 to 17 years of age. The group consisted of one boy and two girls. The students were not particularly expressive at first, but as the group progressed, two of them became quite communicative. The third student, who attends the Baptist school in the morning, was very reluctant to speak out. Otherwise, they were attentive and polite. The students stated that their goals in life were to achieve the following professions: artist, accountant and dressmaker.

When asked how well they were doing in their life now compared with their life before their participation in the UAP Program, all three students responded that they were doing “better.” When asked to describe in what ways things were better, they said that they had improved in their schoolwork (reading and mathematics) and were staying out of trouble.

According to the students, the UAP Program helped them to improve in various areas:

- 2 in self-esteem
- 2 in self-reliance
- 2 in ability to get along with others
- 3 in willingness to try new things
- 3 in reading skills
- 3 in mathematic skills
- 2 in leadership abilities
- 3 in preparation for a job

The students agreed that all of the present activities were helpful to them and would not like any to be dropped from the program. The only suggestions they had were for two additional activities: computers (the boy) and netball (girls).

When asked what kinds of things they would like to see in this kind of program if they could design it themselves, they responded that they would like to come to school for five days instead of just four.

The students stated that their parents are interested in their schoolwork. The boy said that before UAP his father never had time for him. Now the father asks about his homework, discusses with him what he learned in school, and comes to the Centre for parent meetings. The students also feel that their parents are proud of them.

When asked how satisfied they were with the UAP Program on a scale of 1 to 5, with 5 being “very satisfied,” all 3 students responded that they were “very satisfied.” All three students have recommended the UAP Program to other young people who have similar needs. The boys’ two cousins are on a waiting list.

### **SAM SHARPE TEACHERS' COLLEGE (Granville)**

Interviews were conducted with UAP students at the Sam Sharpe Teachers' College on the evening of March 14, 2000. Ten students took part in the focus group, 6 females and 4 males, between the ages of 14 and 34. The students were attentive during the focus group and responded well, with the older ones being a little more articulate than the younger ones. The students' goals in life were to achieve the following professions: accountant (3), teachers (2), artist, chef, nurse, doctor, and machinist

When asked how well they were doing in their life now compared with their life before their participation in the UAP Program, three said that they were doing "better." Seven said that they were about the same. Most had been in the program for two terms. When asked to describe in what ways things were better, they said that they had improved in their schoolwork and were making better grades. They also pointed out that they were better behaved and got along with their teachers.

According to the students, the UAP Program helped them to improve in various areas:

- 10 in self-esteem
- 10 in self-reliance
- 9 in ability to get along with others
- 9 in willingness to try new things
- 8 in reading skills
- 10 in mathematic skills
- 8 in leadership abilities
- 10 in preparation for a job

The students agreed that all of the present activities were helpful to them and would not like any to be dropped from the program. They had many ideas of things that they would like to see added to the program: Spanish (3), food and beverage program, chemistry mechanics, charge accounting, food and nutrition, and business courses.

When asked what kinds of things they would like to see in this kind of program if they could design it themselves, they responded that they would like to have "real" books and field trips. They would like to add more sports, such as volleyball and tennis.

The students stated that their parents are proud of their accomplishments in the program and want them to work hard so they can get an education and a good job.

When asked how satisfied they were with the UAP Program on a scale of 1 to 5 with 5 being "very satisfied," 9 of the 10 students responded that they were "very satisfied," and 1 was not sure. All but one of the students have recommended the UAP Program to other young people who have similar needs.

**WESTERN SOCIETY FOR THE UPLIFTMENT OF CHILDREN (Montego Bay)**

Interviews with UAP students were conducted at the Western Society for the Upliftment of Children (WSUC) on March 15, 2000. Twelve students participated in the interview, 6 females and 6 males, between the ages of 16 and 18. Most of the students were attentive during the focus group and responded well. The girls seemed to be a little more articulate than the boys, except for an 18 year-old boy who really wanted to tell his story. The students' goals in life were to achieve the following professions: mechanic (3), policeman, stewardess, air conditioner repairman, taxi driver, dressmaker, singer, woodworker, electrical technician and mechanic.

When asked how well they were doing in their life now compared with their life before their participation in the UAP Program, all 12 students said that they were doing "better." When asked to describe in what ways things were better, they said that it was better than the street; they wanted to come to school every day; they got along with their teachers; and they could express themselves better.

According to the students the UAP Program helped them to improve in various areas:

- 11 in self-esteem
- 10 in self-reliance
- 11 in ability to get along with others
- 10 in willingness to try new things
- 12 in reading skills
- 12 in mathematic skills
- 10 in leadership abilities
- 10 in preparation for a job

The students agreed that all of the present activities were helpful to them and would not like any to be dropped from the program. They had many ideas of things that they would like to see added to the program: computers, science other languages, skills such as welding, and netball for the girls.

When asked what kinds of things they would like to see in this kind of program if they could design it themselves, they responded that they would like to have school for 5 days a week, and have more space to learn.

When asked how satisfied they were with the UAP Program on a scale of 1 to 5, with 5 being "very satisfied," 11 of the 12 students responded that they were "very satisfied," and 1 was "satisfied." Ten of the students have recommended the UAP Program to other young people who have similar needs.

## **RURAL FAMILY SUPPORT ORGANIZATION (Denbigh)**

A focus group with five UAP students was conducted on March 17, 2000, at the Rural Family Support Organization's Denbigh Showground site, where they occupy four buildings between September and July. In the summer, they must pack up their materials and furniture and store it during the Denbigh Fair and Festival. The five students consisted of three girls and two boys, between the ages of 10 and 15.

The students were polite and attentive and easily responded to the questions asked. The students' goals in life were to achieve the following professions: race car driver, doctor, dressmaker, and hairdresser (2).

When asked how well they were doing in their life now compared with their life before their participation in the UAP Program, all 5 students said that they were doing "better." The girls had attended the program for two years, while the boys were in their second term. When asked to describe in what ways things were better, two students said that they were doing better in their reading, and two said they were learning new skills.

According to the students, the UAP Program helped them to improve in various areas:

- 5 in self-esteem
- 5 in self-reliance
- 4 in ability to get along with others
- 5 in willingness to try new things
- 5 in reading skills
- 2 in mathematic skills
- 4 in leadership abilities
- 5 in preparation for a job

The students agreed that all of the present activities were helpful to them and would not like for any to be dropped from the program. They had many ideas of things that they would like to see added to the program: cosmetology, Spanish, netball, cricket, and tennis.

When asked what kinds of things they would like to see in this kind of program if they could design it themselves, they responded that they would like to have school for 5 days a week. The three girls said that they would like to have mixed boys and girls classes, while the two boys preferred separate classes.

When asked how their parents felt about their UAP Program the students said that they were proud, felt that they more helpful around the house, thought they were better at school, and better at getting along with others.

When asked how satisfied they were with the UAP Program on a scale of 1 to 5, with 5 being “very satisfied,” all five students responded that they were “very satisfied” with the program. Four students reported that they have recommended the UAP Program to other young people who have similar needs.

### **Second Site**

The team also visited a Rural Family Support Organization site in downtown May Pen, where a group of 24 boys, ages 12-15, were crowded into a small classroom attached to a HEART vocational facility receiving instruction. The full class size is 32 when everyone is present. It was late on a Friday afternoon, and the students were very impressive in their attention, interest, and manners.

The size of the group and the room arrangement were not conducive to a formal focus group. The boys were asked many of the questions from the focus group guide. They were enthusiastic about their program. They felt that they were benefiting from it. Nearly all responded that they had improved their reading skills and most of them had improved in mathematics. Fourteen of them were studying for the upcoming Ninth Grade exam and felt confident that they would pass. The students also felt that they were becoming leaders and were learning skills that would be important to them in obtaining a job.

Without exception, the group responded that they would rate the program as “very good.” Most had recommended the program to other students like themselves.

### **ST. PATRICK'S FOUNDATION (Kingston)**

A focus group was conducted with 7 UAP students in the St. Patrick's Foundation program in Kingston on March 15, 2000. The group consisted of 3 males and 4 females, between the ages of 13 and 15. They were in a full-time UAP Program and most had been in attendance from 1½ to 2 years. The students were well behaved and clearly appreciated the program and its impact on their lives.

The students were involved in a learning experience that clearly improved their performance. Areas that they saw as improved included: mathematics, reading, English, science, helpfulness to others, and improvement in home relations. Some computer training was available to them.

Most participants expressed the belief that they would be able to return to formal schools at the end of their stay at St. Patricks. The students aired some complaint that the lessons were too simple and needed to be upgraded.

When asked how satisfied they were with the UAP Program on a scale of 1 to 5, with 5 being "very satisfied," all 7 students responded that they were "very satisfied" with the program. All 7 students reported that they have recommended the UAP Program to other young people who have similar needs.

**JAMAICA RED CROSS SOCIETY (Kingston)**

A focus group was conducted with 19 UAP students in the Jamaica Red Cross Society program in Kingston on March 15, 2000. The group consisted of 8 males and 11 females, between the ages of 12 and 14. The focus group met at the Kingston YWCA on Arnold Road. The students were recruited from a variety of sources: Mico Core Center, Police, and other troubled areas. They see themselves as being rescued from the dangers of their neighborhoods. One young lady pointed to Miss McDonald and said, "She rescued me." were receiving instruction on very basic phonics and sounds of the letters of the alphabet. The group displayed an obvious positive response to the program.

When asked how well they were doing in their UAP Program, they named improvements in reading skills, mathematics, spelling, and English. They also cited character improvements, in terms of being better behaved boys and girls.

Most participants expressed the belief that their parents or guardians would have said they are much improved and were proud of their accomplishments in reading and mathematics skills.

When asked how satisfied they were with the UAP Program on a scale of 1 to 5, with 5 being "very satisfied," 18 of the 19 students responded that they were "very satisfied" with the program; and one said that she was "satisfied." All nineteen students reported that they have recommended the UAP Program to other young people who have similar needs.

### **JAMAICA RED CROSS SOCIETY (Central Village)**

A focus group was conducted with 20 UAP students in the Jamaica Red Cross Society National Headquarters in Central Village, near Spanish Town on March 20, 2000. The group consisted of 11 males and 9 females, between the ages of 12 and 20 years old. They were receiving instruction on very basic phonics and sounds of the letters of the alphabet. The group met in a small classroom behind the main Red Cross Centre. Vocational classrooms and rooms for reproductive health were located in the main building. The youth were polite and respectful, but appeared to be somewhat hesitant to respond to questions. The participation improved after the first few questions. The students are interested in future jobs in the fields of: dressmaker, teacher doctor (2), nurse (2), veterinarian, pilot, chef, deejay, mechanic (2), fisherman, electrician, radio technician, and soldier (3).

When asked how well they were doing in their life now compared with their life before their participation in the UAP Program, 19 students said that they were doing “better;” one said that it was about the same. When asked to describe in what ways things were better, students said that they were improved in their reading and mathematics skills, better in thinking, and have a better understanding of STD and AIDS.

According to the students, the UAP Program helped them to improve in various areas:

- 18 in self-esteem
- 10 in self-reliance
- 10 in ability to get along with others
  - 9 in willingness to try new things
- 10 in reading skills
  - 9 in mathematic skills
- 10 in leadership abilities
- 10 in preparation for a job

The students agreed that literacy and numeracy were most helpful to them, but they would not want to drop any of the other activities. Several suggested the addition of more skills classes in areas such as carpentry, electrical, mechanics.

The participants said that their parents were proud of their improvement in reading and mathematics skills. Most said that their parents asked them what they did in school each day and many parents took an interest in their homework. Without exception the students said that they would come to classes if they were offered five days a week instead of the current three-day program.

When asked how satisfied they were with the UAP Program on a scale of 1 to 5, with 5 being “very satisfied,” 14 of the 20 students responded that they were “very satisfied” with the program; and six said that they were “satisfied.” Fifteen students reported that they have recommended the UAP Program to other young people who have similar needs.

**JAMAICA RED CROSS SOCIETY (May Pen)**

A focus group was conducted with 3 UAP students at the Red Cross Office in May Pen, on March 17, 2000. The group consisted of three males. Classes are not held on Fridays, but the students volunteered to come in for the focus group. The three young men were 16 years old. The students were very serious, responsive to the questions, and were attentive throughout the discussion, despite heavy truck traffic on the road outside and a loudspeaker blaring sermons from a religious center across the street.

The students' goals in life were to achieve the following professions: a fashion designer, an engineer, and a soldier.

When asked how well they were doing in their life now compared with their life before their participation in the UAP Program, all three students, who had attended the program for two terms, said that they were doing "better." When asked to describe in what ways things were better, they said that they were doing better in their reading and writing, in their family life, in mathematics, in cooking, and in sewing. One said that he used to fool around in school but doesn't in the UAP Program.

According to the students, the UAP Program helped them to improve in various areas:

- 3 in self-esteem
- 2 in self-reliance
- 3 in ability to get along with others
- 3 in willingness to try new things
- 3 in reading skills
- 3 in mathematic skills
- 3 in leadership abilities
- 3 in preparation for a job

The students agreed that all of the present activities were helpful to them and would not like for any to be dropped from the program. They had only a few ideas of things that they would like to see added to the program: typing, computers, art, music, football, and cricket.

When asked what kinds of things they would like to see in this kind of program if they could design it themselves, they responded that they would like to have the program for 5 days a week and have mixed classes with girls.

The students said that their parents thought that they were doing better in school and were proud of them.

When asked how satisfied they were with the UAP Program on a scale of 1 to 5, with 5 being "very satisfied," 2 of the 3 students responded that they were "very satisfied" with the program, while one said that he was "satisfied." All three students reported that they have recommended the UAP Program to other young people who have similar needs.

## **KINGSTON RESTORATION COMPANY**

A focus group was conducted with 11 UAP students in the Kingston Restoration Company program on March 14, 2000. The group consisted of 8 males, and 3 females. The group, between 12 and 15 years old, averaged 14 years of age. The group was a little restless and not everyone attended well.

The students' goals in life were to achieve the following professions: mechanic (4), teacher, cosmetologist, nurse, accountant, and footballer.

When asked how well they were doing in their life now compared with their life before their participation in the UAP Program, 10 students said that they were doing "better," and one said about the "same." When asked to describe in what ways things were better, they said that they were doing better in their discipline, in self-control, and in their attendance at school.

According to the students, the UAP Program helped them to improve in various areas:

- 7 in self-esteem
- 8 in self-reliance
- 11 in ability to get along with others
- 7 in willingness to try new things
- 10 in reading skills
- 11 in mathematic skills
- 4 in leadership abilities
- 5 in preparation for a job

The students agreed that literacy, numeracy, and computers were most helpful to them and would not like for anything to be dropped from the program. They had no suggestions for a future program of this type.

The students said that their parents were proud of them, thought that they had improved, and said good things about them.

When asked how satisfied they were with the UAP Program on a scale of 1 to 5, with 5 being "very satisfied," all of the 11 students responded that they were "very satisfied" with the program. All 11 students reported that they have recommended the UAP Program to other young people who have similar needs.

**MEL NATHAN INSTITUTE (Kingston)**

A focus group was conducted with 15 UAP students in the Mel Nathan Institute program in Kingston on March 15, 2000. The group consisted of 9 males and 6 females. One boy was 15 years old, but the rest of the group was between 12 and 14 years of age. Although two boys appeared bored by the proceedings, the group was reasonably disciplined.

When asked how well they were doing in their life now compared with their life before their participation in the UAP Program, 13 students said that they were doing “better,” and two did not respond. When asked to describe in what ways things were better, they said that they were doing better in their discipline, in self-control, and in their attendance at school.

According to the students, the UAP Program helped them to improve in various areas:

- 12 in self-esteem
- 15 in self-reliance
- 15 in ability to get along with others
- 15 in willingness to try new things
- 8 in reading skills
- 15 in mathematic skills
- 8 in leadership abilities
- 15 in preparation for a job

The students agreed that literacy, numeracy, and computers were most helpful to them and would not like for anything to be dropped from the program. They would like to have the sport of volleyball added.

The students said that their parents were proud of their improved schoolwork, their helpfulness at home, their improved discipline, and their positive attitude.

When asked how satisfied they were with the UAP Program on a scale of 1 to 5, with 5 being “very satisfied,” 12 of the 15 students responded that they were “very satisfied” with the program, and three were “satisfied.” All 15 students reported that they have recommended the UAP Program to other young people who have similar needs.

### **MEL NATHAN INSTITUTE (Seafield, St. Mary)**

A focus group was conducted with 30 UAP students in the Mel Nathan Institute program in Seafield on March 22, 2000. The group consisted of 16 males and 14 females, between 12 and 15 years of age. All but three students were enrolled at the school located at the program site; three girls attended a nearby school. The students received two hours of instruction for two days each week. One day of instruction was in literacy and numeracy skills, the second day was in arts and crafts and physical education. Although a large group, they were well behaved for a 3:00 p.m. session.

When asked how well they were doing in their life now compared with their life before their participation in the UAP Program, 28 students said that they were doing “better,” and two said they were about the same. When asked to describe in what ways things were better, they were a little reluctant to respond, but finally stated that they were doing better in reading and mathematics and in getting along better with others.

According to the students, the UAP Program helped them to improve in various areas:

- 30 in self-esteem
- 28 in self-reliance
- 30 in ability to get along with others
- 25 in willingness to try new things
- 30 in reading skills
- 25 in mathematic skills
- 28 in leadership abilities
- 30 in preparation for a job

The students agreed that literacy, numeracy, and computers were most helpful to them and would not like for anything to be dropped from the program. They would like to have access to computers and some art and music classes.

The students said that their parents were proud of their improved schoolwork and encouraged them to keep trying. Most said that their parents asked about their school day, looked at the homework, and came to school for parent meetings.

When asked how satisfied they were with the UAP Program on a scale of 1 to 5, with 5 being “very satisfied,” all 30 students responded that they were “very satisfied” with the program. Nearly all of the 30 students reported that they have recommended the UAP Program to other young people who have similar needs.

## **YOUTH OPPORTUNITIES UNLIMITED (Kingston)**

On March 15, 2000, a focus group was conducted with 24 UAP students served by Youth Opportunities Unlimited (YOU). The group took place in a classroom of 20 males and 4 females. The age group was mostly 13 and 14 year olds. There was an eagerness in the group that was encouraging.

The site was the Kingston Secondary School, about 10 minutes from the YOU headquarters. The school borders on an inner city community, and the attitudes of some of the young people clearly reflected the tensions of that type of community.

Marjorie Holness, the YOU Coordinator with the school, who accompanied the team, was warmly welcomed. She administered a questionnaire on conflict resolution, social interaction, sexuality, and relationships. Some of the boys needed assistance in writing the answers to the questions.

The focus group guide questions were somewhat modified to accommodate this larger-than-normal focus group size.

Most students reported improvement in discipline and behavior related to their home life, as well as improvement in their self-esteem. The students understood the concept of volunteerism and their participation in it was rated high.

When asked how satisfied they were with the UAP Program on a scale of 1 to 5, with 5 being "very satisfied," 20 of the 24 students responded that they were "very satisfied" with the program, and 4 were "satisfied." Nearly all of the students (22 of 24) reported that they have recommended the UAP Program to other young people who have similar needs.

### **CHILDREN FIRST (Spanish Town)**

A focus group was conducted with 10 UAP students in the Children First program in Spanish Town on March 20, 2000. The group consisted of 5 males and 5 females, between the ages of 14 and 17 years old. They were evenly divided among three JAMAL L/RE levels. The group met in the open classroom outside the Children First office. It was lunchtime and other program children were eating and playing in the surrounding area. The focus group participants attended very well under these circumstances. As the meeting progressed, they moved their chairs into a tighter circle around the interviewer without any prompting. The young people were outspoken, yet polite, in their conversation. They wanted to make sure that everyone understood that children should be First, “not put away in some dark corner, or put them aside” as one girl described it.

When asked how well they were doing in their life now compared with their life before their participation in the UAP Program, all 10 students said that they were doing “better.” When asked to describe in what ways things were better, five students said that they were doing better in their reading and four said they were better in mathematics. Others said that they had learned new skills that helped to make them some money (barbering, arts and crafts, and photography). Others said that they now had goals, improved attendance, and “felt loved.”

According to the students, the UAP Program helped them to improve in various areas:

- 9 in self-esteem
- 10 in self-reliance
- 10 in ability to get along with others
- 9 in willingness to try new things
- 10 in reading skills
- 9 in mathematic skills
- 10 in leadership abilities
- 10 in preparation for a job

The students agreed that literacy and numeracy were most helpful to them, but they also cited the two-way communication between them and their teachers as a very positive thing. They also liked the vocational skills program (cosmetology, barbering, photography, and arts and crafts) and would not like for anything to be dropped from the program.

As far as additional things they would like for their program, they suggested: a school of their own, badges that would be recognized by the merchants in town (often they would be run out of stores, if they did not have a formal school badge), an improved skills facility with woodworking, carving, computer, carpentry, mechanics, computers, and an electrical shop.

The students said that their parents were proud of their improved schoolwork and behavior, of their ambition to complete school, and of their improved attendance at

school. Many said that they would definitely attend school if it were held 5 days per week instead of the present 4 days. The students repeatedly told how teachers would help them out on occasions with lunch money, bus fare, or fees. One said, “That Miss Pious, she a great lady.”

When asked how satisfied they were with the UAP Program on a scale of 1 to 5, with 5 being “very satisfied,” all 10 students responded that they were “very satisfied” with the program. All 10 students reported that they have recommended the UAP Program to other young people who have similar needs.

## **FAMILY PLANNING ASSOCIATION (St. Ann's Bay)**

### **Site One**

A focus group was conducted with 21 UAP students in the Family Planning Association Centre on King Street in St. Ann's Bay on March 21, 2000. The group consisted of 15 males and 6 females, between the ages of 11 and 12 years old.

The students were eager to perform a skit that they had written and staged for their reproductive health class. The story involved a family who discovers their teen-age daughter is pregnant. It shows the turmoil the family goes through before they receive medical advice from the doctor and counseling services. The production was student directed and really targeted the issues in language and actions that suited the audience.

The students are interested in future jobs in the fields of: teacher, doctor (2), lifeguard (2), soldier (2), artist (4), actor (2), pilot, policeman, bank manager, cruise ship captain, hotel manager, and President of the United States. The boy who wanted to be President of the U.S. later changed his mind to be a pilot.

When asked how well they were doing in their life now compared with their life before their participation in the UAP Program, all 21 students said that they were doing "better." When asked to describe in what ways things were better, students said that they were improved in their reading and mathematics skills, developed self-esteem, were informed about STDs, AIDS, sexuality, and "just say no to sex."

According to the students, the UAP Program helped them to improve in various areas:

- 20 in self-esteem
- 20 in self-reliance
- 20 in ability to get along with others
- 21 in willingness to try new things
- 21 in reading skills
- 16 in mathematic skills
- 21 in leadership abilities
- 21 in preparation for a job

The students agreed that literacy and numeracy were most helpful to them, but they would not want to drop any of the other activities. Several suggested the addition of more classes such as drama and art. They also thought more classrooms should be built in order to help more students and they wanted their classroom painted—white. Several students also requested some tape cassettes and educational games.

The participants suggested that the class time be increased and add a fifth day to the weekly schedule of classes. They assured the evaluators that they would come to school on Fridays.

The participants said that their parents were proud of their improvement in reading and mathematics skills and excited by their progress.

When asked how satisfied they were with the UAP Program on a scale of 1 to 5, with 5 being “very satisfied,” 19 of the 21 students responded that they were “very satisfied” with the program; and one was “satisfied.” Sixteen students reported that they have recommended the UAP Program to other young people who have similar needs.

### **Site Two**

A focus group was conducted at the Family Planning Center in St. Ann’s Bay with a full-time UAP literacy and numeracy group on March 21, 2000. Twenty students out of a registered enrollment of 24 students were in attendance. The group was composed of 18 boys and 6 girls.

Most expressed the view that the UAP Program was helping them to improve in their schoolwork. They cited areas of improvement as: reading, spelling, mathematics, behavior, interpersonal relationships, and family life. They would like to see science added to the curriculum.

All of the students reported improved relationships at home and with their neighbors. The teacher in the classroom was well respected and the discipline in the class was reasonably good.

Satisfaction levels were high, with 18 students saying they were “very satisfied;” and two saying they were “satisfied.” Everyone in the class would recommend the UAP Program to children with similar needs.

A significant number of children had church connections. The Program Director believes that a more in-depth connection with the churches could be made.

### **Site Three**

Also on March 21, 2000, Flo George accompanied the team to a site where parenting classes are conducted in the Windsor Castle squatter settlement outside of St. Ann’s Bay. After a drive up an unpaved trail, we stopped at the meeting site, under a large mango tree. One-by-one, young women began to emerge from cobbled-together houses, some with their babies in tow. Several men joined together and viewed from a distance.

The women greeted Ms. George warmly and spoke with her and with the evaluators about conditions in the settlement. The team met one shoeless 8 year-old girl, who was with the women; the girl said that she attended school on the afternoon shift. The extreme poverty and deprivation of the women was evident. There was no running water. One of three streams through the settlement was used for a toilet (a few had back yard toilets). The streams were also a source of drinking water. One woman told us that they boiled the water for the babies. The women also washed clothes in the stream.

From this community, known as Windsor, schoolchildren walk about a 1½miles to the Family Planning Centre School along a rough trail and at the edge of a busy highway without sidewalks to reach the downtown part of St. Ann's Bay. It was useful for the team to see the conditions under which some of these at-risk children must live.

**FAMILY PLANNING ASSOCIATION (Annotto Bay Health Centre)**

No classes were being held at the Family Planning Association UAP Program in Annotto Bay on March 22, 2000. However, the teacher asked some students to come by the program classroom, which is in the Annotto Bay Health Centre facility. Three sixteen year-old girls, one with her baby, stopped by to talk about the program. One of the students had been badly burned on the arm in a home accident and because of her disfiguration did not want to attend school. The teacher made contact with a hospital and arranged for her to get skin grafts at a much reduced fee. She has been coming to the program in the meantime while she is getting the skin grafts.

The program consisted primarily of reproductive health and personal development. Next month, the students will receive some literacy training. All three girls had been coming to the program for about three months.

The three students are interested in future jobs in the field of: cosmetology, but know that they may need other skills as well.

When asked how well they were doing in their life now compared with their life before their participation in the UAP Program, the three young women said that they were doing "better." When asked to describe in what ways things were better, students said that they were improved in self-esteem, and were informed about STDs, AIDS, and reproductive health.

The students agreed that literacy and numeracy were most helpful to them, but they felt they need the reproductive health information as well. They would appreciate more skills classes such as food and nutrition.

The participants said that their parents were happy about their participation in the program and thought that they were becoming more mature.

When asked how satisfied they were with the UAP Program on a scale of 1 to 5, with 5 being "very satisfied," all 3 girls responded that they were "very satisfied" with the program; and one was "satisfied." All three students reported that they have recommended the UAP Program to other young people who have similar needs.

## Annex F



### Interviews

<b>Stephen Rodriguez, Social Policy Unit, Ministry of Local Government, Youth, and Community Development (Kingston) .....</b>	<b>2</b>
<b>Gloria Nelson, former Director of Youth Unit (Kingston) .....</b>	<b>5</b>
<b>John Sayers, Ministry of Education, Technical and Vocational Unit, Income Generating Projects, (Kingston) .....</b>	<b>8</b>
<b>Dr. Kenred Christian, Jamaica Baptist Union (Kingston) .....</b>	<b>10</b>
<b>Reverend Samuel Reid, Calvary Baptist Church (Montego Bay) .....</b>	<b>11</b>
<b>Lloyd B. Smith, Editor, <i>Western Mirror</i> (Montego Bay) .....</b>	<b>12</b>

**STEPHEN RODRIGUEZ**

The assessment team met with the following individuals at the Ministry of Local Government, Youth, and Community Development on March 13, 2000.

Stephen Rodriguez, Head, Social Policy Unit  
Patrice Ford, Social Policy Unit  
Diane Jennings, formerly of the Youth Unit

The original counterpart agency for the UAP project was the Youth Unit of the Ministry. In July 1999, the Social Policy Unit replaced the youth development unit, as part of a ministry reorganization that separated policy and implementation (i.e., National Youth Service, various agencies and commissions that implement programs). Gloria Nelson, former head of the Youth Development Unit and the main contact for the UAP, has left the ministry.

The Minister's focus for youth programs also has been redefined. The focus is now on young people who are likely to take advantage of programs, to provide training for the youth who meet the qualifications to benefit from the programs. For example, the National Youth Service program is looking for a 98% placement rate. Wide scale social remedial programs are not a priority; the Ministry will not commit funds to/does not have funds for a remedial program for young people.

In line with this definition of policy, Mr. Rodriguez voiced certain concerns about the UAP, or more specifically about the Kingston Restoration Company remedial education program. KRC is trying to recruit teachers from the state, but the state will not fund it. The Minister wants to support the formal school system but not to build up a parallel system that will later require state support. The Minister does support programs for in-school youth and for programs to get youth back into school.

There is an issue of a sustainable source of funding for the UAP NGO-type programs. The state can provide little support for this. The state will support programs to keep kids in school. The task of the Ministry of Education is to improve the school system so that this will happen. The emphasis is on keeping the children in the system and making it work rather than on a remedial education program. See the Ministry of Education "Green Paper" that will be released later this year. The MOE is about to submit a new proposal to keep 15-17 year olds ("at risk youth") in school.

To what extent did the Ministry benefit from the UAP? The UAP supported the ministry with computers, training for ministry personnel, an observational tour, and technical assistance. The TA consisted of a social policy analyst who did technical analysis studies. The biggest benefits were the technical assistance and the computers. The personnel training and the observational tour were less useful because the personnel have changed. The ministry would have liked to make more use of the TA but felt that it was in competition with Development Associates for her time. At the same time, regrettably the Ministry is unable to extend her time because of budget constraints.

What about the future? The Ministry's priority is to support the formal educational system. In terms of remedial education: USAID and the NGOs can do it if they like but the Ministry offers no financial support.

The Ministry would like to develop a Ministry program (presumably with USAID's collaboration) that can be marketed to other donors as well, providing a hope of broad impact and sustainability. They would like to see a stable arrangement with sustainable funding. In terms of direct support for the Ministry, the most urgent need is funding to carry out a situational analysis of youth and funding for what comes out of the study. (They also need software.)

Tied to the above, it is important to develop a reliable and timely monitoring and evaluation mechanism, and data base for youth programs. It is possible now to get data on youth but it requires going to a number of different sources. It is available and reliable, but time-consuming. Presently the best source for information on youth (and on gender issues) is Pat Anderson's 1997 study on Youth Unemployment in Jamaica. [She found that males with 4+ years of secondary education have the highest unemployment rate among men. In addition, the achievement rate in school is much higher for females than for males. Males have little incentive to stay in the school system since they are more likely to get employment, at a low level job, if they drop out of school than if they stay on through secondary school.]

Current Ministry support from other donor agencies, in terms of long-term interventions include funding from UNDP for a poverty program, support from IDB for local government reform and solid waste management, and funding from CIDA for local government.

Current Ministry implementation projects include:

- National Youth Service (NYS). Last year it served 2000 young people, age 17 and up; this year it will be expanded to 4-5000.
- Special Training and Employment Program (STEP). Providing vocational training this year for 350 youth, age 17 and up. Most are being trained for the hospitality industry. The program is being phased out.
- Youth Development Office of the Social Development Council (SDC) manages youth clubs and a youth information center (about scholarships, employment opportunities, etc.)
- Community Alliance in Support of Education (CASE) of SDC manages an early childhood education program funded by UNICEF

There are two units in the government that deal with crosscutting issues like the problems of youth. The Ministry of Local Government is active in both.

- Human Resources Council of the Cabinet, which includes all the ministers that deal with social issues. The Minister of LGYCD sees himself as having a coordinating role across ministries in terms of youth programs.
- The Social Development Council (SDC), that drives a lot of the social development programs of the government through local community ties.

## **GLORIA NELSON**

Gloria Nelson, former Director of the Youth Unit, Ministry of Local Government, Youth and Community Development, is currently working with the United Church of Christ. On March 21, 2000, Mrs. Nelson came to the Pegasus Hotel in New Kingston for the interview and brought with her Mrs. Gladys McDowell, who worked in the Youth Unit as a consultant on loan from the Ministry of Education. Mrs. McDowell was only present for the first part of the interview. The interview focused on three sets of issues:

- their assessment of the UAP as a whole;
- their assessment of the role of the Ministry of LGYCD in the UAP; and
- their ideas about the location and role of a government counterpart unit for the future.

Since Mrs. McDowell had to leave early, most of the initial conversation was directed to her, although Mrs. Nelson seemed to concur on almost all points.

Initially the Youth Unit, which was created in 1994, was in the Ministry of Education and charged with development of a youth policy. The unit was moved to the Ministry of LGYCD near the beginning of the implementation of the UAP, although the Joint Coordinating Committee was formed while they were still in the Ministry of Education.

Mrs. McDowell was very complimentary of the Development Associates team – “very strong and professional. They encouraged networking and tapping into other projects to supplement their limited funds. At times the team could have been more flexible, but their pushing to achieve results reflected their time constraints.”

Under UAP, Mrs. McDowell participated as a member of an observational tour to New York City. (Mrs. Nelson did not go on an observational tour.) She said that the NGO programs that she visited on that tour were very useful to her in later developing a project for unattached youth, ages 17 to 29, who were dropouts from the system. Questioned about the gap in services for youths aged 15-17, she acknowledged the gap. The National Youth Service is for youths age 17 to 24. HEART accepts students at age 17 who have passed the grade 9 test, but has no upper age limit. She explained that the problem most directly affects students leaving the all-age schools, which are gradually being phased out. If the students pass the Grade 9 exam, they can enter the secondary system through the Comprehensive High School. The Comprehensive schools take as many students as possible, but some cannot go simply because there are not places for them. In this case, there is no formal institution for them, and all non-formal education starts at age 17.

What were the accomplishments of the Youth Unit? According to Mrs. McDowell, it was intended to have a central database and to serve a coordinating function, and to be a place where youth could go for one stop shopping. The functions were coordination and continuity, but there was a loss of the sense of continuity when it went to Local Government.

The UAP is not a community development project and therefore the Ministry of LGYCD did not have a concept of the project. She felt that the counterpart should be the Ministry of Education, in the Central Projects Unit. The aim of the project is to get youth ages 10-14-18 back into the formal system. Therefore, there is a need to work with the formal system. The way to get the NGOs more involved with the formal system is to have the counterpart in the Ministry of Education. The NGOs can teach the formal system methodologies, and they already are linked to the Ministry through the students at the local level. Youth ages 10 to 14 should be in school. Therefore, the UAP issues are issues that belong to the Ministry of Education.

What should the counterpart Ministry do? The Ministry should provide logistical support and serve as the central place for government contact with the project. The community development part of the project can be done through the NGOs directly. The Ministry of Education has a research and statistics unit that could serve the data function of the project better than it would be served by the Ministry of LGYCD. Mrs. McDowell argues that even the National Youth Service, a statutory unit linked to SDC, should be in the Ministry of Education.

After Mrs. McDowell's departure, the interview continued with Mrs. Nelson.

Mrs. Nelson reiterated the importance of having the project connected with the Ministry of Education, citing the need for a definite link between vocational and skills training and the formal education system. Some children are not enamored of the formal system. By having the UAP connected to the Ministry of Education it would be possible to have a more direct link to the HEART program. It also would facilitate working on the 15-16 year old age gap problem. It should be the Ministry's responsibility to ensure that graduates of UAP get into academic, skills, or vocational programs.

What was the role of the Youth Unit in the UAP? The role was coordination and collaboration. There was a recognized deficiency in the system in terms of the needs of youth. She felt that the unit was beginning to "take off" through its link with the NGOs under UAP. For example, as a part of the training, she met people from NGOs, and then was able to refer cases to them. Clearly, the Youth Unit also benefited from the access to equipment and to training through the UAP. Youth were beginning to call the Youth Unit to ask for information and to use the computers. She said that she feels that the Youth Unit was on track to being able to take over the function filled by the UAP, if the government could provide a budget. It was not going to happen in the near future, but it would happen sometime.

Mrs. Nelson felt that the Ministry function should be a coordinating and facilitating function (e.g., assisting in accessing funding for other activities needed by youth in the NGO programs, through other parts of the government.) .

The UAP is a good program that is filling a definite need. Youngsters who were in the street, even if they get back into the formal system continue to need support. That is another reason why it's important to be linked to the Ministry of Education.

Mrs. Nelson stated that a copy of the evaluation report should be sent to the government. The need filled by the UAP represents a failure in the government system, and the government should be made aware of that. Seminar discussions with the Ministry could be held to discuss the problems, gaps, and solutions.

There is a need for the NGOs serving at risk youth to network, collaborate, and coordinate, and they are doing that. Other funds available to these NGOs include the World Bank small loans program and JSIF. (She mentioned this because she is contacting both of these units on behalf of a new youth program that she is organizing through the United Church.)

At the end of the discussion, she talked about the importance of sustainability, and of finding a location for the project activities that would be “permanent.” The things that had been accomplished in the Youth Unit and the progress that was being made should not be able to be wiped out at the whim and fancy of a particular person. She thinks that an educational program like UAP should be located in the Central Projects Unit of the Ministry of Education, but some arrangement should be worked out (as in the case of HEART) so that the program will go on regardless of the personnel involved.

## **JOHN SAYERS**

John Sayers, Ministry of Education, Technical and Vocational Unit, Income Generating Projects, Kingston was interviewed on March 15, 2000, in reference to his role with the Red Cross UAP program. Basically, he works with the Red Cross to develop the curriculum and supervise the implementation for the vocational/technical part of their program in four sites. For the literacy and numeracy part of the program the Red Cross uses the JAMAL curriculum. His said that he coordinates the program – teachers, materials – and helps with the return of students to the normal school system by talking to the principals, asking them for testing, etc.

Mr. Sayers carries out this role because of his position as vice president of the Jamaica Association of Technical and Vocational Education Teachers (JATVET), and the Ministry of Education allows him to give his time as an employee to these projects. Mr. Sayers said that he is not paid by UAP but can receive a travel allowance when visiting the four Red Cross sites. He started with the Red Cross program after it was underway and does not know anything about its origins or initial design.

In his opinion the program has worked very well but there have been some difficulties because the students are a difficult population. Special teachers are needed to deal with these students. The Special Education section of the Ministry of Education does some staff development seminars on special education (in-service training), but there are only three special education teachers for the whole country. He said that last year the Red Cross returned 76 students to the school system. In Spanish Town there is a homework center for follow through with these students.

He works directly with a beekeeping project under UAP, and sees it as a possible income-generating project for the future that could help support the program. They have sold Ja\$8000 worth of honey from the project to date. He wants to give each graduate of the beekeeping operation one box of bees to get started on their own income-generating project.

The four Red Cross Centers are getting assistance from the Ministry for lunch. It is the same as the program for the students in the Ministry schools – they pay Ja\$2 per lunch.

The primary weakness of the program is lack of funds. The Red Cross doesn't have the funds to pay teacher volunteers to teach some of the subjects like reproductive health. More teachers are particularly needed in St. Thomas where they had to close registration. When asked about the possibility of the Ministry providing more support for the program, he said that he hasn't asked but is doubtful that the Ministry would have any resources for this purpose.

He has participated in a number of UAP training courses including mentoring, parenting, and some of the methodology courses. He says that they have been very good courses tailored to the project needs. He said that the Red Cross has done the training for others on STDs.

He does the monitoring for the Red Cross through site visits, teacher observation. No standardized tests are used. They have tried to do impact measurement through Development Associates. Basically, he says, he has "found the program to be good for students."

An important point: He is very concerned with the fact that there is no program for students ages 15 to 17 years old. HEART doesn't take them until age 17.

What changes would be made for the program to continue with less funding? He said that they would have to cut back on some of the offerings, like home management. He would prefer to talk about adding some functions rather than cutting. He said that the Ministry of Education is not likely to collaborate if there are cuts. He considers himself a volunteer now.

In summary, he is quite happy with the project and would like it to continue, and thinks that there may be potential links with income generating activities.

**DR. KENRED CHRISTIAN**

On March 11, 2000, the evaluation and design team met with Dr. Kenred Christian an officer with the Jamaica Baptist Union. Dr. Christian, a retired University of Technology professor, has taken an interest in distance education for church members. He prepares printed materials, and video and audiotapes, as well as seminars for religious education.

Dr. Christian observed that his church operates a youth department, an evening institute for young people, ages 16 to 22, who failed in school. There is a minimal registration fee and courses are offered in five academic subjects as well as personal development. Classes are held four evenings per week between 6 and 8 p.m. Eighty students are presently enrolled in the Papine neighborhood.

Dr. Christian pointed out that the University of Technology is launching a service program to address community needs. Students will be required to do 30 hours of service work per year. He felt that perhaps the at-risk adolescent programs in Kingston might tap into that program.

Other churches in the Kingston area offer various courses and programs. The Boulevard Baptist Church offers literacy classes in association with the JAMAL and HEART Programs. The church also gives scholarships for tertiary scholarships (uncertain if they are open only to church members). The Bethel Baptist Church offers skills training, healing and counseling as well as a ministry, which provides some medical services. The Hanover Street Baptist Church operates a skills training center.

Dr. Christian believes that the tie-in of the program with the churches is a possibility, but would take some organizational work and a guarantee that any program that uses church property for programs will show the proper respect.

## **REVEREND SAMUEL REID**

Reverend Sam Reid was interviewed at the Calvary Baptist Church in Montego Bay on March 15, 2000. Reverend Reid spoke about his Chairmanship of the Teachers' Service Commission and his position as an advisor to the Ministry of Education. He reviewed the history of his church in Montego Bay and his interest in education. The meeting was held in the church's education center.

Reverend Reid has plans to build a Skills Center for Training in downtown Montego Bay. He has the land, near the Courts, and permission to build. He is seeking tools; Food for the Poor has promised some tools. He expects to employ retired teachers for the program and offer skills such as shoe repair, repair of electrical and household appliances. He is thinking of the center as a secondary school with a practical component—or a comprehensive school with a technical component. He would like to get some assistance from USAID and has applied for aid from the Baptist World Alliance.

He also plans to acquire some land near Granville for a Home for the Aged. He expects to combine it with a kindergarten/day care center for children so that the elderly can have some contact with the children.

Calvary Baptist Church has established an education center at Salt Spring on the North Coast, with an all-age school (ages 6-15) and a junior secondary school (ages 15-17 with a practical training program).

Reverend Reid discussed the youth programs his own church in Montego Bay offers. These include Youth Fellowship-planned programs in sports and music. The church youth ensemble comprises nearly 50 percent of the Montego Bay High School band. Reverend Reid offers scholarships to children of church members who qualify for high schools; he believes no child should be denied high school because of finances.

The focus of Reverend Reid and his church seems to be on youth who are deprived but not necessarily the hard-core street youth and troubled youths. He wants to provide assistance to those who have a chance of making it and not to "idlers."

**LLOYD B. SMITH**

Lloyd B. Smith met with the assessment team in the offices of The Western Mirror, in Montego Bay, on March 14, 2000. Mr. Smith is a board member of the UAP NGO, Western Society for the Upliftment of Children (WSUC). In his opinion, WSUC is among the most efficient of all of the NGOs in Montego Bay. He noted that WSUC had suffered from a severe lack of resources since its separation from the funding of Save the Children/UK.

Mr. Smith was familiar with the services provided by the WSUC—literacy, numeracy and remedial education; counseling and mentoring; and skills training. He feels, however, that the limited resources of WSUC is not enough to “make a dent” in the street children situation. Further, he noted that Montego Bay has no custodial care facilities for youth lacking parents or caregivers. He mentioned that the only source for skills training in Montego Bay is a HEART program which is 15 minutes outside of Montego Bay in Kenilworth. It has residential facilities.

He knows of the YWCA UAP Program in Montego Bay and that it has its own facility, but he was of the opinion that it lacked leadership.

Mr. Smith is aware that some NGOs receive small amounts of financial support from the Government of Jamaica, sometimes through reduced rent on facilities, but the NGOs must continually hold fundraising efforts to cover administrative and other costs. Craft sales and walk-a-thons are some of the ways they raise funds.

Churches, he feels, are an untapped resource for NGOs as they have some disposable income. He knows that most of them have physical facilities and education centers. They have some experience in providing skills training to church members and sometimes to people outside the church, and they have potential volunteers through Mothers Unions and Men’s Unions and other church-affiliated groups. Mr. Smith stated that the churches have received some bad press recently for not doing enough to assist youth.

As far as other resources go, Mr. Smith pointed to Professor Chavannes at UWI as an authority on mentoring. There are untapped resources in Montego Bay service clubs, such as Kiwanis and Rotary. Unions and hotels could be encouraged to provide scholarships, and unions could be encouraged to participate in mentoring programs.

The Western Mirror provides public service announcement space to the UAP NGOs in Montego Bay and occasionally publishes feature articles on the organizations and their events.

## Annex G



### ASSESSMENT INSTRUMENTS

The following qualitative survey instruments were used in the assessment of the Uplifting Adolescents Project in Jamaica. The findings gathered through these instruments are treated in the discussion of individual project sites, located in the annexes to this report.

- An In-Depth Interview Guide for NGO Administrators
- Focus Group Moderator's Guide
- Teacher/Service Provider Questionnaire
- Key Informant

## In-Depth Interview Guide for NGO Administrators

Name of NGO: \_\_\_\_\_

Administrators: \_\_\_\_\_

Location: \_\_\_\_\_

Date: \_\_\_\_\_

Interviewer(s): \_\_\_\_\_

### PROGRAM CONSIDERATIONS

1. What do you think are the strengths of this program?
2. What do you feel are your greatest successes?
3. What are the weaknesses of this program?
4. What is the average length of stay of program participants?
5. Why do participants drop out of the program?
6. Do you do any follow-up with dropouts?
7. How many hours per week does the average youth participate in the program?
8. What or who determines “graduation” from the program?
9. Are there any similar programs for at-risk youth to enter after they are past 18 years of age?
10. Do you maintain any relationship with program “graduates” to determine their progress after they leave your program?

## **YOUTH PERCEPTIONS**

11. What are the perceptions of the youth who attend this program?
12. What activities did the youth find most beneficial to them?
13. What additional activities would they recommend?

## **TRAINING**

14. What kind of training sessions were held for you or your staff?
15. How helpful were the training sessions?
16. What sessions were most beneficial

## **IMPLEMENTATION**

17. What types of at-risk youth does your organization serve?
18. What package of services did your organization offer at-risk youth?
19. Were you able to implement the package of services as designed?
20. Why or why not?
21. What were the strengths or weaknesses of this model?

## **IMPACT**

22. If your organization conducted in-school programs (remedial education), how successful was/or what was, the impact?
23. Did your program or these activities lead to improved literacy and numeracy among the youth you served?

24. To what extent did these activities lead to improvement?
25. How did you measure this improvement?
26. What recent previous experience in measuring impact does your organization have?
27. What skills does your staff have that can contribute toward measuring impact?
28. Was there any pre-testing or baseline determination of participant literacy or numeracy?
29. Can you give me some examples of success stories?
30. Is your program at a point where it can start measuring for impact?
31. What additional types of support would you need in order to measure impact?

### **LEADERSHIP**

32. What is the most appropriate Ministry to partner with this project or its successor project?
33. Why?
34. What roles and responsibilities should they assume under the follow-on program (with USAID assistance)?

### **NETWORKING**

35. To what extent has your organization networked with other grantees implementing programs for at-risk youth?
36. To what extent has your organization established linkages with other donors?

### **LESSONS LEARNED**

37. Can you tell me some lessons you learned as your program has evolved over these past years?
38. If you had it to do all over again, what would you do differently?
39. Looking to the future, what kind of program or structure would best serve at-risk youth?

### **FUNDING**

40. What are some of the funding issues around your UAP activities?
41. What would it take to fund your activities from July 1 to December 31 at the same level of activities?
42. If your funding resources were less, what areas would you begin to trim?

### **SUMMATION**

Do you have any other ideas or suggestions to offer?

*If not, thank you very much for your valuable time and interest.*

*Congratulations on implementing a project of such importance to Jamaica's future.*

**USAID/JAMAICA**  
**UPLIFTING ADOLESCENTS PROJECT**  
**FOCUS GROUP MODERATOR'S GUIDE**

NGO \_\_\_\_\_

Location \_\_\_\_\_

Number of Participants \_\_\_\_\_

<b>1. Introduction</b>	<p>Purpose of the focus group: To gather first-hand information regarding the participants' personal and professional growth, training, and education since their participation in the Uplifting Adolescents Project; what activities were most and least helpful; and any impact on employment, their community, their family, as well as recommendations for the future.</p> <p><i>Moderator: Make participants aware of any recording devices and talk with them about confidentiality.</i></p>
<b>2. Self-Introductions</b>	<p>Ask participants to give their name, age, favorite school subject (when in school), favorite sport, and what they would like to do in the future (occupation).</p> <p><i>Moderator: When introducing themselves, participants should share only what they want. The list above is just a list of possible items.</i></p> <p><i>Ask participants how they found out about this program and get a sense of how long each has participated in it.</i></p>
<b>3. "Rules of the Game"</b>	<p><b>Explain to the participants how a focus group works.</b></p> <p><i>Moderator: I am going to ask you a few questions about the UAP project. This is not a test. There are no right or wrong answers. We are interested in your sincere and honest input.</i></p> <p><i>We want everyone to participate. You don't have to raise your hand to say what's on your mind. However, we ask that you please speak one at a time so that each person can be heard clearly. Please speak up loudly and clearly.</i></p>
<b>4. Personal Growth</b>	<p><b>How well are you doing in your life now compared with your life before the Uplifting Adolescents Project?</b></p> <p><i>Moderator: Count how many are doing better; how many about the same; and how many are doing worse.</i></p> <p>_____Better _____Same _____Worse</p>

	<p><i>Probing Questions:</i></p> <ul style="list-style-type: none"> <li>➤ <i>If you are doing better, how has the project helped you?</i></li>   <li>➤ <i>If you are doing about the same, what more could be done to help you?</i></li>   <li>➤ <i>If you are doing worse, what is the problem?</i></li> </ul> <p><b>Discuss in what ways your life has changed?</b></p> <p><b>Did the program help you to improve in any of the following areas</b> (<i>Moderator, take count of responses</i>):</p> <ul style="list-style-type: none"> <li>➤ ___ Self-esteem</li> <li>➤ ___ Self-reliance</li> <li>➤ ___ Ability to get along with others</li> <li>➤ ___ Willingness to try new things</li> <li>➤ ___ Reading skills</li> <li>➤ ___ Mathematics skills</li> <li>➤ ___ Leadership ability</li> <li>➤ ___ Preparation for a job</li> <li>➤ ___ Volunteering or community service</li> <li>➤ ___ Other _____</li> </ul>
<p><b>5. The UAP Project</b></p>	<p><b>What activities do/did you find most helpful to you?</b></p> <p><b>What additional activities would you have liked?</b></p> <p><b>What activities were not especially helpful to you?</b></p>
<p><b>6. Role-playing</b></p>	<p>If you could design a project that would be helpful to you, what kinds of things would you include in its design?</p> <p><i>Moderator: Consider the following:</i></p> <ul style="list-style-type: none"> <li>➤ Homogeneity (ages, genders, problems)</li> <li>➤ Kinds of activities</li> <li>➤ Type of Leadership</li> <li>➤ Frequency</li> <li>➤ Other</li> </ul>

<p><b>7. What if...?</b></p>	<p><b>If I asked your parents or guardians how this program has benefited (or changed) you, what would they tell me?</b></p> <p><b>If I asked your neighbors or someone who knows you very well in your community how this program has benefited (or changed) you, what would they tell me?</b></p>
<p><b>8. Satisfaction</b></p>	<p><b>Overall, how satisfied were you with this program?</b></p> <p><i>Moderator, count responses:</i></p> <ul style="list-style-type: none"> <li>➤ ____ Very Satisfied (5)</li> <li>➤ ____ Satisfied (4)</li> <li>➤ ____ Neutral (3)</li> <li>➤ ____ Dissatisfied (2)</li> <li>➤ ____ Very Dissatisfied (1)</li> </ul> <p><b>Would you recommend this program to other young people who have needs similar to yours?</b></p> <p><i>Moderator, count responses:</i></p> <ul style="list-style-type: none"> <li>____ Yes</li> <li>____ Maybe</li> <li>____ No</li> </ul>

*Moderator: Thank you very much for participating in this group exercise. Your comments have been very helpful and will assist us in designing future programs to better meet your needs.*

**UPLIFTING ADOLESCENTS PROJECT**  
**Teacher/Service Provider Questionnaire**

**Position:** \_\_\_\_\_

**Organization:** \_\_\_\_\_

**Location:** \_\_\_\_\_

**Interviewer(s):** \_\_\_\_\_

1. What services do you offer the youth in your program?
2. What are the most successful things you do in your program?
3. In what ways could the program be strengthened?
4. What additional training would you find helpful?
5. Would you please give some examples of successful outcomes of your program?

*In order that you may give full and open responses, your statements will be kept confidential, reported on in general terms, and not attributed to any specific individual.*

**KEY INFORMANT QUESTIONS  
DEVELOPMENT ASSOCIATES STAFF**

**Name of NGO:** \_\_\_\_\_

**Administrators:** \_\_\_\_\_

**Location:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Interviewer(s):** \_\_\_\_\_

**BACKGROUND**

1. How long has the NGO been part of the program?
2. What was this NGO expected to accomplish?
3. Are the expectations the same now, or did they change?
4. If changed, please explain.

**NGO DEVELOPMENT**

5. How has DAI assisted the NGO to strengthen its
  - a) management capabilities?
  - b) administrative capabilities
  - c) program delivery
  - d) financial capabilities
  - e) assessment of impact
6. What training was provided to the grantee?
7. What additional training would you recommend?

8. On a scale of 1-5, with five being the highest, how would you now rate this grantee on the following areas?
- a) \_\_\_\_\_ managerial capability
  - b) \_\_\_\_\_ administrative capabilities
  - c) \_\_\_\_\_ program delivery
  - d) \_\_\_\_\_ financial capabilities
  - e) \_\_\_\_\_ capability to assess impact
  - f) \_\_\_\_\_ networking with other program grantees
  - g) \_\_\_\_\_ networking with other donors

**DEVELOPING LINKAGES**

9. To what extent has the grantee networked with other grantees?
10. To what extent has the grantee established linkages with other donors?

**ASSESSMENT OF NGO**

11. What does this grantee do best?
12. What is its greatest weakness?
13. Among other grantees with similar types of services to at-risk youth, how would you rank this grantee?
- a) \_\_\_\_\_ among the best capable
  - b) \_\_\_\_\_ somewhere in the middle
  - c) \_\_\_\_\_ among the least capable

**RESEARCH/EVALUATION CAPABILITIES**

14. To what extent were the operations research projects carried out under the project relevant or helpful in program planning or adjusting program interventions?
15. Which (if any) of these research results might be incorporated into the new design?

**GENERAL**

16. What would you recommend as the best structure/design for a follow-on program utilizing experienced NGOs?
  
17. What resources would be necessary to fund a successful follow-on activity to UAP?