



PEACE AND PROSPERITY PROJECT

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REPORT FOR THE PERIOD

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- Burger King
- Tastee Limited
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- PALS Jamaica Limited
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- The Custos of St. Andrew – Rev. Carmen Stewart
- Excelsior Community College
- Shortwood Teachers College

The dream of the residents of Grants Pen and Standpipe for a better future is now more achievable because of your kind support.

Introduction

This document examines the experience and achievements of the Peace and Prosperity Project (PPP), a development project designed to improve the economic and social conditions of two poor neighbourhoods in Kingston, Jamaica namely Grants Pen and Cedar Valley (which is also known as Standpipe). The three-year project, which was funded by the United States Agency for International Development (USAID) and implemented by the Kingston Restoration Company (KRC) Limited, is generally regarded as being a success. Conveying the achievements of the project and the reasons underlying its success is of the utmost importance, especially given the proliferation of similar communities across Jamaica's urban landscape and the concomitant need to identify and take actions that produce meaningful results.

The willingness of the USAID to support such an initiative deserves the highest commendation and serves to demonstrate the commitment of the Agency to improving the business environment for developing the small, medium, and micro enterprise sectors. This is seen as a precondition for sustainable economic growth, which ultimately leads to the eradication of poverty in developing countries. Approaching the problem from the community level supports a belief shared by the KRC, which is, that the lack of investment and declining business activities cannot be substantially addressed without a concerted effort to stabilize the volatile, poverty stricken residential neighbourhoods, which usually lie in close proximity to commercial centres. The spawning of poverty is also another area of concern in the Kingston Metropolitan Area (KMA). As the city developed, the physical, social and economic problems typical of many inner-city communities also migrated to "uptown" areas. Notwithstanding this reality, most of the efforts at urban regeneration and community development were focused in and around Downtown Kingston.

With the arguments above serving as the philosophical underpinning of the project, it was easy to select the communities of Grants Pen and Standpipe. During the 1990s Grants Pen was regarded as the most dangerous area in Jamaica and Standpipe, though receiving less publicity, had its share of ills. These unfortunate and undesirable situations coupled with the proximity of the areas to each other and to commercial areas such as Constant Spring and Liguanea, provided a

most interesting interplay of issues, which highlighted the complexity of the problem. If such a project could be effectively implemented in these two communities and a replicable model formulated, then the knowledge and experiential gaps regarding urban poverty and decay would have been narrowed significantly. New tools would have been found to tackle issues such as intra community violence, wanton indiscipline, and high unemployment. New methods to promote the conditions for economic and social development would have been discovered and put into practice in these two areas and their environs.

The report describes the two communities prior to commencement of project implementation, thus setting the rationale for the types of interventions and approaches taken. It then looks at the results framework of the Peace and Prosperity Project highlighting exactly what the project was to achieve and how these achievements were to be quantified. Set against these targets, the report then speaks to the actual outputs and outcomes and the lessons learnt. The issue of sustainability is also addressed.

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Acronyms

AAO	Addiction Alert Organization
BNS	Bank of Nova Scotia
CBO	Community Based Organization
CD	Compact Disc
CIDA	Canadian International Development Agency
CLO	Community Liaison Officer
CSF	Community Service Facility
CPTI	Computer Professionals Training Institute
C & W	Cable and Wireless Jamaica Limited
CXC	Caribbean Examinations Council
DFID	Department for International Development
DRF	Dispute Resolution Foundation
ERP	Employment Readiness Programme
EXED	Excelsior Community College
HACO	Hope Area Church Organization
HEART/NTA	Human Employment and Resource Training/National Training Agency
IR.	Intermediate Result
Ja.	Jamaica
JAGAS	Jamaica German Automotive School
JAMAL	Jamaica Movement for the Advancement of Literacy
JNA	Jamaica Netball Association
JCF	Jamaica Constabulary Force
JLS	Jamaica Library Service
JLP	Jamaica Labour Party
JUPP	Jamaica Urban Poverty Project
KFC	Kentucky Fried Chicken Restaurant
KRC	Kingston Restoration Company Limited
Ltd.	Limited
MEFL	Micro Enterprise Financing Limited

Acronyms (continued)

MSB	Mona School of Business
MP	Member of Parliament
NCDA	National Council on Drug Abuse
NCB	National Commercial Bank
NCTVET	National Council on Technical Vocational Education & Training
NDFJ	National Development Foundation of Jamaica
PALS	Peace and Love in Schools
PCDC	Professional Continual Development Programme
PCSD	Police Crime Statistics Department
PERF	Police Executive Reform Programme
PIOJ	Planning Institute of Jamaica
PNP	Peoples National Party
PSOJ	Private Sector Organization of Jamaica
PPP	Peace and Prosperity Project
SDC	Social Development Commission
SMF	Stella Maris Foundation
UDC	Urban Development Corporation
USAID	United States Agency for International Development
UTECH	University of Technology
VMBS	Victoria Mutual Building Society
SAR	Semi Annual Review

Executive Summary

This document sets out the process and results of the Peace and Prosperity Project (PPP) implemented in two distinctly contrasting communities and consider how the progress made can be sustained. On the one hand Grants Pen with an estimated population of 6,080 persons, 44% of which are male and 56% female has a very young population with almost half of its residents less than 19 years old. Approximately 45% of the households are led by single parents most of whom are females.

While on the other hand Standpipe, otherwise called Cedar Valley has a much smaller population of 1470 persons. Females are the dominant gender in terms of population distribution as they account for 53.3% of the total population with 66.7% of the household heads being employed. Like Grants Pen the community is plagued by incidences of murder, gun crimes, domestic violence, drug abuse, praedial larceny and petty larceny. Our programme of intervention revealed that the links between economic growth, social instability and crime are direct, demonstrating that projects such as this are necessary to foster a more favourable business environment.

The project was implemented based on the two Intermediate Results namely; (IR) 1: Increased Employment and Entrepreneurship Opportunities and IR 2: Improved Community Capacity for Conflict Resolutions. Under IR1 the project was designed to place a total of 360 persons in jobs. However a total of 414 job placements were made, 316 in Grants Pen and 98 in Standpipe. Grants Pen saw the creation of 14 new businesses and assistance was given to 133 entrepreneurs to enable them to improve their competencies, productivity, products, efficiencies and their understanding of bookkeeping and finance. KRC introduced the Micro Enterprise Financing Limited (MEFL) and its solidarity-lending programme to businesses in Grants Pen and Standpipe. By the end of August 2004, some 91 entrepreneurs had been provided with non-collateralized loans exceeding J\$2 million and at least 16 entrepreneurs had been trained in Business Development, Basic Book Keeping, Sales and Marketing.

IR 2 was met with even greater success as major crimes in Grants Pen which stood at 47 in 2001 saw improvements in all categories covering murder, shooting, rape and robbery and stood at 15 at the close of the project in 2004, while Standpipe remained fairly stable over the life of the project.

A Professional Continual Development Programme (PCDP) was developed to give direction to the training and development of the residents of the targeted communities. This assisted over 400 residents to upgrade existing skill levels or to acquire new skills. Initial tracking of participants in the PCDP indicated that over 124 of the residents who benefited from various skills training programmes have since acquired jobs. The quality of the education on offer was the main focus of the training interventions and as a result only courses offering accreditation through the HEART/NTA skills training institutions, NCTVET and the Ministry of Education were implemented. This provided a challenge for many of the residents who had difficulty grasping and mastering the theoretical aspects of these courses due to low levels of education and literacy.

The PPP embarked on the implementation of a number of conflict resolution programmes aimed at equipping over 2,500 residents with the skills to deal with conflict in non-violent ways. At the end of September 2004, a total of 5,933 residents had participated in over 16 conflict resolution programmes and had been exposed to aspects of conflict resolution through various methods. These included a series of one-day training sessions which were conducted by the Dispute Resolution Foundation (DRF), training of residents as mediators, and the establishment of six uniformed groups involving young persons who are active members of Girls Guide, Brownies, Boys Scouts and Cub Scouts. These uniformed groups enhance good leadership and communication skills while fostering a greater appreciation for amicable conflict resolution.

Other community development activities included the upgrading of nine (9) basic schools, teacher training and certification in Early Childhood Development, improvements to three (3) homework centres, upgrading of three (3) play fields, one in Grants Pen and two (2) in Standpipe, establishment of the Jamaica Library Service Branch at the Grants Pen Peace Centre, the formation of a comprehensive programme of sports involving soccer, netball and cricket, the

introduction of a music programme in New Day Primary and Junior High School, the establishment of computer laboratories in both the Grants Pen and Standpipe centres, support to a range of skills training programmes including equipping a woodwork centre at the Stella Maris Foundation, training persons in hospitality and catering, and the establishment of a management committee with twenty-two (22) persons from Grants Pen and twenty (20) from Standpipe.

Through the combined effects of the programmes implemented under the project, it is clear that a considerable change process is underway in these two communities, especially Grants Pen. The levels of violent episodes have reduced dramatically and this has been documented in several reports from the Police Crime Statistics Department. Several new businesses have begun operations in the communities, which demonstrate renewed private sector confidence in these areas.

While KRC has completed its contractual requirements, it remains very interested in safeguarding the gains the communities of Grants Pen and Standpipe are making as a result of the project. However, the exit strategy has been hampered, mainly due to limited financial support provided by the private sector and delays in completing the Community Service Facility (CSF) in Grants Pen.

CHAPTER ONE: BACKGROUND TO THE PROJECT

The negative effects of crime and violence on investment in the Jamaican economy have long been recognised. Statistics have shown that until recently, crime and violence were mainly concentrated in some 15 inner city communities and were perpetrated mainly by unemployed males who live in these communities. During the last two to three years, such incidences have started to take on a national scope. It was against this background that the United States Agency for International Development (USAID) designed the Peace and Prosperity Project (PPP). The general feeling behind this project was that the reduction of crime and violence and the improvement of socio-economic conditions in the inner-city would stabilise these areas, thereby facilitating a marked improvement in the business environment for the Small, Medium and Micro Enterprise (SMME) Sectors.

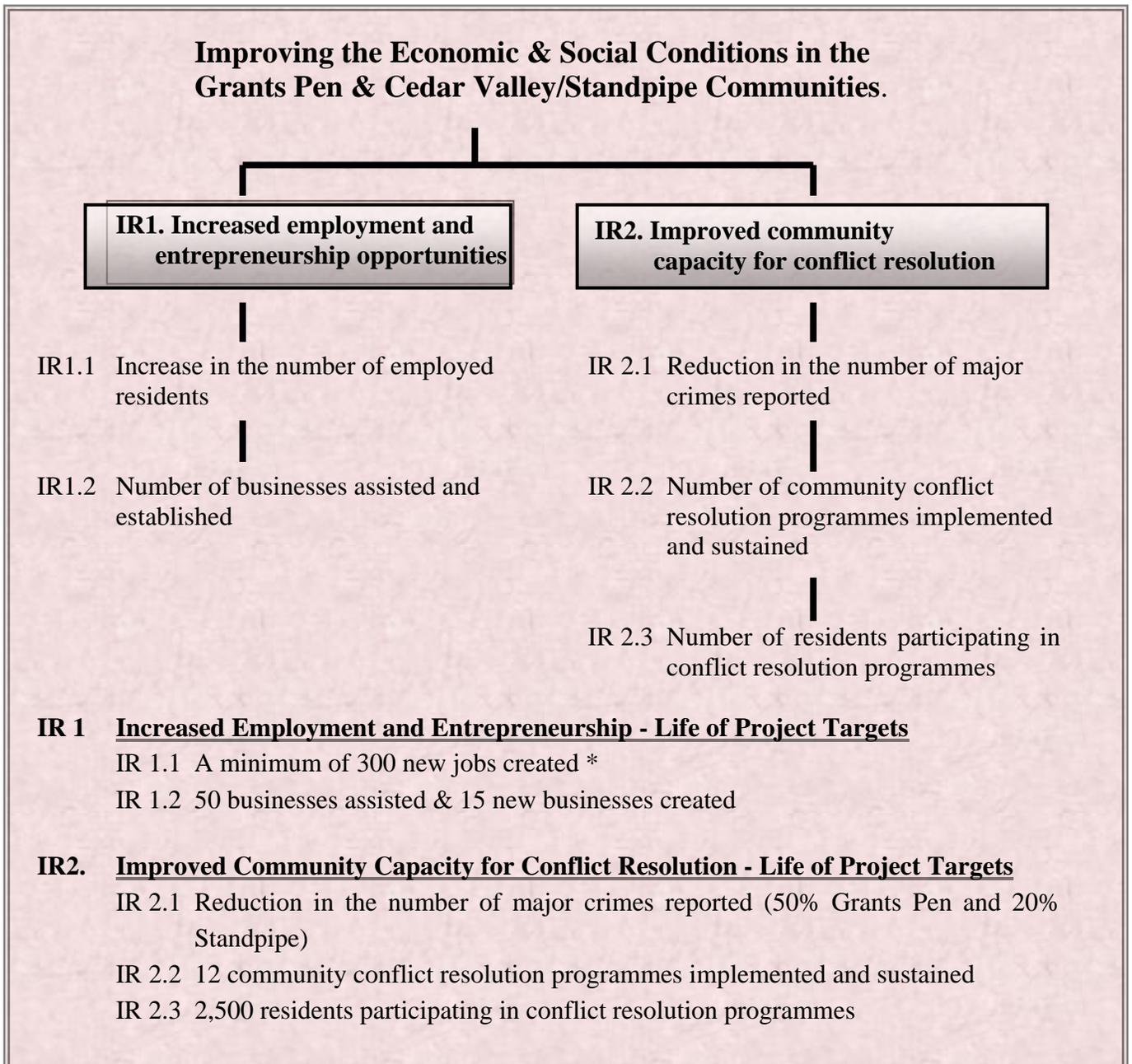
The two communities that were selected for the project activities were Grants Pen and Standpipe. This selection was made on the basis of findings from investigative research, which was carried out, which revealed that these communities had the following characteristics.

1. They were geographically well defined.
2. They were in close proximity to moderate to vibrant commercial activity.
3. There were indications that CBOs within the communities were stable and had potential for growth.
4. There was an absence of or limited donor agency involvement.
5. They experienced high levels of crime and violence.
6. Unemployment levels were above the national average.
7. The level of self-employment/entrepreneurship was at a higher level than the national average figure of 18%.
8. There was evidence that projects could be implemented and monitored with minimum interruption.

Both communities, which are situated in upper St. Andrew, are densely populated and had for some time been experiencing high levels of crime and violence, which stagnated development and hindered investment.

In March 2001, KRC tendered and won the bid for the implementation of the project. In three years (2001 – 2004), the project was to implement a range of activities geared towards producing improvements in the economic and social conditions in both target communities. The project’s targets are captured in the results framework below.

1.1 RESULTS FRAMEWORK



* Proposal at SAR 2003 from KRC for target to be decreased from 360 to 300 new jobs created.

1.2 COMMUNITY BASELINE CONDITIONS

1.2.1 Community Profile – Grants Pen, St. Andrew

Grants Pen is an urban community situated in North Eastern St. Andrew. This community is bordered on the east by Barbican Road, on the west by Constant Spring Road, to the north by Shortwood Road and to the south by Upper Waterloo Road. The terrain of the Grants Pen area is predominantly flat, without natural resources.

Population

The population of Grants Pen has been estimated at six thousand and eighty (6,080) persons, comprising 44% male and 56% female. Grants Pen has a very young population, with approximately 46%, or almost half, of its residents between 0-9 years old. The general youth population, or those persons under 35 years, accounts for 74.5% of the total population in Grants Pen and this exceeds the national average of 65%. Women of reproductive age (15-49 years), account for 31.2%, slightly above the national average of 29%.

Almost 45% of households are led by single parents/guardians, most of whom are females (34%). Single females, in terms of widows and divorcees were also found as the heads of 6% of these households. This is important to note, as female headed households tend to be more vulnerable. Persons in married unions head another 25% of households, while persons in common law unions head 24% of the households in Grants Pen. Most of the heads of households are females (60%) and these include mothers, grandmothers, aunts and sisters. Males head 40% of households and include fathers, grandfathers and brothers.

Major Economic Activity and The Labour Market

Agricultural activities are not a feature of this community, with only 8% of residents practising farming. Most of what is grown is for domestic consumption. There are neither major industries nor financial institutions located in Grants Pen. 46% of the families in the community are unemployed. Those who are employed work as craft producers and related traders, service workers, clerks, shop and market sales clerks, assemblers, technicians, plant and machine

operators, dressmakers, hairdressers, bakers and cooks, typists, carpenters, plumbers, masons, tilers and auto repairers. 63% of the labour force work on a full-time, part time or seasonal basis. 45% or almost half of the working population in Grants Pen are self-employed persons.

Available Utilities

Road: The main roads to the community are in good condition. The interior roads are mainly unpaved and are described as being in poor condition.

Water: Water for domestic use is piped into the premises of 66.7% of the households and into the houses of 51.5%.

1.2.2 Community Profile – Standpipe / Cedar Valley, St. Andrew

Standpipe, otherwise called Cedar Valley, is described as a district of the wider community of Liguanea, which is located in Eastern St. Andrew. The district is bordered to the north by Old Hope Road, to the south by Ravinia/Barbican Terrace, to the west by Charlemont and to the east by Barbican Road. The district is best described as suburban with a sloping terrain.

The population of Standpipe is estimated at one thousand four hundred and seventy (1470) persons residing in approximately three hundred and thirty-three (333) homes. The average household size is 4.5 persons per household. Approximately 61.8% of persons living in Standpipe are under 29 years old.

Females are the dominant gender in terms of population distribution as they account for 55.3% of the total population. The largest distribution of the population is in the 25-29 years age group accounting for approximately 14.4% of the total population. Females, of which only 6.3% are in married unions, head approximately 67% of the households.

The labour force of Standpipe is approximately 73% of the total population. Approximately 67% of the persons eligible to work indicated that they are employed of which 55.7% are full time employees. Self-employment accounts for 18% of the employed persons. Approximately 66.7% of the household heads are employed.

Source: SDC Report 2001 on Grants Pen and Standpipe

Crime

The Matildas Corner Police Station serves the Standpipe community. The community is plagued by incidences of murders, gun crimes, domestic violence, drugs, praedial larceny and petty larceny. Early surveys indicated that Standpipe had several social and infrastructure problems, including poor interior road surfaces and a lack of recreational facilities.

1.3 GETTING TO ACTION ON THE GROUND

KRC realised from the outset that addressing the fragmented nature of the communities would be critical if the project was to achieve success. Wide scale 'buy in' from different factions within the communities as well as from the business community on the fringes of Grants Pen and Standpipe needed to be secured. The involvement and support of local organisations also had to be garnered.

To start the process, a sensitisation campaign was launched. An important first step was to dispel false notions that had developed about the project during the period between the official announcement by the Prime Minister and the commencement of implementation. Among the misconceptions which had to be dealt with was the notion that grants were to be issued randomly to residents and that the project would also be addressing the physical and environmental conditions.

To reach the majority of the population amidst the violence and fear, a mix of approaches had to be utilised. Due to the high level of crime and violence, large community meetings would be perceived as dangerous and as such, meetings would not get the desired level of support from the residents. The alternative selected was to go through the communities street-by-street and lane-by-lane, speaking initially to persons hanging out on street corners as well as others sitting in their yards. These persons were encouraged to spread the word to their neighbours and friends. The use of flyers also formed a critical part of the sensitisation strategy. In addition, small meetings were held with church leaders, school principals, NGO heads and business leaders.

As KRC's messages on the project began to spread and key community members were identified, modified versions of established participatory planning techniques such as 'Planning for Real' were introduced. Questionnaires were also administered to determine particular areas of need and the relative level of priority accorded to these issues by the residents.

In a move to empower the communities to participate in a wholesome manner in the planning and implementation of the project and to institute structures to deal with tough issues even beyond the life of the project, KRC established a Community Management Committee in each community. These were comprised of business leaders, community leaders, CBO representatives, members of the clergy, teachers and members of the Jamaica Constabulary Force (JCF). From these Management Committees, various sub committees were formed to focus on and drive the different elements of the project. In Grants Pen, the committee spearheaded a number of street meetings, initially to inform residents of the purpose of the project and what outputs and outcomes should be expected, and later to promote the services offered at the Peace Centre in that community.

In Standpipe, the committee partnered with the project in the staging of the Standpipe Community Extravaganza, which was a very successful community event. Towards the end of the project, this committee was formalized with the assistance of the St. Margaret's Church and the SDC, and a strategic plan was developed.

Another key development during the early action stage of the project was the establishment of a Project Information Management System. This was established as a tool to support project planning, research, marketing and selection of participants for the various programmes and sub projects that would be implemented throughout the course of the project.

CHAPTER TWO: ACTIVITIES AND ACHIEVEMENTS

The activities undertaken over the life of the project fell under the following 9 programmes, strategies and interventions:

1. Project Information Management System;
2. Professional Continual Development Programme;
3. Employment Readiness Programme;
4. Entrepreneurship Development and New Business Creation;
5. Community Sensitisation and Capacity Building;
6. Conflict Resolution Training;
7. Promoting Community Cohesion through Sports and Music;
8. Promoting Discipline through the Establishment of Uniformed Groups; and
9. Enhancing Educational Facilities and Resource Centres for more effective programme delivery.

These programmes, identified and developed through the participatory process discussed in the previous section, were designed to meet and or surpass the targets set for the project. While item 1 above was essentially a research, planning and management tool, the other eight were specific to either IR 1 or IR 2.

2.1 IR1: INCREASED EMPLOYMENT AND ENTREPRENEURSHIP OPPORTUNITIES

Fulfilling this intermediary result called for an increase in the number of employed residents, the provision of assistance to existing businesses and facilitating the creation of new businesses. The life of project targets set for these indicators were as follows:

- 360 new jobs created for residents of Grants Pen and Standpipe.
- 50 existing businesses assisted.
- 15 new businesses established.

Achieving these targets required creative and unique methodologies as the prevailing situation in the communities, as well as the macro-economic environment, presented major challenges through a raft of issues that needed to be addressed or circumvented. Among the hindering factors were: -

Community Factors

- Low levels of skills and experience among residents;
- Insufficient or non-existent academic qualifications;
- Stigmatisation of residents from these communities
- Exodus of businesses from communities, especially Grants Pen, due to high levels of criminal activity, thereby limiting employment opportunities in the communities; and
- Businesses lacking the capacity for expansion.

Macro Economic Factors

- Downturn in the economy heralding massive redundancies, downsizing and lay-offs leading to few jobs being available. This impacted negatively on the chances of unskilled and inexperienced persons in the project area being able to find employment.
- Decline in the construction industry, which was a major source of employment for unskilled and semi-skilled persons from these communities.

2.1.1 Professional Continual Development Programme

The Professional Continual Development Programme was developed to enhance the skills level of residents by delivering training in vocational, educational and technical skills through well-established and recognized institutions such as the HEART/NTA and Excelsior Community College (EXED). These skills training programmes were identified by matching the training needs of the residents, as indicated on the database, with the areas of need in the labour market. Training was offered in thirteen skill areas and was accessed by over 400 residents. A breakdown of participants by skill area is presented in table 1 overleaf.

Table 1: Residents trained under the IR 1 of the PPP

	COURSES	COMMUNITIES				TOTAL
		Grants Pen		Stand Pipe		
		Female	Male	Female	Male	
1.	Cosmetology	11	0	5	0	16
2.	Housekeeping	12	0	0	0	12
3.	Food Preparation	14	2	7	0	23
4.	Cable Installation	1	12	0	10	23
5.	Computer Repairs	4	10	4	4	22
6.	Auto-Mechanics	2	14	1	5	22
7.	Electrical Installation (Level 1)	0	6	2	8	16
8.	Drapery Making (Level 1)	7	0	0	0	7
9.	Upholstery	1	0	7	0	8
10.	Interior decorating	10	4	11	0	25
11.	Tailoring Technique	8	1	0	0	9
12.	Waitering and Bartending	13	5	3	0	21
13.	Computer Training	39	8	24	6	77
14.	Women's Construction	6	0	0	0	6
15.	Carpentry	29	4	0	0	33
	TOTAL	157	66	64	33	320

Total number of residents trained in Grants Pen – 223

Total number of residents trained in Standpipe – 97

Total number of residents trained – 320

Participation in these training courses was completely voluntary and a number of measures were put in place to address the stated concerns of the prospective participants. The programme provided transportation and a stipend for the residents and suitable schedules were negotiated and agreed with training institutions as part of a bid to make participation as convenient as possible. It became apparent as early as the first set of courses began that, despite these incentives, many residents who initially indicated a strong interest in and commitment to acquiring training were dropping out after just a few sessions. Many of the others who continued, appeared to be just going through the motions and not making the effort to take full advantage of the opportunity.

Attempts by the project team to find answers for these worrying trends revealed a number of contributing factors. Among these were:

- Unwillingness of men to get involved.;
- Some enrolled persons had severe difficulty with basic literacy and numeracy and feared embarrassment from being labelled;
- Arrangements made by some mothers for the custody and care of their children, while they were in training fell through;
- Lack of the discipline required to stay with a programme for six months; and
- Participants finding short-term work or re-locating from the area.

Some of these issues were completely attitudinal and hence bringing about attitudinal change over the short term-emerged as an important ingredient for success. Attitudes that required changing included misperceptions with training, a lack of understanding of the need to prepare oneself to identify and take advantage of opportunities, a 'get rich quick' mentality and the lack of willingness to put in the necessary effort to achieve change.

KRC turned to noted local physiologist Dr. Wendell Abel for assistance and introduced a counselling component which included anger management, sustaining the loss of friends, sex education, drug abuse education, stress and stress management, listening skills, building self esteem and goal setting skills among others.

2.1.2 Employment Readiness Programme

Providing training was an important first step, but if the target of 300 residents employed in permanent posts was to be achieved, other activities had to be carried out. Guided by the experience of the early training initiatives, trends and practices observed generally and lessons learnt from previous projects, it was clear that a great deal of attention had to be paid to preparing residents, many of whom had no previous work experience, to enter into and perform effectively in the workforce. The Employment Readiness Programme (ERP) provided the mechanisms by which these problems were addressed.

The ERP was designed to remove many of the barriers to employment faced by residents of Grants Pen and Standpipe. In addition to the attitudinal problems mentioned before in this section of the report, many residents did not possess the statutory documents needed for entry into the workforce. On the supply side, employers were very reluctant to take on persons from these communities due to bad experiences in the past. The ERP programme focussed on careful screening of residents, counselling, providing relevant training, securing relevant documents for participants, sensitising the business community and garnering support, tracking participants and providing other timely interventions as required.

Implementation of this new initiative began as a three-phased pilot project on August 11, 2003. After two full weeks of screening and counselling, the first workshop was staged at the Courtleigh Hotel. Thirty-five (35) residents were in attendance and by the end of August, 13 residents were placed in jobs, primarily in the fast food industry. At the end of the pilot, fifty-one (51) residents had been placed in jobs under the ERP. This success was the basis for the continuation of the initiative, which led to a total of two hundred and fifty seven (257) jobs being generated for residents of both communities between August 2003 and August 2004.

Screening and Counselling Sessions

Screening sessions were conducted to determine the participants' level of employability and to help determine suitable job placements. The screening sessions also provided an indication of their level of maturity and allowed them to be assessed based on social, ethical, interpersonal and hygiene factors. The counselling sessions on the other hand served to inform participants and assisted them to complete the necessary documentation. These sessions were also used to help residents to identify and correct obvious problems in their manner, style, attitude and ethical approaches, and to relieve them of undue expectations they may have had due to their current levels of experience, training or qualifications.

Workshops

The workshops were held monthly in a hotel and aimed at exposing participants to an interactive session in interviewing using theory and techniques such as drama and role-play to demonstrate

acceptable/unacceptable behaviour in interviews and on the job. Holding the sessions in a hotel was important as the residents were not used to being in such a quiet environment and were unsure of how to interact. The drama presentations were videotaped and edited for production of a training CD and video for future sessions.

Job Fair

The Job Fair was designed to showcase the jobs available to community members in various industries and to allow residents the opportunity to demonstrate their abilities to visiting employers.

After Care Service

After placing the participants in jobs, their progress and attitudes were monitored to ensure that the employers were satisfied with the individuals employed and that the employees were also satisfied with the job placement and possessed the coping skills required. Through the tracking exercise, KRC was able to assist both employers and employees to resolve problems such as rivalry and discontent and won the confidence of the employers. This paved the way for similar interventions and more importantly, contributed to a reduction in the stigma attached to residents of these communities.

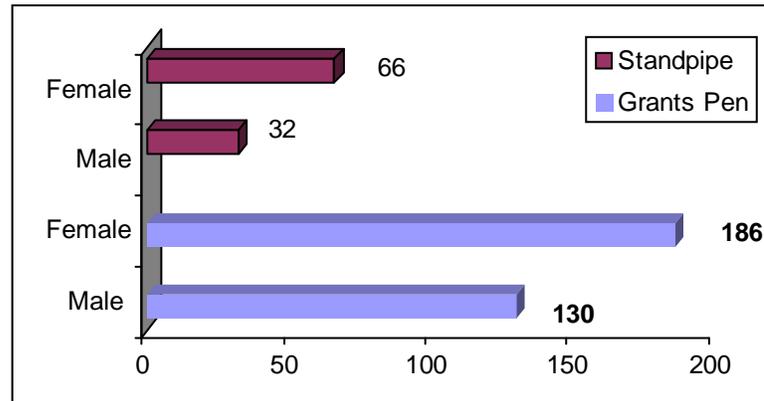
Table 2: Number of Employed Residents in the Targeted Communities

Year	Target	Actual	Grants Pen		Stand Pipe	
			Male	Female	Male	Female
2001	20	10	10	0	0	0
2002	60	26	4	13	5	4
2003	180	147	51	53	14	29
2004	100	231*	65	120	13	33
Total	360	414	130	186	32	66

Source: KRC Employment Readiness Programme

*ERP accounted for 167 of these jobs, with PPP training course graduates accounting for 64

Figure 1: Number of Employed Residents in the Targeted Communities



2.2 ENTREPRENEURSHIP DEVELOPMENT AND NEW BUSINESS CREATION

The approach to achieving the targets for this component of the project started with a detailed assessment of the extent and level of micro enterprise activity in the project areas. This assessment revealed some very interesting findings, some of which were common to the micro enterprise sector nationally while others were more specific to the project areas. Among the general trends, the assessment showed that the business operations, especially of the micro enterprise variety, were very informal. They were unstructured, unregulated, own account establishments in which the lines between the business and the personal finances of the proprietors were nonexistent. Business records were not kept, the business acumen of proprietors was low and their awareness of how to access credit, tools and business support was for the most part even lower. These issues were further compounded by more area specific problems. The potential market for the products and services sold by these entities was small as violence severely restricted the movement of individuals, with some areas being “no go areas” for residents who lived outside these areas. Another worrying finding was the residents’ lack of trust in people who were intervening in their businesses and their community affairs, as interventions that had previously taken place had not resulted in any positive outcomes.

There were some positive observations however. For example, strategic alliances formed between entrepreneurs with different skills seemed to work; there was a general

acknowledgement by many business operators that their business management skills were weak and needed enhancing and they all wanted to see their businesses grow.

2.2.1 Technical Support and Business Development Training

Guided by the findings presented above it was now time for action. A total of thirty-eight (38) businesses (twenty-five (25) from Grants Pen and thirteen (13) from Standpipe) were initially selected for detailed needs assessment and support. The assessment was conducted to ascertain the quality and marketability of the product(s) and service(s) being sold by the businesses, production capacity, and development potential including product line expansion. Among the recommendations was that it would require approximately J\$927,000 to keep these thirty-eight (38) businesses viable. To address the non-financial needs of the businesses, assistance was provided to the business operators in compiling their cash flow statements, budgets, balance sheets and business plans. It was necessary to hold back the possibility of capital injections until an appropriate strategy was formulated. Despite the absence of funding support, work continued in respect of business support with a group of thirty-four (34) businesses, many of which were involved in the initial batch of businesses to benefit from this type of support under the project.

2.2.2 Access to Credit / Tools

Accessing credit for business start-up and expansion was necessary to achieve the targets. In this regard, workshops were staged to build the entrepreneurs' awareness of existing micro credit institutions and the products and services they offer. Agencies were selected strategically as KRC was already actively partnering with various agencies to deliver targeted responses to some of the barriers inner-city residents faced in seeking to access credit and equipment for their businesses. Jamaica National Micro Credit Ltd, Tools for Development Jamaica Limited, Self-Start Fund, Access Financial Services, National Development Foundation of Jamaica and Development Options were the agencies targeted to participate in the first set of workshops. Sixty-two (62) persons from across both communities, thirty-eight (38) of whom had benefitted under the Professional Continual Development Programme, participated. In addition to informing the participants of the offerings of each agency, the workshops presented strategic

steps for developing business ideas into sustainable business ventures, product design, marketing, capitalization of businesses and staffing.

As a result of these workshops, four residents were referred to these agencies for financial assistance and two received loans. Given that almost all the participants expressed interest to varying degrees in accessing loans, and all required some amount of capital injection into their businesses, the results were far lower than was necessary. KRC had to return to the drawing board. After negotiations, the Micro Enterprise Financing Limited became involved and made a major contribution to business development in the target communities.

In November 2003, the Micro Enterprise Financing Limited extended its group-lending programme to Grants Pen and by mid-December 2003, nine (9) business operators (3 groups of 3) had benefitted from loans under the programme and another ten benefited in January 2004. In February 2004, this programme was introduced to the Standpipe community, however residents were not particularly interested in accessing the services provided. At the end of September 2004, 91 residents from Grants Pen comprising 22 males and 69 females had received loans from MEFL amounting to approximately J\$2,000,000.

Table 3: The number of residents who received loans

GRANTS PEN					
Year	Total	Male	%	Female	%
2003	14	2	14	12	86
2004	77	20	26	57	74
Total	91	22		69	

The process was facilitated by the assignment of a Community Liaison Officer to the Standpipe and Grants Pen communities by KRC. Through the PPP, this Liaison Officer facilitated initial linkages between the MEFL and business operators in the communities.

2.3 IR 2: IMPROVED COMMUNITY CAPACITY FOR CONFLICT RESOLUTION

As stated before, the PPP was initiated at a time when the level of crime and violence in the target communities was a matter of serious concern. It therefore called for interventions that would lead to a reduction in the incidence of such activities. In addition to the economic development component, which is generally viewed as the other side of the “crime coin”, the project called for the implementation of programmes to improve the communities’ capacity for conflict resolution.

The indicators set for this output were:

- 1) the reduction in the number of crimes reported by 20% in Grants Pen and 50% in Stand Pipe; and
- 2) implementation of twelve (12) community conflict resolution programmes with a minimum of 2,500 residents participating.

The approach that was utilised saw KRC drawing on support from leading organisations and individuals in the area of conflict resolution and character building, the Jamaica Constabulary Force and local Community-Based Organisations in delivering violence prevention interventions. The key interventions are discussed below.

2.3.1 Establishment of Peace Centres

With peace and prosperity as the main themes of the project and peace being viewed as a precondition for prosperity, ‘Peace Centres’ were established in both communities. The centres were established on neutral grounds and could be accessed by residents from different, often warring, factions in the area. This was an especially important consideration for Grants Pen. These Peace Centres served as the hub for community development activities in the communities by housing community meetings and providing a range of services in counselling, mediation, personal development, skills training, micro business development and conflict resolution. In both Grants Pen and Standpipe, the centres provided residents with an attractive alternative to hanging out on the streets. Here residents, especially the youth, were engaged in constructive

activities geared towards expanding their horizons, developing their potential and improving their literacy and numeracy skills, in a safe and relaxing environment. During the life of the project, the recorded number of residents to utilise the services of the centres was 3,873 (2,540 in Grants Pen and 1,333 in Standpipe).

In order to fight the illiteracy problem in Grants Pen, a decision was taken to include a reading programme in the Grants Pen Centre. The Jamaica Library Service agreed to a request to establish a Branch at the centre. The result of these and related efforts, including a very successful book drive, is a full functioning and heavily used branch library.

2.3.2 Conflict Resolution Training

The Dispute Resolution Foundation (DRF) and Peace and Love in Schools (PALS) are leading conflict resolution and mediation facilitators in Jamaica. Under the PPP, these agencies were engaged to deliver training in the target communities. Over 1,782 persons including residents, teachers, ministers and police personnel received training. Among the residents were over 1,100 students from the New Day Primary and Junior High School in Grants Pen.

2.3.3 Uniformed Groups

Six uniformed groups involving 250 children between the ages of 6-16 years old were established under the project. Of the 250 youngsters, 197 were from Standpipe and 35 from Grants Pen. In addition, 24 leaders were trained.

Table 4: Uniformed Groups by communities

Uniformed Groups	Standpipe	Grants Pen
Boys Scout	33	0
Cub Scout	80	0
Girl Guides	25	25
Brownies	59	28
Leaders	17	7
TOTAL	214	60

The programme sought to contribute to the achievement of the following:

- To help develop sound moral values and attitudes, to instill good discipline and to aid in the wholesome development of the young people.
- To foster a greater sense of responsibility in the participants.
- To enhance leadership and communication skills thus fostering a greater appreciation for conflict resolution.
- To enhance the sustainability of the conflict resolution programmes.

2.3.4 Supporting existing community-based initiatives

Under the project, support was given to community outreach programmes of Barbican Baptist Church, Upper Room Community Church and Shortwood United Church. Each of these institutions offers homework assistance and remedial education programmes geared towards children. The total participation in the programmes offered by the three institutions ranged between seventy-five (75) and one hundred and twenty (120) children per batch. The support provided ranged from building renovations and furniture to the provision of computers and literacy software.

2.3.5 Sporting Competitions / Events

The positive impact that sports can have on community development was not lost on the PPP. Its effect in uniting fragmented communities, providing positive means of utilising energy and time, enabling highly skilled persons to secure a meaningful livelihood for themselves and their families, building self esteem and showcasing positive elements of these generally stigmatised communities were in keeping with the transformation the project was designed to achieve. Approximately seven hundred (700) residents participated in football, netball and cricket competitions staged during the project.

The initial event was a sports festival that was held at the New Day Primary and Junior High School in June 2002. This sports festival was planned in collaboration with the Triumph Unity Youth Club in Grants Pen, with assistance from Stella Maris Foundation and the National

Council on Drug Abuse (NCDA). KRC provided the trophies and medals for the winners and NCDA provided all participants with certificates. Six youth clubs from across the political divide in Grants Pen and surrounding communities participated in the event, which was very orderly and peaceful, and was noticeably marked by an absence of security personnel such as police and soldiers. The two teams vying for the top spot were from opposing political factions. Sistren Theatre Company performed a drama presentation that depicted amicable conflict resolution. This set the tone for the subsequent sporting events, which saw the involvement of local celebrities such as Courtney Walsh, former captain of the West Indies Cricket Team and a recent holder of the record for most wickets in test cricket, as well as members of the successful Jamaica netball team. Their primary role was one of motivating and inspiring the residents.

2.3.6 Development of Community Facilities

Basic School Upgrade

Based on a needs-assessment conducted in the eleven (11) Basic Schools in the project area (8 in Grants Pen and 3 in Standpipe), nine (9) of these schools were targeted for assistance under the project. This assistance resulted in thirty (30) teachers from these schools participating in the HEART/NTA Level II Early Childhood Programme. In December 2003, 25 of these teachers completed the programme, which was done in collaboration with the Ministry of Education, Youth and Culture.

By April 2004, a total of 916 pieces of furniture had been delivered to six basic schools in Grants Pen (Little Angels, Maisie Green, Shortwood United, Triumphant, Lifeline and Elim) and three in Standpipe (Chevannes, Gospel Refuge and Campbells) as shown in table 5 overleaf.

The total cost of providing furniture for these basic schools was approximately J\$1.7M. Final design and preparation of costing and Bills of Quantities were done for the upgrade of the bathroom facility at Lifeline Basic School and the renovation of the kitchen and bathroom facilities at Elim Basic School. This matter is to be addressed under the 'Sustainability Plan' for the project.

Table 5: Furniture donated to Basic Schools in Grants Pen and Standpipe

Name of School	Furniture Allocation						
	Book-shelves	Cupboards	Cubby Holes	Desks (Children)	Desks (Teachers)	Chairs (Children)	Cots
Chevannes	4	2	-	30	5	120	2
Campbells	2	-	-	6	2	24	2
Gospel Refuge	3	-		10	2	40	2
Shortwood United	3	4	2	6	4	24	4
Triumphant	3	-	-	19	1	40	2
Lifeline	2	6	-	10	1	40	2
Elim	7	-	-	45	7	180	6
Little Angels	6	-	2	25	4	100	4
Maisie Green	6	4	2	4	4	80	3
Total	36	16	6	155	30	648	27

Music Programme in New Day Primary and Junior High

A music programme with conflict resolution and skills building components was established at the New Day Primary and Junior High School through the provision of musical instruments and a tutor to assist the school in the development of the programme.

On June 9, 2003, the music programme got underway with thirty-four (34) students doing music lessons in the three categories of strings, wind and percussion. Shortly afterwards, twenty-two (22) teachers were brought in for training, fourteen (14) from New Day Primary and Junior High School and eight (8) from three community basic schools (Little Angels, Lifeline and Shortwood United), which made a total of 50 persons participating in the programme for the year June 2003 – May 2004. The programme has developed an ensemble of drummers and percussionists who have performed at various events in the Grants Pen community.

Peace Day Concert

The National Peace Day Concert was held at the New Day Primary and Junior High School in March 2002 and was well supported. This concert came about through a partnership between PALS Jamaica Limited and KRC. One of the highlights of the event was the very amusing performance of a “rapper” who is a member of the Jamaica Constabulary Force (JCF).

CHAPTER THREE: PROJECT IMPACT, LESSONS LEARNT AND RECOMMENDATIONS

3.1 PROJECT IMPACT

The tables and figures below present a snapshot of the project targets and the actual achievements. They show that the project has achieved a high level of success. Of the five targets, four have been surpassed and one is inconclusive. The inconclusive target is due to a lack of crime statistics for Standpipe. The reduction in the number of reported major crimes in Grants Pen was remarkable, falling by 68% from the high level of 47 incidents in 2001 to 15 in 2004.

Table 5: PPP Targets and Achievements

IR 1 Increased employment & entrepreneurship opportunities	
Targets	Achievements
IR 1.1 A minimum of 360 residents gaining Employment.	414 residents gaining employment.
IR 1.2 50 businesses assisted & 15 new businesses created.	133 businesses have been assisted. 14 new businesses were created.
IR 2 Improved community capacity for conflict resolution	
Targets	Achievements
IR 2.1 Reduction in the number of crimes reported (50% in Grants Pen and 20% in Standpipe).	PCSD reported that crime and violence has been reduced in both communities since the project's intervention.
IR 2.2 12 community conflict resolution programmes implemented and sustained.	16 community conflict resolution programmes implemented and sustained.
IR 2.3 2,500 residents participating in conflict resolution programmes.	Over 6,000 residents participating in conflict resolution programmes.

The reduction in crime in the community of Grants Pen is evidenced by the figures shown in the table 6 and figure 2 overleaf.

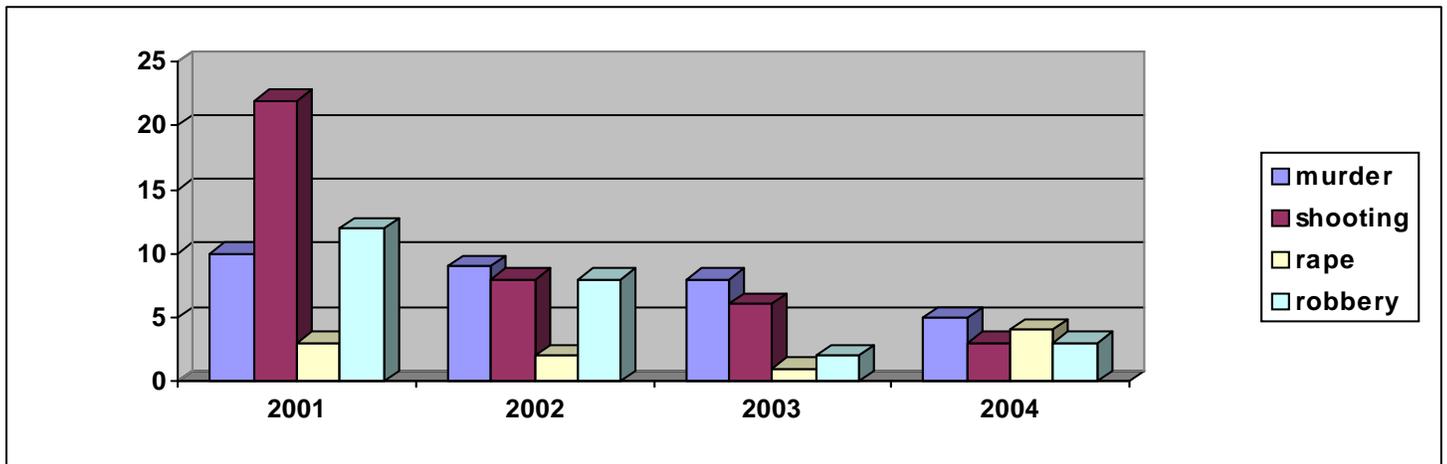
Table 6: Major Crimes Committed in Grants Pen

Offence	2001	2002	2003	2004 *
Murder	10	9	8	5
Shooting	22	8	6	3
Rape	3	2	1	4
Robbery	12	8	2	3
Total	47	27	17	15

Source: Jamaica Constabulary Force/CCN

* 2004 data for the period Jan 1 – Sept 20 2004

Figure 2: Major Crimes committed in Grants Pen



Between 2001 and 2004, the project team identified a net increase in business activities as the migration of businesses, which was among the main issues, which stimulated the development of the project, halted and new businesses were established. There are no reasons to doubt that this was, at least in part, attributable to the stabilising effects of the project.

Table 7 overleaf indicates the names of these businesses, date of commencing operations and the number of Grants Pen residents employed.

Table 7: New businesses in the Grants Pen community

Name and Address of Business	Date of Operation	No. of residents employed
Design & Display Limited 32 Shortwood Rd	April 2002	4 residents (3 from Grants Pen and 1 from Standpipe)
Tools Hardware Limited 16 Shortwood Rd	March 2002	One (1) from Grants Pen
Tech Tools 8 Shortwood Road	October 2002	
Shortwood Super Centre 45 Shortwood Rd (previously located on Grants Pen Road)	November 2003	Two (2) from Grants Pen
Alcor Windows and Doors 12 Shortwood Rd	January 2003	
Diplomatic Security Limited 7 Shortwood Rd	January 2004	
Cheers Automotive Repairs and Servicing 7 Shortwood Rd	April 2004	
Western Union/Bill Express/Supreme Ventures 10 Shortwood Rd	May 2004	
Bell Communications Limited 2 Shortwood Road	April 2001	
AmbuCare 14a Shortwood Road	March 2004	
Shortwood Medical Centre 14a Shortwood Road	January 2004	
King Alarm Limited 14a Shortwood Road	June 2004	
Lyn's Cool Out Bar 26 Shortwood Road	April 2004	Two (2) from Grants Pen

In communities where the average household size is in excess of three members and many household heads are responsible for more than one household (baby's mother and child, elderly relatives and so on, not living with the main providers), the impact of placing over 400 residents in jobs and strengthening the operations of over 150 businesses is extraordinary. A crude calculation of the number of persons benefitting indirectly just by applying a multiplier based on average household size adds a further eleven hundred (1100) men, women and children to the five hundred and fifty (550) persons who directly benefitted through the job creation and enterprise development efforts of the project. In addition, the training programmes have provided

more persons with marketable skills. Some of the successful participants were obtaining certification at a recognised level for the very first time.

The development of the Peace Centre, the Standpipe Resource Centre, sporting facilities and upgrading of Basic Schools have all produced multiple positive impacts in these communities where only limited physical development had occurred in recent years. From a service stand point, being able to walk into the centres and have access to computers and the internet, a fully stocked library, homework support and so on impacted at the personal development level. The establishment of these facilities has therefore restored hope in many residents that the areas could be redeveloped and impacted at the community level. With the deplorable conditions in schools and the cry for redirecting attention to early childhood development, the changes made in the Basic Schools were far reaching. Improving the physical environment in the schools made them more conducive to effective teaching and learning, and the teacher training element means that the students are now benefitting from the services of better-equipped teachers. Recreation generally is considered a necessary part of quality living. The development of first class community recreational facilities and the music programme have offered the residents suitable spaces in which they can express their sporting and musical talents. The project might have sown the seeds from which the next Courtney Walsh or Bob Marley may develop.

3.2 LESSONS LEARNT / REINFORCED

The PPP has afforded the implementing agency to learn or reinforce some important lessons. Among these were:

1. Many residents of inner-city communities are quietly and often unknowingly suffering from deep psychological problems that hinder their ability to perform educationally or hold down a job. These problems can also contribute to the high levels of aggression and other anti-social behaviours commonly displayed. It is important to approach a project such as the PPP with this in mind as, if it is not tackled at the outset, it can adversely affect training programmes, job placement initiatives and most, if not all, of the project's outputs.

2. Implementers and sponsors of such projects must be mindful that the pressures of meeting project targets may inadvertently result in the perpetuation of some of the very exclusionary practices and factors the project is designed to overcome. For example, in order to meet training targets, needing and deserving individuals may be excluded because the project cannot wait for them to gain the remedial skills needed to enter the programme. As such, persons who are better able to manage based on their educational background may be pushed into programmes ahead of others who, without the support of the project, will have a much weaker chance of gaining a skill.
3. The importance of balancing quality and quantity cannot be overstated. Too often, project targets are set purely on a quantitative basis and only scant regard if any at all is given to the qualitative variables.
4. Effective participatory approaches to community development have to strive to include real partnerships between the project beneficiaries and executors. Establishing an operating framework within which both parties have a balanced say in the decision making process and are held accountable by each other is an achievable goal that will not only strengthen programme delivery and impact but will contribute to an improved level of governance.
5. Capacity building in the community development process should be understood in its full sense and must not be limited to the provision of training and equipment to local groups to more effectively participate in the implementation of a project. Given that these projects tend to end before a complete transformation of the area occurs, and that issues which gave rise to the project may still exist, the ability of these groups to continue in an independent and viable manner deserves serious attention. In this regard, a medium term capacity building strategy should be developed early in the project. In developing the strategy, the capacity of local organisations to implement specific programmes and facilities after the completion of the development project should be ascertained and measures put in place to meet minimum agreed standards. As far as possible, programmes should be adjusted to match the projected increased capacity of the groups involved. This does not rule out implementation of other programmes which cannot be carried out by these organisations because of cost or personnel requirement, however it

should be understood by all that these will be terminated at the end of the execution period.

3.3 SUSTAINABILITY ISSUES

It is critical for the long-term development of these communities and the improvement of the business environment in Kingston that the gains made under this project be preserved and built on. To this end the various agencies on the ground, the private sector, government and the development partners must understand their roles in ensuring that the development process continues long after the implementation of the PPP has ended. It is heartening that some significant steps are already being made. However, more support than has been provided thus far is needed.

On the positive side, the major NGOs in the communities intend to continue and even expand the programmes they presently offer. We are aware of the following activities and plans:

1. USAID/J-Car, through Management Systems International (MSI), is assisting with building the capacity of key NGOs in these two communities, partnering with the Democracy for Governance programme. Members of the Upper Room Community Church and the Minister's Fraternal in Grants Pen and the St. Margaret's Church in Standpipe, are currently receiving training from MSI in the following areas:
 - Establishing public/private partnerships;
 - Establishing partnerships and sponsorships with the private sector;
 - Improving organisational management, strategic planning and capital and other resource raising strategies;
 - Improving stakeholder relationships and engagement; and,
 - Improving advocacy, communications and outreach.

2. The Greater Grants Pen Ministers' Fraternal has established a continuous fundraising agenda for community development and has pledged to support the following:

- Professional Continual Development Programme, partnering with HEART/NTA, to pursue training in catering and computer technology;
 - Employment readiness programme;
 - Dispute resolution training;
 - Basic schools;
 - Sporting Competitions;
 - Homework/Computer Centres;
 - Advocacy training and support; and
 - Counselling for victims of grief and domestic violence.
3. The Upper Room Community Church will continue to operate its homework centre and provide computer training. This will be sustained through the renting of conference facilities, offering computer training and customer relations courses to businesses.
4. The Shortwood United Church has indicated its plan to register as an NGO to facilitate more meaningful partnerships and community involvement. The church intends to undertake an employment stimulation programme, work with at risk youth and re-train offenders. The church has a vision for a family centre aimed at providing services for support and strengthening families in the Grants Pen Community.

It was envisaged that the Community Services Facility (CSF), which is presently under construction in Grants Pen, would have been completed and be in use prior to the close out of the PPP. This would allow for the smooth transfer of some of the services presently being offered at the Peace Centre, with the exception of the library, which would remain at its present venue.

In view of the foregoing KRC has given careful consideration to the activities to be supported by the company and has agreed to the following.

1. St. Margaret's Church Outreach Centre in Standpipe

The programmes undertaken at this centre are being transferred in full to the Outreach Centre in accordance with the agreements reached with the Centre at our meeting held on Wednesday,

January 12, 2005 at 9:00 a.m. at the Standpipe Resource Centre. (See Appendix 18 – Minutes of meeting).

2. The Peace Centre located at 30 Shortwood Road

The Peace Centre currently houses the Shortwood Branch of the Jamaica Library Service. Additionally during the life of the project it served as the centre from which the following nine programmes were implemented.

- Project Information Management System: to ensure both internal communication between agencies and external communication to the communities.
- Professional Continuation Programme: to provide access to community members to appropriate skills training.
- Employment Readiness Programme: to prepare young people for the world of work.
- Fostering entrepreneurship and new business development.
- Community sensitization and capacity building.
- Enhanced conflict resolution training.
- Promoting community cohesion through sports.
- Promotion of discipline especially to young people through uniformed groups.
- Enhancing education facilities and providing an effective mechanism for programme delivery through the Resource and Peace Centres.

There are three considerations relating to its sustainability.

1. Securing the space for programme delivery.
2. The Programmes that are to be delivered.
3. Meeting the costs related to the programme delivery.

Securing the space

Kingston Restoration Company Limited has secured the space at 30 Shortwood Road by way of Lease dated October 15, 2003 with an expiry date of December 31, 2006. The specific rental arrangements are as follows:

1. The rental for the said premises shall be J\$15,000 per month commencing on November 1, 2003. This rental will remain in force until December 2004.
2. The premises are to be made available to KRC/USAID, separately or jointly for the year 2005 (January to December) at a rental of J\$20,000 per month.
3. The premises are to be made available to KRC/USAID separately or jointly for the year 2006 (January to December) at a rental of J\$25,000 per month.
4. Should KRC or USAID desire the use of the premises thereafter the rental shall increase by 7% each year.
5. KRC may remove the air-conditioning units installed in the building when the lease is terminated.

A copy of the full Lease together with attachment can be viewed at KRC's offices at 3 Duke Street.

Programmes to be undertaken

The Jamaica Library Service and KRC have evaluated the impact of the library and have found that since its inception on February 3, 2004, 505 persons have been registered and 6,277 books circulated. The library currently offers Reference and Information Service, Lending Services, Internet Access and Extension activities such as Reading, Spanish Clubs and Story Hour sessions. The library also accommodates class visits from schools in the community such as Life Line Basic, Charlton Preparatory, Maisie Green Basic and Shortwood Practising Primary. (This school is used for training by teachers' colleges). The library has the potential for a larger number of extension activities but due to limited space this has not been possible.

The plan is to expand the library to serve the diverse needs of the growing community to include the following services with the primary focus being on early childhood education.

- i. Multifunction area - refurbishing the back of the premises to host extension activities such as public lectures, workshops and summer programme activities to increase the cultural awareness of children. This would also include segments of the National Reading Competition for that locale, story hours, exhibitions and mini concerts to showcase the talent of the community.
- ii. Creation of more space for a junior library.

- iii. Extension of the adult library.
- iv. Establishment of a homework centre and reading room corner - This would be equipped with books, interactive toys and computer software and would be a quiet place where children can read or do homework. They would be encouraged to utilize the Reading Corner and to showcase improvements in their school work and homework. The use of the computer is integral in this process as students are taught to surf the net and log on to various homework websites. The objective would be to see improved performance in academic output and reading skills. Volunteers such as retired teachers would be recruited to assist.
- v. Transferring of the computer lab as part of the branch library's activities - The computer lab presently offers Internet access and word processing. With the expansion of the library it is envisioned that the computer lab will facilitate training in basic computer skills to persons of all ages in the community. This would be at a minimal cost and where possible sponsorship would be obtained. The classes would be scheduled for times convenient to the targeted user group and would maximize the utilization of the computer lab.
- vi. The Counselling area - In addition to the above the Peace Centre would retain the counselling area as a separate activity from the branch library.

This would allow overtime for work relating to community sensitisation and capacity building, enhance conflict resolution training, promotion of discipline especially to young people through uniformed groups and programmes such as the Employment Readiness Programme to be carried out as resources permit.

Proposed Budget - PPP Continuation Programme

The following represent the costs of running the centre for the next two years.

	Year 1	Year 2
<u>Staffing (per annum)</u>	J\$	J\$
Centre Co-ordinator	954,400	954,400
Library Assistant	294,000	294,000
Clerical Officer	287,500	287,500
Library Aide	285,000	285,000
Cleaner	232,100	232,100
Porter	226,400	226,400
Rent	<u>240,000</u>	<u>300,000</u>
	2,519,400	2,579,400
<u>On-going Costs (per annum)</u>	J\$	J\$
Cleaning and Sanitation	120,000	120,000
Utilities	296,000	296,000
Security	54,000	54,000
Maintenance & Stationery	<u>110,000</u>	<u>110,000</u>
	580,000	580,000
<u>Expansion Expenses (one-off costs)</u>	J\$	
Tables	32,000	
Chairs	30,400	
Filing Cabinets	30,000	
Shelving	30,000	
Photocopier	300,000	
Activity Area	143,350	
Moving walls and adding partitions	<u>434,250</u>	
	1,000,000	

Therefore, the total cost to expand and run the facility for two years is \$7,258,800. While KRC's Board has approved the above we do not have the funds in place to move forward and therefore these funds will have to be raised in the coming months. The above amounts do not include the cost that will be related to the counselling, Employment Readiness Programme or other programmes recommended for support.

3.4. PROJECT MANAGEMENT AND OVERSIGHT

The centre will be managed on a daily basis by Mrs. Angella Baker, who took up her full time appointment at the centre on April 1, 2005. She will report to KRC's Executive Director and will be assisted by Mary Dodman, Manager of the Kingston Restoration Foundation from time to time.

Angella holds a Bachelor of Science Degree (2004) in Administrative Management from the University of Technology and brings to the project almost four years experience at KRC inclusive of her work with the Peace and Prosperity Project.

Mary Dodman holds a Master of Arts Degree in Development Studies and Sociology from the University of Leeds, England (2001) and since 2004 has been the Manager of the Kingston Restoration Foundation.

Peace and Prosperity Project
Logical Framework for the period March 19, 2001 - September 30, 2004

Strategies/Objectives	Performance Indicators	Means of Verification	Assumptions
<p>Goal/Vision</p> <p>Improvement in the economic and social conditions in Grants Pen and Standpipe communities</p>	<ul style="list-style-type: none"> - Investment and economic growth Increased - Projects implemented with controllable or minimal interruption 	<p>Annual operations report and relevant sector studies report</p>	<p>Investor confidence is increased due in part to the practice of tolerance by everyone concerned</p>
<p>Mission/Purpose</p> <p>Improved social and economic conditions as well as the community's capacity for Conflict Resolution in Grants Pen and Standpipe</p>	<ul style="list-style-type: none"> - Increased opportunities for employment and entrepreneurship - Increased community capacity for conflict resolution 	<p>Weekly oral (local), bi-annual and annual operations report and JCF reports</p> <p>Weekly, oral (local) and bi- annual written reports</p>	<p>Socio-economic environment sustained at a reasonable stability level</p>
<p><u>Outputs</u></p> <p>IR.1 Increased Employment and Entrepreneurship Opportunities</p>	<ul style="list-style-type: none"> ▪ Increase in number of employed residents in the Grants Pen and Standpipe communities (360 targeted over the life of the project) ▪ Number of micro and small businesses assisted and created (60 targeted over the life of the project) 	<p>In-training registers, monitoring documents, periodic statistical reports; weekly, and oral (local) bi-annual; and annual written operations report</p>	<p>Business participants continue to remain active in the community</p> <p>Crime and violence and other impeding forces do not prevent the programme implementation</p>
<p>IR.2 Improved Community Capacity for Conflict Resolution</p>	<ul style="list-style-type: none"> ▪ 2,500 residents participating in conflict resolution activities ▪ 12 sustainable community programmes implemented to reduce crime ▪ Reduction in the number of major crimes reported (50% Grants Pen and 20% Standpipe) 	<p>In-training registers, monitoring documents, periodic statistical reports; weekly, and oral (local) bi-annual; and annual written operations report</p> <p>Weekly, oral (local), bi-annual and annual operations reports.</p> <p>Reports on activities from all participating agencies.</p> <p>Perusal of media reports on the Project</p> <p>Statistical reports from JCF</p>	<p>Residents' willingness to participate</p> <ul style="list-style-type: none"> ▪ That there was no increase in crime and violence in the months leading to the General Election ▪ That there will be no inter community flare up ▪ That there is improvement in the macro economic conditions

Report for the period March 19, 2001 - September 30, 2004

Strategies/Objectives	Performance Indicators	Actions / Activities to Date	Problems / Constraints Achievements to date	Required Next Steps / Recommendations
<p>IR.1 Opportunities for employment (360 targeted over the life of the project) and entrepreneurship increased (65 targeted over the life of the project – assistance to 50 businesses and to create 15 new businesses)</p>	<p>By September 30, 2004</p> <ul style="list-style-type: none"> ▪ A minimum of 360 jobs created as a result of Project intervention and as a result of technical and skills training in marketable skills 	<p><u>March 19, 2001 – June 2002</u> 66 job opportunities identified.</p> <p><u>July 2002 – July 2003</u> A Job Creation/Entrepreneurship Consultant was contracted on January 9, 2003. Deliverables included: -100 persons place in jobs for the contract period</p> <p><u>August 2003 – September 2004</u> In August 2003 a pilot programme was developed and implemented by KRC to meet the quantitative requirement of the job placement component under the project. The Employment Readiness Programme (ERP), addressed personal change and development of the residents in the targeted communities.</p>	<ul style="list-style-type: none"> - 30 residents were screened to fill vacancies identified. - 11 residents employed. - Residents were not qualified for positions identified. - Most of the positions identified were for men, but more women were coming forward to seek employment. - High levels of illiteracy prevented effective job placement. <p>Up to this period a total of 26 residents from both communities were placed in jobs with private sector entities.</p> <p>KRC partnered with possible employers and other trade associations. 12 workshops were conducted under the ERP programme. These sessions were held at a hotel each month, in order to expose the residents to an ambience where quiet and social interaction prevails. They were exposed to interviewing techniques in theory, drama and role-play to demonstrate acceptable/unacceptable behaviour during an interview and on the job. Coming out of these sessions, 257 persons were placed in jobs. A total of 270 persons participated in the ERP workshop. <i>(See Appendix 13, page 18)</i></p>	<ul style="list-style-type: none"> - Employable residents to be trained and groomed to capitalise on employment opportunities. <p>To Contract a Job Creation/Entrepreneurship Consultant.</p> <p>To design a programme to meet the job requirements of both communities.</p>

Strategies/Objectives	Performance Indicators	Actions / Activities to Date	Problems / Constraints Achievements to date	Required Next Steps / Recommendations
	<ul style="list-style-type: none"> ▪ Explore the development of 15 micro and small businesses and identify 40 existing businesses for possible assistance leading to job creation/increased productivity 	<p><u>Jan – Dec, 2002</u></p> <p>A Micro Enterprise Consultant was contracted during this period to conduct a survey on the businesses in both communities A concise report on the Micro Enterprises in targeted communities was submitted to KRC for review.</p>	<p>At the end of September 2004 the project had yielded a total of 414 jobs. <i>(See table 2 & Figure 1 - Report, page 21)</i></p> <p>An evaluation instrument was developed by consultant and tested on micro enterprises in Grants Pen and Standpipe.</p> <p>Consultant created a list of 38 entrepreneurs involved in skills based businesses after carrying out field study in the communities.</p> <p>Persons involved in woodwork were taken on a field trip to Eurotrend on May 16, 2002. A focus group discussion was also a part of the field trip.</p> <p>Consultant's final report highlighted businesses in need of assistance and type of assistance needed</p> <p>4 sites located and inspected to ensure the findings of the consultant are accurate.</p> <p>- From the survey 30 businesses were identified for possible assistance.</p> <p>A total of 30 business owners from both communities participated in a series of Access to Credit Workshops with facilitators such as JN Micro Credit, Self Starter Fund, Tools Jamaica Limited, National Development Foundation of Jamaica and Development Options.</p> <p>Arising from the Access to Credit Workshops, 4 entrepreneurs were referred to one these financial institutions for credit, and 2 were successful.</p>	<p>To Contract a Job Creation/Entrepreneurship Consultant.</p>

Strategies/Objectives	Performance Indicators	Actions / Activities to Date	Problems / Constraints Achievements to date	Required Next Steps / Recommendations
		<p><u>Jan – July 2003</u> A Job Creation/Entrepreneurship Consultant was contracted on January 9, 2003 to deliver assistance as recommended under the study done in 2002. The deliverables were:</p> <ul style="list-style-type: none"> - 40 existing businesses assisted - 15 new businesses established - 2 Business Information Centres established in the Resource Centre and the Peace Centre <p><u>Aug. 2003 – September 2004</u> In August 2003, the Employment Readiness Programme (ERP) developed by KRC was introduced to the PPP to fulfil the job placement and entrepreneur component of the project. KRC introduced the MEFL and its solidarity-lending programme to the PPP and its beneficiaries in November 2003. The objectives of the programme with regards to the entrepreneurs were:</p> <ul style="list-style-type: none"> - Improve their business competencies - Productivity - Products and efficiencies - Knowledge of book keeping and financial options. 	<p>The consultant provided technical assistance to 34 businesses and interviewed 9 new businesses.</p> <p>By the end of August 2004, some 91 (69 females and 22 males) with non-collateral loans from Grants Pen. 14 entrepreneurs were assisted in 2003 and 77 in 2004.</p> <p>Entrepreneurs were provided with non-collateralized loans exceeding JA\$2,000,000 and 16 have been trained in Business Development, Basic Book Keeping, Sales and Marketing. These loans were facilitated by KRC/Micro Enterprise Financing Limited (MEFL) Joint Venture.</p> <p>Only two (2) groups have been delinquent and this is due to social instability in the geographic region where their businesses are located. <i>See Report, page 24 – table 3)</i></p>	<p>- To provide assistance to these businesses based on Consultant's recommendations i.e. viz-collateral provision, loan grants, packaging, raw materials access and sources for marketing linkages</p> <p>To use this pilot programme to assist in the development of other communities.</p>

Strategies/Objectives	Performance Indicators	Actions / Activities to Date	Problems / Constraints Achievements to date	Required Next Steps / Recommendations
IR2. Community capacity for Conflict Resolution improved	<ul style="list-style-type: none"> ▪ Reduction in the number of major crimes reported (50% in Grants Pen and 20% in Standpipe) ▪ 12 sustainable conflict resolution programmes targeting 1000 residents implemented and maintained. 	<p>Work done in collaboration with the Police, Dispute Resolution Foundation (DRF) Sistren Theatre Collective, Dr. Wendel Abel, Ambassador Courtney Walsh and the Community Based Organisations in engaging residents in conflict resolution techniques.</p> <p>During the life of the project 16 Conflict Resolution Programmes were created and implemented.</p> <ul style="list-style-type: none"> • PALS programme in New Day Primary & Junior High School • Upgrade of three (3) playfields • Counselling and Mediation at the Peace Centre in Grants Pen • Assistance to three (3) Homework Centres • Jamaica Library Service branch at the Peace Centre • Formation of Uniform Groups in Grants Pen and Standpipe • Sports Programme in Grants Pen (Netball, Cricket and football) 	<p>The Police Crime Statistics Department reported that the incidence of crime and violence has been reduced in the communities of Grants Pen and Standpipe. The North St. Andrew Police High Command has attributed this to the work done by the project. <i>(See Report, Table 6 page 30 & Figure 2, page 31)</i></p> <p>To date over 6000 residents from Grants Pen and Standpipe participated in Conflict Resolution Programmes as follows:</p> <ul style="list-style-type: none"> - 1200 students benefited from this programme <ul style="list-style-type: none"> 3 playfields, 1 at New Day Primary & Junior High School – Grants Pen, 1- New Providence Primary and 1-Turf (both are in Standpipe) -13 Counselling and 3 mediation sessions were conducted at the centre. - 3 Homework centres in Grants Pen were upgraded, Barbican Baptist, Upper Room, and Shortwood United. Approximately 120 students benefited from the homework programme - 594 persons enjoy the many benefits of the library. - 6 uniform groups were created, 2 in Grants Pen and 4 in Standpipe totalling 242. A total of 584 persons participated in the sporting event, 144 Netball, 152 Cricket and 288 football. 	<p>Continue to embark on discussions with a number of private sector entities and individuals to engage their support for the PPP's continuation after September 30, 2004.</p>

Strategies/Objectives	Performance Indicators	Actions / Activities to Date	Problems / Constraints Achievements to date	Required Next Steps / Recommendations
		<ul style="list-style-type: none"> • Computer Technology Programme (Grants Pen and Standpipe) • Music Programme in New Day Primary & Junior High School • Community Management Committee (Grants Pen & Standpipe) • Basic School upgrade (Grants Pen & Standpipe) • Literacy Programme in Grants Pen • The Resource Centre in Standpipe • The Peace Centre in Grants Pen • Conflict Resolution programme with Dr. Wendel Abel. 	<p>- 47 students from Grants Pen and 50 from Standpipe participated in the computer courses at the community centres cyber laboratories</p> <p>- 34 students, 22 teachers (14-New Day and 8-Basic Schools) totalling 56 persons who participated in the Music programme.</p> <p>- 22 persons served on the Grants Pen Management Committee and 20 on Standpipe.</p> <p>- 9 basic schools were upgraded with furniture and equipment. 748 students benefited under the program</p> <p>- 20 residents from Grants Pen and 30 residents from Standpipe participated in the Literacy classes</p> <p>- 1,333 residents utilised the services offered at the Standpipe Resource Centre</p> <p>- 2,540 residents utilized the services offered at the Grants Pen Peace Centre.</p> <p>- 722 residents participated in psychological counselling sessions.</p>	

Strategies/Objectives	Performance Indicators	Actions / Activities to Date	Problems / Constraints Achievements to date	Required Next Steps / Recommendations
<p>IR. 1.1.1 Establish and maintain a Project Information Management System (PIMS) to support planning, market and other research, project management, placement and monitoring and other administrative functions</p>	<p>By September 2004</p> <ol style="list-style-type: none"> 1. Database established on minimum 1,900 residents for training development and employment opportunities 2. Website established and maintained 3. Database established on at least 20 key stakeholders (Private Sector etc.) 	<p>- 2000 residents entered on general in-house database A data entry clerk has been contracted to assist in updating the in-house database.</p> <p>A Website Designer was contracted to establish a website for PPP.</p> <p>Database created on key stakeholders.</p>	<p>- 320 persons entered into database as being trained or receiving skills training.</p> <p>- 82 persons entered into the database as being certified as mediators - DRF</p> <p>- 608 persons entered into the database as being sensitised in one-day conflict resolution - DRF</p> <p>- 414 persons entered into database as receiving employment through linkages made by the project.</p> <p>The project was incorporated into the KRC website that was launched on May 14, 2003. Address: www.kingstonrestorationcompany.com</p> <p>The project has made linkages with 39 stakeholders who have been very supportive to the project's events/activities.</p>	<p>Liaise with stakeholders re sponsorship and to assist in placing residents in jobs who have been recruited under the project.</p>

Strategies/Objectives	Performance Indicators	Actions / Activities to Date	Problems / Constraints Achievements to date	Required Next Steps / Recommendations
<p>IR 1.1.2 Establish, maintain and provide support for a Professional Continual Development programme (PCD) to ensure adequate supply of service and production workers, craftsmen, technicians and professionals to satisfy demand</p>	<p>By September 30, 2004</p> <p>1. Training programmes Designed</p> <p>2. Training provided for 200 persons through HEART/NTA, other training institutions, and employers</p>	<p>A number of skills training programmes were designed and implemented for residents of both communities.</p> <p><i>Duration of each training programmes are as follows:</i></p> <ul style="list-style-type: none"> - <u>Cosmetology</u> course lasted for 9 months, started October 1, 2001 and was facilitated by Mary's School of Cosmetology 	<p>15 skills training programmes designed are as follows: Cosmetology, Housekeeping, Food Preparation, Cable Installation, Computer Repairs, Auto Mechanic, Electrical Installation, Drapery Making Level 1 & II, Upholstery, Interior Decorating, Tailoring Technique, Waitering and Bartending, Computer Training, Women's Construction and Carpentry.</p> <p><i>To date 320 persons participated in skills training (See Appendix 11, page 16).</i></p> <p><u>Cosmetology Level 1</u></p> <ul style="list-style-type: none"> - 15 trainees were identified for the programme, 9 participated (4 – Standpipe and 5 - Grants Pen) and 6 of the 9 trainees sat the NCTVET Level 1 exam - trainees participated in two (2) workshops: <ul style="list-style-type: none"> 1. <i>Marcia Lengaurd, Revlon Products May 7, 2002.</i> 2. <i>Karl Richmond, Optimum (Soft Sheen), June 11, 2002</i> <p><i>The workshops were held to enhance trainee's knowledge in hair care and products, in order to prepare them for their final exams.</i></p> <p>Stipend was provided for trainees from Standpipe by Super Valu Supermarket Ltd, and trainees from Grants Pen by Stella Maris Foundation. Both providers are members of the project's Steering Committee.</p> <p><u>Cosmetology Level II</u> <i>Eight (8) persons were enrolled at</i></p>	<p>Examine the possibility of assisting successful trainees in doing the NCTVET Level 2 training programme and identify other trainees for NCTVET Level 1 programme.</p> <p>In future, programmes targeting women will have to be carried out during regular school hours (8:00</p>

Strategies/Objectives	Performance Indicators	Actions / Activities to Date	Problems / Constraints Achievements to date	Required Next Steps / Recommendations
		<p>- <u>Women's Construction</u> course lasted for 6 months started November 6 and ended May 3, 2002. Training was carried out at various HEART/NTA locations.</p> <p>- <u>Computer Training</u> lasted for 3 weeks, March 11 – 28, 2002. Training was carried out by Institute of Computer Technology Ltd, which is accredited by the University Council of Jamaica.</p>	<p><i>this level and sat their final exams in August 2003. (See Photo Gallery – page 6)</i></p> <p><u>Women Construction</u></p> <ul style="list-style-type: none"> - 38 persons were identified for this programme, 13 participated and 9 completed (8 – Grants Pen) the training. <p>Persons were unable to participate and complete programme due to:</p> <ul style="list-style-type: none"> - <i>Lack of interest in skill area offered.</i> - <i>Work requirements</i> - <i>Family commitments</i> <p>Graduation ceremony for women in the HEART/IDB training was held on June 21, 2002. One of the trainees/graduates has been accepted for the NCTVET Level 1 training in Carpentry.</p> <p><i>Training was provided in various areas such as:</i></p> <ul style="list-style-type: none"> - <i>Masonry</i> - <i>Site Clerking</i> - <i>Carpentry & Joinery</i> - <i>Computer Repairs</i> - <i>Electrical Installation</i> <p>A resident of the Barbican community was contracted to provide transportation for the trainees to and from the training site.</p> <p><u>Computer Training</u></p> <ul style="list-style-type: none"> - 15 persons participated (4 – Standpipe and 11 - Grants Pen) and 14 graduated on April 19, 2002. 	<p>a.m. – 2:00 p.m.) or Day-care services will have to be provided.</p> <p>In future, programmes targeting women will have to be carried out during regular school hours (8:00 a.m. – 2:00 p.m.) or Day-care services will have to be provided.</p> <p>- Trainees who excelled in this programme will be further trained in an advanced computer technology programme.</p>

Strategies/Objectives	Performance Indicators	Actions / Activities to Date	Problems / Constraints Achievements to date	Required Next Steps / Recommendations
		<p>- Computer Training at Grants Pen Peace Centre & Standpipe Resource Centre commenced in March 2004 and was facilitated by Computer Professionals Training Institute for a three-month period.</p> <p>A total of forty-two (42) residents registered for the course; nineteen (19) from Grants Pen and twenty-three (23) from Standpipe.</p> <p>- Auto-Mechanics course lasted for 6 weeks, started April 15, 2002 and ended on May 24, 2002. Jamaica-German Automotive School, one of the HEART/NTA Training Centres, facilitated training.</p>	<p><i>Areas of training:</i></p> <ul style="list-style-type: none"> - <i>Microsoft Excess</i> - <i>Microsoft Word</i> - <i>Microsoft Publisher</i> - <i>Internet Access</i> <p><u><i>Computer Training – SP & GP</i></u></p> <p>Throughout the duration of the course, the student population at Standpipe fluctuated, resulting in a decrease to twenty (20) students at the end of the course. This was attributed to new employment opportunities and poor attitude towards the course.</p> <p>The Graduation Ceremony was held on Sunday, June 26, 2004 at the Medallion Hall Hotel at 4:00 p.m.</p> <p><u><i>Auto-Mechanics</i></u> <i>34 persons were identified for this programme.</i></p> <p><i>Areas of training:</i></p> <ul style="list-style-type: none"> - <i>Welding fabrication</i> - <i>Wheel Alignment</i> - <i>Front End Alignment</i> - <i>Tyre Repairs</i> <ul style="list-style-type: none"> - 13 persons participated (5 – Standpipe and 8 – Grants Pen) and 5 have been invited to move on to another level - Transportation was provided for trainees, to take them to and from training site. - Irregular attendance by trainees although transportation was provided. - Negative attitude exhibited by trainees 	<p>Numeracy and Literacy training will have to be an integral component of all future skills training programmes.</p>

Strategies/Objectives	Performance Indicators	Actions / Activities to Date	Problems / Constraints Achievements to date	Required Next Steps / Recommendations
		<p><u>Advance Auto-mechanics</u> started in February 2003 and ended September 2003 and was facilitated by Jamaica-German Automotive School.</p> <p>- <u>Electrical Installation</u> course lasted 20 weeks, started on April 15, 2002 and ended on August 31, 2002. Training facilitated by Rockfort Vocational Training Centre, one of the HEART/NTA Training Centres.</p> <p><u>Electrical Installation – Level II</u> Commenced November 2002 and ended on June 2003. Training facilitated by Rockfort Vocational Training Centre, one of the HEART/NTA Training Centres.</p> <p><u>Catering</u> 20 residents of Grants Pen and 9 Standpipe participated in a 10 months programme at Jan’s School of Catering and excelled in the art of food preparation. They sat external examination in July 2003.</p>	<p>- Numeracy and literacy problems prevented most trainees from grasping concepts taught.</p> <p><u>Advance Auto-mechanics</u> 5 persons were recommended by JAGAS to move on to Level II, Auto Mechanics programme, 4 accepted the offer and 1 was identified from our in-house database. Two (2) of the five (5) trainees who participated in the programme were certified in Basic Auto-mechanics. <i>The five (5) participants are from Grants Pen.</i></p> <p><u>Electrical Installation</u> 20 persons were identified for this programme, 11 persons participated (6 – Standpipe and 5 – Grants Pen)</p> <p>Areas of training:</p> <ul style="list-style-type: none"> - Domestic wiring - Small Appliance Repairs - Computer Skills - Personal development <p><i>10 trainees were successful in their final exams.</i></p> <p><i>10 persons were invited to move on to Level II by training provider and are currently in training (See Photo Gallery – page 6)</i></p> <p><u>Electrical Installation – Level II</u> 9 persons participated, with 6 persons successfully completing the course.</p> <p><u>Catering</u> The trainees went on field trips to Versair-In- flight and the HEART</p>	<p>Examine the possibility of providing advanced training in Electrical Installation (Level II).</p>

Strategies/Objectives	Performance Indicators	Actions / Activities to Date	Problems / Constraints Achievements to date	Required Next Steps / Recommendations
		<p>- Training commenced September 2002. Other training providers identified were:</p> <ul style="list-style-type: none"> - Girls Town - Boys Town - B & E Catering - Saunders Catering School <p>43 persons were identified. 10 sat the pre-test at Girls Town and another 7 sat the pre-test at Jan's School Of Catering. The pre-test was designed to assist in determining the educational competence of persons identified for training.</p> <p><u>Catering – Level II</u> <i>21 residents of Grants Pen and Standpipe participated in a 9 months programme at Jan's School of Catering. They sat external examination in November 2004.</i></p> <p><u>Girls Town</u> <i>Food Preparation, Cosmetology and Housekeeping training programmes were implemented at Girls Town Jamaica.</i></p> <p>21 persons from both communities participated in training programmes as follows:</p> <ul style="list-style-type: none"> ⇒ Housekeeping: 12 ⇒ Cosmetology: 4 ⇒ Food Preparation 5 <p><u>Carpentry training</u> programme at</p>	<p>Runaway Bay Hotel. The Trainees also had success stories of how their training in food preparation helped them to generate subsistent income. Trainees in this institution were generally agitated about matters that would be otherwise considered as insignificant, but they were very satisfied with the content of their curricula.</p> <p><u>Catering – Level II (advanced)</u> <i>16 person attended up until October 2004, 11 persons sat the exams. We now await the results. The remaining 5 persons are being encouraged to sat their exams.</i></p> <p><i>Problems experienced were:</i></p> <ul style="list-style-type: none"> - 4-5 students were unable to attend due to their working hours - some attended for practical only - Level II required a lot more theory <p><u>Girls Town</u> Trainees were placed in industry for relevant work experience and job placement as per contract agreement with Training provider.</p> <p>Trainees sat Level 1 exams in July 2003 and 11 persons were successful. They graduated on December 14, 2003</p> <p>Four trainees have moved on to Level II.</p>	

Strategies/Objectives	Performance Indicators	Actions / Activities to Date	Problems / Constraints Achievements to date	Required Next Steps / Recommendations
		<p>Stella Maris Foundation. Each course lasted for 6 months.</p> <p>The objectives of the programme were to:</p> <ul style="list-style-type: none"> ⇒ Educate the trainees on how to create products of high quality that can be sold on the local market ⇒ Expose trainees to entrepreneurial training ⇒ Build partnerships with KRC and other agencies ⇒ Provide trainees with a certifiable training programme. <p><u>First Batch</u> 18 persons were trained, 2 of which were women. Of the 18 persons involved, 3 were directly identified by the project.</p> <p><u>Drapery making, Upholstery, Interior Decorating and Garment Construction</u> At GARMEX HEART Academy.</p> <p>Trainees were referred to MEFL and other financial institutions for assistance.</p>	<p><u>Carpentry training</u> Programme signals the start of a sustainable partnership between KRC, HEART/NTA and Stella Maris Foundation (SMF). A Memorandum of Understanding between KRC and Stella Maris Foundation signed</p> <p>The partners provided:</p> <ul style="list-style-type: none"> - KRC, Hand tools - HEART/NTA, stipend, certification and tutors - SMF, location (classrooms) - CIDA, refurbishing of facility <p>The trainees were exposed to weekly group counselling facilitated by Dr. Wendel Abel.</p> <p><u>First Batch</u> 18 persons successfully completed training in September 2002. (See Photo Gallery – page 6)</p> <p><u>Second Batch</u> 15 persons completed the training and graduated in March 31, 2003. They were presented with start-up kits.</p> <p><u>Drapery making, Upholstery, Interior Decorating and Garment Construction</u> 18 residents from both communities registered for these training programmes</p> <p>These courses ended in April 2003 with an exhibition on May 3, 2003 at the Garmex complex, where trainees' work was displayed. (See Photo Gallery, page 5)</p> <p>Trainees were engaged in entrepreneurship workshops and access workshops with credit</p>	

Strategies/Objectives	Performance Indicators	Actions / Activities to Date	Problems / Constraints Achievements to date	Required Next Steps / Recommendations
		<p><u>Computer Training</u> at New Day Primary & Junior High School began January 2003 and ended in July 2003, This course lasted for 6 months. 30 residents were identified for the training programme at the school.</p> <p><u>Cable Installation</u> Twenty-five (25) residents from Grants Pen and Standpipe attended 10 weeks of training at EXED Community College from March 10, 2003 to May 29, 2003.</p> <p>During the programme, the trainees participated in one psychological counseling session with Dr. Wendell Abel, one one-day conflict resolution training session by DRF and work ethics training by Samaritan Institute.</p>	<p><i>institution.</i></p> <p><u>Computer Training</u> The programme is jointly certified by KRC/NCTVET.</p> <p>Areas of training:</p> <ul style="list-style-type: none"> - Word processing - Spread Sheeting - Internet and Electronic Communication - Keyboarding Skills <p>28 residents participated in this programme.</p> <p><u>Cable Installation</u> Trainees initially exhibited various degrees of adjustment problems, however with intervention strategies such as counseling and conflict resolution training, seventeen were able to successfully complete the programme and receive graduation certificates.</p> <p>Trainees participated in Exhibition at Standpipe Extravaganza on May 17, 2003 by setting up a Booth and demonstrating various cable applications.</p> <p>At the Graduation Ceremony at EXED on May 29, 2003, Seventeen (16 males and 1 female) graduated.</p> <p>One trainee from Grants Pen was awarded a trophy for Most Improved Student while a Standpipe trainee was awarded the Most Outstanding Student trophy.</p> <p>Of the 17 recommended by EXED for work experience, 12 began work experience in June 2003.</p>	

Strategies/Objectives	Performance Indicators	Actions / Activities to Date	Problems / Constraints Achievements to date	Required Next Steps / Recommendations
	<p>3. Monitoring and evaluating instruments developed for participants.</p>	<p><u>Computer Repairs Technician</u> Twenty-five residents from Grants Pen Standpipe attended 10 weeks of training at EXED Community College from March 10, 2003 to May 29, 2003.</p> <p><u>Tailoring technique and Interior Decorating</u> <i>Two new courses commenced on May 31, 2003 - Tailoring technique and Interior Decorating. The courses were conducted at Garmex HEART Academy. The courses ran for 16 weeks and ended on September 16, 2003.</i></p> <p><i>Ten (10) residents were enrolled in the Tailoring programme and 16 in Interior Decorating.</i></p> <p><u>Bartending & Waitering</u> at Jan's School of Catering started October 2003 and ended January 2004 with 21 persons participating.</p> <ul style="list-style-type: none"> ▪ Persons identified for training in computing. ▪ A skills training evaluation sheet was developed. ▪ Frequent site visits by Project 	<p><u>Computer Repairs Training</u> The group Graduation Ceremony was held at EXED on May 29, 2003. (30 male students graduated in Computer Repairs & Cable installation). Two trainees from Standpipe were awarded trophies, one for Most Improved Student and the other for the Most Outstanding Student. <i>(See Photo Gallery, page 5)</i></p> <p>Trainees were exposed to one psychological counseling session with Dr. Wendel Abel, one one-day conflict resolution training session by DRF and work ethics training by Duke Street Samaritan Centre.</p> <p><u>Tailoring technique and Interior Decorating</u> Of the 10 persons who participated in the Tailoring course, 2 were successful. 4 of the 16 persons participated in Interior Decorating were successful.</p> <p><u>Bartending & Waitering</u> The employment survey process revealed a high demand for waiters, waitresses and bartenders in the hospitality industry. 15 persons completed the training course and are currently employed. 4 have moved on to advanced training in Food Preparation.</p> <p>Evaluation sheets were circulated to persons who participated in the training programmes to give us the chance to get trainees' opinions on</p>	

Strategies/Objectives	Performance Indicators	Actions / Activities to Date	Problems / Constraints Achievements to date	Required Next Steps / Recommendations
		<p>staff</p> <ul style="list-style-type: none"> ▪ Attendance register monitored ▪ Final Report produced and submitted by Training Providers. 	programmes.	
<p><u>Activities/Tasks</u> IR 1.1.3 Promote sustained public relations, motivational, recruitment and placement campaigns</p>	<p>By September, 2004 30 volunteers identified and entered into database.</p> <p>Media exposure/coverage of Project Activities.</p> <p>Data dissemination network established in the communities.</p> <p>Establish relationship with Cable Station for videotapes of training on TV.</p>	<p>Media exposure of Project activities included:</p> <ol style="list-style-type: none"> 1. <i>Liguanea Link – Gleaner Company</i>- March 2003 2. <i>Live RJR Broadcast with Richie B in Standpipe - Extravaganza</i>, May 17, 2003 3. <i>CVM TV coverage of Grants Pen Football Competition - July 19, 2003</i> 4. <i>Cricket Finals and Family Fun Day – Weekend Observer, Dec. 19, 2003</i> <p>Flyers designed and distributed to residents in both communities.</p> <p>Regular dissemination of project information and feedback facilitated through Management Committee meetings.</p> <p>Providence Primary School PTA meeting and other community activities visited for the purpose of PR, motivation and recruitment</p> <p>On-going PR, recruitment, placement</p>	<p>Quarterly Newsletters created and distributed by CARA Limited to key stakeholders and businesses in and around the targeted communities.</p> <p>Flyers were designed and disseminated to inform residents of the services offered at both Centres (Standpipe & Grants Pen)</p> <p>Flyers were distributed to shopkeepers so that they could be given to or read by the customers.</p> <p>A sub-committee of the Steering Committee was set up to deal with communication issues.</p>	<p>Identify other volunteers from both communities.</p> <p>The continuation of regular community forums by Management Committees.</p>

Strategies/Objectives	Performance Indicators	Actions / Activities to Date	Problems / Constraints Achievements to date	Required Next Steps / Recommendations
<p>IR 1.1.4 Increase capacity building of field offices to enhance effectiveness and efficiency of service provision.</p>	<p>By September 2004 Cyberspace Technology Centre established</p> <p>▪ Training of office staff to improve professionalism.</p>	<p>and motivation facilitated through strategic community networking</p> <p>13 computers have been placed in the Grants Pen Field Office and 16 in the Standpipe Field Office.</p> <p>Twenty (20) persons participated in the literacy programme in Grants Pen which was facilitated by a Special Education Teacher.</p> <p>The computers in the Grants Pen and Standpipe Centres are available for Adult Literacy training.</p> <p>32 persons were assessed by JAMAL Foundation at the Standpipe Resource Centre in January 2003 in order to determine specific literacy needs.</p> <p>Computer Professionals Training Institute was contracted to conduct a training programme at the Standpipe centre on September 3, 2003. 30 residents participated.</p> <p>The second batch of students taught by Computer Professionals Training Institute started on March 1, 2004 and ended June 31, 2004.</p> <p>Five members of staff were sent on training.</p>	<p>Internet services offered to residents at a cost.</p> <p>This programme was successfully completed in August 2003.</p> <p>The computers were used for Adult literacy training and Internet access for residents in both centres.</p> <p>25 persons attended the sessions in February 2003 and 14 (12 males and 2 females) completed the programme. Two teachers from JAMAL Foundation facilitated the sessions. 2 – 2 hours sessions were held each week. <i>(See Appendix 4, pages 5 & 6)</i></p> <p>The course ended on December 19, 2003 with 21 students graduating on December 21, 2003 at the Medallion Hall Hotel</p> <p>39 students from Grants Pen (19) and Standpipe (20) completed the programme.</p> <p>- Two were sent on a Front Line Communication Seminar at the Jamaica Employers Federation. - Three were sent on work ethics training at the Duke Street United Church. - Two of the five were involved in the computer technology training.</p>	

Strategies/Objectives	Performance Indicators	Actions / Activities to Date	Problems / Constraints Achievements to date	Required Next Steps / Recommendations
<p>IR1.1.5 Facilitate the establishment of a community-based management group which will ensure project sustainability and continuity</p>	<p><i>By September 2004</i> General management systems with wide community representation established to ensure the sustainability of the project in each community.</p>	<p>Regular community Management Committee Meetings have been held. Representatives of various interest groups including churches, police, schools, businesses, sports participants, area leaders and other community residents were invited to a community meeting and further invited to serve on the Community Management Committees</p> <p><u>Standpipe</u> By February 2003, efforts were accelerated to broaden Private Sector participation. Visits to local companies resulted in increased levels of involvement of businesses such as NCB Liguanea, The Cake Shop, Welcome Supermarket, Ace Auto, FET Electronics and Liguanea Drug and Garden Centre. Also actively participating were Matildas Corner Police, SDC representative and a member of the JDF</p> <p><u>Grants Pen</u> By January 2003, a meeting of key community individuals was staged. The purpose of this meeting was to share the strategic objective of the Project, communicate work in progress, facilitate feedback, and establish a mechanism for active and on-going participation by a broad base of community residents.</p>	<p>Sub-committees have been established to promote broad-based community participation in planning and implementation of project activities.</p> <p>Feedback from residents facilitated and additional needs identified.</p> <p><u>Standpipe</u> The first major achievement of the Standpipe Management Committee was the Community Clean-Up Day- April 9, 2003. <i>(See Photo Gallery, page 2)</i> Active sub-committees of the Standpipe Management Committee include Events Committee, Sports, Playing Fields, Finance and Basic Schools Committees.</p> <p><u>Grants Pen</u> Management Committee instrumental in the formation of a number of sub-committees to assist in the implementation of the project activities. The uniform group sub-committee was instrumental in the formation of a Brownie/Girl Guide Group, which had its first meeting on May 30, 2003</p>	

Strategies/Objectives	Performance Indicators	Actions / Activities to Date	Problems / Constraints Achievements to date	Required Next Steps / Recommendations
			<p>The group consists of 12 Brownies and 18 Girl Guides and operates from the Grants Pen Peace Centre, which has grown with a total amount of 25 Girl Guides and 59 Brownies. (See Photo Gallery pages 7 & 8)</p> <p>Private sector companies who were unable to conduct businesses in the community of Grants Pen due to extortion are now able to resume regular business activities. The intervention of the project and the community policing helped to eliminate the problem.</p> <p>Management committee acquired the contact information for 17 out-of-school children from the Grants Pen Community.</p> <p>Contact has been made with the JAMAL Foundation and Micro Centre with regards to the assessing of these out of school children.</p> <p>Grants Pen Management Committee spearheaded a series of street meetings. The meetings were held on May 13, 15 – 18, 2003 and highlighted the following:</p> <ul style="list-style-type: none"> - Project involvement in the community - Conflict resolution programmes - Introduction of Management Committee - Youth Club revitalisation plan. <p>Since this campaign more residents have indicated interest in the Programmes.</p>	

Strategies/Objectives	Performance Indicators	Actions / Activities to Date	Problems / Constraints Achievements to date	Required Next Steps / Recommendations
IR1.1.6 Expose all employees to work ethics training.	By September 2004 1. Employers assured of employees' commitment to ideals to be upheld in the workplace	Persons identified for employment, trained in work ethics and professionalism at the Duke Street Samaritan Centre,	148 persons participated in work ethics training at Duke Street United Church & KRC Head Office. Workshops were held on: <ul style="list-style-type: none"> - January 24 & 25, 2002 - March 21 & 22, 2002 - April 11, 2002 - April 30, 2002 - June 20 & 21, 2002 Areas of training: <ul style="list-style-type: none"> - Work attitude - Work ethics - Conduct on the job - Dress Code - Customer Service - Interview Process Persons were introduced to proper work attitudes before being recommended for employment.	To recommend training residents in work ethics, work attitudes and professionalism techniques.
IR1.1.7 Establish direct relations with micro and small- business credit or grant agencies to facilitate trained residents in starting their own business	By September 2004 Agencies such as NDFJ, micro finance, Self Start Fund, JAMPRO, JN Micro Credit, Tools for Development Jamaica, MEFL and COPE contacted to provide credit or grants for the residents to establish businesses enlisted.	Discussion held with National Development Foundation of Jamaica (NDFJ) re entrepreneurship training 36 small and medium size businesses from Grants Pen & Standpipe were invited to an Access To Credit workshop. Based on the consultant's study on micro – enterprises, it was recommended that KRC should make provision through exposing the small business owners to the different credit institutions for financial support in	NDFJ offered loans to persons who have been trained in their entrepreneurship training programme. 12 entrepreneurs participated in an Access to Credit Workshop on Oct 9, 2002 at the Medallion Hall Hotel. Funding agencies invited that participated were Self-Start Fund, Tools for Development Jamaica Limited, Micro Enterprise Financing (MEFL) and Development Options. 2 of the 8 persons referred to JN Micro Credit and Self-Start Fund were assisted with loans. 20 micro and small business owners from Grants pen and Standpipe attended a seminar held at the University of Technology (UTECH), Technology Innovation Centre on September 25, 2002. Mrs. Thelma	Design training programmes for semi-literate and illiterate entrepreneurs.

Strategies/Objectives	Performance Indicators	Actions / Activities to Date	Problems / Constraints Achievements to date	Required Next Steps / Recommendations
	<ul style="list-style-type: none"> 50 fully trained graduates of entrepreneurship programme 	<p>order to re-tool, acquiring materials and supplies to enhance their businesses.</p> <p>Formal invitations were sent to entrepreneurs from both communities.</p>	<p>Young, Credit Manager at JN Micro Credit made a presentation on the services her company offers.</p> <p>62 residents participated in 2 – 2 day workshops at the Alhambra Inn Restaurant and were awarded certificates in Principles of Entrepreneurship.</p>	
IR1.1.8 Develop close links with public and private sectors and other relevant organisations in order to identify and capitalize on business opportunities	<p>By September 2004</p> <p>1. At least 15 Business opportunities capitalized on due to links with SBAJ, PSOJ, NTCVET, and UTECH Entrepreneurship centre(s), JAMPRO, JBS/SRC.</p>	<p>Business opportunity identified for a furniture manufacturer from the Grants Pen community through linkages made by the project.</p>	<p>A member of the private sector (Super Valu Supermarket Ltd) was impressed with the quality of products and placed orders with the furniture manufacturer.</p> <p><i>(See Photo Gallery page 12)</i></p>	<p>Identify ways of assisting entrepreneur in fulfilling his requirements based on arrangements. This could be done through training or identifying funding agencies.</p>
IR2.2.1 Provide Conflict Resolution and Communications skills sensitisation for at least 1000 other community residents.	<p>By September 2004</p> <p>1. Participation recorded.</p> <p>2. Sensitisation of the community through media houses, PTAs, and community networks.</p>	<p>Formal (letters) and informal (telephone, face-to-face) invitations were sent to approximately 5,000 residents inviting them to participate in conflict resolution workshops through mobilisation of Community Officers.</p>	<p>Of the 5,000 residents invited to participate in the conflict resolution sessions, 608 residents participated in one-day sessions at DRF, 86 in six-day (DRF), Dr. Wendel Abel – 722, Sistren Threater Collective – 1024, Addition Alert – 300 and Peace & Love in Schools (PALS) – 1200, totalling 3,940.</p> <ul style="list-style-type: none"> - Lack of interest shown by some residents by the type of training being offered by DRF. Thus other conflict resolution agencies were engaged. <p><i>(See Appendix 7, page 11)</i></p> <ul style="list-style-type: none"> - No financial incentives were being offered to residents for attendance at the workshops. - Residents unwilling to attend workshops with persons from other sub-communities. 	<p>Conduct separate focus group sessions with the individual sub-communities, then design activities such as focus group discussions and social events to bring the groups together.</p>
IR2.2.2 Implement the Community	1. JCF attendance at community	Made linkages with JCF to sit on the	To date there are representatives	Continue to facilitate the integration

Strategies/Objectives	Performance Indicators	Actions / Activities to Date	Problems / Constraints Achievements to date	Required Next Steps / Recommendations
Policing programme in both communities in consultation with JCF and other relevant bodies.	<p>meetings and activities JCF Citizen's charter distributed to at least 40% of the residents (ongoing)</p> <p>2. Establish Police Consultative Committee.</p>	<p>project's Community Management Committees.</p> <p>Discussions were held with Mr. Thomas Jackson, USAID Washington on May 14, 2002.</p> <p>Discussions were held with the Democracy and Governance Project at USAID to further establish linkages to achieve objectives.</p>	<p>from the JCF sitting on both Management Committees and the Steering Committee. <i>(See Appendix 8, pages 12 & 13)</i></p> <p>A tour was conducted in Grants Pen where Mr Jackson met with members of CBOs, the Clergy, JPs, and Police.</p> <p>The Democracy & Governance Programme is actively involved in the community of Grants Pen.</p>	<p>of police and residents.</p> <p>Continue to encourage police involvement in community events and activities.</p>
IR2.2.3 Establish a Peace Centre in each Community	By September 2004 Collaboration with the Dispute Resolution Foundation, PALS, SISTREN, Ministry of National Security and Justice and trained mediators from the Project	<p>Peace Centre established in Grants Pen.</p> <p>Resource Centre established in Standpipe.</p> <p>Both offices are fully equipped with furniture and equipment.</p> <p>Inspection Report and Roster have been designed and distributed.</p> <p>Contact has been made with a Supervisor (Ms. Alicia Hines) of the Peace Corp who has expressed an interest in having volunteers working in our field offices.</p>	<p>The launch of the Community Peace Centre was held on January 31, 2002. 2,540 persons have used the centre since the launch requesting skill training, employment, counselling, mediation and conflict resolution training.</p> <p>Since operations began in May 2002, 1,333 persons have used the Centre requesting skills training, small business development and employment.</p> <p>The offices offer effective services to the community, such as internet access, photocopying, typing, scanning, counselling, mediation and Justice of the Peace services.</p> <p>Inspection of the office was done by Steering Committee members (including the Police, Members of the Private Sector, residents, Ministers and KRC's staff)</p> <p>Having the Peace Corp volunteers working in the field offices has greatly assisted the capacity building of these offices.</p>	<p>Ensure that the Executive body(s) who will monitor the centres is capable to carry out the expected quality service being sought by the community.</p>
IR.2.2.4 Establish uniformed	By September 2004	Discussion were held with the Jamaica	6 uniformed groups were	Principals of New Day & New

Strategies/Objectives	Performance Indicators	Actions / Activities to Date	Problems / Constraints Achievements to date	Required Next Steps / Recommendations
<p>groups and special interest groups in the schools to improve discipline, creative capacities, hygiene and self-confidence.</p>	<p>1. Uniformed groups such as Girl Guides, Boy Scouts, and Cadets, 4H Clubs and MOH/Focus Project examined.</p>	<p>Combined Cadets and the Girls Guides Association re establishment of groups. This programme seeks to assist in training, and aims to raise the self-esteem, reasoning ability and self-awareness of young people.</p>	<p>established in the community of Grants Pen (2) and Standpipe (4). Breakdown of groups are as follows:</p> <p><u>Grants Pen</u> Brownies -28 Leaders - 4 Girl Guides - 25 Leaders - 3</p> <p><u>Standpipe</u> Brownies - 59 Girl Guides - 25 Cub Scouts - 80 Leaders - 8 Scouts - 33 Leaders - 9</p> <p><i>(See Photo Gallery pages 7 & 8)</i></p> <p>The six groups implemented were assisted with gears and accessories.</p> <ul style="list-style-type: none"> • The Community Officer for the Standpipe Resource Centre has completed scout leader training and the officer for Grants Pen has been sworn in as Guide Leader. • On June 12-15, 2003, 7 residents from Grants Pen and Standpipe participated in Scout Leadership Weekend Camp held at the Woodstock Estate in Buff Bay, Portland. • Regular weekly meetings are being held among the groups. <p><u>Standpipe</u></p> <ul style="list-style-type: none"> • 1 scout leader and 3 cub scouts attended the International Scouts Camp in Cayman from April 17 - 20 , 2003. • The uniform groups in Standpipe had their Investiture Ceremonies on May 13, 2003 and April 18, 2004 	<p>Providence Schools to identify two teachers for training with each</p>

Strategies/Objectives	Performance Indicators	Actions / Activities to Date	Problems / Constraints Achievements to date	Required Next Steps / Recommendations
	<p>2. Art & Culture programmes to be implemented in the Basic Schools in both communities.</p>	<p>Discussions held with the Principal and Music Teacher at New Day Primary & Junior High School re assistance with musical instruments.</p> <p>Flyers distributed in Standpipe to determine whether residents are interested in starting a Marching Band.</p> <p>Discussions held with Inner-city Marching Band in Rae Town re Marching Band for Standpipe.</p> <p>A Musical Instructor was contracted on June 9, 2003 to offer training to teachers and students.</p> <p>The project has explored the possibility of carrying out the Arts & Culture programme with the basic schools in conjunction with New Day Primary and Junior High.</p>	<p><u>Grants Pen</u></p> <ul style="list-style-type: none"> Grants Pen Uniform groups had their Investiture Ceremony on June 18, 2004 at the Grants Pen Peace Centre. <p>Musical instruments were purchased and delivered to New Day Primary and Junior High. Some of the items purchased were guitars, cowbells, violins, triangles, Soprano & Alto recorders, cymbal, conga drums, djembe drums etc. (See Photo Gallery – page 10)</p> <p>Rae Town Marching Band has offered assistance in training band members to play instruments. The band conducts practices 2 days per week at the Stella Maris Foundation.</p> <p>- 34 students, 22 teachers (14-New Day and 8-Basic Schools) totalling 56 persons participated in the Music programme. 55 songs were learnt by individuals. They were taught to play three categories of musical instruments, strings, wind and percussion. The 55 categories of music were in the area of:</p> <ul style="list-style-type: none"> - Gospel - Ballard - Mento - Ska - Reggae - Rastafarian - Kumina and other African Rhythms. <p>The characters of songs taught were about, peace, love, history, patriotism, God and how to accent the positives.</p> <p>The group performed at the Peace Centre opening for the Shortwood Library and at other events held by the project.</p>	

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IR2.2.5. Establish/maintain Homework Centres and Youth Development Programmes	By September 2004 Increase in performance of attendees and higher numbers attending centres	<p>Education Upgrading Programme implemented at both Centres.</p> <p>A trained teacher with experience in remedial education started teaching Adult Literacy classes at the Grants Pen Peace Centre on July 15, 2002.</p> <p>Discussions transpired between KRC and The JAMAL Foundation re literacy and numeracy classes on February 10, 2003.</p> <p>Three Homework Centres were assisted.</p>	<p><u>Grants Pen</u></p> <ul style="list-style-type: none"> - 20 residents from Grants Pen participated in the Literacy classes - Advance participants sat the Jamaica School Certificate (JSC) examinations. <p><u>Standpipe</u></p> <ul style="list-style-type: none"> - Two teachers from JAMAL conducted classes three days per week at the Standpipe Resource Centre. 30 residents from Standpipe participated in the Literacy classes - Of the total number of students, three quarters of them were assessed at level 1 and 3. This meant they were badly in need of literacy training. <p>3 homework centres in Grants Pen were upgraded (Barbican Baptist Church, Shortwood United Church and Upper Room Community Church). The homework centres were assisted with furniture and equipment to improve the delivery of their programmes. A literacy software programme was installed on the computers at Upper Room.</p>	
IR2.2.6 Provide support for the Community Peace, cultural and sports festivals	By September 2004 <ol style="list-style-type: none"> 1. National Peace Day Concert at New Day Primary & Junior High School – March 5, 2002. 2. Community Peace Festival implemented 	<p>The National Peace Day Concert was held on March 5, 2002 at the New Day Primary & Junior High School.</p> <p>A Sports Festival put on by The Triumph Unity Sports Club and co-sponsored by the project was held on June 22, 2002 at the New Day Primary and Junior High School</p>	<p>The project not only assisted in sponsoring the event, but also sought sponsorship from private entities. 6 companies sponsored the event. <i>(See Photo Gallery - page 10)</i></p> <p>Contribution for the Festival was received from 3 private sector companies. Numerous teams from across the Grants Pen community participated in the event.</p>	<p>Continue to work with private entities in other upcoming events/activities.</p> <p>Assist the CBOs in having other events geared towards unifying the community.</p>

Strategies/Objectives	Performance Indicators	Actions / Activities to Date	Problems / Constraints Achievements to date	Required Next Steps / Recommendations
	<p>3. Grants Pen Football Competition held July 19 and August 31, 2003</p>	<p>Standpipe Community Extravaganza – held May 17, 2003. Select agencies and private sector organisations were invited to set up display booths, while residents in various skills training programmes sponsored by the Peace and Prosperity Project, (including Upholstery Making, Catering, Cosmetology, Electrical Installation, Cable Installation and Computer Repairs), as well as skills-based micro enterprises, also involved in the Project, showcased relevant goods and services in booths specially set up for the purpose. Community talent was showcased along with established popular artistes in a three hour long concert promoting messages of peace and unity. Extensive media coverage included a live broadcast with Richie B on RJR.</p> <p>Under 10, 14 and 17 teams were organised by the Grants Pen Sports Committee with the help of the Grants Pen Ministers Fraternal and other community residents.</p>	<p><i>(See Appendix 6, pages 9 & 10)</i></p> <p>The Festival was incident free.</p> <p>Conflict Resolution sensitisation was incorporated in the event by way of performance by Sistren Theatre Collective.</p> <p>300 residents of Standpipe Community brought together in a unity building exercise. <i>(See Appendix 5, pages 7 & 8)</i></p> <p>Exposure for skills-based trainees. Booths generating income included Cosmetology (offering manicures) and the Catering Booth. At least 1 new upholstery order enquires to be pursued.</p> <p>Exposure for Micro-Entrepreneurs including a Bridal Booth. <i>(See Photo Gallery – page 9)</i></p> <p>All facets of the community brought together through community talent; for example Basic Schools, Primary School, Churches, Youth Clubs, Cub Scouts, Brownies, Trainees, Entrepreneurs, Community Leaders and general community residents.</p> <p>Major private sector sponsorship included Super Value Home Centre \$25,000.00, Shoppers Fair Supermarket \$25,000.00 and National Commercial Bank \$20,000. Others were The Cake Shoppe, Juici Patties, Sugar and Spice, Ace Auto Centre, Hilo and Super Plus Food Store.</p> <p>A total of 30 teams participated in the competition with over 75 matches played. Upper Community Church, the lead organising agency reported that the level of discipline</p>	

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	<p>4. Netball Rally/League</p> <p>5. Cricket Competition</p> <ul style="list-style-type: none"> • At least two playfields to be upgraded in the Communities. 	<p>A Netball Rally was organised by the Sports Committee. This Netball Rally was held on August 30, 2003, in collaboration with the Jamaica Netball Association (JNA)</p> <p>Contract signed with Ambassador Courtney Walsh for the implementation of a Cricket Competition under the PPP. Ten (10) teams from Grants Pen participated. The competition ran from October 25 to December 14, 2003, when the finals were held at Melbourne Cricket Club, with Grants Pen Drive emerging winners of the competition</p> <p>Three playfields were identified for upgrading; namely</p> <ul style="list-style-type: none"> • New Day Primary & Junior High • New Providence Primary • Standpipe Playground "Turf" 	<p>was high as only one red card was issued. 288 residents participated. <i>(See Photo Gallery – page 14)</i></p> <p>Eleven (11) teams from the Grants Pen area participated: <i>Barbican Strikers</i> emerged winners. 144 residents participated. <i>(See Photo Gallery – page 14)</i></p> <p>Four (4) players have been invited to join the Melbourne Cricket Club and are now practising with the Melbourne Cricket Team. One medium pace left hand bowler identified is said to be a rare find in the cricket fraternity. Players were exposed to conflict resolution through workshop with Dispute Resolution Foundation (DRF) 152 residents participated. <i>(See Photo Gallery - page 14)</i></p> <p>The playfields went to tender on August 29, 2003 to facilitate upgrade. Three contractors who had been pre-qualified by USAID were invited to bid.</p> <p>The playground upgraded at New Day Primary & Junior High is located in Grants Pen. A Ground Breaking Ceremony was held on October 9, 2003. <i>(See Photo Gallery page10)</i></p> <p>The Groundbreaking Ceremony for New Providence was held on September 18, 2003.</p> <p>A synthetic multi-purpose court was supplied by Sports Court, Salt Lake City, Utah. The court was installed in January 2004 with changing rooms and seating facilities for spectators.</p> <p><u>Signage</u> The "Turf" sign was installed on</p>	

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<p>IR2.2.7 Implement an Education for Change Programme in collaboration with CBOs, JDF, and Ministry of Education and for the Office of the Prime Minister and/or a Technical School Equivalency Programme, and/or YESS/NET Programme.</p>	<p>By September 2004 Nine (9) Basic Schools to be upgraded in the areas of:</p> <ul style="list-style-type: none"> • Upgrade physical facilities • Enhance curriculum • Upgrade furnishings • Formalise relationship with the Ministry of Education • Provide teaching aide <p>Enhance teaching training</p> <ul style="list-style-type: none"> • Provide a computer laboratory for a secondary school. 	<p>Discussions held with Mrs. Marjorie M°Nab, ANNAMAR Solutions Ltd. re literacy & numeracy training software.</p> <p>Basic schools upgrade was divided into two main categories; Teachers and upgrade of facilities.</p> <p>A Needs Assessment was done and orders placed for the provision of furniture to be delivered to the basic schools in January 2004.</p> <p>Discussions were held with Principal of both schools New Day and New Providence Schools regarding the establishment of a computer laboratory for the institutions.</p> <p>Training will be for both students and residents.</p>	<p>September 20, 2004 while both New Day and New Providence sign were erected in November 2004.</p> <p>Nine basic schools were assisted with furniture and equipment (6-Grants Pen and 3-Standpipe). <i>(See Report – Table 5, page 28)</i></p> <p>25 Basic School teachers (9-Standpipe and 16 Grants Pen) were enrolled in upgrade training programme which lasted from March – December 2003, i.e. NCTVET Level II training in Early Childhood Development. <i>(See Photo Gallery page 4)</i></p> <p>A Computer Laboratory has been established at New Day and furnished with 14 networked computers. <i>(See Photo Gallery – page 10)</i></p> <p>The Lab is equipped with 14 computers and students and residents are being trained in computer techniques. Residents have received joint certification from NCTVET & KRC.</p>	

BACKGROUND TO Kingston Restoration

Company (KRC)

Kingston Restoration Company Ltd. (KRC) is a private company with a public purpose that was established in March 1983 by a group of building societies, commercial banks, insurance companies and the Government of Jamaica's Urban Development Corporation (UDC).

KRC came into being at a time when Downtown Kingston, the "lifeblood of the city" showed extreme signs of deterioration and disinvestments; but through innovative approaches **KRC** has and continues to work to reduce poverty and revitalize urban communities towards the effective delivery of area improvements.

KRC has used a series of coordinated strategies to become a significant force for change in Kingston and wider Jamaica. Over the years, **KRC** has implemented programmes based on its **CIS Triple E Strategy**, which involves the following:

Capacity Building: This involves strengthening residents to become more successful in their professional and personal lives,

Improvements to Buildings: This involves the repair of derelict buildings

Safer Communities: This is done through coordinating programmes such as conflict resolution and community sensitization workshops.

Environment and Shelter: This involves the improvement the encouraging of the beautification process within the communities.

Enterprise Development: This includes stimulating small business development and the Education for Change programme. This programmes involves leadership development programmes designed to produce bright, committed disciplined youngsters, who can contribute positively to Jamaica's growth.

KRC's first project, the Inner Kingston Development Project, which was sponsored by the United States Agency for International Development (USAID), laid a foundation of success that **KRC** has not repressed. A ten-year project, which started in 1986, it provided additional workspace for commercial expansion in Downtown Kingston, and restored Downtown as a centre of economic activity and job creation. In addition, **KRC** was responsible for the restoration of Duke and King Streets, as well as the

implementation of a demolition programme. Buildings that posed a threat to life and property, or that acted as hideouts for criminals, were demolished and replaced by parking lots and parks.

KRC has consistently proven itself as the leading Urban Regeneration Agency in Jamaica by making the impossible, possible. For example, the Department for International Development (DFID) in the United Kingdom contracted KRC to implement the Jamaica Urban Poverty Project (JUPP), one of their more successful projects. The JUPP transformed the inner-city communities of Jones Town, Rema, Rose Town, from ghost towns and dens of desolation to areas where residents can be proud to say they reside. This was done through the work with the Community Based Organisations by KRC, which enabled them to become fully functional entities involved in the development of their communities.

SUCCESS STORIES – IR 1.

EMPLOYMENT READINESS PROGRAMME

STANDPIPE

- **COMPUTER INDUSTRY**

**James* is a young man who had gone to one of the top high schools in the cooperate area. He was a successful student who achieved six CXC subjects, but like many other Standpipe residents he could not land a job. He was also unable to move on to a tertiary institution for further studies in computer technology due to financial constraints. He attended one of our screening sessions in Standpipe and later the workshop. Through preparation from the programme (ERP) he was successful on his first interview at KFC where he currently works as a data analyst.

GRANTS PEN

- **EDUCATION:**

**May Brown* who finished high school in June 2003 has a life long ambition to become a teacher. She attended the ERP screening, counseling and workshop. We were able to find her a job in a pre-school. Today M. Brown is not only living her dreams of being a teacher, but is confident that this is just the first step in along and successful journey.

- **FAST FOOD INDUSTRY:**

**Jane Brown* attended our first ERP screening session where she poured out her heart. She had no job and was being mentally and physically abused. She felt that there was no hope for her. She was intelligent but lacked the qualifications needed for the job market. What she was rich in was the determination to change her situation if only we could find her a job. After attending the workshop she felt very confident that she could sell herself well. She was sent to KFC for an interview and was successful. Ms Brown entered as a trainee supervisor successfully completed her training and currently works as a supervisor in one of the KFC restaurants.

- DRESS MAKING;

**Miss M*, a mature woman (over 50 yrs) from Grants Pen, attended the workshop on the second day that the ERP embarked on the screening sessions. She was desperate and felt she could not continue life without a job. We were able to find placement for her with one of our partners. Ms M. was employed as a seamstress at Jan's School of Catering.

- HOTEL INDUSTRY

This female resident of Standpipe (age 43yrs) attended the Jan's School of Catering and successfully completed the level one course in Food Preparation. She had never worked prior to the PPP intervention in the community when she attended a ERP screening session. On completing the course this lady's life has been transformed. She was sent to a hotel in the corporate area for an interview and was successful. She works as an assistant cook and does catering for special events. She completed the advance food preparation course at Jan's School of Catering.

* *Correct names are not used in the stories (pages 3 – 4).*

PERSONAL DEVELOPMENT / LITERACY PROGRAMME - STANDPIPE RESOURCE CENTRE

CASE STUDY

In December 2002, a meeting was organised for the residents of Standpipe in order to further engage them, increase participation and accelerate project activities. It was from this meeting that a Standpipe Management Committee evolved. A major concern expressed by this group was the levels of illiteracy that prevailed in the community which they agreed prevented them advancing in available career areas. Community leaders immediately became actively engaged in recruiting hard to reach young men within the community. By January 2003, 32 residents were assessed at the Standpipe Centre by JAMAL Foundation in order to determine specific literacy needs. Twenty-five residents began training in February 2003 with two groups attending 2 – 2 hour sessions each week. Fourteen persons (12 males and 2 females) completed the programme.

Achievements:

- After 6 months of training, participants originally assessed at Level 1 (i.e. unable to recognize simple words) after three months had attained Levels 2 and 3, and are now able to read course books.
- Participants were able to matriculate to Cable Installation and Carpentry Course at Stella Maris. Other participants were introduced to skills training courses of their choice such as welding, mechanics and tiling.

Constraints:

Attendance was generally inconsistent, as individuals would drop out periodically for reasons such as temporary odd jobs, visits to the country etc. Others appeared dissatisfied with the strictly 'book' approach. On-going efforts to vary the programme, heighten relevance and thus improve the attendance included life skills training by psychiatrist- Dr. Wendel Abel and Mr. Nelson- programme coordinator at JAMAL, as well as a field trip to the Arawak Museum. Efforts were made to include a special literacy computer software into the training programme to enhance and to sustain interest, however this had to be imported from overseas and various technicalities delayed the arrival of the software. This will be installed in the Centre for future literacy training initiatives.

Lessons Learnt:

1. Tackling the problem of illiteracy in the community requires collaborative efforts from area leaders, political representatives, churches, schools and CBOs. Thirty-two persons (80% males) were assessed in Standpipe due to the encouragement/ coercion of authority and respected figures cited above and with visits into the community by the Project Officer. The combined efforts reaped visible results.
2. Sustaining maximum participation requires innovative interventions. The use of the computer software as well as a small stipend linked to attendance could provide incentives for future programmes.

Standpipe Community Extravaganza

CASE STUDY

In order to foster community participation and to help build harmonious community relations, the project embarked on a major Community Festival which took the form of a concert as well as a mini community expo. Selected agencies and Private Sector organisations were invited to set up display booths while residents in various skills training programmes sponsored by PPP, (including Upholstery Making, Catering, Cosmetology, Electrical Installation, Cable Installation and Computer Repairs), as well as skills-based micro enterprises, also involved in the project, showcased relevant goods and services in booths specially set up for the purpose. Community talent was showcased along with established popular artistes in a three hour long concert promoting messages of peace and unity.

This was staged on '*The Turf*', an open playground on Cedar Valley Road on Saturday, May 17, 2003 between 10:00 am – 3:00 p.m.

Media coverage and publicity was extensive and included a live outside broadcast by Radio Jamaica with Ritchie B from 1:00 to 3:00 p.m., one week of advertisement on RJR, as well as seventy invitations sent to various partners and associates of the Project, and an intense distribution of flyers within and the community and surrounding areas.

Output

Over three hundred residents of Standpipe community were brought together in this unity building exercise. There was a high level of participation from Standpipe residents prior to and on May 17, 2003. Residents were engaged in collecting items that were donated for hospitality, the cleaning up and maintaining of the grounds, monitoring the Bounce-about and working in the area of hospitality. Prior to the day they prepared the grounds, identified and made contact with companies about participation and delivered sponsorship letters.

On the day of the event, community talent was proudly exhibited from all sections of the community including Basic Schools, Primary School, Churches, Youth Club, Cub Scouts, Brownies, Trainees, Entrepreneurs, Community Leaders and general community residents. Representatives from these groups participated in songs, dance, march demonstration, DJs, rap, cheerleading demonstration, dub poetry and drama.

The recently formed Standpipe Management Committee, and in particular a sub-committee of eight residents, worked assiduously together for a period of about three months in order to plan and implement the event. This group was empowered through the process and implementing a major community event with support and guidance by PPP Project Staff. This ensures not only benefits for community, but also helps in sustainability and project regeneration.

Exposure was provided for skills-based trainees of the project through the setting up of six booths the events. Fine upholstery pieces, cakes, pastry and computer parts were among the items on display. Booths generating income included cosmetology (offering manicures) and the catering booth. One upholstery order was confirmed. Other booths provided exposure for micro-entrepreneurs in the community. These included a Bridal Booth featuring live models showcasing locally made Bridal dresses and wedding decorations, and Art and Craft Booth featuring craft items designed from matches sticks. There was also private sector, public sector and statutory agency participation through setting up of booths, and other areas of involvement such as parking and security from the Matilda's Corner Police, and facility preparation by Miss Ranglin of SDC (she is a member of the Management Committee). Specially invited booths included Micro Enterprise Finance Ltd., Tools Jamaica Ltd, National Commercial Bank, Victoria Mutual Building Society and Blue Cross Wellness Unit.

Highlights of the Day's Activities

- *Eight well laid out community booths and six invited booths from 10:00 a.m. to 3:00 p.m. Trainees from Grants Pen in the areas of Cable and Computer Repairs, invited by their counterparts, also participated.*
- *Refreshment Stall: This was an attempt by Standpipe Management Committee to raise funds for future community programmes*
- *Concert featuring messages of peace, progress and upliftment*
- *Concert running in accordance with schedule: It started at exactly 12:00 noon with the National Anthem and ended at 3:00 p.m. with all scheduled artistes given their due exposure. This was stringently managed by Production Manager, Mr. Phillip Grant, and M.C. Mr. Winston Bell (Bello).*
- *Guest Artistes: Abijah, Ziggy Soul, Mr. Gallimore, DJ Nicholas and Prodigy.*
- *Sound System, Music (Disc Jockey) and Backing Band: Fab 5*
- *Live Broadcast by Richie B of RJR with a number of interviews which included Mr. Morin Seymour, Executive Director of KRC, Dr. John Wright of USAID, Rev. Catherine Gayle of HACO, and Miss Patricia*

Balls – PPP /KRC Project Manager as well as spot prizes donated by businesses in the Liguanea environs.

- *Anti-Drug Abuse Drama Presentation by Addiction Alert*

APPENDIX 6

IMPACT EVALUATION
COMMUNITY SENSITISATION – A SPORTS FESTIVAL

CASE STUDY

The PPP co-sponsored a Sports Day on Saturday, June 22, 2002 at the New Day Primary and Junior High School in Grants Pen.

Statistics have shown that the young people is a major factor in incidences of crime and violence, Sports has always been a unifying agent in Jamaica, through getting the community together and promoting peace. The Festival was planned in collaboration with the Triumph Unity Sports Club, with assistance from Stella Maris Foundation and the National Council on Drug Abuse. Triumph Unity Sports Club and the Rising Star Youth Club co-ordinated the event while KRC provided the tent for official use and trophies and medals for the participating teams. The National Council on Drug Abuse provided certificates for all participants.

A total of six Youth/Sports Club across the Grants Pen and adjoining communities participated in the event. At the end of the event Champion Boy trophy was won by Rising Star and Champion Girl trophy was won by Progressive United Youth Club. The champion team was Rising Star and the most disciplined team trophy went to Triumph Unity Youth Club.

The KRC team present at the Sports Festival made the following observations.

1. Although there were at least five hundred (500) persons from across Grants Pen present at the event, no police or security personnel were present and no unpleasant incidents occurred as the residents made a committed effort to make the occasion incident free.
2. The community of Grants Pen came together and set their own standards for the event in order to maintain fairness. Events were categorised by age groups and persons aspiring

to participate in a particular event had to present their birth certificate to the organizers as a condition for participating.

3. There was a high level of competition among the various teams and participants were so hyped that they were not even interested in eating until after the event.
4. Although, the two teams vying for the top spot were from opposing political factions (Progressive United – PNP and Rising Star – JLP) a certain level of camaraderie and respect prevailed during the event.
5. Intra community mobility was fostered as residents of Morgan’s Lane and other warring sections of the community attended the Festival.
6. There was a high level of fairness and professionalism prevalent among the judges and other officials who were drawn from Grants Pen and surrounding communities.

LESSONS LEARNT

1. With proper training and sensitisation, people from across the political divide can work and play together and live in harmony.
2. This successful staging of the event has shown that the project’s intervention in Grants Pen has contributed in a meaningful way to the peace that now exists in the community as a number persons have been exposed to conflict resolution skills training, grooming and life skills.

CONFLICT RESOLUTION - INTERVENTION (MORGANS LANE)**CASE STUDY**

In October 2001 it came to the attention of KRC that the residents of the predominantly PNP enclave of Morgan's Lane in Grants Pen were not benefiting under the PPP. On investigation, comments were made to KRC, claiming that this sub-community was extremely volatile and was at war with the rest of Grants Pen. Project personnel based in the community expressed reservations and fear of residents of that sub-community and refused to engage with the residents in an meaningful way.

KRC/PPP decided that in order to achieve targets set under the project especially in conflict resolution this community could not be excluded. In early November 2001, personnel from the KRC/PPP project team held a community meeting in Morgan's Lane with residents. The Morgan's Lane residents expressed fear for their lives and pointed out that they were not able to venture out on the main road (Grants Pen Road) and their children were unable to attend school. They believed that they were living as prisoners in their own community.

The PPP team advised the residents to organize themselves into a Community Based Organisation (CBO) and to participate in conflict resolution training offered under the project. We further invited them to participate in a one-day session at the DRF the following Saturday. Eighteen (18) residents attended and participated in the sensitisation in conflict resolution.

The visit to the community had a resounding effect on the Grants Pen community as the residents of Morgan's Lane in January 2002 signed a peace treaty with the rest of the community. Consequently they are now able to move freely in the Greater Grants Pen area. Also, upon the advice of the PPP project team the Progressive United community club was formed, which is now an active group.

Mr. Brian Jacas, J.P. and businessman in the community who was present at the meeting in Morgan's Lane and who had attended the conflict resolution training at the DRF, has emerged as a forceful leader in the community and an architect of peace. Mr. Jacas has been trained as a mediator under the project and is active in daily mediations at the Peace Centre in Grants Pen. He is well respected in the community and is also chairperson for the Progressive United Youth Club.

The sub-community of Morgan's Lane has integrated fully into the rest of Grants Pen and now residents even attend various training sessions with the rest of the community. The Rising Star and Progressive United Youth Clubs have attended PPP sponsored training session at the DRF together and since then have formed an alliance and have been inter-clubbing and planning activities together such as social events.

The project's intervention in the Morgan Lane community has resulted in a domino effect on the rest of the community.

Enhancing Community /Police Relations

CASE STUDY

At a meeting of the Community Management Committee in Grants Pen, the members of the committee expressed to PPP project staff their distrust and discomfort in working with the commander in charge of policing for the North St. Andrew Division, which includes the community of Grants Pen.

They were vehement in explaining their plight and suggested taking their protest to more drastic levels. The project team succeeded in helping them to realize that this was not the way forward and managed to bring the matter under control by informing the residents that KRC had worked with similar situations in other communities. The project staff promised the residents that KRC would meet with the police High Command to register their protest to the Jamaica Constabulary Force (JCF) and to further convene a meeting between themselves and the members of the JCF in order that the police might be made aware of their grievances.

A letter was written by KRC to the Office of the Commissioner of Police outlining the situation and requesting permission to bring the relevant JCF personnel and members of the community who were present at the initial meeting together to discuss the matter and to try and identify solutions. Permission was granted and the KRC met with members of the Area 5 Division (JCF) including the High Command for North St. Andrew who were apprised of the citizen concerns and a date and time was agreed for the meeting between the JCF, selected residents and the Community Management Group.

The meeting chaired by KRC and it was explained that the purpose of the meeting was to set the tone for the police and community to co-operate. The Police High Commander for North St. Andrew in his presentation placed emphasis on the fact that it was his agenda to make St. Andrew North one of the safest Policing Division in Jamaica and he was seeking partnership with decent law abiding citizens in order to achieve this objective. He communicated his plans for the division "commanders intent" which included four areas:

- | | |
|------------------------|-----------------------------|
| (a) Community Policing | (b) Traffic Management |
| (c) Crime Management | (d) Public Order Management |

The presentation was followed by a discussion session between the community residents and the police where comments were made about police attached to North St. Andrew that were deemed politically incorrect by the residents.

With skilful moderating the chairman of the function Mr Morin Seymour summarised the events and suggested the three-point plan listed below which was adopted by the meeting:

1. To build trust in the Commanders intent by communicating to all residents in Grants Pen.
2. A member of the Community Relations team at the Constant Spring Police Station to work with KRC staff and residents to disseminate the plan to the community.
3. A committee of seven (7) members drawn from the group present was established to develop a programme to be approved by JCF to disseminate the plan.

Schedule of Jobs by Community and Gender from August 2003 to August 2004.

Monthly Totals	JOBS RECEIVED	GRANTS PEN					Stand Pipe				
		Totals	Male		Female		Totals	Male		Female	
			No.	%	No.	%		No.	%	No.	%
August 2003	9	6	2	33%	4	67%	3	1	33%	2	67%
September 2003	22	12	2	17%	10	83%	10	6	60%	4	40%
October 2003	20	14	10	71%	4	29%	6	0	0%	6	100%
November 2003	17	13	7	54%	6	46%	4	1	25%	3	75%
December 2003	22	20	7	35%	13	65%	2	0	0%	2	100%
January 2004	23	20	10	52%	10	48%	3	2	67%	1	33%
February 2004	28	26	13	50%	13	50%	2	0	0%	2	100%
March 2004	30	24	5	21%	19	79%	6	2	33%	4	67%
<i>April 2004</i>	22	17	4	24%	13	76%	5	1	20%	4	80%
<i>May 2004</i>	18	14	2	14%	12	86%	4	0	0%	4	100%
<i>June 2004</i>	16	14	4	29%	10	71%	2	1	50%	1	50%
July 2004	5	5	3	60%	2	40%	0	0	0	0	0
August 2004	25	22	12	64%	10	36%	3	1	33%	2	67%
Period to Date	Total Jobs Received 257	207	81	39%	126	61%	50	15	30%	35	70%

SCHEDULE 1

KINGSTON RESTORATION COMPANY
PEACE AND PROSPERITY PROJECT

Training courses Job Placement Schedule

Name of Course	Jobs		Grants Pen		Stand Pipe	
	Other	ERP	Male	Female	Male	Female
Cosmetology	5	4		5		4
Drapery	3	2		5		
Upholstery	6	1				7
Interior Decorating	6	2	1	5		2
Auto Mechanic	5	1	2	1	2	1
Cable Technician	2	4	1		5	
Computer Technician	5	4	4		2	3
Computer Training (New Day)	7	4	3	8		
Carpentry	0	2	2			
Tailoring Technique	1	0	1			
Food Preparation	7	4		7		4
Computer Training (SP)	5	3			3	5
Women's Construction						
Computer Training (GP)	6	1	1	6		
Waitering & Bartending	1	12	3	8		2
Electrical	4	2	2		4	
Housekeeping	1	1		2		
	64	47				
TOTAL	111		20	47	16	28

Total persons finding jobs on their own initiative – 64

Total persons finding jobs with the help of the ERP – 47

Total Jobs – 111

Schedule 2

KINGSTON RESTORATION COMPANY
PEACE AND PROSPERITY PROJECT
INTERMEDIATE RESULT ONE (I.R.1)

The table below illustrates the number of residents trained under the I.R.1 of the PPP. Disaggregated by gender and community

	COURSES	COMMUNITIES				TOTAL
		<i>Grants Pen</i>		<i>Stand Pipe</i>		
		Female	Male	Female	Male	
1.	Cosmetology	11	0	5	0	16
3	Housekeeping	12	0	0	0	12
4.	Food Preparation	14	2	7	0	23
5.	Cable Installation	1	12	0	10	23
6.	Computer Repairs	4	10	4	4	22
7.	Auto-Mechanic	2	14	1	5	22
8.	Electrical Installation (1)	0	6	2	8	16
9.	Draperly Making level (1)	7	0	0	0	7
10.	Upholstery	1	0	7	0	8
11.	Interior decorating	10	4	11	0	25
12.	Tailoring Technique	8	1	0	0	9
13.	Waitering and Bartending	13	5	3	0	21
14.	Computer Training	39	8	24	6	77
15.	Women's Construction	6	0	0	0	6
16.	Carpentry	29	4	0	0	33
	TOTAL	157	66	64	33	320

Total number of residents trained in Grants Pen – 223

Total number of residents trained in Standpipe – 97

Total number of residents in total trained – 320
UNDER PPP I.R.1 PPP

Schedule 3

Type of Jobs Received from ERP August 2003 to August 2004

INDUSTRY	JOBS	TOTAL	GRANTS PEN		STAND PIPE	
			Male	Female	Male	Female
Attorney at Law	Accounts Receivable	1	1			
Computer Technology	Accounts Receivable/Admin.	1		1		
Arts & Craft/Computer Technology	Administrative Assistant	4		3		1
Building Supplies	Artisan	1			1	
Domestic	Babysitter	1		1		
Supermarket	Baggage Attendant	1	1			
Supermarket	Butcher	1	1			
School	Carpenter	3	3			
Inventory/Warehousing	Casual Worker/Container	1	2			
Hospitality/Restaurant	Chef	1	1			
Hospitality/Restaurant	Chef-Assistant	2				2
Hospitality/Restaurant, Travel	Clerical Assistant	2		1	1	
Building Supplies	Clerical Trainee	2				2
Manufacturing	Clerk	1			1	
Attorney at Law	Clerk-Accounts	1				1
Hospitality/Fast Food	Clerk-Data Entry	2			2	
Supermarket	Clerk-Filing	1	1			
Supermarket	Clerk-Pastry	1		1		
Variety Wholesale	Clerk - Store	2		2		
Computer Technology	Computer Repair Artisan	1	1			
Computer Technology	Computer Repair Trainee	2	1		1	
Computer Technology	Computer Analyst	1	1			
School	Cook	2		1		1
Supermarket/Hospitality Fast Food, Payment Agency	Customer Service Representative	7	1	2		4
Inventory/Warehousing	Data Processing	2	2			
Concessionary	Dietician Assistant	1				1
Hospitality/Restaurant School, Florist	Driver	3	3			
Electrical	Electrical Technician	2	1	1		
Hospitality/Restaurant	Guest Service Attendant	6		4		2
Hospitality/Restaurant	Guest Service/Rep/Cashier	1		1		
Construction	Handy Man	1	1			
Cafe	Hostess	1		1		
Voluntary Agency, Café, Domestic	Household Worker	15		14		1
Hospitality/Restaurant	Inventory Officer	1			1	
Inventory/Warehousing	Inventory Clerk	1	1			
Hospitality/Hotel/Restaurant	Kitchen Assistant	3	2			1
Hospitality/Fast Food	Kitchen/Stock Assistant	2	2			
Domestic	Landscaper	1	1			
Attorney at Law	Legal Clerk	1		1		
Hospitality/Fast Food	Maintenance Employee	1	1			
Domestic	Nanny	1		1		
Courier	Office Manager	1				1
Building Supplies/Church	Office Attendant	2		2		
Cosmetology	Pedicurist	1		1		
Domestic/Nursing Home	Practical Nurse	4		3		1
Supermarket	Produce Attendant	1	1			
Architecture	Receptionist	1		1		
School	Seamstress	1		1		
Hospitality/Restaurant	Scullion	1			1	
Hospitality/Fast Food, School	Supervisor	9	2	5		2
Bakery	Supervisor-Roaming	1		1		
Bakery	Supervisor-Sanitation	3		3		
Bakery	Supervisor-Store	1		1		
School	Teacher's Aide	2		2		
Hospitality/Fast Food	Team Leader	9	1	6	1	1
Hospitality/Fast Food/Restaurant	Team Member	49	5	42		2
Hospitality/Restaurant	Team Member Commissary	14	6	7	1	
Security	Technician	2	2			
Security	Technician - Control Rm.	1	1			
Security	Security Guard	2	2			
Computer Technology	Technician - Computer Sales	2	1	1		
Hospitality/Fast Food/Restaurant	Waitress/Waiter	30	5	14		11
Building Supplies, Inventory/Warehousing	Warehouse Attendant	10	6		4	
Woodwork Carpentry	Woodwork Artisan	21	19		2	
	Total Jobs Received	257	81	126	15	35

Schedule 4

**KINGSTON RESTORATION COMPANY
PEACE AND PROSPERITY PROJECT
EMPLOYMENT READINESS PROGRAMME**

WORKSHOP SCHEDULE

Date	Location	PARTICIPANTS					PARTNERS	
		Total	Grants Pen		Stand Pipe		N°:	Industry
			Male	Female	Male	Female		
Aug. 30, 2003	Courtleigh Hotel	25	3	15	2	5	1	(1) Interior Decorating
Sept. 27, 2003	Knutsford Court Hotel	25	5	9	4	7	3	(1) Building Supplies (1) Woodwork/Carpentry (1) Hospitality/Fast Food
Oct. 25, 2003	Knutsford Court Hotel	28	4	10	3	11	3	(2) Woodwork/Carpentry (1) Government Department
Dec. 20, 2004	The Pegasus Hotel	37	13	21	2	1	4	(1) Government Department (1) Computer Technology (2) Hospitality/Fast Food
Jan. 31, 2004	Terra Nova Hotel	28	7	18	0	3	3	(1) Computer Technology (2) Government Department
Feb. 28, 2004	Knutsford Court Hotel	22	5	11	1	5	1	(1) Computer Technology
Mar. 27, 2004	Knutsford Court Hotel	21	7	10	2	2	1	(1) Government Department
April 24, 2004	Jamaica Conference Centre	16	5	10	0	1	6	(2) Hospitality/Fast Food (1) Retail (2) Government (1) Payment Agency
May 29, 2004	Courtleigh Hotel	29	2	25	1	1	4	(2) Government Department (1) Hospitality/Fast Food (1) Computer Technology
June 26, 2004	The Hilton Hotel	14	2	8	1	3	4	(1) Computer Technology (2) Government (1) Insurance
July 24, 2004	The KRC Peace Centre	11	4	7	0	0	1	(1) Government Department
Aug. 28, 2004	The KRC Peace Centre	14	4	9	0	1	0	
	TOTAL	270	61	153	16	40	31	

Total participants from Grants Pen – 214

Total participants from Stand Pipe – 56

Total participants – 270

Schedule 5.

Computer Technology student

Testimonial One

The opening of the Grants Pen Community Centre was the beginning and a fresh start for the community. Since then, the community has excelled in many ways.

I used to attend the Shortwood Branch Library on a regular basis, reading books everyday, until Mrs. Bennett told me about the computer class. I've applied to HEART but because I wasn't computer literate my application was denied. I'm very grateful to know that the Peace & Prosperity Project had a vision waiting for me.

In the year 2004 a job readiness program was launched and many people benefited from it. We had seminars that taught us how to get jobs and how to keep them. We also had a computer program where 21 members of the community were certified, including me.

I'm now attending HEART Stony Hill. I know that on completion of this course I'll be marketable and ready to face the many challenges of the work world.

By **Chavell McDonald**
Computer Technology Student
Resident of Grants Pen

Food Preparation

Testimonial Two

I used to work at a Drapery store and could not make ends meet with children sending to school. I have always dream of becoming a professional cook. Opportunity came when the Peace & Prosperity Project arrived in my community. They were offering training at Jan's in food preparation. I have completed the level 1 programme where I was successful and continued onto the level 2 (advance).

Now when the project has functions, I would be one of those who did the catering. I catered for the netball and football competitions. Now I'm a part-time cook and have done catering for the Police Executive Research Forum (PERF), Stella Maris Foundation (SMF) and Barbican /Grants Pen Upliftment Movement.

I have been able too buy new equipment to upgrade my business to cater for all these organizations and is able to provide for my family.

The Peace Centre has changed my life in a number of ways. I am now HEART/NCTVET certified in food preparation. I came for self-improvement, but I am leaving with the skills to help others in a profound way. Now I've learned how to do all that and make money too!

One of the good things is that the project was available to persons who wanted to take up the challenge.

Big up KRC/USAID and the project staff.

By: Beverly Polack
Food Preparation Student
Resident of Grants Pen

Computer Technician

Testimonial Three

Reality reached me when I lost my baby girl at a tender age of 8 months old, I then made up my mind to approach life differently. Although I was working as a meat man in a Wholesale Store in Grants Pen I've always known that if opportunity comes in the computer world, knocking on my door, I would certainly open it.

In June 2003 I heard about the Peace & Prosperity Project, so I went to the Centre to investigate what this project is all about. They told me about the different types of skills training offered, then I grabbed at the chance to attend EXED Community College to become certified as a Computer Technician.

Being at the college made me feel so special. I have already seen and experienced wonderful changes through gaining a certificate in computer technician. People at work now seek me out as an expert in my field, and I've had many recent offers to manage important projects. All this happened in about a month from having my first job.

If you're at the point where you want to change your life, this course is a must! You'll learn more about computers and how to fix and set computers than you ever thought possible; and you'll make money in the process."

Let me say thanks to all the staff of KRC/USAID Peace and Prosperity Project for believing in me and who have given youths, like me a chance to fulfill their dreams.

By: Damion Brown
Computer Repairs Student
Resident of Grants Pen

Computer Repairs Student

Testimonial Four

Firstly, I want to thank you for the opportunity that you afforded me to be able to hold a certificate in Computer Repairs at Excelsior Community College. I am sure the other participants are thankful as well.

On my first day at school, I was not sure what to expect, but day by day, I started to adapt and fell straight into my studies. The teachers were very cooperative and helpful in their teaching which made it easier. For the time I was there it was truly an experience for me. I got acquainted with Ms. Richards who was one of the computer teachers. She has an easy going and friendly personality.

The students were very appreciative of what KRC/USAID did. Some might not, at that time have had hope but the implementation that KRC/USAID had done and I do believe still doing; going from community to community in giving youths an opportunity to make something of themselves.

One of the greatest feelings was on graduation day when I received my certificate. Because of KRC/USAID, I am now a computer technician at a computer company for which KRC had sent me for a job interview.

Once again, KRC/USAID you have done a lot for the youths of the inner-city communities of Standpipe/Cedar Valley and Grants Pen which we cannot repay.

By: Paul Blake
Computer Repairs
Resident of Standpipe