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**EVALUATION OF THE BELIZE DRUG AWARENESS
AND EDUCATION PROJECT**

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By:

**Robert W. Porter, Ph.D.
Porter/Novelli**

**Joel M. Jutkowitz, Ph.D.
Development Associates, Inc.**

**K. Mustafa Touré
Ph.D. Candidate
University College of Belize**

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EXECUTIVE SUMMARY

This evaluation focuses on Phase IV of the Belize Drug Awareness and Education Project (March 1991 - June 1993) which is being implemented under a cooperative agreement between USAID and PRIDE Belize, a private voluntary organization (PVO) based in Belize City.

The primary purpose of the evaluation is to provide basic direction for the design of a follow-on project, "Civic Action against Drug Abuse." The evaluation team was to: assess the efficiency, effectiveness, management, and impact of Phase IV activities; examine the continued relevance of USAID's broader program strategy; and recommend an overall direction for a new drug prevention project.

Overall, the major project objectives of PRIDE Belize are being achieved. Training activities and other interpersonal communications have reached several thousand individuals (with approximately 12,000 personal contacts) over the last two years. Student Assistant Programs and Employee Assistant Programs have been created. Pride Belize has undertaken a national prevalence survey on its own. A general awareness of the drug abuse problem has been maintained and even strengthened among key target audiences such as educators, school children, and opinion leaders.

PRIDE Belize has been able to maintain high interest and awareness of the problem of drug abuse. It has also been able to translate that awareness into programs that exploit a variety of concerns (with school discipline, with psychological problems, with other behavioral problems, with the lack of employment for youth) attracting additional constituencies to drug prevention.

A more problematic, albeit unintended, impact of the project has been the creation of a demand for additional counseling and treatment services -- a demand which may prove difficult to satisfy. PRIDE Belize and other allied agencies such as Addiction Alert are addressing this need by seeking to generate more slots for treatment, rehabilitation and counseling. But more remains to be done.

In certain areas, such as research and impact evaluation, PRIDE Belize has not been able to achieve its stated objectives. PRIDE did not hire a

qualified researcher, as planned, and was not able to undertake the required number of studies nor develop an adequate impact evaluation program. With respect to the media, while quantitative objectives are being achieved, quality is not optimal nor is the media effort strategically coordinated. This again is a function of the lack of the required technical skills and resources.

In many of its educational activities PRIDE Belize has adopted a trainer of trainers approach, linking up with the local National Drug Abuse Control Council (NDACC) coordinators in the districts as well as with other local groups to undertake prevention programs throughout the country. Thus, PRIDE Belize has been able to maximize the limited human resources it has had available to undertake these kinds of grass roots, community based activities. Had it not been for that approach, PRIDE Belize could not have effectively carried out even a portion of what were an extremely large number of specific objectives.

In general, PRIDE Belize has been both efficient and effective in its operations. PRIDE works best as a training, technical assistance and resource center for other programs in the field. It works least efficiently and effectively as a direct deliverer of services at the community level. The only area of concern regarding project management has to do with the range of tasks that the organization has to undertake. PRIDE Belize needs to develop a clearer strategic plan, particularly for such areas as media relations, communication campaigns, and impact evaluation, that will permit it to better define its priorities and fully maximize its resources.

Drug abuse clearly remains an important obstacle to development in Belize. It has an effect on a considerable portion of the most educated segment of the society, those who are going through the secondary educational process. Drug abuse is probably as prevalent or more prevalent among out of school youth. It affects performance in the workplace. It fosters a criminal problem. In short, it is an important social problem that impinges on Belize's capacity for self-sustained development by draining away needed financial and human resources. Dealing with the drug abuse problem continues to be relevant to the larger goals of improving social stability and accelerating the economic development of Belize. The relationship between drug abuse and social and economic development is also clearly recognized by the Government of Belize, which has included the drug abuse problem among the priorities to be addressed in its current national plan.

While the overall purpose of the drug awareness and education project remains valid, it is necessary -- after more than two years of additional experience in supporting PRIDE Belize and in developing other institutions involved in drug prevention in Belize -- to review the specific objectives of the project for the next phase. A key issue here concerns the financial sustainability of PRIDE Belize as a PVO exclusively focusing on drug prevention. It is clear that PRIDE Belize and NDACC -- the government agency responsibly for overall coordination of drug prevention activities in Belize -- are highly complimentary organizations. It is also clear that sources of funding for drug prevention activities in Belize are becoming increasingly limited, and that in the coming years PRIDE Belize and NDACC, as currently structured, are likely to compete for these scarce financial resources. This is a competition that PRIDE Belize, as a private voluntary organization, is unlikely to win.

NDACC and PRIDE Belize and the activities they support -- student assistance programs, employee assistance programs, counseling programs, youth groups, the new sports programs, and the Youth Enterprise Fund -- are essential components of an effective national drug abuse prevention effort. In the future, it will be important to assure that all of the functions and services currently provided by PRIDE Belize and NDACC are institutionalized in a sustainable fashion.

But with limited possibilities for continued USAID funding beyond the next three years, PRIDE Belize will have to consider restructuring its operations. The choice rests with the agencies concerned, but two basic options should be considered.

One option is for NDACC and PRIDE/Belize to gradually merge their functions and institutional base into a single (governmental or quasi-governmental) agency with a new organizational structure. USAID funding would be packaged in such a way that it facilitates that transfer. Under this option, significant funding to support the new organizational structure would have to come from non-USAID sources (e.g., Government of Belize, other international donors).

In the second option, PRIDE/Belize and NDACC are maintained as separate and complimentary organizations with the understanding that the two agencies will jointly seek and appropriately divide resources from major donors, most logically in terms of the specific functions they perform best. PRIDE/Belize would also make a concerted effort to develop a paying market for its drug abuse prevention services

(such as EAFs, alternative activities for groups at risk, training, and other forms of technical assistance). The assumption that a potential market for these services exists in Belize would need to be further tested in the design phase of the follow-on project.

The follow-on project also needs to focus on assuring that the institutions or agencies which result possess capabilities in: integrated communications for drug prevention; research to track the problem and to formulate and test prevention strategies that are appropriate for Belize; and marketing planning to diversify funding sources and enhance cost-recovery.

1. INTRODUCTION

1.1 Project Context and Background

Country Context

Belize currently faces a significant drug abuse problem. It is also developing a national drug abuse prevention program to meet that problem.

Several demographic, sociocultural, and economic trends are particularly pertinent to ongoing drug prevention efforts in Belize.

First, the population of Belize increased from an estimated 145,000 to approximately 193,000 persons (adjusted estimate) between 1980 and early 1991 -- a 33 percent increase overall (1991 Population Census, Central Statistical Office). This relatively high rate of population growth (for Latin America and the Caribbean) is primarily due to migration and, more specifically, to the influx of migrants from other Central American countries.

As a consequence, the ethnic mix of Belizean society has shifted significantly over the last decade. Mestizos now comprise the largest ethnic group in the country (up from 33.4% in 1980 to 43.6% in 1991) followed by the Creole (29.8%), Maya (11.1%), and Garifuna (6.6%).

This ethnic shift was also accompanied by a changing pattern of language use. Just over 23 percent of persons covered in the 1991 census did not speak English (the official language) at all, and another 22.5 percent did not speak it very well. In other words, nearly half of the Belizean population does not use English (or English-based Creole) as its primary means of everyday communication.

For the first time in twenty years, a majority (52%) of the Belizean population now resides in rural areas. Population growth in rural areas is outpacing urban population growth, largely because of out migration (predominantly Creole) from urban centers, accompanied by the recent influx of refugees and other migrants into rural areas. Emigration has led to increased contact with the United States via remittances, letters, telephone, and visits; and returning migrants have also had an observable impact on Belizean cultural life.

In addition, the rapid growth in electronic media over the last five years, particularly television, suggest that both rural and urban population segments are increasingly exposed to cultural images and behavioral models emanating from the urban centers to the north. [The penetration of television is unusually high for a developing country: nearly two thirds of Belizean households have a television (83% in urban areas and 41% in rural areas). And cable television operators are to be found in every district of Belize.] Urban lifestyles, as portrayed in the media, provide influential cultural models for the society as a whole and will do so for the foreseeable future.

Although the Belizean economy grew at an average rate of eight percent between 1980 and 1990, the fastest growing industries, such as tourism and construction, have been in the secondary and service sectors. As a consequence, job creation has been largely limited to relatively low paying forms of wage labor employment.

The overall unemployment rate is estimated at 19.6 percent (1991 Population Census), and appears to be most heavily concentrated among urban youth: one study estimates youth unemployment in Belize city at 42 percent (SPEAR Belize City Youth Survey, 1989). The Government of Belize (GOB), the business community, and the general public all see links between youth unemployment, the emergence of urban gangs, and increases in violent, drug-related crime.

The Belizean population is also young. Sixty four percent are less than 25 years of age, and 48 percent of Belizeans now fall into the 5-24 year age range. In demographic terms, this latter cohort -- school age children, adolescents, and young adults -- is the primary target audience for drug abuse prevention efforts.

In sum, the environment for drug prevention efforts in Belize has become more complex and challenging. The primary target population is growing rapidly, is divided culturally and linguistically, and is coming under increasing pressure from peers, the media, and parental models to consume psychoactive substances.

Drugs in Belize

In the 1980's, drug prevention in Belize focused on eradication and interdiction. The country itself emerged as a major producer of marijuana for export. As the decade progressed, Belize also became a major transit point for cocaine shipments en route from Latin America to the United States. Eradication programs involving the spraying of marijuana

fields in rural areas have reduced the number of acres in marijuana production from an estimated 6,000 in the early '80s to less than 100 acres today. The police and the Belize Defense Forces have also had some success in interdicting cocaine shipments, but the traffic continues. Police intelligence also indicates that local participants in international trafficking are increasingly paid in cocaine, rather than in hard cash, suggesting that proportionately larger amounts of cocaine are now available for sale in local markets (personal communication, Mr. Bernard Bevans, Permanent Secretary, Ministry of Home Affairs).

Available data on the current use of marijuana and cocaine in Belize suggest that their prevalence is high, at least relative to other countries in the Caribbean and Latin American region. For example, lifetime prevalence for marijuana use among 15-19 year olds in the general population of Guatemala is 6.3 percent, in Panama 3.5 percent, in Haiti 1.2 percent, and in the Dominican Republic, 0.7 percent (Jutkowitz, et. al., forthcoming). In Belize, the estimate for secondary school students in roughly the same age range is 7.8 percent.

In the case of cocaine, the lifetime prevalence of cocaine usage among the general population 15-19 years of age in Guatemala is 1.7 percent, in Panama 0.5 percent, in Haiti 0.6 percent, and in the Dominican Republic, 0.6 percent. The lifetime prevalence of crack cocaine in Belize among secondary school students is 2.1 percent. In effect, Belizean secondary school students, which can be considered the most protected young population in the country, exhibit higher levels of use than the general population of comparable age in many other countries in the region.

1.2 The National Drug Awareness and Education Project

In 1985 the U.S. Agency for International Development initiated a two year drug education and prevention project in Belize through a cooperative agreement (CA) with PRIDE, Inc., based in Atlanta. The overall purpose of this initial project was to inform the Belizean public about the serious dangers of using drugs and to discourage initial experimentation with drugs by youth. The end-of-project evaluation indicated that most of the objectives of Phase I were being met, although the project had little success in implementing drug awareness action committees in district towns or in organizing parent groups in high-risk areas.

Phase II of the National Drug Awareness Education Project began in April, 1987. Following the recommendations of the Phase I evaluation, PRIDE Belize began to focus more on: (1) networking with other community and civic groups and government agencies, particularly those concerned with youth; (2) expanding school based drug education; (3) training a variety of personnel in allied organizations to conduct their own drug education programs; (4) implementing media campaigns targeting youth, parents, and opinion leaders; and (5), evaluation research to determine the impact of project activities on the relevant knowledge and attitudes of youth and the general public.

Phase III of the project began in May 1990 and ran through March 1990. During Phase III, Pride Belize separated itself from PRIDE Atlanta and was established as an autonomous Belizean private voluntary organization (PVO), although its activities continued to focus on the drug awareness and educational objectives outlined above. In addition, PRIDE Belize began to develop early intervention programs for secondary schools and to serve as a catalyst for changes in government policies regarding alcohol and other drugs.

Phase IV -- the subject of this evaluation -- began in March 1991 and continues through June 30, 1993. Phase IV objectives, strategies, and activities of PRIDE Belize are summarized in section 2., below.

1.3 The Evaluation: Scope of Work and Approach

The primary purpose of the evaluation is to provide basic direction for the design of a follow-on project, "Civic Action against Drug Abuse." The evaluation team was to: (1) assess the efficiency, effectiveness, management, and impact of Phase IV; (2) examine the continued relevance of USAID's broader program strategy; and (3) recommend an overall direction for a new drug prevention project. (See appendices for the more complete scope of work).

The evaluation team's basic approach to the summative portion of the evaluation was to look closely at the implementation of project activities as they related to the 11 strategic objectives set out in the Phase IV project paper. Relevant data on how activities were carried out was gathered

through a variety of methods, including open ended interviews with PRIDE Belize staff, management and staff of the National Drug Abuse Control Council (NDACC), other government officials, managers of allied NGOs, school principals, teachers, students and other youth, and business and community leaders. (A list of the persons interviewed during the course of the evaluation is attached as an appendix.) A close review of project documentation and other relevant materials was also undertaken (see the list of documents consulted).

In analyzing the interview data and other relevant documentation, we have taken a process-oriented approach, focusing on how specific activities were linked to one another, and how they together led (or failed to lead) to specific outcomes. We built up a collective picture of the project by constructing a series of mini-case studies, some of which have made their way into the body of this report.

2. PRIDE Belize: Project Goal, Purpose and Objectives

The overall goal of the PRIDE Belize project is to "contribute to the social stability and economic development of Belize by maintaining its social fabric through family and community well-being." The project purpose is "to promote a drug free lifestyle in Belize," which the project logical framework (logframe) translates into "to decrease prevalence in the use of alcohol and other drugs in Belize." This purpose is to be achieved according to the logframe by generating outputs that include:

- a viable and sustainable PVO (PRIDE Belize) providing leadership, training, education, technical assistance and information to the general public and to relevant target populations;
- maintenance of current (presumably high) levels of awareness and knowledge about the dangers of drug use among high school seniors and attaining a high level of knowledge regarding the drug problem in the general public;
- provision of reliable information on the extent of the problem in Belize and on the effectiveness of programs, and changes in values, attitudes and private and public policies regarding alcohol and other drugs.

To accomplish this purpose through these outputs, the project (through the mechanism of PRIDE Belize) is to use inputs of a duly trained staff, equipment and facilities, short term technical assistance, media campaigns, and resource centers.

The project paper for Phase IV translates this constellation of goal, purpose, outputs and inputs into eleven "strategies" (see pages 22-29 of the CA) which were in turn to be implemented through a series of activities. For example, provision of reliable information regarding the drug problem and program effectiveness translates into strategy 1, "collect reliable, pertinent and useful information about the extent of the drug problem in Belize and make it accessible to the general public and relevant audiences," and strategy 9, "to obtain research and evaluation data and statistics to guide and assess program development and implementation." Activities that should flow from those two strategies include national prevalence surveys, process and impact evaluations, operations research, as well as a database on client services.

In the evaluation that follows, we will examine the actual set of activities that has taken place during Phase IV in terms of the strategies and expected outputs that should result from their implementation. We shall try also try to relate those outputs to the inputs, the resources, particularly the human resources, available to PRIDE Belize.

3. Findings

3.1 Training

During Phase IV, training a cadre of resource personnel capable of conducting drug education programs in the schools and the community has emerged as a core strategy for both PRIDE and the National Drug Abuse Control Council (NDACC). There are several very good reasons for this increased emphasis on training. First, high levels of public awareness and concern about Belize's drug problem had already been achieved during earlier phases of the project. Moving beyond the objective of creating public awareness and concern to the development of more comprehensive forms of preventive education was clearly the next step. The need to provide more direct forms of interpersonal support to youth and other populations at risk, through counseling and other school and community based prevention services, was indicated.

But the provision of services through local schools and communities is very labor intensive. PRIDE had already learned that it was difficult to organize prevention activities at the district level with only a small, centrally located staff. The solution was to expand the core group of resource personnel who were able both to mount educational activities on their own and to train others as drug prevention educators. The training of trainers (TOT) model was the natural approach to follow.

The second reason for moving towards training has more to do with the characteristics of PRIDE staff themselves. PRIDE's Program Coordinators are all experienced teachers, with strong training skills. The NDACC district coordinators are also teachers (seconded from the Ministry of Education to the Ministry of Home Affairs). PRIDE helped to provide initial in-service training in counseling and drug education techniques to the NDACC district coordinators, prior to their posting to the field. Now PRIDE and NDACC staff are working collaboratively out in the districts.

The posting of NDACC coordinators to the districts represents, in effect, the first "generation" of trainers to be produced in the Phase IV training of trainers program. By going on to train teachers and parents in local communities in drug prevention, NDACC coordinators have significantly increased the prospects for developing a network of resource personnel at the grassroots level throughout the country.

In addition to training NDACC district coordinators, PRIDE staff have also trained psychiatric nurses, community health workers, and primary and secondary school teachers. Parents with the potential to serve as community resources in drug prevention have also been trained.

The impact of the TOT approach is clearly observable. The establishment of NDACC offices in the districts, and the ongoing work of district coordinators (supported by PRIDE staff) in community mobilization has led to increased demand for prevention services on the part of local families, community leaders, teachers, and other providers of health and social services at the local level. In 1993, the prevention network is continuing to expand outwards through the implementation of the Parent to Parent peer counseling program by the NDACC district coordinators, again with technical support from PRIDE staff.

Assessment

The TOT approach is working. In quantitative terms, the project's original training objectives have more than been met. (See the summary of project activities in the appendices.) Interviews with teachers, NDACC district coordinators, and management and staff of collaborating organizations, as well as direct observations of training sessions, also confirm that the quality of PRIDE and NDACC programs in local communities is generally high.

Unintended Consequences

Drug prevention is proving to be the wedge through which more comprehensive counseling services are being introduced to local communities. Chronic drug use in the family and community context often entails a wide range of other social and health problems -- physical and emotional abuse, incest, teenage pregnancy and suicide, violent crime. One consequence of bringing drug education and prevention to the local level is that the NDACC district coordinators are finding themselves dealing with social and family health issues for which they may not be entirely prepared.

It is in this context that PRIDE's future role in providing training and other forms of technical support is taking shape. Counseling skills to address the broader range of needs and issues now confronting drug educators (NDACC coordinators, teachers, parents, health professionals and service providers) are assuming a higher priority. The challenge now is to meet the growing demand for counseling services that the national drug prevention program -- represented in the work of NDACC and Pride -- has generated.

3.2 Early Interventions

Another strategy that PRIDE Belize has adopted is "to encourage and to support the development and implementation of early intervention programs." The focus here is on the development of Student Assistance Programs (SAPs) and Employee Assistance Programs (EAPs) which seek to screen individuals with psychological, behavioral and substance abuse related problems and provide them with appropriate counselling or other interventions. Effective student assistance and employee assistance programs require the existence of appropriate policy guidance for the unit affected (school, workplace), training of supervisory personnel (teachers,

counsellors, work supervisors), marketing of services to the appropriate audience (students, employees), and availability of appropriate referral services once an individual problem has been identified and counselling has been initiated. SAPs and EAPs may offer a wide range of counselling services, a narrow range, or may merely provide triage, directing individuals to appropriate and available services.

Early Intervention in Schools: Activities

PRIDE Belize has sought to set up both SAPs and EAPs. To evaluate this effort, we will examine several cases, looking both at the context and the role that PRIDE Belize has played. In the case of SAPs, we will examine efforts at St. Catherine's College, an elite girls Catholic academic secondary school in Belize City and at Ecumenical College in Dangriga, the principal public secondary school in the Stann Creek District. In terms of EAPs, we will look at the case of the Angelus Press in Belize City (in the next section).

St. Catherine's was the first school in Belize to establish a student assistance program. That program, which began three years ago, resulted from an initiative of PRIDE Belize. The program got off to a shaky beginning because of mis-communication between the school and PRIDE Belize regarding the significance of the designation of the effort as a "pilot program." But, once that confusion was cleared up, the program progressed satisfactorily. PRIDE Belize offered a training course in basic counselling skills to members of St. Catherine's staff. St. Catherine's established support groups for its students and set up a SAP. PRIDE Belize provided follow-up training for the teaching staff after the first year of operation of the program. PRIDE Belize has also provided training on support groups and other aspects of drug prevention education. Additionally, PRIDE Belize has provided materials for St. Catherine's prevention program.

Training of counselors, in addition to leading to the formal establishment of a SAP, has had a clear impact on the school's overall approach to student problems, including those of substance abuse. The teachers who were trained have undertaken an informal training function with respect to the other staff members. They have been able to affect a shift in attitudes among the faculty toward students and their psychological and behavioral problems. This shift in attitudes is reflected in new faculty arrangements: there is now a professional counselor on staff who has overall responsibility for the counseling program.

While there has been no formal evaluation of the program's impact, St. Catherine's staff view the training experience and the establishment of the SAP in a positive light. They believe that it would be helpful to have additional training in counseling skills.

Ecumenical College in Dangriga is the second secondary school to receive training in counseling from PRIDE Belize and to establish an SAP as a consequence. Ecumenical became interested in the possibility of training of counselors through a workshop that had been offered by PRIDE Belize in Belize City for principals from throughout the country. That workshop alerted the principal of Ecumenical to the possibilities of this type of training. When a crisis arose in the school in the spring of 1992 that underscored the need for a counseling program, the principal contacted PRIDE Belize to undertake the required training. The training provided the school with a core staff of teachers who were versed in counseling. The school created a SAP in the September of 1992 that has become the school's main resource for dealing with disciplinary, behavioral and psychological problems (including substance abuse). The teachers that were trained form the core group of counselors (6 out of the 13 trained have since moved on for additional teacher training or have moved out of the district). Those trained are also involved in teaching drug abuse prevention in the classroom. They are resources that are available to the local NDACC coordinator to help reach parents with children in the schools and through those parents to reach the community at large. As is the case with St. Catherine's, despite its short history, the SAP, together with the training provided the counselor/teachers, has resulted in a better atmosphere and a more positive approach to dealing with substance abuse and other related problems in the school.

As an adjunct to its early intervention activities, PRIDE Belize has also been providing training and materials to schools and other organizations that are interested in support groups such as AL-ATEEN. AL-ATEEN provides counseling and guidance for young people from families with substance abuse problems. Groups such as the ones operating in Orange Walk and Dangriga provide one channel for SAPs to locate required treatment, rehabilitation, and support services. Although the principal focus of AL-ATEEN is on alcohol, the method has been extended to other substance abuse problems.

Early Intervention in Schools: Analysis

The main problem currently facing school based programs is the need for providers of in-depth counseling and treatment services to those individuals identified through the SAP. The fact that such problems are identified as requiring treatment creates a demand for treatment and rehabilitation services, a need that has to be met in the future as SAPs and other early intervention programs expand. An additional issue in the case of the public schools is the need to reconcile formal policies that punish drug users with the medical/psychological model implicit in a SAP-based approach to early intervention. It should be noted that to date this has not resulted in a major problem for the Ecumenical SAP -- but the possibility does exist.

In theory, this approach could be seen as labor intensive. Trainers work with very small groups of counselors who will require follow-up training in the future as well as access to appropriate support services (treatment and rehabilitation facilities). However, the benefit of such an approach as demonstrated in both case studies is that the presence of the early intervention mechanism in the school has heightened public interest and increased the amount of work being done in primary drug abuse prevention. Thus, the training, while focused on one aspect of the overall drug problem, has generated additional resources for dealing with broader aspects of the problem.

Early Intervention in the Workplace: Activities

PRIDE Belize has worked with several unions and other organizations to develop drug use policies and Employee Assistance Programs (EAPs). Organizations and business assisted by PRIDE include: the Belize Worker's Union (union members work in the citrus industry); the Public Service Union (government employees); the Belize Electricity Board; the Atlantic Bank; the Central Bank of Belize; and the Angelus Press, Ltd.

PRIDE's approach is to provide counsel on establishing a drug policy within a company or government agency, in conjunction with an EAP to assist in dealing with drug use among employees. In the case of the Angelus Press, for example, PRIDE Belize assisted in formulating a drug policy and then provided information and training in drug prevention strategy and skills to managers of the different departments of the company. The EAP was then set up to counsel drug users and channel them into rehabilitation. The company's policy promotes the notion that

"reaching out to the EAP should be seen as a no risk action." The policy also includes a coercive element, a policy of drug testing both to screen new applicants and identify use among current employees, with a threat of dismissal for drug users who do not voluntarily avail themselves of the opportunities provided by the EAP.

While PRIDE Belize provided the services used to establish the Angelus Press EAP free of charge, the president of the Angelus Press indicated that the savings that resulted from the EAP (in terms of increased productivity and decreased absenteeism) justified paying for establishing the EAP. He felt that this was a service that PRIDE Belize could offer to other businesses, a service that companies would purchase.

Early Intervention in the Workplace: Analysis

The workplace is an important venue for conducting drug prevention and early intervention activities. A significant portion of the population is best reached through the workplace. Drug use in the workplace has a direct impact on productivity by increasing occupational accidents, absenteeism and inefficiency in job performance. Drug prevention, as a consequence, may be of great interest to employers. In other countries, such as Mexico, this has proven a fruitful avenue for the sale of services by drug prevention agencies. PRIDE Belize has taken the first steps in developing EAPs in several organizations in Belize. It has been largely successful in the services it has provided clients. As the president of the Angelus Press has indicated to the evaluation team, there may be a market for these services in Belize. Here is an opportunity to leverage PRIDE Belize's skills and resources into additional funding for its activities.

3.3 Alternative Activities for Youth

The Phase IV project paper recognized that PRIDE did not have the resources to "initiate and maintain multiple youth groups or conduct frequent meetings and activities." Rather, PRIDE should support programs seeking to motivate and increase the participation of youth in alternative activities to encourage drug free lifestyles. PRIDE was also to develop its youth programs into a "complete course" for youth organization leaders.

PRIDE found, however, that a formal course on youth leadership was a nonstarter. Instead, PRIDE staff devised a "learning by doing" approach. Working with existing youth groups, PRIDE staff helped them assume

direct responsibility for planning and managing youth activities. Youths participating in the program were also guided by a practical, user friendly manual on group organization and leadership. In addition, PRIDE'S Youth/Media Program Coordinator is also working with the Junior Achievement Program, sponsored by the Chamber of Commerce.

During Phase IV, PRIDE has also initiated a variety of new projects. Two are being implemented with funding from the Inter-American Foundation. The first is the Belize Youth Conservation Corps, now an independent PVO. The second is a project that has supplied equipment to the Esperanza Trade School -- the training provided by the school primarily serves migrants who have recently established residency in Belize.

Additional projects which PRIDE has helped to initiate are now in various stages of development. They include:

- The Youth Enterprise Fund Project (first installment funded by the Government of Belize, project design being finalized);
- The Youth Training Center Project (proposal under review by the Kellogg Foundation);
- The Social Services/Community Counseling Project (proposal under review by the Kellogg Foundation); and,
- The NDACC Sports Projects (funded by the European Community and the United Nations Drug Control Program, now underway).

3.4 Multi-Media Social Marketing Campaigns and Information Centers

Although the Phase IV project paper calls for the implementation of a "multi-media social marketing campaign," it is clear that PRIDE Belize does not consider itself to be a social marketing organization -- the work of it's technical staff is predominantly guided by approaches rooted in education and training. However, PRIDE management is very interested in moving towards a more marketing oriented approach to project planning and implementation. And the project is already making effective use of several marketing communications tools and is beginning to discover how they can best work together.

PRIDE is using television, radio, print, and other communications media in an attempt to realize two objectives. The first communications objective is primarily informational. It is to:

- "Make the Belizean public aware of the dangers of alcohol and other drug use by increasing their knowledge of the physiological effects and social impact of specific drug use."

The second objective is to:

- "Change cultural values and attitudes and public and private policies regarding alcohol and other drugs."

Here, the reference (in the Phase IV project paper) to changing "public and private policies" via the use of media is not particularly clear. Certainly advertising is not a very appropriate vehicle for influencing government policy, though editorials in print media may be. In any case, PRIDE's approach to policy reform has focused on personal advocacy, primarily through the efforts of the project director -- a much more appropriate tactic, in our view.

PRIDE has made considerable progress in realizing the first media-related objective, employing a variety of communication tools, targeting several different audiences. They include:

Television: Three PSAs targeting youth have been produced in three languages (English, Creole, and Spanish) with assistance of a technical consultant from the U.S. Four additional PSAs have been produced, under the auspices of NDACC, with assistance from a Mexican production team. The production of additional PSAs as well as longer length video programming is also included in PRIDE's 1993 work plan.

Radio: Audio PSAs have been produced and aired in addition to longer length programming, such as the weekly "Take Pride" radio show. PRIDE's School Programs Coordinator also hosts "Teen Talk," a popular weekly radio call-in show which focuses on issues such as alcohol and use of other drugs, sexuality, pregnancy, HIV/AIDS and other STDs, etc. The Parent/Community Program Coordinator also hosts a weekly program, "Dis da fi we," dealing with traditional Belizean life and customs, which also addresses

the harmful effects of drugs (particularly alcohol). The program places special emphasis on this theme during seasonal holidays and festivities.

Print: PRIDE produces and distributes a quarterly newsletter as well as a variety of leaflets, brochures, bumper stickers, and posters.

Interpersonal communications: From a marketing perspective, much of PRIDE's training activities in schools (teachers and students), with health care providers (nurses, community health workers), in the business community, and with parents can be viewed as a form of personal selling. Interpersonal communications offers significant advantages over other media. Communication is two way. Messages can be tailored to individuals and small groups. Questions can be raised and answered in depth. However, the primary drawback to interpersonal communications is that it typically calls for considerable investment in time and labor relative to the number of persons reached. By employing a training of trainers approach, however, PRIDE is expanding its coverage by beffectively expanding its "sales force."

Media relations: PRIDE's media relations program involves periodic press releases and article placement in news weeklies. PRIDE Belize is also beginning to use video news releases.

Special events. "Lock ins" -- day long recreational retreats for youth involving games, music, dance, and drama appear to be an effective communications tool, particularly in the formation of youth groups. Their primary drawback, as with other small group activities, has to do with costs in staff time and energy in relation to the numbers of youth reached. PRIDE has also organized a wide variety of special events in relation to National Youth Week, including sports, music, contests, and awards.

Entertainment: Drama, music, and sports, as noted above, have been woven into a variety of PRIDE sponsored events. PRIDE has also considered, in earlier phases of the project, the more intensive use of entertainment (i.e., radio soap operas) as vehicles for drug prevention communications. Drama has not as yet been a focus in Phase IV.

This is quite an ambitious media program for a PVO with a (current) technical staff of four Program Coordinators. And as the attached summaries of PRIDE Belize activities indicate, PRIDE staff have had approximately 12,000 personal contacts with youth and adults, over a two year period (1991-1992), through trainings, presentations, workshops, and other small group activities. [Note that this statistic does not represent 12,000 different persons contacted. Clearly some portion of the individuals counted in PRIDE's activities log have participated in more than one activity and so are counted more than once.]

The primary problem in PRIDE's approach to multi-media marketing communications -- a problem clearly recognized by PRIDE management and staff -- is that the project has yet to formulate a strategic communications plan to guide its diverse media activities. The result is that staff are not always sure where they should concentrate their energies, or how to set priorities. A clear sense of the strengths and limitations of specific communications tools, and how they work most effectively in concert, is also lacking. Nevertheless, the sheer volume of communication activities undertaken by PRIDE is noteworthy.

In this context, PRIDE staff observe that their communications activities lack "focus," and that it might be best to concentrate on the things they do best. From the evaluation team's perspective, however, the program clearly has a primary focus: as noted earlier, the four program coordinators spend much of their energy on training, presentations to civic and business groups, and hands-on work with youth. As a result, other communication tools -- some with the potential to efficiently reach very sizable audiences -- are not being systematically explored or effectively utilized.

In our view, the solution lies in using the educational work that is being done with relatively small groups as a springboard for developing video and audio programs that can be fed to the electronic media, and thus reach a much wider audience.

Towards an Integrated Communications Program.

The rapid proliferation of electronic media in Belize means that the majority of the population can be reached with considerable efficiency through radio and television. Ownership of VCRs is also very high for a developing country (see table below).

PERCENTAGE OF HOUSEHOLDS WITH RADIO, TVs, and VCRs

	Total	Urban	Rural
With Radio	78.7%	88.2%	68.9%
With TV	62.3%	83.2%	40.9%
With VCR	14.1%	21.3%	6.7%

Source: 1991 Population Census, Table H2.

We suggest that much can be done to better harness this media infrastructure, and strengthen other ongoing program activities at the same time, by more closely linking electronic media with more localized school and community based activities. Two examples will illustrate.

PRIDE's School Programs Coordinator is using the "Teen Talk" question and answer format to structure class room discussions with youth on drug prevention, sexuality, teen pregnancy, and other health and social issues important to adolescents. In the class room version of "Teen Talk", questions written on slips of paper and passed to the Coordinator (who then answers them) results in active participation and leads to frank and open discussion. It would be a relatively small step, then, to record and edit these discussions for subsequent radio broadcast. "Teen Talk" in the class room clearly energizes students; at the same time it can be used to generate materials for broadcast to a wider audience of teens, both in and out of school. Here, two very different communication vehicles work together in a highly synergistic fashion.

Video can be used in a similar manner. Cable TV operators in the districts have expressed a willingness to run locally generated programming. In Dangriga, for example, locally produced videos of church services and other public events, as well as videos sent down from Dangriga's satellite settlement in Los Angeles, appear on the local community channel.

[This cable operation reaches 1500 subscribers, a majority of households in Dangriga.] Dangriga's cable system operator and the NDACC coordinator for Stann Creek are also discussing production of a video documenting the history of the town, using the operator's video camera and editing equipment.

In addition, relevant health education programming (in both English and Spanish) from abroad can be distributed to cable operators and video rental clubs, and its reach and impact assessed through relatively simple forms of audience research.

These suggestions are meant only to be illustrative, highlighting several aspects of the recommended approach. In moving towards a more integrated, strategic use of media, we recommend that the project should:

- Look for opportunities to use different communications tools together;
- Select communication vehicles that work together in complementary ways, such that the limitations of one (i.e., short reach, low efficiency) are offset by the strengths of others;
- Take advantage of project assets -- effective trainers and presenters capable of generating enthusiastic audience participation;
- Feature local PRIDE and NDACC program participants.

Media Relations

More immediately, PRIDE's media relations activities need to be strengthened. A log should be made of routine contacts with the press. Clippings need to be collected to monitor relevant press coverage; this is the easiest way to track the success of a media relations program. Success in placing or generating news stories also needs to be documented. In this regard, simple content analyses of articles on drug prevention activities should be undertaken. PRIDE should also coordinate closely with the media workshop being planned by HECOPAB for the early summer.

Information Resource Centers

PRIDE is maintaining a central resource center housed in its Belize City office, and has assisted NDACC in developing and maintaining information centers, under management of NDACC district coordinators. Drug prevention materials are also being supplied to libraries, secondary schools, and NGOs. There is still considerable demand for additional materials in the districts, however -- a need which will only increase as NDACC begins to implement its Parent to Parent program (with technical assistance from PRIDE). In this regard there is a specific need for appropriate educational materials in Spanish.

PRIDE is in the process of purchasing a system for duplicating videos that will improve the quality of duplicate tapes. Additional videos that can be used with Belizean audiences are also being obtained from the United States.

PSA Reach and Message Strategy

Estimating the size of the audiences reached with unpaid public service advertising is notoriously difficult because stations run them at their discretion, without keeping records of when or how frequently they are aired. A stronger media relations program directed at broadcast and cable outlets will certainly increase audience share -- and it should be undertaken. Nevertheless, we question the continued relevance of short PSAs with generic messages along the lines of "don't do drugs," "just say no," or NDACC's Mexican "drugs are death" spots. Awareness building PSAs are appropriate when public awareness and concern are low -- but this is not the case in Belize today. At this point, we recommend PSAs which ask viewers or listeners to take some specific action, such as "talk to your teacher about drugs" or, for parents, "talk to your children." Whatever the message, it should be more closely linked to the program's behavioral objectives.

Video Programming and Out of School Youth

Given the high penetration of electronic media in Belize, particularly in urban centers, television (and radio) offer considerable potential for reaching out of school youth with drug prevention messages. Entertainment vehicles such as music videos, produced in collaboration with popular Belizean artists (Heavy D and Sweet T, for example) look especially promising. But other forms of video programming, particularly videos produced with local youth groups, should also be explored.

3.5 Research and Evaluation

Tracking Prevalence: Activities

Another of PRIDE's strategic objectives is to collect reliable, pertinent and useful information about the extent of the drug problem in Belize. It is also supposed to disseminate that information to the general public and relevant audiences.

In Phase IV, PRIDE Belize has conducted only a single research study aimed at providing data regarding the extent of the drug problem in the country. That study, the PRIDE Belize School Drug Prevalence Survey, was undertaken from April through June of 1992. Findings were subsequently issued in September as a PRIDE Belize monograph. The survey covered a national sample of the universe of students in primary and secondary schools (Standards 4-6, Forms 1-4, and all sixth forms). The survey used an instrument that was based on an instrument developed by Dr. Lloyd Johnston of the Institute for Social Research of the University of Michigan in 1980 with some modifications. The instrument used as a reference was contained in a manual prepared under the auspices of WHO in 1980. The instrument was self-administered.

Consultants hired by PRIDE Belize from the staff of the Central Statistical Office (CSO) drew the sample. (The consultants acted independently from the CSO.) The sample used was drawn on a random basis from the universe selected and as such is generalizable to that universe. The sample design provided for substitution of those absent from school on the day of the survey which may create a bias in the sample. The primary school sample was stratified into urban and rural strata with the urban schools over-represented.

PRIDE pretested the instrument, using students in Standard Four. PRIDE staff trained the field supervisors who were the local NDACC coordinators. The PRIDE Belize field supervisor has previous experience in earlier PRIDE surveys, and the procedures used were those normally followed in such types of self-administered surveys.

The data gathered was processed using the computing resources available to PRIDE consultants at the CSO. Although the sample under-represented the rural primary school population and over-represented the urban primary school population, the data as presented was not weighted to

reflect that fact. The data was analyzed and presented in the final report largely in descriptive terms, with only a few cross tabulations by demographic characteristics and other variables such as use of other substances. Data presented were compared with previous PRIDE surveys as a way of analyzing trends over time. Data analysis was undertaken using the Statistical Package for the Social Sciences (SPSS).

In terms of its effort at disseminating these research findings, PRIDE Belize has put together a clearly written report which it has duplicated and circulated to relevant actors in drug abuse prevention. Its staff has conducted and is conducting briefing sessions on the report to various interested audiences both in Belize City and in the districts (e.g. one is scheduled in Dangriga in January). The summary of the report was also issued in the PRIDE Belize newsletter.

Tracking Prevalence: Analysis

In a positive sense, the 1992 PRIDE Belize national school-based prevalence survey represents a significant advance over previous school based prevalence surveys (e.g., those conducted under the cooperative agreements with PRIDE Inc./Atlanta, in 1986 and 1989). The 1992 survey used a sample design that permitted generalization to a defined universe, all school children in Belize in Standards 4-6 and Forms 1-6. Previous surveys (undertaken when PRIDE Belize was affiliated PRIDE Inc., of Atlanta) had either been failed attempts at a census of all students (1986) or overly large samples that did not allow accurate generalizations to the study's universe. [The 1989 design left unanswered the question of who exactly was left out of the sample, because it was not set up as a representative sample, proportional to population size.]

The new survey also was the first such survey that was designed, implemented and analyzed by PRIDE Belize staff from beginning to end. Thus, it represented an important learning experience for the staff in the difficulties of such an undertaking, an experience that will contribute to PRIDE staff's skills in the future conduct of such research. The data -- prevalence patterns by age, sex, school grade level, age of first use, etc. -- can be used to heighten awareness of the problem, define broad strategic approaches (the age at which programs need to be initiated, for example) and in general permit a more empirically grounded approach to the problem.

In a negative sense, the survey was undertaken without an adequate understanding of the state of the science of prevalence research, nor did it fully take advantage of the opportunity to maximize data collection for the purposes of program formation. For example, the survey instrument was based on an instrument designed by Dr. Johnston in 1979. Since then, Dr. Johnston and his colleagues such as Dr. Patrick O'Malley and Dr. Jerald Bachman, who as a group are responsible for the United States National Institute on Drug Abuse High School survey, have developed over twelve different versions of a self-administered questionnaire, versions that have been the basis for national surveys in other countries such as Thailand, Jamaica, the Dominican Republic, Bolivia, the Philippines, Sri Lanka, Panama, and Peru. The PRIDE Belize questionnaire only covered lifetime prevalence ("have you ever used") and twelve month prevalence (use in the last twelve months). It did not include 30 day prevalence which is a category generally included in such surveys to permit a measure of current use.

The PRIDE Belize survey only covered a few attitudinal and opinion items. Indicators commonly used to measure important variables such as perception of risk and perception of availability were not included, except in the most minimal fashion. In addition, the survey did not track awareness of the problem, or awareness of PRIDE and other drug prevention agencies which would have been useful in monitoring program impact. In effect, the opportunity was lost to maximize the information gathered through the survey.

Balancing positive and negative aspects, it is clear that the survey represents an important advance for the project. PRIDE Belize has acquired valuable experience in the conduct of prevalence and attitudinal surveys. It has generated important baseline data which will serve to measure future progress in the field of drug prevention, and it has developed an additional tool that will serve to heighten Belizean consciousness of the drug problem. The negatives in large measure respond to the need for adequate technical assistance and training of the research team, an area that should be addressed in any future research activities. It should be noted that PRIDE Belize was aware of the need for technical assistance and sought that assistance locally.

The problem they faced was that the assistance they received was not knowledgeable of advances in the field of drug prevalence nor apparently of many common procedures in survey methodologies related to the type of school based cluster sampling that was employed by PRIDE Belize.

With respect to dissemination of the findings, PRIDE Belize has done a good job in making relevant audiences conscious of the study and its implications for drug prevention.

Program Evaluation: Activities

Another strategic objective of PRIDE Belize is to obtain research and evaluation data and statistics to guide and assess program development and implementation. In other words, their task is to conduct both formative and summative research which will inform program development and measure program impact. The School Prevalence Survey can be considered one important activity in the area of formative research as well as in the area of measuring overall trends in program effectiveness over time. In point of fact, within the overall project purpose, specific changes in prevalence patterns are included (a five percent decrease in alcohol use and no increase in use of cocaine and marijuana). Those changes are measured by prevalence surveys. To date, in this regard, PRIDE Belize has conducted a single scientifically valid survey which establishes the baseline for such measurement. Additional surveys would be required, using comparable measurements to establish changes with respect to this indicator. Comparing prevalence rates for the three surveys is not an accurate measurement of trends since each survey used a different methodology. Changes may be the results of the effects of such differences in design and not a representation of change in the actual situation.

In addition to the survey, PRIDE Belize has undertaken certain operations in this area that assist in monitoring programs, although they have not been organized for the purpose of impact measurement. All activities are tracked by type, date, audience, location and other characteristics through activity reports that are recorded in an activity ledger. (At the request of the evaluation team, this ledger has been entered into Lotus 123, which should make the data more accessible for program planning.)

In terms of assessing lessons learned during activities, training programs use pre and post tests to measure immediate results of the training exercise. In addition, PRIDE Belize is currently conducting a mail survey of teachers who they have trained to assess attitudes toward the training they received, use of the skills developed and the materials provided, interest in follow-up activities, and identification of needs for future

training. This assessment should provide input into requirements for future training as well as an estimate of the efficacy over time of the training received. No operational research or other impact evaluation assessments are currently being undertaken or are proposed.

Program Evaluation: Analysis

PRIDE Belize's staff is aware of the need for evaluation directed at both the process and impact of project activities. They have established a tracking system to record ongoing activities and events. They have undertaken a general process evaluation of all trainings, and they are currently taking a closer look at the use and utility of one of their principal training activities, teacher training. These evaluation activities provide a reasonable means of program monitoring. However, they have not developed either a set of impact measures or an approach to operation research that can effectively be used to test the effectiveness and impact of their programs. The reason for this is obvious. PRIDE has a staff that is limited in size and fully occupied in the conduct of programs. Moreover, PRIDE does not have staff with the specialized skills in the design and undertaking of impact evaluation. The staff is clearly concerned with the issue of measuring impact and is receptive to proposals to undertake such research. Here again, technical assistance and training in this area, coupled to securing additional staffing for this function, would greatly enhance the capacity of PRIDE Belize to evaluate its program.

It should be noted that this is also an area where enhancement of PRIDE Belize's skills would make it possible for the organization to offer such services to other organizations needing to undertake programmatic evaluation as well as formative research. Such a market for research services exists in Belize, and PRIDE Belize has already provided informal assistance to other agencies. However, it would be better able to do so if it had an enhanced capacity in terms of human resources and training for its staff in this area.

3.6 Project Management, Institution Building/Sustainability

Project Management

PRIDE Belize has an appropriate management structure for its size. The Executive Director provides overall direction and supervision to the staff. There are currently three Belizean program coordinators: one for school

based programs; one for parent/community based programs; and one for youth/media programs. These coordinators cover all of the basic programs areas in which PRIDE Belize is working except research. To date, a research coordinator has not been hired. This function is divided between the executive director and other staff members. The Executive Director also serves as a liaison with other organizations (e.g., he is vice-president of the NDACC). In addition to this technical staff, PRIDE Belize has an office manager, a bookkeeper, a librarian/materials resources officer, and an office assistant. The professional staff has been supplemented by one or two Peace Corps Volunteers with specialized skills (e.g., counseling/training). The current PCV serves as the project's Counseling Coordinator.

As with most NGOs of this size, administrative procedures are informal. For example, there are no formal written staff evaluations. However, staff performance is monitored by the Executive Director, tasks clearly assigned and accounted for. All staff members from the Executive Director down appear to be highly qualified for their specific tasks. The one exception is in the area of research where the staff has a clear understanding of what ought to be done, but does not possess all of the requisite technical skills. All staff members are clearly motivated. The professionals are viewed by individuals in other collaborating agencies as valuable assets. Staff training is on an ad hoc basis, but opportunities such as overseas training workshops are distributed fairly and with due consideration for the role of each professional.

PRIDE Belize's material resources in drug abuse prevention are the best currently available in Belize. However, their library needs to be updated from such free sources as the U.S. National Clearinghouse for Drug and Alcohol Information (NCADI), the Substance Abuse Librarian and Information Society (SALIS) and other sources. PRIDE Belize receives a number of important journals in the field of drug abuse prevention which are the basis for its information dissemination activities.

PRIDE Belize's Board of Directors consists of five outside directors (including the Executive Director of the NDACC) and two staff members (the Executive Director and the Parent/Community Program Coordinator). The Board meets roughly every three or four months, but several board members are involved on a far more frequent basis with the organization. A Board member must co-sign all checks issued by PRIDE. Several Board members are involved in PRIDE's on-going activities on a regular basis (e.g., the executive director of NDACC).

PRIDE Belize's financial system is as optimal as could be found in any USAID supported NGO. There is an appropriate accounting system in place. There are careful controls over all expenditures. There is a clear tracking of expenditures against budgets. Reports to USAID are accurate and on time. Audits are undertaken each year by a qualified certified public accounting firm. The opinions rendered are without exceptions. The current audit, which will take place this month, will include a performance review using the OMB A-122 checklist for not for profit organizations.

In short, in all major aspects of both day to day programmatic and financial management, PRIDE Belize has demonstrated a very high degree of competence. Its only weakness in program management is the organization's lack of strategic planning. Partly as a result of the nature of the project it implements and partly as a result of the recognized skills of its staff, PRIDE Belize tends to take on a number of diverse tasks, placing a burden on the ability of the organization to effectively carry out core activities. In this regard, PRIDE Belize might wish to take to heart one of the lessons from its parent organization. It should "just say no" to additional tasks and stick close to those strategic objectives best suited to its resource base.

Institution Building/Sustainability

Key elements in institution building and sustainability over time include the establishment of a reputation, the development of institutional resources, and the securing of long term support. PRIDE Belize has clearly established its reputation in the country as an organization that can do its assigned task and a variety of related tasks. It is viewed as a source of innovative ideas for other agencies. It is viewed as a resource in developing project designs and securing project support.

It has a number of resources that serve to support its ability to function over time. Its staff members are highly qualified and motivated for the tasks they perform. It has material resources including computers, a xerox machine, an audio visual and documents library, which is in the process of being updated, as well as the necessary software to manage its functions.

Despite this reputation and resource base, PRIDE Belize faces serious constraints in terms of its ability to secure long term support from sources

other than USAID in the field of drug abuse prevention. Its Board of Directors is well positioned to support its functions as a drug prevention agency, but not to garner support from the private sector or other outside donors. For example, the executive director of NDACC manages an organization that is directly in competition for many of the same funding sources as PRIDE Belize. Other members of the board are public officials, unlikely to have access to private funding sources.

PRIDE Belize has not been able to secure (to date) significant local financial support for its activities, an objective (set out in the project paper) which has not been met. There are only a few funding sources for drug abuse prevention in the world: e.g., the United Nations Drug Abuse Control Program (UNDCP), the European Community (EC), the Inter-American Commission Against Drug Abuse (CICAD) of the Organization of American States (OAS), and various bi-lateral assistance programs such as those of Canada, Germany and the United Kingdom. Virtually no major private foundations working in the international arena give priority to drug abuse prevention although several might be interested in projects that are related to drug abuse, e.g., the Kellogg Foundation because of its interest in youth. PRIDE Belize effectively competes with NDACC for funding from all of the international public donors. The private international donors represent a hard and difficult sell, as do the local donors.

The only ray of sunshine in this panorama is that PRIDE Belize has certain services that are at least potentially saleable. The most obvious example is its ability to design and implement EAPs for interested Belizean companies. Other areas that might be developed are related to its capacity to design innovative projects and secure their funding, to provide training to other institutions in the use of the training of trainers approach and other approaches and techniques that it has developed.

PRIDE Belize has accomplished a great deal in terms of establishing its reputation and wisely developing its human and material resources, but it faces a difficult road in establishing itself as a financially viable entity, independent of USAID/Belize funding. In short, the evaluation team does not believe that PRIDE Belize, **as an organization whose primary mission is drug prevention**, is sustainable without USAID support. Moreover, we do not believe that financial sustainability is a realistic objective for any drug prevention PVO in Belize.

3.7 PRIDE Belize and other Organizations Working in Drug Prevention

PRIDE has entered into productive partnerships with other organizations involved in drug abuse prevention and youth programs more generally. The most important of these collaborative relationships, with respect to the implementation of the national drug abuse control program, is with NDACC.

PRIDE and NDACC

NDACC is the governmental agency charged with oversight and coordination of drug prevention activities nationwide. PRIDE's Project Director is Vice President of NDACC, and by all accounts was instrumental in its creation and empowerment. Other PRIDE and NDACC staff also work together on a routine basis.

At the field level, NDACC District Coordinators and PRIDE staff together organize and conduct training programs for teachers, parents, and youth. In the districts, the division of labor between NDACC and PRIDE has evolved naturally and informally. PRIDE's role, in general terms, is to provide technical support to NDACC programs and initiatives in primary schools, the wider community, and now with parents (through the Parent to Parent program that is just getting underway). NDACC coordinators also assist in organizing and conducting PRIDE's teacher training programs in the secondary schools.

In interviews with the evaluation team, NDACC coordinators observed that the consistent presence of NDACC in the districts, and the way they work closely with PRIDE staff in the field, has given PRIDE a local visibility and legitimacy that it did not enjoy in past years. On the other hand, NDACC coordinators rely on PRIDE for educational and resource materials, and together they operate the district Resource Centers. The only complaint voiced by NDACC coordinators was that they do not see enough of PRIDE staff. This can be read as indirect testimony to the value NDACC coordinators assign to the support they receive from PRIDE -- they want more of it. But it also points to the fact, recognized by both organizations, that NDACC is taking the lead in day to day management of the majority of district level drug prevention activities.

In sum, the multiplex relationships linking PRIDE and NDACC contribute significantly to the efficiency and effectiveness of both organizations.

PRIDE Belize and Other Organizations

PRIDE Belize is also collaborating successfully with a number of other public and private sector organizations and agencies. In the private sector, PRIDE works closely with Belize Family Life Association (BFLA), Addiction Alert, the National Organization for the Prevention of Child Abuse (NOPCA), the Literacy Council, the Chamber of Commerce, Belize Association of Technical and Professional Scholars (BATAPS), and a variety of church groups. In the public sector, PRIDE collaborates with the National Youth Council, the National Sports Council, and the National Committee on Youth and Jobs Creation, among others.

4.0 Conclusions and Recommendations

In this section we focus on 12 specific evaluation questions (regarding PRIDE Belize's activities, objectives, and future prospects) as posed by USAID/Belize in the evaluation team's scope of work (see appendices).

4.1 Summative Evaluation

Question #1. Effectiveness. To what extent are the objectives of the project being achieved?

Overall, we believe that the major objectives, as stated in the project paper, are being achieved. Training activities have reached several thousand individuals in less than two years. Student Assistant Programs and Employee Assistant Programs have been created. Pride Belize has undertaken a national prevalence survey on its own. A general awareness of the drug abuse problem has been maintained and even strengthened among key target audiences such as educators, school children, and opinion leaders.

PRIDE Belize adopted a trainer of trainers approach, linking up with the local NDACC coordinators in the districts as well as with other local groups to undertake prevention activities throughout the country. Thus, PRIDE Belize has been able to maximize the limited human resources it had available to undertake these kinds of activities. Had it not been for that approach, PRIDE Belize could not have effectively carried out even a portion of what were an extremely large number of specific objectives. It

is interesting to note in that regard that PRIDE Belize adopted a solution that combines use of a TOT model with networking, a solution that has proven effective in successful USAID supported drug prevention programs such as CEDRO in Peru and the Consejo Nacional Contra Alcoholismo y Drogadiccion (CONAPAD) in Guatemala.

In certain areas, such as research and impact evaluation, PRIDE Belize has not been able to achieve its stated objectives. PRIDE did not hire a qualified researcher, as planned, nor did it receive adequate or appropriate training and technical assistance in this area. Thus, it was not able to undertake the required number of studies nor develop an adequate impact evaluation program. With respect to the media, while quantitative objectives are likely to be achieved, quality is not optimal nor is the media effort strategically coordinated. This again is a function of the lack of the required technical skills.

In certain quarters, PRIDE Belize has been faulted for an emphasis on school-based approaches to the drug abuse problem. It is highly likely that the drug abuse problem among out of school youth is as great or greater than the problem among in-school youth. There is no hard data to demonstrate this. Such data should be gathered. Nevertheless, as indicated in our introduction, the level of drug prevalence among in-school youth in Belize is as high or higher than among all youth in a variety of other countries. The actual level of prevalence in Belizean secondary schools for all illicit drugs may well be as high as 10 percent of the school population. That is a considerable problem that needs to be faced. Hence, the emphasis on the school is an important one, albeit only one facet of the problem.

Question #2. Efficiencies: Are the effects of the project being produced at an acceptable cost compared with other alternative approaches to accomplishing the same objectives?

As indicated above, PRIDE Belize has taken an approach to fulfilling its objectives that maximizes the small human resource base it possesses. With a staff of four professionals supplemented by a maximum of two Peace Corps Volunteers, PRIDE Belize has reached a very sizable and important audience of intermediaries and opinion leaders in less than two years. They in turn have been able to reach additional thousands. Thus PRIDE has been able to undertake an impressive list of activities with a relatively modest amount of funding, at least relative to drug prevention programs in other countries. And as noted above, in key areas such as

training of trainers and dissemination of materials, PRIDE Belize has been quite effective. Thus, looking at the relationship between cost and program outcomes, PRIDE Belize is clearly an efficient operation.

Question #3. Impact: What are the intended and unintended positive and negative impacts of the project?

Looking at the positive impacts of the project, PRIDE Belize has been able to maintain high interest and awareness of the problem of drug abuse. It has also been able to translate that awareness into programs that exploit a variety of concerns (with school discipline, with psychological problems, with other behavioral problems, with the lack of employment for youth) which attract additional constituencies to drug prevention. The school-based program, while not subject to a formal impact assessment, appears to be effective (when examined on a case by case basis) in raising the interest of secondary school teachers towards the drug problem and in altering their approaches to dealing with it. In the long run, this may prove an important stepping stone for reaching the parents of students in secondary schools. Success at this level will assist NDACC district coordinators in their overall efforts to mobilize the community through parent groups.

The major negative impact of the project, an impact that was unintended, is the creation of a demand for additional services. This is clearly the case in the training program and the related school-based counseling program. Promoting counseling leads to a greater demand for treatment/rehabilitation services. As a rule a greater awareness of the drug problem and an effort at preventing drug abuse leads to an increased concern with the consequences of drug abuse and, as a result, an increased demand for treatment and rehabilitation services. PRIDE Belize and other agencies such as Addiction Alert have sought to address this need by seeking to generate more slots for treatment, rehabilitation and counseling, but more remains to be done.

Question #4. Management: How well has the project been implemented and managed and what have been the obstacles to implementation?

PRIDE Belize has demonstrated that it is able to implement a variety of programs. There is a considerable amount of informality in its day to day operations and its management style, but this is perfectly appropriate for an NGO of this size. PRIDE Belize has been able to manage both its

program and its funding effectively. It has a more than adequate financial control system and a tracking system for its budget, reflected in the quality of its audits. The staff is skilled and knowledgeable of its responsibilities. The director has a clear command of the operations of the organization.

The only area of concern regarding management has to do with the extent of the tasks that the organization has to undertake. PRIDE Belize needs to develop a clearer strategic plan for those areas such as the use of communication and the conduct of impact evaluation that will permit it to maximize its limited resources and to assist in the establishment of management goals and priorities.

In conclusion, PRIDE Belize has taken upon itself the extremely difficult task of being a multi-faceted drug abuse prevention agency. It has managed that task effectively and efficiently. It has occasionally stretched its human resources to the limits, as in the case of research, but still has been able to learn from that experience. It has had a considerable impact on awareness, education and action in the field of drug abuse prevention. It has shown itself to be a useful partner in this endeavor to other agencies in the drug prevention field as well as in related fields.

4.2 Formative Evaluation

Question #5. Are the problems addressed by the project still germane to USAID and GOB development strategies, policies and experiences?

Drug abuse clearly remains an important obstacle to development in Belize. It has an effect on a considerable portion of the most educated segment of the society, those who are going through the secondary educational process. It is likely as prevalent or more prevalent among out of school youth. It affects performance in the workplace. It fosters a criminal problem. In short, it is an important social problem that impinges on Belize's capacity for self-sustained development by draining away needed financial and human resources. The importance of dealing with the drug abuse problem continues to be germane to the goal of contributing to the social stability and economic development of Belize. That is clearly a relationship recognized by the Government of Belize which has included the drug abuse problem among the national priorities of its current national plan. As long as that goal is of interest to USAID/Belize, then the related purpose of reducing drug abuse is relevant to USAID/Belize.

Question #6. Are the objectives of the project still relevant and valid?

While the overall purpose of the project remain valid, it is necessary -- after more than two years of additional experience in supporting PRIDE Belize and two years of additional development of the other institutions involved in drug prevention in Belize -- to review the specific objectives of the project for the next phase. The team's recommendations will address this issue.

Question #7. Are the activities of the project plausibly linked to the objectives?

The objectives and activities of PRIDE Belize are plausibly linked. However, it is important to review the current set of objectives and activities with a view toward prioritizing and reducing their number. It is equally as important to link those objectives and activities that will continue within PRIDE Belize to an overall strategy for developing the capabilities of the network of drug prevention agencies in Belize.

Question #8. What can be done to make the project more efficient in achieving the objectives and more effective overall?

PRIDE Belize has clearly been efficient and effective in its operations. It is also quite clear that it is at a comparative advantage (relative to other Belizean organizations in the field) given its human resources and its international access to materials and information in certain areas. Specifically, PRIDE Belize works best as a training, technical assistance and resource center for other programs in the field. It works least efficiently and effectively as a direct deliverer of services at the community level. As we shall discuss in greater detail below, this is the area where NDACC has a comparative advantage.

Question #9. Are the effects of the project likely to become sustainable development impacts? Under what conditions? What is the prognosis for PRIDE Belize as a sustainable PVO within the arena of drug prevention?

The team believes that this question has to be viewed from a different perspective. The question that ought to be considered is can the overall drug abuse awareness and prevention effort be sustained in Belize. It is

clear (and this will be discussed further below) that PRIDE Belize and NDACC are highly complimentary organizations. It is also clear that there is a finite source of funding for drug prevention activities in Belize. Major funding sources other than USAID such as the United Nations Drug Control Program and the European Economic Community are currently active in funding programs in Belize through NDACC. The Government of Belize has made a funding commitment to drug abuse prevention, providing a budget for NDACC and providing funding for alternative activities.

It may be possible to secure some private funding for some specific activities in drug abuse prevention, but there are very few active private international donors in the field or related fields (e.g., the Kellogg Foundation which is interested in youth). PRIDE Belize and NDACC are likely to compete for the same resources. Thus, the only ways that PRIDE Belize is likely to replace USAID funding is to reach an understanding with NDACC regarding a division of labor and a division of resources, or to combine a development of alternative roles (see response to question 10 below) with the sale of some services to the private sector or other agencies (e.g., organization and operations of EAPs).

As currently structured, and given its current focus on drug abuse prevention, we do not believe that PRIDE Belize is financially sustainable without continued USAID support. And we believe that this expectation is unrealistic for any NGO working on drug prevention in Belize.

Question #10. What alternative approach to or changes in project management/focus can be effected to improve project implementation and sustainability?

The most important change in the project's direction would be to place an emphasis on PRIDE Belize's strengths as a technical assistance and training resource. That strength should be used in support of training of trainers, in the design and implementation of an integrated communications strategy, and in the strengthening of early intervention/counseling programs. It would also make sense to develop further PRIDE Belize's demonstrated ability to design and locate funding for innovative projects in social development. In the area of research, it is clear that PRIDE Belize, using field resources available from NDACC, has acquired a capability in conducting field work for survey research. It is

also clear that PRIDE Belize and NDACC do not currently possess the trained staff capable of designing and analyzing national prevalence surveys and impact evaluation research. Thus, it is of critical importance that the project design address the acquisition of those skills as part of a future project. That will mean securing appropriate technical assistance and training as well as seeking to incorporate at least one qualified Belizean social scientist into the research task.

Question #11. How does this program relate to other efforts in the private and public sector?

It is clear that one of the great successes in drug abuse prevention in Belize has been the complimentary relationships that have been created among various private and public agencies working in the field. PRIDE Belize has a set of technical resources that provide critical support to the NDACC district coordinators. The district coordinators are the on-site presence in each district that are critical to program delivery. The symbiosis between the two elements (PRIDE and NDACC) is obvious. Even though there are the usual rivalries between the organizations, they clearly work together well and are cognizant implicitly of their need for each other. Other organizations such as Addiction Alert, school-based SAPs and workplace based EAPs, and AL-ATEEN clearly perform vital subsidiary roles in the overall drug prevention effort. The whole structure of organizations needs to work together in order to serve the intended purpose of reducing drug abuse in Belize.

Question #12. Is there a role for NDACC or other organizations in the institutionalization of the programs of PRIDE Belize?

As the team has consistently argued throughout this presentation, NDACC and PRIDE Belize are complimentary in their current operations. The other organizations and programs in the field such as Addiction Alert, La Patriarche, the SAPs and EAPs, the youth groups, the new sports programs, and the Youth Enterprise Fund also are part of the required institutional structure for an effective national drug abuse program. What needs to be done in the future is to assure that all of the functions that are presently performed by PRIDE Belize and NDACC are institutionalized in a sustainable fashion.

Given the limited possibilities of funding, that may mean one of several

options: a gradual merging of NDACC and PRIDE Belize; an agreement between PRIDE Belize and NDACC regarding a division of funding and a division of available financial support for those functions; and/or the generation of funding by PRIDE Belize through sale of services coupled to development of alternative activities (e.g., as an agency securing funding for a packet of social development projects broadly directed at dealing with alternative activities for groups at risk). The choice rests with the agencies concerned.

4.3 Recommendations

The team's responses to the formative research questions form the basis for the key recommendations which follow.

Assuming that USAID/Belize concurs with the team's conclusions that a continuing need exists to reduce drug use in Belize, we believe that the following factors and options should be considered in shaping a follow-on project.

Institution Building Options

In terms of developing a sustainable drug prevention effort in Belize, we believe that there are two basic options that should be considered. There are other logical options such as continuing support of PRIDE/Belize in the manner in which Phase IV has operated, or ceasing all support for PRIDE/Belize at the end of the current project. The former approach will not assure sustainability for drug abuse prevention since the end of project status will likely be the same as it is at present, a valuable organization without a basis for continued financial sustainability. The latter approach would mean losing an important asset in the fight against drug abuse without having replaced its functions elsewhere.

Consequently, the two options we recommend are as follows:

- **Option 1.** NDACC and PRIDE/Belize are encouraged to gradually merge their functions and institutional base into a single organization. USAID funding is packaged in such a way that it facilitates that transfer. For example, assuming a three year package, initially funding would be provided to

PRIDE/Belize for maintaining the current structure, but that over the three year period funding is transferred to the new institutional structure so that by the end of the project (e.g., during the last year), the new structure is up and running and receiving support from USAID for that last year. Under this assumption, a key component in triggering the transfer of funding to the new structure is the existence of significant funding for that new structure from non-USAID sources (e.g. Government of Belize, other international donors).

- **Option 2.** PRIDE/Belize and NDACC are maintained as separate and complimentary organizations with an understanding worked out that the two agencies will jointly seek and appropriately divide resources from major donors, most logically in terms of the specific functions they perform. For example, if PRIDE/Belize is to undertake a national training program for community trainers of out of school youth and NDACC will carry out the community based action program that results from the training, the funding agency (e.g., UNDCP) provides for payment of PRIDE's services as well as NDACC's. This approach also means that PRIDE Belize make a concerted effort to develop the sale of its drug abuse prevention services such as establishment and operation of EAPs, as well as its services to other organizations in developing alternative activities for groups at risk. An assumption in this regard is that a market for the sale of such services exists in Belize, an assumption that should be further tested in the design phase of the follow-on project.

Other Factors that Need Be Taken into Account

- A follow-on project needs to focus on assuring that the institutionalized agencies which result possess capabilities in: planning integrated communications programs; research to track the drug problem and to formulate and test approaches to prevention that are appropriate for Belize (i.e., to do evaluation); and developing marketing strategies to diversify funding sources and promote cost recovery.

- **While it is certainly the case that PRIDE Belize and NDACC's leadership have an intuitive grasp of the need for action in all three areas, we believe that they need very specific and directed training and technical assistance to understand the current state of the art in each of these areas: social marketing and integrated communications; drug prevention research and evaluation; and options and approaches to cost recovery and sustainability.**
- **In the area of research, we think that it is critical to the future of such efforts in Belize that whatever option is chosen, at least one well-trained Belizean social scientist needs to be identified and incorporated into the institution or institutions that result. That person (or persons) will need to receive extra training in the specific problems related to drug abuse prevention research, but that task will be far less costly and more likely to succeed if those trained already have basic social science research skills. Such persons appear to be available in Belize. As part of the design effort of the follow-on project, the institutional arrangements for incorporating at least one of these social scientists would have to be worked out.**

APPENDICES

EVALUATION SCOPE OF WORK

I. OBJECTIVES

The services required under this PIO/T are for (1) the conduct of an evaluation of the Drug Awareness Education Project (No. 505-0033); (2) the design of a follow-on project, Civic Action against Drug Abuse (Project No. 505-0048); (3) the design of a drug epidemiological tracking system.

II. BACKGROUND

In September 1985, USAID signed an Operational Program Grant with the Parent's Resource Institute for Drug Education (PRIDE, Inc.) with a funding level of US\$380,000 to implement a program to reduce the prevalence of drug use and abuse among Belizeans by increasing public awareness of the dangers of drugs. Since then the program has evolved through four phases and is now scheduled to terminate on June 30, 1993. The Drug Awareness Education (DAE) Project spans the period September 1985 - June 1993 with total funding of US\$1,932,000.

Significant project activities in the first phase included drug awareness education, dissemination of information through the media to increase awareness, the conduct of a drug use prevalence survey in schools, training of opinion leaders as trainers, and the fostering of alternative activities for youths. An evaluation was conducted (February 1987) and the findings formed the basis for Phase II of the program.

Phase II was developed and implemented during the period June 1, 1987, through April 30, 1990, by PRIDE/Atlanta under Cooperative Agreement No. 505-0033-A-00-7027-00 with funding of US\$717,000. The purpose of this phase was to increase public awareness about the danger of drugs to Belizean society, and to youth in particular. Significant activities of Phase II included networking, school outreach, training of trainers, strengthening of human and material resources, media programs, sustainability and impact determination.

This phase of the project was evaluated in January/February 1990, and it was determined that program implementation had been successful wherever objectives and activities were pausibly

linked, clearly defined, and adequate resources were available. The majority of activities scheduled were actually accomplished successfully. The evaluation team also found that the project was an integral component of the U.S. program in Belize to reduce drug use prevalence, and to promote anti-drug attitudes among the general public, the youth and opinion leaders.

Phase III of the drug education program was begun in May 1990, based on a proposal from PRIDE/Atlanta. During Phase III the objectives continued to be on earlier focus areas as well as the development of an early intervention program for secondary schools; affecting change in government policy regarding alcohol and other drugs; and the establishment of Pride Belize as an independent, sustainable PVO. The activities of Phase III ran from May 1, 1990 to March 15, 1991 with total funding of US\$212,453.

No formal evaluation of this phase was conducted, but based on a review of performance and an analysis of problems encountered, a new strategy was designed to be implemented by Pride Belize as an independent PVO in the period March 15, 1991, to June 30, 1993, with a funding level of US\$566,448.

Project activities during the present phase emphasize information dissemination, awareness and knowledge about the dangers of drug use, organizational development and changes in values and attitudes regarding alcohol and other drugs. Two objectives established for the final phase of the DAE Project were (1) to collect reliable, pertinent and useful information on the extent of the drug problem in Belize and make it accessible to the general public and relevant audiences, and (2) to obtain research and evaluation data and statistics to guide and assess program development and implementation. Inputs include training, multi-media social marketing campaigns, materials development, technical and logistical support and advocacy. Activities related to each of these key result areas are specified in the program description associated with Cooperative Agreement No. 505-0033-A-00-1151-00 executed between USAID and Pride Belize. It is this phase which is the subject of evaluation.

III. STATEMENT OF WORK

Three distinct tasks are to be completed by the contractor: (a) an evaluation of the program, (b) the design of a follow-on project and (c) design of a research component to be initiated under the current Pride program with continued implementation under the new program (scheduled to begin in June 1993). Each task is described below.

A. Evaluation

The activity to be evaluated is the Drug Awareness Education (DAE) Project (No. 505-0033) Phase IV implemented during the period beginning March 15, 1991 by Pride Belize under Cooperative Agreement No. 505-0033-A-00-1151-00 with grant funding of US\$552,547. The project goal is to contribute to the social stability and economic development of Belize by maintaining its social fabric through family and community well-being. The project purpose is to promote a drug-free lifestyle in Belize.

The primary purpose of the evaluation is to provide the basis and direction for the design of a follow-on project to be entitled, "Civic Action against Drug Abuse (CADA)." While summative in nature with respect to Phase IV, the evaluation will assess the relative validity, efficiency, effectiveness, and impact of USAID's strategy and the project to address the problem of drug abuse.

The evaluation will have summative and formative facets. The Contractor shall conduct a summative evaluation to determine the extent to which the objectives of Phase IV of the Drug Awareness Education Project have been achieved and the constraints encountered in achieving the objectives. The Contractor shall conduct a formative evaluation to determine (1) the continued relevance and validity of the objectives, (2) the actions necessary to fully attain the objectives, and (3) alternatives, options, and the recommended direction and strategy for a new drug prevention program.

The evaluation is to address issues of efficiency and effectiveness of project implementation and success in achieving objectives; as well as broader issues of sustainability, institutional capacity, institutionalization, unplanned effects, and national policies and programming.

With respect to the summative evaluation the questions to be answered include:

1. Effectiveness: To what extent (quantitatively and qualitatively) are the objectives of the Project being achieved? Is the Project achieving satisfactory progress toward the stated objectives?
2. Efficiency: Are the effects of the Project being produced at an acceptable cost compared with other alternative approaches to accomplishing the same objectives?
3. Impact: What are the intended and unintended positive and negative impacts of the Project?

4. Management: How well has the Project been implemented and managed and what have been the obstacles to implementation?

With respect to the formative evaluation of the achievement of the objectives, the following questions are to be addressed.

5. Are the problems addressed by the Project still germane to the USAID and GOB development strategies, policies and experiences?
6. Are the objectives of the Project still relevant and valid?
7. Are the activities of the Project plausibly linked to the objectives?
8. What can be done to make the Project more efficient in achieving the objectives and more effective overall?
9. Are the effects of the Project likely to become sustainable development impacts--that is, will they continue after A.I.D. funding has stopped? Under what conditions will the Project be sustainable? What is the prognosis for Pride Belize as a sustainable PVO within the arena of drug prevention?
10. What alternative approach to or changes in project management/focus can be effected to improve project implementation and sustainability?
11. How does this program relate to other efforts in the private and public sector?
12. Is there a role for the National Drug Abuse Control Council (NDACC) or other organizations in the institutionalization of the programs of Pride Belize?

In answering the questions outlined above, the evaluation is to consider various aspects of and obstacles to project implementation including:

1. project administration and staffing
2. project support and technical assistance
3. GOB cooperation--current and potential

The evaluation should also address the following areas:

1. program institutionalization and development of organizational capacity
2. staff capabilities and training needs
3. current and potential roles/relationship of Pride and NDAAC, complementarity of the programs, and their relative efficacy.

The evaluation report should provide empirical findings to answer these questions, conclusions (interpretations and judgments) that are based on the findings, and recommendations based on an assessment of the results of the evaluation exercise. The report should also describe the lessons learned from the analysis.

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**PRIDE BELIZE
LOGFRAME**

PROJECT LOGICAL FRAMEWORK

Narrative SummaryObjectively Verifiable IndicatorsMeans of VerificationAssumptionsGoal:

1.1 To contribute to the social stability and economic development of Belize by maintaining its social fabric through family and community well-being.

1.1.1 Statistically significant decrease in socially and economically deleterious effects due to alcohol and drug use such as drug use related accidents and new public and private policies against drug use.

Appropriate inferential indicators and surveys of public and private sector organizations including major employers.

Drug-free lifestyles contribute to greater social stability and individuals who are economically more productive.

Purpose:

2.1 To decrease prevalence in the use of alcohol and other drug use in Belize.

2.1.1 A minimum of 5% decrease in the use of alcohol among target groups.

2.1.2 A decrease in the rate of growth in the use of marijuana and cocaine among target groups

Prevalence surveys

The development of attitudes and behaviors consistent with a drug-free lifestyle will not be offset by other factors causing or promoting contrary attitudes and behaviors.

Outputs:Narrative Summary

3.1 PRIDE Belize as a sustainable and fully functioning PVO providing leadership, training and education, technical assistance support, information to the public and relevant audiences.

3.2 Maintenance of the current levels of awareness and knowledge about the dangers of drug use among high school students and attainment of high level of knowledge in the general public

3.3 Regular provision of reliable, pertinent and useful information on the extent of the problem and effectiveness of programs.

Objectively Verifiable Indicators

3.1.1 PRIDE Belize registered as PVO and functioning Board

3.1.2 Annual work plan approved and implemented.

3.1.3 Staff and operational system in place and functioning

3.1.4 Revenues from operations and income (funds) from non-project source amounting to at least 33 % of operational costs.

3.2.1 Maintain current level of awareness and knowledge of the dangers of drug use among secondary students

3.2.2 50% of upper primary students and 75% of the general public will have basic knowledge of the dangers of drug use.

3.3.1 Two annual assessments of the drug problem in Belize with distribution of results to the Government of Belize and other relevant audiences.

3.3.2 Six quarterly literature reviews distributed to professional community and other relevant audiences.

3.3.3 Two annual research and evaluation plans developed.

Means of Verification

Project progress reports

Project progress reports

Financial and compliance audits performance appraisal and annual reports

Annual Financial reports

Awareness surveys

Quarterly project progress reports and annual reports

Assumptions

3.4 Changes in values and attitudes and public and private policies regarding alcohol and other drugs.

The adoption and implementation of public and private policies with regard to alcohol and other drugs including development of policies with respect to drugs in sports and in the work place, advertising of alcohol and the enactment of new regulations with regard to licit and illicit drugs.

Surveys and records of board meetings and specific activity reports.

4.0 Inputs:

<u>Narrative Summary</u>	<u>Objectively Verifiable Indicators</u>	<u>Means of Verification</u>	<u>Assumptions</u>
4.1 Acquisition of staff, equipment and facilities	4.1.1 Development and adherence to annual implementation plan and quarterly schedules		
4.2 Training of staff and volunteers	4.2.1 Development and implementation of staff development plan		
4.3 Short-term technical assistance to PRIDE Belize	4.3.1 Use of at least 80% of funds allocated for SITA under project		
4.4 Media campaign and maintenance of resource centers	4.4.1 Five minutes of new television and radio public service announcements. 4.4.2 Regular press releases distributed to newspaper, television and radio. 4.4.3 One central resource center, six district resource and five NGO-based information stations.		

4.5 Technical and logistic support to existing drug prevention programs and for development of new programs

4.5.1 Two curriculum infusion models developed.

4.5.2 Fifty teachers trained in curriculum infusion model.

4.5.3 Twelve community-based drug prevention education programs.

4.5.4 Training program for adult leaders of youth groups developed.

4.5.5 Collaboration on eight youth drug-free alternative activities.

4.5.6 Training and technical assistance provided to ten existing early intervention programs.

4.5.7 Two model early intervention programs implemented.

4.5.8 Six quarterly drug prevention education updates provided to other public service organizations.

4.5.9 Collaboration on five community-based health-related projects.

4.6 Data collection system, research and evaluation agenda and capacity

4.6.1 Personnel hired and trained

4.6.2 Computer hardware and software acquired

4.6.3 Data collection system in place

4.6.4 Research and evaluation agenda developed and implemented

**PRIDE BELIZE
ACTIVITIES SUMMARY**

Pride Belize Activity Register 1991 (SUMMARY)

Date	Place	Activity	Primary	Secondary	Youth	Adult	Total
3/16-17/91	Bze City	Peer Counselling W/shop			15		15
3/20/91	Corozal	Counselling info session		150			150
3/20/91	Ladyville	Discuss drug situation in Belize				18	18
3/23/91	Bze City	Discuss harmful effects of alcohol and other drugs			45	84	129
1/25/91	Benque	Discuss drug issues and what Pride is doing			100		100
3/23/91	O/Walk	Team leader training for lock-in			25		25
4/19/91	Belmopan	Belizean Pride in youth show					
4/6/91	Cayo	Training of trainees as BYCC summer camp counsellors			15		15
4/9/91	Bze Dist.	Video presentation on effects of drugs & peer pressure	60				60
4/5/91	Belmopan	Belizean Pride jamboree			200		200
4/27/91	Belmopan	Booth at Agricultural Fair					0
4/18/91	Gales Pt.	Discussion on types of drugs and peer pressure					0
4/30/91	Bze City	Discussion on making appropriate choices about drugs	125				125
5/2/91	Bze City	Giving drug info to students		100			100
4/26/91	Bze City	Support to youth group			12		12
4/25/91	Bze City	Talk on growing up & making appropriate choices					0
5/14/91	Bze City	Planning & presenting a drug ed. w/shop				3	3
		SUB-TOTAL	185	250	412	105	952

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Pride Belize Activity Register 1991

Date	Place	Activity	Primary 185	Secondary 250	Youth 412	Adult 105	Total 952
5/10/91	Bze City	ACTION & Belizean Pride youth group drug-free party			25		25
5/8/91	Bze City	Talk on responsibility and making appropriate choices		140			140
5/14/91	Belmopan	Workshop on motivation					0
5/21/91	Bze City	Session on developing self-esteem				20	20
5/20/91	Bze City	Session on growing up and its responsibilities	15				15
5/21/91	Bze City	Discuss drug scene in Belize with emphasis on yth			16		16
5/23/91	Bze City	Discuss self-esteem and lack of it				12	12
5/20/91	Bze Dist.	Give BYCC presentation to secondary schools		1,000			1,000
5/28/91	Bze City	Conduct session on choices & facts about drugs		75			75
5/23/91	Bze City	Teaching attitudes to drugs and introduction to SAP					0
6/11/91	Bze City	Discuss the harmful effect of drugs & alcohol use/abuse				15	15
6/6/91	Bze City	ACTION group run day	50				50
4/30/91	Bze City	Discuss drugs and its effects and peer pressure	90				90
6/13/91	Cayo	Discuss signs and symptoms of drug abuse					0
7/3/91	Bze City	Discuss how drugs affect health of women					0
6/14/19	Corozal	Video show and discussion with parents					0
7/11/91	Belmopan	Eco-tourism conference					0
		SUB-TOTAL	340	1,465	453	152	2,410

(1)

Pride Belize Activity Register 1991

Date	Place	Activity	Primary	Secondary	Youth	Adult	Total
		SUB-TOTAL	340	1,465	453	152	2,410
7/10/91	Bze City	Peer pressure and how to deal with it	20				20
7/10/91	Bze City	Build into H/School curriculum drug prevention concepts					0
7/8/91	Bze City	Discuss drug situation in Belize & encourage drug free activities	20				20
7/12/91	Bze City	Encourage students to feel good about themselves					0
7/22/91	Bze City	Discuss alcohol/drug abuse & use			20		20
7/15/91	Belmopan	Transfer supplementary materials to science teachers for training					0
7/16/91	Belmopan	Discussion on national plan for women according to convention documents signed by govt					0
7/22/91	Bze City	Peer pressure, self-esteem motivation and cultural awareness					0
7/15/91	Bze City	Story telling as an alternative activity	25				25
7/24/91	Bze City	Drama as a means of communication			20		20
6/7/91	Bze City	Presentation to youth group			1,200		1,200
		SUB-TOTAL	405	1,465	1,693	152	3,715

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Pride Belize Activity Register 1991

Date	Place	Activity	Primary	Secondary	Youth	Adult	Total
		SUB-TOTAL	405	1,465	1,693	152	3,715
6/23/91	Districts	Youth rallies during drug awareness/youth week			450		450
7/24/91	Bze City	Visitation by Peace Corps Volunteers to Rockview & Yth Development Centre				3	3
7/13/91	Bze City	To develop Employee Assistance Program				10	10
8/1/91	Bze City	Co-facilitate Peer Counselling w/shop			16		16
8/1/91	Bze City	Talk about drug abuse/awareness	50				50
8/2/91	Bze City	Make drug presentation to youth			50		50
8/2/91	Bze City	Give Basic drug information			45		45
8/7/91	Cayo	Give presentation on drug abuse/use				105	105
8/7/91	Bze City	Attend workshop on Right of the Child				40	40
8/9/91	Bze City	Give presentation on youth & drugs			75		75
8/9/91	Cayo	Information & activity session					0
8/12/91	Bze City	Information session on drugs					0
8/12/91	Cayo	Go with Curriculum Dept. to Cayo & Blmpn					0
8/13/91	Bze City	Information session on leadership			18		18
8/15/91	Bze City	Booth at Health Fair					0
8/23/91	Bze City	San Pedro youth group perform at Belize Games			10		10
8/24/91	Bze City	Co-train teachers on life skills and Belizean situation on drugs				15	15
		SUB-TOTAL	455	1,465	2,357	325	4,602

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Pride Belize Activity Register 1991

Date	Place	Activity	Primary	Secondary	Youth	Adult	Total
		SUB-TOTAL	455	1,465	2,357	325	4,602
8/25/91	Bze City	ACTION & Belizean Pride youth group host San Pedro youth group			22		22
8/26/91	Bze City	Talk Show					0
9/4/91	Bze City	Talk with Mrs. Castillo about possibility of coord. efforts on the environmnt training program					0
8/26/91	O/Walk & Corozal	Meeting with cable tv managers in order to distribute PSA's and meeting with youth group					0
8/31/91	O/Walk	Introduce new media coordinator to youth group				15	15
9/5/91	Bze City	Work on celebration float					0
9/7/91	Bze City	ACTION youth group dinner			12		12
9/1/91	Bze City	Co-facilitate re-entry workshop with students returning from studies				32	32
9/5/91	Bze City	Discuss disease consepts of alcoholism				30	30
9/27/91	Bze City	Conduct principals seminar and current school policy on drugs				32	32
10/5/91	Cayo	Discuss harmful effects of drugs/alcohol				26	26
10/9/91	Bze City	Counselling training of Primary School Coordinators				10	10
10/3/19	Bze City	Attend literacy task force meeting				10	10
10/3/91	Bze City	Basic communications skills lecture				20	20
10/3/91	Bze City	Lecture on alcoholism				20	20
		SUB-TOTAL	455	1,465	2,391	520	4,831

Pride Belize Activity Register 1991

Date	Place	Activity	Primary	Secondary	Youth	Adult	Total
		SUB-TOTAL	455	1,465	2,391	520	4,831
10/9/91	Bze City	Discuss drug scene in Belize					0
10/10/91	Bze City	Discuss harmful effects of alcohol & other drugs				28	28
9/9/91	Belmopan	Gather info from Home Affairs and film from Govt Information Service					0
9/28/91	Cayo	Distribution of PSA's					0
10/3/91	Cayo	Meeting with school officials to set up environmental workshop					0
10/4/91	Bze City	Meeting to discuss PSA's			20		20
10/18/91	Bze City	Discuss health hazards of alcohol & drug use during pregnancy			20		20
10/10/91	Cayo	Hear about needs of sporting program to decide how Pride can assist program					0
10/13/91	Sn Pedro	Discuss and work on PSA and discuss youth programs					0
10/22/91	Bze City	Discuss in detail harmful effects of alcohol, marijuana & cocaine				8	8
10/20/91	Bze City	Discuss disease concepts of chemical dependency				40	40
10/18/91	Bze City	Video presentation		80			80
10/19/91	Cayo	Environment workshop				60	60
10/19/91	O/Walk	Metting to discuss PSA			20		20
10/21/91	Bze City	Video presentations		80			80
		SUB-TOTAL	455	1,625	2,451	656	5,187

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Pride Belize Activity Register 1991

Date	Place	Activity	Primary	Secondary	Youth	Adult	Total
		SUB-TOTAL	455	1,625	2,451	656	5,187
10/22/91	Dangriga	Discuss & inform youth group about making of a PSA					
10/22/91	Bze City	Job training workshop for apprentices			24		24
10/22/91	Bze City	Video presentations		80			80
10/23/91	Bze City	Video presentations		80			80
10/24/91	Bze City	Video presentations		80			80
10/25/91	Cayo	Workshop - Outstanding Students, Outstanding Teachers				33	33
10/27/91	Cayo	Leadership workshop with youth coord.			30		30
10/28/91	Bze City	Drug education		200			200
10/28/91	Bze City	Posibility of traing some young people in vocational skills					0
10/29/91	Bze City	Importance of good education in todays world				60	60
10/31/91	Cayo	Talk about drug situation in Belize			14		14
10/31/91	Bze City	Discussion on important elements for a drug policy					0
11/2/91	O/Walk	Camp fire hosted by ACTION youth group			50		50
11/4/91	Cayo	Interview with PS Bradley & meeting with Ms. Hall					0
11/4/91	Bze City	Discuss alcoholism - the disease concept				6	6
11/6/91	Bze City	Enabling alcoholism as a nurse				6	6
11/8/91	Bze City	Lecture on denial in relation to active abuser				6	6
		SUB-TOTAL	455	2,065	2,569	767	5,856

Pride Belize Activity Register 1991

Date	Place	Activity	Primary	Secondary	Youth	Adult	Total
		SUB-TOTAL	455	2,065	2,569	767	5,856
11/11/91	Bze City	Participate in activities on issues in primary ed.				260	260
11/11/91	Bze City	Lecture on drugs in Belize				6	6
11/13/91	Bze City	Meeting of Narcotics Anonymous					0
11/14/91	Bze City	Lecture on drugs in Belize (1st of 4)				25	25
11/14/91	Bze City	Guest speaker to answer questions about pot		25			25
11/13/91	Bze City	Conference on Meaning of the Continental Campaign, Ethnicity & Racism in Central America					0
11/18/91	Bze City	Final lecture on drug abuse				6	6
11/18/91	Bze City	Lecture of drugs in Belize				20	20
11/18/91	Bze City	Lecture on counselling skills for the classroom				20	20
11/18/91	Bze City	Meeting on National Strategy for Literacy					0
11/4/91	Corozal	Lecture on drugs & preparation for ACTION camp fire			200		200
11/22/91	Bze City	Lecture on good communications				35	35
11/23/91	Cayo	Presentation on basic counselling skills				25	25
11/23/91	Cayo	Community mobilization & involment					0
11/25/91	Bze City	Twelve Steps - AA in Belize				20	20
11/27/91	Belmopan	Booth for Information Fair					0
11/28/91	Bze City	Discuss effective listening				20	20
		SUB-TOTAL	455	2,090	2,769	1,204	6,518

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Pride Belize Activity Register 1991

Date	Place	Activity	Primary	Secondary	Youth	Adult	Total
		SUB-TOTAL	455	2,090	2,769	1,204	6,518
11/28/91	Bze City	Discuss effective communications between parents & Children				40	40
11/29/91	Cayo	Talk to director of Bible Trade School about bring a part of Pride's alternative program					0
12/5/91	Bze City	Discussion on road blocks to communications				10	10
12/13/91	Bze City	Meeting to discuss counselling certification course				2	2
12/13/91	Dangriga	Introduction of SAP to parents & teachers				10	10
12/17/91	O/Walk	Discuss ways which parents can help children grow up drug-free				40	40
12/21/91	PG	Week of drug education in Punta Gorda, meeting with students and teachers				100	100
12/20/91	Toledo	Youth leadership seminar & workshop					0
		SUB-TOTAL	455	2,090	2,769	1,406	6,720

Pride Belize Activity Register for 1992 (Summary)

Date	Place	Activity	Primary	Secondary	Youth	Adult	Total
1/11/92	O/Walk	Meet with youth organizers to plan yth activity for year					0
1/11/92	Sn Pedro	Presentations to schools & yth groups		200			200
1/18/92	Bze Dis.	Conduct workshop for youth environment task force			35		35
1/20/92	Belmopan	Discuss youth centre with Diane Hall and visitor Ms. Alpizar from Costa Rica				3	3
1/23/92	Bze Dis.	Discuss role of parents in regards to bringing up children drug free				51	51
1/23/92	Bze Dis.	Discuss building self confidence & develop effective listening skills				10	10
1/25/92	Bze City	Participate in planning for Women's Week					0
1/24/92	Bze City	Information session to identify problems of youth				8	8
1/21/92	Dangriga	Information & discussion on drugs in Belize		40			40
1/28/92	Dangriga	Parenting a drug free child				7	7
1/21/92	Dangriga	Four series of parent meetings to discuss drugs in Belize				39	39
1/29/92	Bze City	Video taping of Carla on research she has done in Belize					0
1/31/92	Bze City	Discuss Pride's future training role in Psychiatric Nursing Program				10	10
		SUB-TOTAL	0	240	35	128	403

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Pride Belize Activity Register for 1992 (Summary)

Date	Place	Activity	Primary	Secondary	Youth	Adult	Total
		SUB-TOTAL	0	240	35	128	403
2/1/92	Hopkins	BFLA lock-in and SEARCH youth group			30		30
2/3/92	Dangriga	Video presentation	76				76
2/3/92	Bze City	Talk on harmful effects of alcohol and drugs	75				75
2/3/92	Corozal	Complete surveys in San Jose, San Antonio, San Estavan					0
2/4/92	Dangriga	Discussion/role play of problems unique to teenage girls		21			21
2/4/92	Dangriga	Talk on improving communication between teen & parent				10	10
2/5/92	Bze City	Discuss harmful effects of alcohol & drugs				9	9
2/5/92	Bze City	Discuss implementation of EAP				1	1
2/6/92	Belmopan	Discuss environmental congress				1	1
2/8/92	Bze City	Discuss harmful effects of alcohol/drugs and encourage alternative activities			25		25
2/9/92	Corozal	Complete Community Leaders Survey					0
2/10/92	Dangriga	Supervision for counselling currently offer students				13	13
2/10/92	Dangriga	Discussion & role play on peer pressure and drug use	76				76
2/11/92	Dangriga	Incorporating drug info into language arts lesson		21			21
2/11/92	Dangriga	Sexual abuse workshop with parents				6	6
12/7/91	Cayo	Workshop on drugs and youth leadership speech	25				25
		SUB-TOTAL	252	282	90	168	792

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Pride Belize Activity Register for 1992 (Summary)

Date	Place	Activity	Primary	Secondary	Youth	Adult	Total
		SUB-TOTAL	252	282	90	168	792
12/0/91	Bze City	Using drug info to teach English language skills				15	15
12/10/91	Belmopan	Meeting with Sacred Heart School					0
12/15/91	O/Walk	Making videos with youth group			100		100
12/14/91	Bze City	Workshop to discuss outline paper for yth environmental task force				20	20
1/22/92	Dangriga	Plan Dangriga lock-in			25		25
2/28/92	Bze City	Drug education seminar with youth group			50		50
2/23/92	Cayo	Youth group retreat					0
2/22/92	O/Walk	Discuss plans for lock-in			15		15
2/20/92	Bze City	Take visiting Baptist counsellor to talk at high schools					0
2/24/92	Sn Pedro	Make plans for youth group lock-in			15		15
2/12/92	Cayo	Talk to students of Natures Club about alt. activities		15			15
12/11/91	O/Walk	Four interviews with community leaders					0
2/2/92	Cayo	Lectures & seminars to establish youth group contacts					0
2/11/92	Bze City	Discuss drugs in Belize, building self-confidence and avoiding peer pressure	58				58
2/25/92	Dangriga	Basic counselling skills to dysfunctional families				12	12
2/25/92	Dangriga	Conclusion of 8 weeks counselling program				30	30
		SUB-TOTAL	310	297	295	245	1,147

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Pride Belize Activity Register for 1992 (Summary)

Date	Place	Activity	Primary	Secondary	Youth	Adult	Total
		SUB-TOTAL	310	297	295	245	1,147
2/20/92	Bze City	Attend AIDS workshop				60	60
2/6/92	Cayo	Demonstrate & involve teachers in presenting lessons to 4th form students about drugs		8			8
2/7/92	Corozal	Basic counselling skills				31	31
2/7/92	Sn Pedro	Giving presentation at high school & meeting youth group					0
2/7/92	Bze City	Presentation on dynamics of group behaviour				10	10
2/18/92	Dangriga	Teen problems - peer pressure, drugs, sexuality	54				54
2/18/92	Cayo	Effective listening as basis for better communication with students				29	29
2/21/92	Bze City	Discuss harmful effects of alcohol/drugs use & abuse		70			70
2/28/92	Belmopan	Meeting to form & reactivate youth commission countrywide				30	30
2/28/92	Bze City	Visit 2 silk screen companies about getting posters etc.					0
2/28/92	Bze City	Pride at Jr. Achievement meeting					0
2/29/92	Cayo	Environmental meeting & discuss plans for relation				20	20
2/20/92	Belmopan	Discuss harmful effects of alcohol & drugs and encourage drug free lifestyles		22			22
3/1/92	O/Walk	Seminar/workshop on drug ed. & public speaking skills			25		25
3/14/92	Bze City	Booth at Women's Wellness Fair					0
3/2/92	Bze City	Discuss drugs and your family				20	20
		SUB-TOTAL	364	397	320	445	1,526

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Pride Belize Activity Register for 1992 (Summary)

Date	Place	Activity	Primary	Secondary	Youth	Adult	Total
		SUB-TOTAL	364	397	320	445	1,526
3/3/92	Dangriga	Effective parenting responsibilities				20	20
3/3/92	Bze City	Discuss harmful effects of drugs & alcohol use and abuse		28			28
3/5/92	Bze City	Discuss harmful effects of drugs and alcohol use		24			24
3/3/92	Cayo	Meeting to discuss environmental conference in March				15	15
3/10/92	O/Walk	Seminar on Women's Health, drug-sex-AIDS					0
3/16/92	Bze City	Discuss facts/signs & symptoms of alcohol, marijuana, cocaine use				13	13
3/14/92	Cayo	Coordinate & participate in environmental group relation					0
3/15/92	Bze Dis.	Booth for Agricultural Fair in Crooked Tree					0
3/16/92	Bze City	Story about feelings				20	20
3/18/92	Bze City	Discuss harmful effects of tobacco, alcohol & other drugs					0
3/20/92	Bze City	Discuss harmful effects of drugs/alcohol on youth				16	16
3/23/92	Bze City	Group counselling techniques		8			8
2/23/92	Bze City	What is A.A.				20	20
3/24/92	Bze City	Discuss the EAP & how employer/employee benefits				25	25
3/25/92	P.G.	Discuss drugs in Belize & avoiding peer pressure	100				100
		SUB-TOTAL	464	457	320	574	1,815

Pride Belize Activity Register for 1992 (Summary)

Date	Place	Activity	Primary	Secondary	Youth	Adult	Total
		SUB-TOTAL	464	457	320	574	1,815
3/25/92	Bze City	Making video PSA					0
3/27/92	Bze City	Drugs in Belize - their effects & how to avoid pressure to use					0
3/27/92	Bze City	Public/interpersonal relations as it applies to delivery of services				23	23
3/28/92	O/Walk	Lecture on alcohol abuse & discuss lock-in					0
3/28/92	Bze City	Booth at Youth Sports Day					0
3/28/92	Bze City	Public/interpersonal realtions with clients when they come to family court for help					0
3/30/92	Bze City	Drugs in Belize & avoiding peer pressure to use	20				20
2/30/92	Bze City	Enabling in classroom				20	20
3/30/92	Bze City	Dissuss with teachers hard facts about drugs/alcohol				16	16
3/20/92	Bze City	Presentation on the effects of alcohol					0
4/2/92	Bze City	What id CODA?				5	5
4/2/92	Sn Pedro	Lecture on alcohol and its effects on young people			12		12
4/3/92	O/Walk	Advertising for summer education program				29	29
4/3/92	Bze City	Living with CODA				5	5
4/4/92	Corozal	Talk on how to actively part-take in fight against drugs		20			20
4/4/92	Gales Pt.	Preservation of culture without use of drugs				45	45
		SUB-TOTAL	484	477	332	717	2,010

Pride Belize Activity Register for 1992 (Summary)

Date	Place	Activity	Primary	Secondary	Youth	Adult	Total
		SUB-TOTAL	484	477	332	717	2,010
4/5/92	Cayo	Drugs and their effects on the social life of youth			26		26
4/7/92	Bze City	Drugs/alcoholism in our community					0
4/8/92	Bze City	Co-facilitate 8 week counselling group		6			6
4/9/92	Bze City	Discussion on mental illness today				9	9
4/10/92	Cayo	Attending drug fair		120			120
4/11/92	Corozal	Meeting with youth groups					0
4/11/92	Cayo	PSA shoot in Garifuna language					0
4/20/92	Dangriga	Discuss summer camp for youth group at Jaguar Reserve					0
4/21/92	Bze City	Discuss drugs in the workplace & set up drug policy				10	10
4/21/92	Corozal	Coordinate first meeting for REACH					0
4/25/92	P.G.	Use, abuse & effects of drugs on women, children & the family					0
4/25/92	P.G.	Participation in Catholic Jamboree by youth group			45		45
4/25/92	Cayo	Presentation to group about Costa Rica trip					0
4/30/92	Bze City	Discuss drugs in workplace and what EAP's are doing		29			29
4/29/92	Bze City	Sit in during family day at Addiction Alert					0
4/30/92	Belmopan	Discuss Pride '92 survey					0
5/4/92	Bze City	Follow-up to 13 weeks of individual counselling training		11			11
		SUB-TOTAL	484	643	403	736	2,266

Pride Belize Activity Register for 1992 (Summary)

Date	Place	Activity	Primary	Secondary	Youth	Adult	Total
		SUB-TOTAL	484	643	403	736	2,266
5/5/92	Corozal	Meeting with 2 high schools about survey					0
5/7/92	Bze City	Guest speaker on Belizean Folklore				30	30
5/8/92	Sn Pedro	Discuss role of parents in creating drug free atmosphere				18	18
15/19/92	Bze City	Three day discuss on drugs in workplace & effects on production				29	29
5/13/92	O/Walk	Discuss with parents the problems of drug use/abuse				33	33
5/14/92	Bze City	Video presentation	72				72
5/16/92	Bze City	Attend networking workshop					0
5/16/92	Bze City	Communicating with your adolescent				42	42
5/16/92	O/Walk	Discuss with youth group May events					0
5/17/92	Corozal	Workshop with youth groups			22		22
5/26/92	Bze City	Information gathering on women with int'l researcher Dr. Paradise				4	4
5/20/92	Bze City	Video presentation	112				112
5/21/92	Bze City	Discussion with teachers about harmful effects of alcohol and drugs				21	21
5/22/92	Bze City	Peer counselling and forming support group				37	37
5/30/92	Cayo	Lock-in at San Ignacio			55		55
		SUB-TOTAL	668	643	480	950	2,741

Pride Belize Activity Register for 1992 (Summary)

Date	Place	Activity	Primary	Secondary	Youth	Adult	Total
		SUB-TOTAL	668	643	480	950	2,741
5/31/92	Cayo	Peer education activities for youth					0
2/21/92	Bze City	Basic counselling skills				10	10
6/1/92	Bze City	Mental health and the Peace Corps volunteer				33	33
6/2/92	Bze City	Discuss harmful effects of drug/alcohol and encourage healthy alternatives to drugs	13				13
6/4/92	Belmopan	Discuss harmful effects of drugs/alcohol and encourage alternative activities			8		8
6/5/92	Bze City	Discuss positive lifestyles in planning future				62	62
6/8/92	Dangriga	Basic counselling skills				31	31
6/9/92	Belmopan	Meeting to discuss survey charts & graphs					0
6/10/92	Bze City	Discuss harmful effects of alcohol, tobacco & other drugs	66				66
6/11/92	Corozal	Training alateen sponsors				5	5
6/11/92	Corozal	Meeting with youth group to organize election of officers			23		23
6/12/92	US Virgin Island	Attending workshops on alcohol & other drugs					0
6/13/92	O/Walk	Lock-in at Orange Walk			60		60
6/18/92	Cayo	Meeting of Jr Achievement					0
6/19/92	Bze City	Alateen training for District Coordinators				8	8
6/19/92	Bze City	Discuss harmful effects of drugs & alcohol and encourage drug free lifestyle		32			32
		SUB-TOTAL	747	675	571	1,099	3,092

Pride Belize Activity Register for 1992 (Summary)

Date	Place	Activity	Primary	Secondary	Youth	Adult	Total
		SUB-TOTAL	747	675	571	1,099	3,092
6/21/92	Corozal	Youth group activity for Youth Week			23		23
6/22/92	Bze City	Attend workshop on curriculum for PNP program				25	25
6/24/92	Cayo	Site selection and meeting for Alateen program				3	3
6/27/92	Bze City	Deliver certificates to graduates of Yth Dev. Centre		17			17
6/28/92	Bze Dist.	Group dynamics & communication skills in drama				16	16
6/25/92	Bze City	Enhancing self-esteem & motivation in the workplace					0
6/29/92	Belmopan	Discuss survey results & funding proposal for yth centre					0
6/29/92	Bze City	Attend seminar on methodology & critical training competencies					0
7/2/92	Corozal	Meeting with CASP coordinators to plan budget					0
7/3/92	O/Walk	Presentation on drug awareness to youth leaders			69		69
7/4/92	Bze City	Deliver food packages to homeless				30	30
7/5/92	Cayo	Meeting with BETAPS Cayo branch to discuss w/shop					0
7/6/92	Bze City	Develop positive self-esteem			30		30
7/10/92	Bze City	Pre-meeting for Alateen					0
7/9/92	Bze Dist.	Drug education presentation					0
7/10/92	Bze City	Deliver food to homeless for AHEAD project				31	31
		SUB-TOTAL	747	692	693	1,204	3,336

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Pride Belize Activity Register for 1992 (Summary)

Date	Place	Activity	Primary	Secondary	Youth	Adult	Total
		SUB-TOTAL	747	692	693	1,204	3,336
7/11/92	Bze City	Meeting to finalize plans for basketball court in Port Loyola area					0
7/12/92	Corozal	Drug education presentation to young people			30		30
7/13/92	Belmopan	Meeting about proposal					0
7/14/92	Bze City	Discuss harmful effects of drugs/alcohol, self-esteem and healthy lifestyles			15		15
7/16/92	Bze City	Discuss harmful effects of alcohol/drugs			37		37
7/18/92	Corozal	Job seeking skills workshop			25		25
7/20/92	Belmopan	Meeting to discuss survey results					0
7/23/92	Corozal	Presentation to youth group on how to perform alt. act.					0
7/25/92	Cayo	Meeting to plan job skills workshop					0
6/27/92	Corozal	Assist with Yth. Comm. parade for Youth Week					0
7/28/92	Cayo	Meeting with business people to discuss Jr. Achievement					0
7/3/92	Bze City	Discuss drugs in Belize, peer pressure & teen pregnancy			10		10
7/15/92	Bze City	Peer pressure and ways to deal with it		15			15
7/8/92	Bze City	Teen problems to be aware of & communicating with teens					0
7/18/92	Bze City	Airport to pick up visiting consultant					0
7/20/92	Cayo	Two day workshop to start Alateen			21		21
		SUB-TOTAL	747	707	831	1,204	3,489

Pride Belize Activity Register for 1992 (Summary)

Date	Place	Activity	Primary	Secondary	Youth	Adult	Total
			747	707	831	1,204	3,489
		SUB-TOTAL					
7/20/92	Cayo	Two day workshop for Alateen Chapter					0
7/22/92	O/Walk	Pre-meeting for Alateen			10		10
7/23/92	Corozal	Pre-meeting for Alateen			18		18
7/25/92	Dangriga	Two day Alateen workshop			11		11
7/25/92	Dangriga	Two day workshop for Alateen					0
7/30/92	Bze Dist.	Drug education presentation			29		29
7/31/92	O/Walk	Meeting to prepare for job skills workshop					0
7/31/92	Corozal	Two day workshop to start Alateen Chapter			27		27
8/1/92	Cayo	Job skills training workshop				28	28
8/3/92	Bze City	Developing high self-esteem					0
8/28/92	Belmopan	Discuss survey results and media messages					0
8/31/92	O/Walk	Talk on drug ed. to students & take PSAs to TV managers		93			93
8/10/92	Bze City	Group counselling				6	6
8/21/92	Bze City	Pre-workshop planning for students in crisis					0
8/18/92	Bze City	Tape nursing school students in PNP program				6	6
8/31/92	O/Walk	Meeting with teachers to discuss setting up drug education section in school libraries				99	99
9/14/92	Belmopan	Discuss harmful effects of drugs/alcohol				37	37
9/17/92	Bze City	Discuss drug situation in Belize		37			37
		SUB-TOTAL	747	837	926	1,380	3,890

Pride Belize Activity Register for 1992 (Summary)

Date	Place	Activity	Primary	Secondary	Youth	Adult	Total
		SUB-TOTAL	747	837	926	1,380	3,890
9/22/92	Bze City	Positive alternatives to teen problems		35			35
9/22/92	Bze City	Discuss self-esteem, peer pressure etc.		31			31
12/4/91	Bze City	TACADE workshop - Listening well				22	22
9/24/92	Bze City	Teen relations at home & with peers					0
9/25/92	Bze City	Annual Principals meeting				11	11
9/26/92	Cayo	Workshop and lock-in			40		40
10/1/92	Bze City	Peace Corps involvement in Pride's past & present				9	9
10/1/92	Belmopan	Meeting with Min. Musa to discuss Learning Centre project					0
10/5/92	Bze City	Discuss parenting skills etc.				9	9
10/5/92	Bze Dist.	Discuss the drugs commonly used & effects on family, school & community				25	25
10/7/92	Bze City	Discuss harmful effects of drug use & abuse				17	17
10/8/92	Belmopan	Meet with Minister to present proposal for Civilian Youth Corps					0
10/2/92	O/Walk	Assist BYCC with implementation of their program			8		8
10/12/92	Dangriga	Drug education workshops in villages			87		87
10/13/92	Bze City	Discuss harmful effects of alcohol & drugs to parents				40	40
10/15/92	Bze City	Discuss harmful effects of alcohol & drugs	32				32
10/17/92	Bze City	Help Jr. Achievement members		20			20
		SUB-TOTAL	779	923	1,061	1,513	4,276

Pride Belize Activity Register for 1992 (Summary)

Date	Place	Activity	Primary	Secondary	Youth	Adult	Total
		SUB-TOTAL	779	923	1,061	1,513	4,276
10/19/92	Bze Dist.	Discuss parenting skills & how to raise a drug free child				39	39
10/21/92	Bze City	Attend Child Abuse workshop				110	110
10/20/92	Cayo	Filming counselling skills session				8	8
10/21/92	Bze City	Planning meeting for Nov. conference				4	4
10/22/92	Corozal	Discuss youth group alternatives to drugs & alcohol					0
10/24/92	Cayo	Leadership & organization seminar for youth group			12		12
10/26/92	Bze Dist.	Discuss teenage pregnancy, AIDS & drugs				33	33
10/30/92	Corozal	Presentation to BATAPS on Yth. Enterprise Fund					0
10/30/92	Bze City	Discuss harmful effects of drug use and abuse with focus on pregnant women				9	9
10/30/92	Bze City	Meeting & w/shop with Dr. Gould from Florids Health Dept.				20	20
10/31/92	Sn Pedro	Meeting to discuss BYCC diving project				16	16
10/31/92	Bze City	Assist business division of Jr. Achievement program		15			15
11/5/92	Corozal	Meeting for drug education seminar			13		13
11/7/92	O/Walk	Job search w/shop for BYCC participants			8		8
11/10/92	O/Walk	Discuss harmful effects of alcohol & drugs				180	180
11/10/92	Bze City	Discuss drug situation in Belize etc.				20	20
11/12/92	Belmopan	Discuss harmful effects of alcohol & other drugs			13		13
11/13/92	Cayo	Evaluation session of BYCC project			8		8
		SUB-TOTAL	779	938	1,115	1,952	4,784

Pride Belize Activity Register for 1992 (Summary)

Date	Place	Activity	Primary	Secondary	Youth	Adult	Total
		SUB-TOTAL	779	938	1,115	1,952	4,784
11/14/92	Bze City	Assist Jr. Achievement production			25		25
11/7/92	Bze City	Effects of peer pressure & strategies to resist			45		45
11/11/92	Bze City	Planning meeting for Alateen/ACOA conference				4	4
11/10/92	Belmopan	Discussion UNCHR counselling training need as they relate to Paraprofessional Program				4	4
11/14/92	Bze City	ACOA Awareness Workshop				18	18
11/17/92	Bze City	Discuss harmful effects of drugs & alcohol	30				30
11/17/92	Bze City	Discuss Alateen Chapter in Belize City				4	4
11/18/92	Bze City	Discuss harmful effects of drugs & alcohol, sign and symptoms of use and ways teachers can help				41	41
11/20/92	Bze City	Jobskills training workshop				70	70
12/2/92	Bze City	Discuss harmful effects of alcohol & drug use and abuse				8	8
11/18/92	Bze City	Board meeting					0
11/20/92	Bze City	Literacy workshop					0
11/27/92	Bze City	Discuss how teachers can work with parents				41	41
11/27/92	Bze City	Giving awards to schools that won clean-up contest					0
11/27/92	Bze City	Guest speaker on talk show		25			25
11/28/92	Bze City	Coordinate Jr. Achievement production session					0
11/30/92	Belmopan	Meet with data collection officer for Police					0
		SUB-TOTAL	809	963	1,185	2,142	5,099

Pride Belize Activity Register for 1992 (Summary)

Date	Place	Activity	Primary	Secondary	Youth	Adult	Total
		SUB-TOTAL	809	963	1,185	2,142	5,099
11/12/92	Corozal	Counselling training session				19	19
10/29/92	Corozal	Child abuse w/shop as background for counselling training				19	19
11/27/92	Bze City	Attend Peace Corps volunteer conference				50	50
11/30/92	Bze City	Planning meeting on legislation				4	4
11/30/92	O/Walk	Alateen follow-up				27	27
11/30/92	O/Walk	Alateen awareness to teachers				2	2
12/3/92	Corozal	Discuss with principal about upcoming drug ed. events		15			15
12/5/92	Bze City	Jr. Achievement production day					0
12/9/92	Bze City	Project planning for 1993 for Peace Corps Volunteers				4	4
12/9/92	Bze City	Counselling Training follow-up				10	10
12/10/92	Bze City	Working with high risk females				7	7
12/11/92	Cayo	Meeting to plan Dec. workshop					0
12/12/92	O/Walk	Meeting with youth group to plan drug ed. event			22		22
12/14/92	Belmopan	Take part in NOPCA survey				4	4
12/17/92	Belmopan	Discuss BYCC project & Pride/NDACC documentary					0
12/22/92	Bze City	Xmas special for the homeless					0
12/23/92	Belmopan	Discuss with BIS proposed documentary					0
		SUB-TOTAL	809	978	1,207	2,288	5,282
							0
		TOTAL FOR 1991 & 1992	1,264	3,068	3,976	3,694	12,002

**PERSONS AND ORGANIZATIONS
CONTACTED**

PRIDE Belize

Dr. Dennis Hoy, Director

Joan Burrell, Parents/Community Programs Coordinator

Myrna Manzanares, School Program Coordinator

Heraldo Flowers, Youth/Media Programs Coordinator

Pamela Bevans, Administrator

Joy Helfrich, Peace Corps Volunteer and Counselor Trainer

National Drug Abuse Control Council (NDACC)

Vildo Marin, Chairman, National Drug Abuse Control Council
and Minister of State, Ministry of Foreign Affairs

Francis Baizar, Director, National Drug Abuse Control Council

Maria Angelita Magana, National Coordinator, Drug Abuse
Prevention Education Program

Denbigh Yorke, District Coordinator, Belize

Keith Emmanuel, District Coordinator, Stann Creek

Deli Martinez, District Coordinator, Toledo

Ezekiel Lopez, District Coordinator, Orange Walk

Armando Chulin, District Coordinator, Cayo

Ayonie Price Briceno, District Coordinator, Corozal

Omario Contreras, Research Officer

Government of Belize

Said Musa, Minister of Foreign Affairs, Education,
and Economic Development

Bernard Bevans, Permanent Secretary, Ministry of
Home Affairs and Defense

Santos Mahung, Permanent Secretary, Ministry of Education

Glen Godfrey, Attorney General

Diane Hall, Senior Youth Development Officer,
Ministry of Social Services

Bernard Mortis, Chairman National Youth Commission

Social Service and Public Health Agencies

Blanche Horsham, Program Director,
Addiction Alert Organization of Belize

Abigail McKay, Manager,
Addiction Alert Organization of Belize

Alma Bottaro, Director, Health Education and Community
Participation Bureau (HECOPAB)

Fenton James, Visual Aids Coordinator (HECOPAB)

Romeo Magana, Field Coordinator, National AIDS Committee

Mervin Lambey, Director of Education
Belize Family Life Association (BFLA)

Lorna McDougal, Director, National Organization for the
Prevention of Child Abuse (NOPCA)

A

Schools

Fred Garcia, Coordinator, Student Assistance Program,
Ecumenical College, Dangriga

Augustine Flores, Principal (retired), Ecumenical College,
Dangriga

Diego Bol, Principal, Toledo Community College, Punta Gorda

Paul Mahung, Coordinator of Counseling Services,
Toledo Community College

Sister Caritas, Counselor, St. Catherine's College,
Belize City

Norah Bradley, Teacher, St. Catherine's College

Sister Judith, AL-ATEEN, Dangriga

Dr. Angel Cal, President, University College of Belize

Youth Groups

Lucia Cituk, ACTION, Corozal

Sharon Dominguez, ACTION, Orange Walk

Cesar Solono, BFLA, Dangriga

Media

Stewart Krohn, Great Belize Productions

Evan Hyde, Publisher, Amandala

Thomas Hyde, Board of Directors, Amandala

Frank Arzu, Cable System Operator, Dangriga

Robert Reich, Cable System Operator, Belize City

Silvana Woods, Creole Gial Productions

Private Sector/Business Community

James M. Currie, President, Angelus Press Limited

Maria Vega, President, Belize Tourism
Industry Association

Jack Westerhold, San Pedro Chamber of Commerce,
Crime Committee/Neighborhood Watch

Local Government

Gregorio Aleman, Senator, Toledo

Patty Arceo, Deputy Mayor, San Pedro

USAID/Belize

Barbara Sandoval, USAID Representative

Patrick McDuffie, General Development Officer

Carolyn Leacock, Project Management Specialist

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James R. Craig

Erasmus J. Franklin

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Alfredo Cesar Dachary

Stella Maris Arnaiz Brune

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Dr. Thomas J. Gleaton, Jr.

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Barbara Haan
Santos Mahung
Steve Ridini

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Joel M. Jutkowitz
Harry R. Day
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Bruce McLean
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