Educational Quality Improvement Program 3

Engaging and Preparing Youth for Work, Civil Society, and Family Life

Lessons from Experience Series

Engaging Young Men in Jamaica's Urban Areas: Education and Employment as Complementary Strategies

From the Education For All (EFA) Youth Challenge Grant Program in Jamaica

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Engaging Young Men in Jamaica's Urban Areas: Education and Employment as Complementary Strategies

Part of the Education for All Lessons Learned Package

Prepared by
Education Development Center, Inc. (EDC)
People's Action for Community Transformation in Jamaica (Jamaica PACT)

Compiled and coordinated by Alejandra Bonifaz (EDC)
with the following individual contributors:

Jamaica (Jamaica PACT):
Betty Ann Blaine (Lead Author)
Richard Lambie
Sheila Nicholson
Lorna Peddie
Patrice Samuels

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Introductory Letter

Dear Colleagues:

With some 1.7 billion 15-24 year-olds globally, the cliché that "youth are our future" is proving to be a reality—a reality many find unsettling. Demographic analyses and projections show increasingly youthful populations on the horizon. Political appraisals warn of potential unrest arising from young people lacking skills and livelihoods. Workforce and education assessments predict challenging demand and supply dimensions for a generation poorly prepared for modernizing economies. Global health concerns rise with the knowledge that the new HIV infection rate is highest in the youth population.

Nonetheless, young people everywhere show remarkable strengths, often exhibit astonishing resiliency, and demonstrate optimism even when faced with the most daunting of circumstances. Rather than be seen as liabilities, young people can and should be seen as assets for community development. When appropriately engaged and adequately prepared for roles in the work, family life, and civil society, youth often become key actors in the strengthening and transformation of their nations.

Much has been learned about how to build on youth's positive attributes in initiatives and projects in many parts of the world. USAID's Educational Quality Improvement Program 3 (EQUIP3) is designed to improve earning, learning, and skill development opportunities for out-of-school youth in developing countries. EQUIP3, a consortium of 12 organizations led by Education Development Center, is a mechanism through which USAID can access the expertise of these organizations to design and implement youth development programs. Perhaps more importantly, EQUIP3 provides the impetus and the platform for youth development organizations to learn from their experiences and share their lessons.

As part of a series of publications summarizing what is being learned "on the ground" from projects in more than a dozen countries, this report is from a three part demonstration program called Education for All Youth Challenge Grant. *Engaging Young Men in Jamaica's Urban Areas* focuses on a growing population of young men who are out of school and unemployed, and at risk of or engaged in gang activity or violent behavior. Working with a small sub-set of about 80 young men in the Grants Pen community within Kingston, the project achieved modest but demonstrable success in improving literacy and numeracy, and building employment and livelihood skills through music and aquatic activity. The report summarizes practical lessons learned regarding project design, preparation of the community, implementation, and direct implementation for similar youth projects that focus on young men living in environments with high levels of violence.

Taken together with two companion pieces on small experiments in Uganda and South Africa, this brief report is meant to add substance to the growing attention being paid to youth issues in international development. We look forward to sharing more lessons from EQUIP3's experience, with the goal of improving youth development programs around the world.

Erik Payne Butler
Director, EQUIP3

Introduction to the EFA Youth Challenge Grant Program

The Education For All (EFA) Youth Challenge Grant Program was a multi-country initiative designed to strengthen young people's livelihoods skills and opportunities. Supported by USAID Country Missions and USAID/Washington through the EQUIP3 mechanism, the EFA Program took place in Jamaica, South Africa, and Uganda for periods of 12-16 months each project, between March 2005 and June 2007. All three projects adopted innovative approaches to address cross-cutting issues related to education, health, life skills, and livelihoods that youth face on a daily basis.

The EFA Youth Challenge Grant Program aimed to achieve its goal by building the capacity of organizations and agencies to provide relevant skills training for out-of-school youth. More specifically, the program assisted USAID Missions and implementing organizations to:

- Analyze and strategically address youth basic education and livelihoods issues.
- Build partnerships among USAID Strategic Objective teams, national government Ministries, the private sector, and NGOs to address youth issues in an integrated and creative manner.

To achieve its objectives, the EFA Youth Challenge Grant Program created in 2005 a co-financing mechanism with country USAID Missions to support the following innovative and strategic youth projects:

EFA Jamaica	This project addressed urban boys' education and employment challenges in a community with high rates of violence.
EFA Uganda	This project used sports as a convening mechanism for education, healthy living, and peace-building among in- and out-of-school youth.
EFA South Africa	This project adapted a viable U.S. youth service model to a South African context to address employment, civic engagement, and education issues.

All three projects cut across education, health, life skills, and livelihood issues. In an effort to learn from the experiences gained during the implementation of this initiative, at the beginning of each EFA project, partners in each country selected a theme that the project would examine throughout its implementation and agreed to produce a brief document that summarizes or illustrates the theme. Given the diverse nature of these projects and the particular circumstances on the ground, the themes selected varied across projects. The exercise resulted in the following lessons learned documents:

- **EFA South Africa:** ***City Year in South Africa: Adapting a U.S.-based Service Learning Model***
  This paper focuses on the concept of program adaptation. Based on the experience of adapting the US-based City Year model into a South African context, the discussion reflects on the challenge of finding a balance between project elements that can (and should) be adapted in another setting and elements that must remain unchanged in order to maintain the integrity of the project. This paper was designed for practitioners who may be considering adapting or expanding a project to new settings.

- **EFA Jamaica:** ***Engaging Young Men in Jamaica's Urban Areas: Education and Employment as Complementary Strategies***
  Based on EFA work with young men living in Grants Pen, Jamaica, this handbook provides methods, strategies, and insights on youth project design, community preparation, project implementation, direct intervention, public relations, and evaluation. It was designed for project implementers and policy makers who are working (or plan to work) with young males in volatile inner-city communities.

- **EFA Uganda:** ***Sports for Youth Development in Uganda: Monitoring and Evaluation of an Assets-based Approach***
  This paper focuses on the process of developing a monitoring and evaluation (M&E) plan that supports an asset-based approach to youth development. The discussion is focused on observations of project activities in Kumi and Lira that highlight the multiple elements involved in an assets-based and highly participatory approach to measuring youth development. It is geared toward youth development practitioners who are interested in measuring project outcomes in a more holistic way.

This document is one of three lessons learned documents that form the *EFA Lessons Learned Package* that was developed to serve as a resource for youth development practitioners and project implementers. The *EFA Lessons Learned Package* was jointly developed by Education Development Center, Inc. (EDC), People's Action for Community Transformation (PACT), City Year US/South Africa (CY & CYSoA), and The Kids League (TKL) to share experiences gathered during the implementation of three youth-focused projects in Jamaica, South Africa, and Uganda. The documents were developed primarily by the implementing partner organization with direct input from project staff, youth, and local stakeholders.

EFA Jamaica: Project Snapshot

*The **EFA Jamaica project** aimed to provide 15- to 24-year-old young men who lived in Grants Pen, a high violence, inner-city community within Kingston, with positive youth development opportunities during a 12-month period. The innovative approach focused on generating opportunities for young men to acquire music and aquatic skills, in addition to transferable basic skills that will help increase their livelihood opportunities.*

LOCATION
Kingston, Jamaica

DATES
May 2006-June 2007

TARGET POPULATION
78 unattached, out-of-school and at-risk young men aged 15-24, some of whom are involved in gang activity

PRIMARY OBJECTIVES

- Strengthen young men's core livelihood assets (human, social, and financial) and key livelihood capabilities (innovation, positive risk-taking, and decision-making)
- Improve literacy and numeracy
- Encourage personal development and community involvement through acquisition of skills in leadership, advocacy, relationship management, and community participation

HIGHLIGHTS

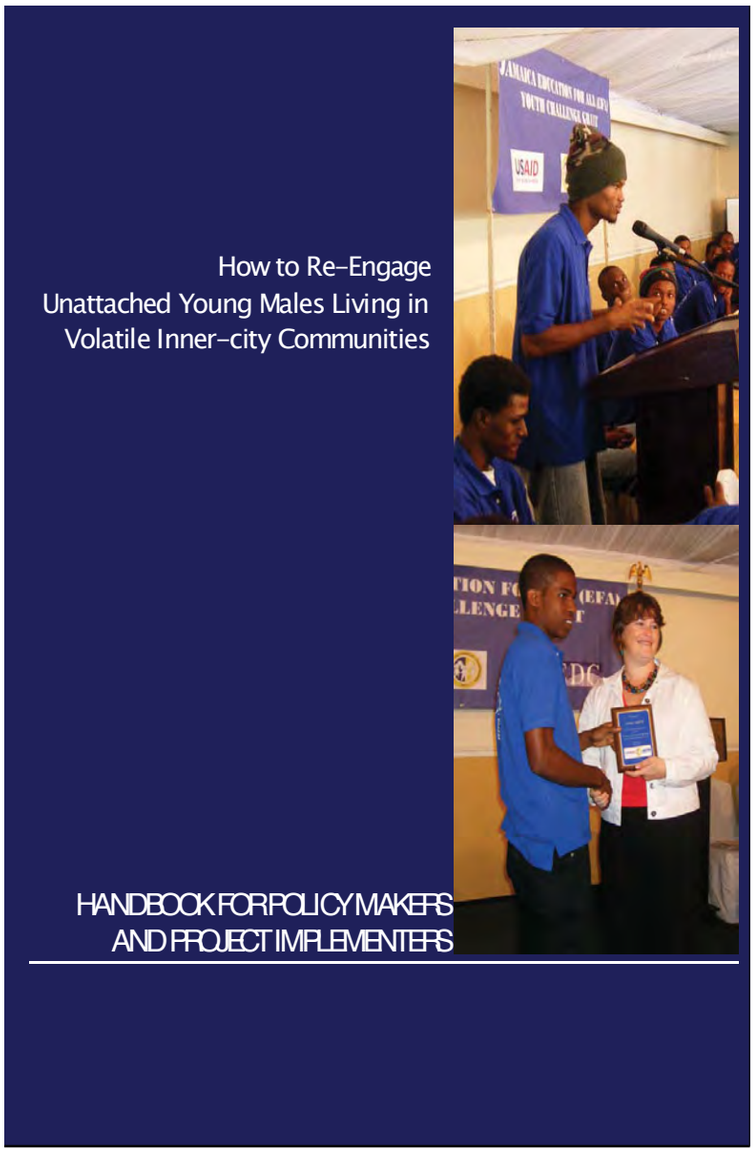
- Improved literacy and numeracy skills that opened doors to technical skills (e.g., average test scores increased by 30 percentage points)
- Increased self esteem and understanding of their rights and responsibilities as citizens (e.g., 90 percent of participants engaged in community improvement initiatives and 85 percent demonstrated greater self-esteem)
- Increased economic and livelihood opportunities (e.g., 60 percent of participants gained aquatics certification and 50 percent demonstrated readiness for National Youth Service)
- Improved business skills (e.g., five groups of youth received seed funding for business ventures designed during the project)

A Handbook for Engaging Young Men

How to Re-Engage Unattached Young Males Living in Volatile Inner-city Communities –

A Handbook for Policy Makers and Project Implementers was prepared by the project's partner organization in Jamaica (People's Action for Community Transformation - PACT) after the implementation of a youth project. This handbook provides a compilation of methods, strategies, and insights on youth project design, community preparation, project implementation, direct intervention, public relations, and evaluation. While it is not an all-encompassing list, this handbook provides general guidance that project implementers and policy makers may find useful when working (or planning to work) with young males in volatile

inner-city communities. The handbook is included here in its entirety and forms the body of this report on lessons learned from the (EFA) Youth Challenge Grant Program in Jamaica.



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"It is building up the youths, it has given them time to consider what they want to be. Most of them don't know."

- Ramon Anderson, 19 years old, song writer, continuing Musicology student.

"They really care, they break down everything to show you and help you to really learn."

- Adino Smith, 20 years old - math was his worst subject, now he coaches others in it, and is considering a career in counselling

"They teach us to handle conflict. If most young people knew how to handle certain conflicts, I think we would have less crime and violence in Jamaica."

- Andre Williams, 19 years old, full-time HEART Accounting Level 2 student, part-time Customer Attendant with Super Plus Food Stores.

"The programme has given me a good start in life. It's a very good project. It pushed me a lot. I didn't see a way out before the project now I am about to start the HEART programme. I am very proud of myself and I feel very good."

- Lorenzo Smith, 20 years old

"It's enjoyable and good. I am getting on in Maths and I couldn't do it before. If I was not in the programme I would be on the streets hustling. I feel happy inside to know that I am learning things I never knew before."

- Christopher Duhaney, 17 years old

Introduction

This handbook, designed and recommended for policy makers and project implementors working with young males who live in volatile inner-city communities, is the result of experience accumulated over fourteen months of intense work in the Grant's Pen community of Kingston, Jamaica, under the Jamaica Education for All (EFA) Youth Challenge Grant Programme.

The Jamaica EFA Youth Challenge Grant is an initiative of the Education Development Centre Inc. (EDC), based in Boston, Massachusetts, supported by USAID/Jamaica-Caribbean, and in collaboration with People's Action for Community Transformation (PACT), Jamaica. The project is designed to provide "unattached" 15-24 year old males (persons who are not attending school and are unemployed), with positive youth development opportunities to prepare and engage them in positive roles in the world of work, family and community.

The EFA project registered significant successes in all areas of intervention. Among the successes, in Literacy/Numeracy, 75% of the participants moved up by one grade level; fifty per-cent of participants were admitted to HEART/NTA, and 50% secured employment.

The handbook is not designed to be an exhaustive source of solutions for young males living in volatile inner-city communities. It is a compilation of methods, strategies and insights that can help public and private individuals and organizations design and implement programmes and projects for similar beneficiaries. This user-friendly manual is also recommended for grass-roots and community-based organizations, including faith-based institutions.

1

Designing the Project

In designing the project, the following should be carefully considered. These items should be addressed at the point of writing the proposal:

- ☑ Selecting The Community
- ☑ Determining The Age Cohort
- ☑ Curricula Design
- ☑ Staffing
- ☑ Participant Subsidies

2

SELECTING THE COMMUNITY

There are certain pre-conditions that will increase the viability and success of your project.

A RESIDENTIAL SITE FOR TRAINING AND MEETINGS

- The site should be located in a 'neutral' zone* within the community.
- The space should be comfortable, have proper ventilation and sanitation, and be generally conducive to learning.
- A space with a playing field is recommended.
- Choose space that is centrally located, and accessible to all participants

SPECIAL NOTE:
If space is provided (free of charge or not) by an existing organization, be sure that you understand the terms and conditions of the agreement, and that the space is available for the required period of time. A written contract is recommended.

AVAILABILITY OF SUPPORT GROUPS/ORGANIZATIONS

- It is crucial that all support groups are identified in the community, particularly those working with young males (e.g. NGO's, Churches, Local Businesses, Government Agencies, Police, Youth Clubs, Schools), and contact made with them.

SPECIAL NOTE:
Particular attention should be paid to those local groups/ organizations working with young males (e.g. football/basketball leagues, corner leagues, cricket clubs, domino clubs. etc.

*'neutral' zone – An area free of political/gang influence.

3

DETERMINING THE AGE COHORT

In determining the age cohort, consideration must be given to the emotional maturity of participants.

Pre-Adolescence:	8-12 yrs of age
Middle Adolescence:	13-17 yrs of age
Late Adolescence:	17-23 yrs of age
Adult Males:	18 yrs of age and above

Educational levels of participants must be carefully noted when they are being assigned to remedial education groups. This is essential to reduce feelings of embarrassment and inadequacy.

SPECIAL NOTE:
Participants will naturally reflect different levels of maturity and education. Care must be given to how adolescent males are grouped with adult males.

4

CURRICULA DESIGN

For effectiveness, curricula must be specifically designed to reflect age, emotional maturity and educational levels of participants. Diagnostic Assessments are recommended for participants prior to admission to remedial groups in order to determine the type of curricula required.

Diagnostic Assessments will also provide critical information about possible learning disorders.

SPECIAL NOTE:
In some instances one-to-one instruction may be required for certain participants.

5

STAFFING

ADMINISTRATIVE/MANAGEMENT STAFF

Administrative and Management Staff members must be carefully selected and trained, to reflect the sensitivity needed in work with young males. Funders should be appraised of the need for some flexibility in the use of funds. Because of the harsh financial realities of these groups, small changes in the use of funds might be essential.

PROJECT STAFF

Project Officer/Coordinator ideally should have a successful record of working with youth (must have a heart for young people)

COMMUNITY MOBILIZER ESSENTIAL

Ideally the Community Mobilizer should reside in the community. However, if the person does not reside in the community, he/she should have a good knowledge of the community, community leaders, activists, and prevailing problems. A good rapport with community members, is essential.

SPECIAL EDUCATION TEACHERS AND CONSULTANTS

Ideally, remedial Education Teachers should have experience with male age-cohort.

SPECIAL NOTE:
Remember that additional specialist teachers may be needed for one-to-one special needs instruction.

PROJECT STAFF AS ROLE MODELS

All staff members, including specialist teachers, must understand the need for role modelling. Mutual respect, courtesy, punctuality, are universal values that can be reinforced through role modeling. Where possible, male role models should be included.

6

PARTICIPANT SUBSIDIES

PARTICIPANT SUBSIDIES

Project design must take into consideration the fact that some adult males may be parents/heads of households. A stipend is therefore essential to ensure retention.

REFRESHMENTS AND INCENTIVES

Meals should be factored into the budget to ensure that participants are assured of at least one balanced meal per day.

Incentives (prizes, awards, etc.) are essential. A monthly Reward System can be considered.

7

Preparing the Community

The following should be considered when preparing the community:

- Community Audit & Mapping
- Identifying Stakeholders
- Mobilizing Participants
- Engaging Parents & Families
- Fostering Good Relations

8

COMMUNITY AUDIT & MAPPING

Assessment of a Community cannot be based on theories or assumptions. The following questions should be asked:

What are the community dynamics?

Who are the movers and shakers?

Who are the respected community leaders (persons who bridge the community divides)?

Which groups have track records of successfully working with young people?

What are the resources within the community?

COMMUNITY MAPPING

Oral as well as written information about the community should be procured and studied very carefully.

A pre-project design 'walk-through' of the community should be undertaken to get a feel of the community and the community dynamics.

SPECIAL NOTE:
It is important to be aware of the fact that there are resources available in communities (human and material), and that it is not just needs that characterize communities.

9

IDENTIFYING STAKEHOLDERS

A thorough Audit of all community stakeholders is essential. Audit of Stakeholders should also include government agencies working in the community, e.g.:

- Heart Trust/NTA
- National Youth Service
- Social Development Commission (SDC)
- Jamaica Social Investment Fund (JSIF)

Other Stakeholders to consider:

- Projects funded/supported by development agencies (World Bank, UNICEF, UNDP, etc.)

At least ONE pre-implementation stakeholders' meeting should be held to facilitate the following:

- Expectation of the project
- Early 'buy-in' of the project
- Cross-fertilization of ideas
- Possibility of in-kind support

SPECIAL NOTE:
The pre-implementation meeting fosters mutual respect and cooperation and promotes the feeling of involvement of the project.

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MOBILIZING PARTICIPANTS

The following are the vehicles through which young males can be mobilized:

- NGO's working in the community
- Community Youth Clubs
- Corner Leagues
- Churches
- Schools
- Health Clinics

- On the spot mobilization/recruitment can prove to be effective, e.g. at football games, community functions, concerts, dances, etc.
- Street-by-street, lane-by-lane mobilization/recruitment essential. This facilitates face-to-face encounters with targeted beneficiaries and starts the process of 'bonding.'
- A Promotional Campaign involving the distribution of flyers, posters is useful.

SPECIAL NOTE:
Flyers, posters, should be specifically designed to attract the attention of young males. Bright colours and short concise messages are advisable when designing promotional materials.

11

ENGAGING PARENTS & FAMILIES

Parents and families are an integral part of the support system for young males. Every effort should be made to secure project 'buy-in' as well as input and participation in the project.
The following are ways to engage parents and families:

Orientation S

- Monthly parent meetings
- Special Parent/Son Sessions
- Parent's Night (social event)
- Creation of a Parent Support Group
- Door-to-Door home visits
- Mother's & Father's Day Events
- Church functions, meetings
- Invitations to special events

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FOSTERING GOOD RELATIONS

It is essential that good relations are cultivated with community members, particularly, parents and families of participants.

Periodic 'walk throughs' of the community can help to build friendships and trust, essential for the success of the project.

Project staff attendance at community events (e.g. football competitions, concerts, church services) serve to build bridges of cooperation and collaboration and contributes to bonding and ownership.

Telephone calls to parents to provide information and updates are encouraged.

Project Implementation

The following should be undertaken prior to start of direct programme interventions:

- Screening & Processing
- Academic Assessments
- Orientation
- Case File Management
- Attendance & Attrition

SCREENING & PROCESSING

Choose a location for screening and processing that is friendly and welcoming to applicants.

Adequate staffing for screening is essential so that applicants do not wait for unduly long periods of time to be processed.

Screening & processing staff/volunteers should be given some training in interviewing skills, and should be familiar with the application forms and the general description of the project.

SPECIAL NOTE:
1) Project staff must be aware that the first exposure the applicants will get to the project will take place on the day for screening and processing. First impressions play a big role in the decision-making process for young men considering entry into a new programme.
2) If screening & processing go beyond lunch time, refreshments should be provided.

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ACADEMIC ASSESSMENT

Academic Assessment is important in determining the following:

- Literacy/numeracy levels
- Provide information for curricula design

The following instruments are recommended:

- Raven Progressive Matrices 1992 Edition
- Slosson Oral Reading Test (SORT)
- Stanford Diagnostic Mathematics Test
- Learning Style Inventory

Raven Progressive Matrices – Designed to measure a person's ability to form perceptual relations.

Slosson Oral Reading Test (SORT) – Designed as a quick estimate to target word recognition levels.

Stanford Diagnostic Mathematics Test – Designed to identify specific mathematical concepts in which a student is lacking.

Learning Style Inventory – Designed to determine the individual's learning style profile.

SPECIAL NOTE:
1) Assessment should be done at the beginning and at the end of the project
2) Curricula may have to be modified to meet the needs of participants.

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ORIENTATION

Orientation Session must precede the start of direct programme interventions.

Orientation Session should be carefully planned and should include the following agenda items:

1) Background of project
2) Objectives of project
3) Description of project activities
4) Benefits to participants
5) Ground Rules
6) Questions & Answers

SPECIAL NOTE:
Project staff (office & field) should all be in attendance for Orientation.

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CASE FILE MANAGEMENT

Detailed documentation and the maintenance of case files are critical for the administration, implementation and evaluation of the project.

Individual case files should be developed for all participants in the programme. Case histories should be detailed and should provide all the relevant background information that would be useful for project implementation as well as for research and documentation.

Case files should contain the following:

1) Completed application form
2) Pre-and-Post tests
3) Case history form
4) Exam results
5) Surveys/Questionnaires

SPECIAL NOTE:
Case files should be handled confidentially, and kept in a safe place, preferably at the head office.

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ATTENDANCE & ATTRITION

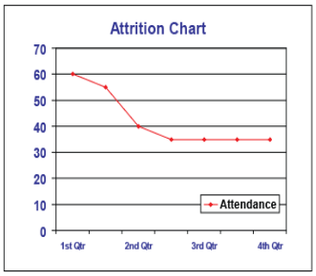
ATTENDANCE

It is likely that attendance will fluctuate for the following reasons:

1) Males who are head of households view employment as their main priority, and will exit the programme when job opportunities arise.
   If employment is temporary, it is likely that they will re-enter the programme.
2) Border feuds and gang warfare.
3) Personal and family problems.
4) Some young males are caregivers for their children and may have to tend to them.

ATTRITION

It is likely that attrition will take place. It is most likely to occur within the first quarter of the programme, as the following chart outlines:



Direct Programme Interventions

Below are several interventions that demonstrated to be effective when working with young males:

- Remedial Education
- Skills Training
- Personal Development
- Community Involvement
- Apprenticeships/Job Placements
- Referrals/Networking

REMEDIAL EDUCATION

- Pre, Intermediary and Post Tests essential
- Small Learning Groups (SLG's) are most effective
- Supportive/Experienced Special Education Teachers required.

PREPARATION FOR HEART, NTA

Prepare more advanced students for HEART, National Youth Service (NYS), or other vocational training programmes.

LITERACY/NUMERACY

3 hours of instruction recommended 9:00am to 12 noon when participants tend to be more focused and alert.

SPECIAL NOTE:
1) One-to-one instruction may be required for slower learners
2) While emphasis is on English and Mathematics, curricula could vary by introducing other subjects.

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SKILLS TRAINING

RECOMMENDED SKILL TRAINING AREAS

- Acquatics
- Musicology
- Tiling
- Masonry
- Auto Mechanics
- Data Entry
- Plumbing
- Cooking & Restaurant Management
- Photography, Videography

SMALL BUSINESS DEVELOPMENT

- Training in Entrepreneurial and Small Business Development recommended.
- Support for start-up funds for small businesses in the community should be pursued.

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PERSONAL DEVELOPMENT

Undertake weekly Personal Development/Life skills sessions.
Some recommended topics are:

- Who Am I?
- Understanding My Community
- Building and Sustaining Positive Relationships
- Civility, Good Manners, Etiquette
- Negotiating Skills
- Knowing My Rights as a Citizen
- Human Sexuality, HIV/AIDS
- Peace and Love
- Our History/Our Heritage
- Building Positive Values and Attitudes

FIELD TRIPS

Field trips are most useful as introductions to new life experiences and opportunities.

MOTIVATIONAL TALKS

Invite speakers whose backgrounds and life experiences can serve to motivate young males.

SPECIAL NOTE:
1) Special effort should be made to invite male motivational speakers. Inner-city young males don't have access to many positive male role models.
2) Sessions should be interactive, encouraging discussions and feedback.

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COMMUNITY INVOLVEMENT

Encourage involvement in Community Projects.

Participants should be encouraged to:

- Design and implement community outreach projects
- Volunteer to work in the community (e.g. working with children, the elderly, etc.)
- Assign team for Labour Day projects (e.g. painting pedestrian crossings)

SPECIAL NOTE:
1) Young males must be encouraged to see themselves as role models for younger men and boys in the community.
2) Special uniforms (T-Shirts) could facilitate the community building campaign as well as to make young males distinguishable within the community.

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APPRENTICESHIPS/ JOB PLACEMENTS

APPRENTICESHIPS

Network with local (community) as well as national organizations and individuals to provide apprenticeships for participants

Part-time apprenticeships are ideal in facilitating attendance at project activities

JOB PLACEMENTS

Network with local and national businesses to provide seasonal work for beneficiaries (e.g. Christmas, part-time)

Training in interviewing skills, resume writing, comportment and deportment should precede job interviews

Project staff monitoring, and follow-ups are essential

Feedback from employers is essential

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REFERRALS & NETWORKING

REFERRALS

- On-going referrals and networking on behalf of the participants are essential.
- Good working relations should be maintained with the following organizations:
  - HEART, NTA
  - National Youth Service (NYS)
  - Government and Non-Government initiatives inside and outside the community that offer training/employment.

NETWORKING

- Assign project staff member to engage in the networking and follow-ups needed for referrals to other vocational programmes, and for job placement
- Project staff may be required to accompany participants to job/training interviews

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PUBLIC RELATIONS

Promotion of the project can provide valuable funding/support. The following are recommended:

- Radio and television interviews involving participants, and highlighting the successes of the project.
- Newspaper articles and caption photographs
- Panel discussions inside and outside the community
- Press Conferences

SPECIAL NOTE:
For a public relations campaign, written material (e.g. brochure, fact sheet) should be available. These are particularly important for Press Conferences and radio and television appearances.

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EVALUATION

Project should be properly evaluated (independent evaluator) for the following reasons:

Lessons Learned
Strengths & Weaknesses of project
Opportunities for Expansion and Replication
Lends credibility to implementing organization.

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EFA Jamaica: Conclusion

The EFA Jamaica project resulted in numerous positive outcomes for the target population. The 78 participants, many of whom were previously involved in gang activity, developed improved literacy and numeracy skills, increased self-esteem, economic and livelihood opportunities, and improved business skills that will allow them to continue to succeed after the program has come to a close.

While the content of this handbook emerged from the EFA Jamaica project, the insights provided may be relevant also to different settings and to youth development projects in similar environments around the world.

The handbook included here provides a guide to project design, community preparation, project implementation, and direct program intervention that will allow practitioners to manage similar projects in different contexts.

About EQUIP3

The Educational Quality Improvement Program 3 (EQUIP3) is designed to improve earning, learning, and skill development opportunities for out-of-school youth in developing countries. We work to help countries meet the needs and draw on the assets of young women and men by improving policies and programs that affect them across a variety of sectors. We also provide technical assistance to USAID and other organizations in order to build the capacity of youth and youth-serving organizations.

EQUIP3 is a consortium of 12 organizations with diverse areas of expertise. Together, these organizations work with out-of-school youth in more than 100 countries.

To learn more about EQUIP3 please see the website at www.equip123.net/equip3/index_new.html.

EQUIP3 Consortium: Education Development Center, Inc. • Academy for Educational Development • Catholic Relief Services • International Council on National Youth Policy • International Youth Foundation • National Youth Employment Coalition • National Youth Leadership Council • Opportunities Industrialization Centers International • Partners of the Americas • Plan International Childreach • Sesame Workshop • Street Kids International • World Learning