

### **Acknowledgments**

The ensuing report reflects consultation with stakeholders to obtain information on the performance of the UNDP/Microsoft ICT for Disadvantaged Youth project in Kingston, Jamaica. Our gratitude is hereby extended to all those who gave of their time and participated in the exercise. In particular, special thanks go to the Project Manager of the Jamaica Sustainable Development Network; the representatives of the Community Access Points who accommodated us on our visits and attended the facilitation sessions; the participants to the course in the four communities who attended focus group sessions and all who may not have been mentioned above, but in one way or another contributed to the completion of the exercise.

Finally, a big 'thank you' to the United Nations Development Programme (UNDP) for affording us the opportunity to participate in the exercise.

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## EXECUTIVE SUMMARY

This report presents an independent, terminal evaluation of the Information and Communication Technology (ICT) Training Programme for Disadvantaged Youth Project. The evaluation was commissioned by the United Nations Development Programme (UNDP) and was conducted over the period October 25 to November 24, 2006.

Data gathering primarily involved qualitative techniques such as semi-structured interviews, in-depth interviews, focus group discussions and non-participant observation. Data sources included project documents and reports, course participants; course instructors; Community Access Point (CAP) managers and the JSDN Project Manager.

In carrying out the evaluation the evaluators conducted a desk review of relevant documents such as the project paper, as well as reports from the CAPs, the JSDN and the UNDP Project Officer. The evaluators also visited all four CAPs where they interviewed the site managers and trainers. A Focus group session was also conducted with some 10 course graduates at each of the four sites.

Below is a summary of the findings and recommendations from the evaluation.

### FINDINGS:

1. The evaluation found that the design of the project was consistent with the conceptual framework of training disadvantaged youths in information communication technologies to improve their income generating capacity and their ability to contribute to the development of their communities. However, the project design seemed to have excluded critical activities that could have enhanced the achievement of the objectives of the project
2. The project design also clearly defined the problem to be addressed in the context of youth unemployment and poverty and the strategy to address the problem seemed appropriate. However, it may have been helpful if the design had assigned specific responsibility for the formation of the Project Steering Committee and the conduct of the baseline survey.

3. The project was well managed and coordinated with an effective mechanism for ongoing communication. However two key areas of the project design –the establishment of a Project Steering Committee and the conduct of baseline study specified for the beginning of the project were not implemented. The absence of these may have robbed the project of opportunities for some of the strategic linkages proposed in the design and also of a solid basis for monitoring and evaluation. The project design also failed to address mechanisms for sustainability of successful project activities in the post project phase
4. The inputs of the project were mostly put in place in a timely manner. However, the late receipt of funds by the CAPs at times suggested the need for clearer procedures and communication to all concerned early in project implementation
5. The project virtually achieved its training target with 599 from a target of 600 completing course and receiving certificates. It is however noteworthy in the context of lessons learned, that there was an approximate 24% drop-out rate. The CAPs had to recruit some 789 participants to achieve the completion level of 599 graduates
6. The elements of the objective to increase income generating capacity of the beneficiaries and improve educational levels were moderately achieved with approximately 40% of the graduates obtaining employment and others being enrolled in further ICT courses as a result of their certification
7. The CAPs showed commendable initiative in creating linkages between the project and other related programmes such as the collaboration with the HEART TRUST NTA and the National Youth Service.
8. It was noted that the pass marks differed from CAP to CAP exposing the need for standardization where the identical course certification was being awarded. The pass mark for ISJA was 75%, Bluefields 60 %, C\_CAM 60% and Liguanea Cybercentre 50%

9. The high drop-out rate, some of which related to low levels of literacy suggests the need for an entry assessment of participants.
10. It was noted that participants are not assessed for course readiness (literacy, for the ICT course, etc) which could be helpful in more effective course delivery.
11. The timeline for delivering the course, by all accounts from the CAPs, was too short and did not allow for the incorporation of additional components in the process as specified in the design.

### RECOMMENDATIONS:

1. It is recommended that the course be repeated in all the CAPs. This is the affirmation and general consensus of all the stakeholders consulted over the period of the evaluation
2. It is further recommended that the timeline for the course be extended to ten (10) instead of six (6) weeks for timely delivery of the course and for the inclusion of other elements that are critical to achievement of project goals
3. It is further recommended that a plan be developed for sustainability of the project beyond the project assistance completion date. The CAPs could jointly prepare such plan and the funding agencies could provide assistance
4. The CAPs in collaboration with the JSDN should involve local private and public sector entities in a work -experience programme for the graduates as a means to apply and reinforce the knowledge and skills gained from the course
5. It is also recommended that the pass marks for the course be standardized across the CAPs
6. A minimum entry requirement should also be developed for recruitment of participants to avoid a high drop-out rate, especially due to low level of literacy

7. There should also be a standardized rate and approach to the use of stipends for needy participants. The overall budget provision should also be increased to meet the realistic stipend levels
8. The JSDN needs to have clear procedures and terms of reference for the divestment of project equipment which should also be communicated to all the CAPS. It is recommended that the CAPS retain the equipment but with a plan for sustainability of the programme.
9. It would be useful for a formal relationship to be established between the CAPS and the HEART TRUST NTA for the continuation of the career development of the course participants
10. If a follow-on phase for the project is approved the JSDN should take the lead in ensuring that the baseline survey and development of indicators are undertaken at the beginning of the project as a basis to measure implementation progress and project achievements.
11. There needs to be an independently conducted participatory mid-term review of the project to assess progress, agree and document changes and take action to address issues/problems.

## 1.0 INTRODUCTION

### 1.1 The report

This report presents an **independent**, external terminal evaluation of the Information and Communication Technology (ICT) Training Programme for Disadvantaged Youth Project. The evaluation was commissioned by the United Nations Development Programme (UNDP) over the period October 25 to November 24, 2006. Due to administrative and data collection delays from at least one project site the submission of the reports was set back to November 30.

### 1.2 The ICT Project

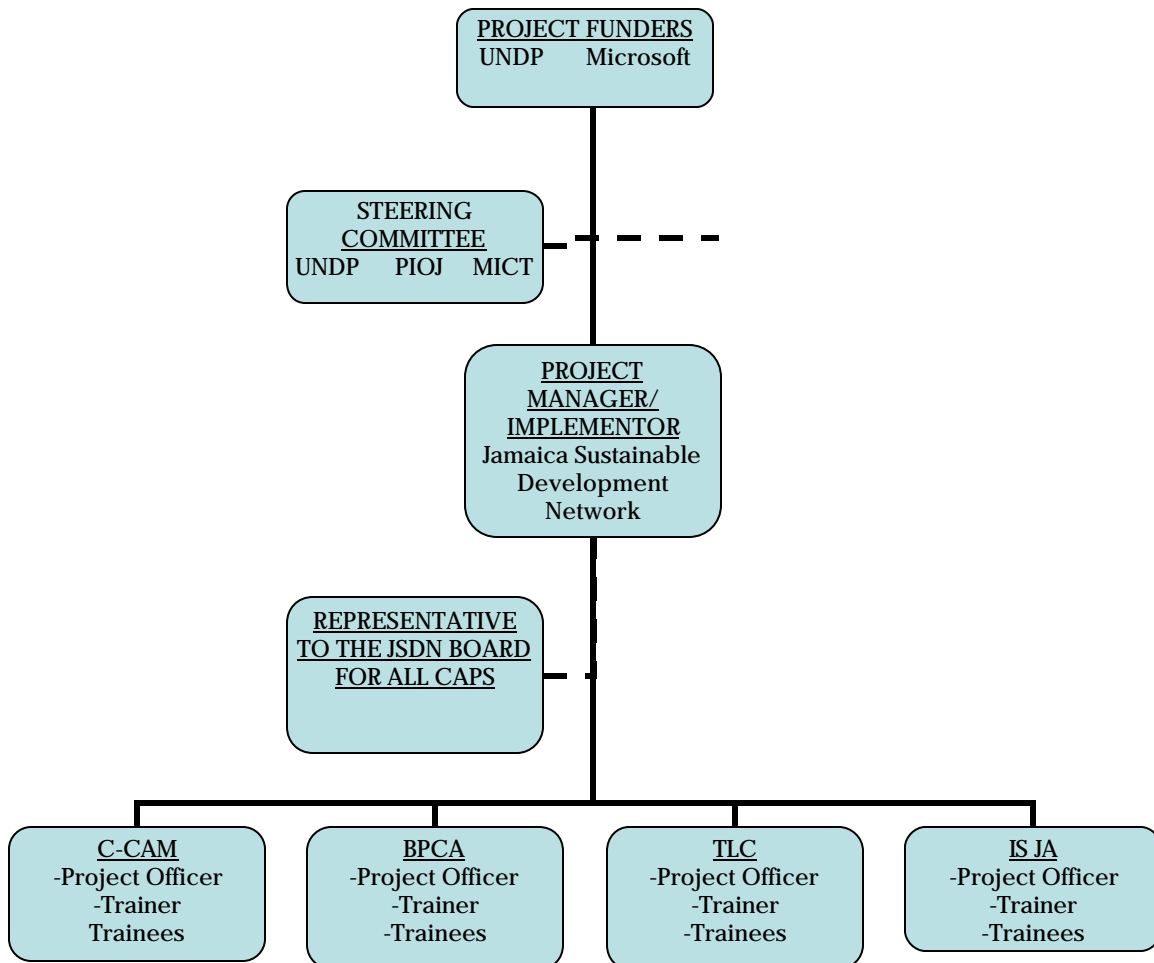
The project was slated to start on February 1, 2005 and end on February 28, 2006. However it actually started in June 2005 and ended in September 2006. The Jamaican Sustainable Development Network (JSDN) had management responsibility for the successful completion of the project and implemented it through four (4) of its Community Access Points (CAPs) across the islands. The CAPs which delivered the programme were: the Caribbean Coastal Area Management Foundation (C-CAM) in Lionel Town Clarendon; the Bluefields Peoples' Community Association (BPCA) in Bluefields, Westmoreland; the Liguanea Cybercentre in Halfway Tree Kingston and the International School of Jamaica (ISJA) in Port Maria St. Mary. The initial target population was 300 youths drawn from violence-prone inner city communities in which the UNDP funded Civic Dialogue project was being implemented. The project target to be trained was revised to 600.

The design concept was to deliver a 72-hour, 6-week training programme based on the Microsoft curriculum which the CAPs were at liberty to customize to incorporate a component on income generating opportunities for the course participants.

The UNDP and Microsoft Corporation jointly funded the project with an initially approved sum of US\$100,000 which was revised during implementation to US\$142,309.57. The project design specified the formation of a Project Steering Committee comprised of the Planning Institute of Jamaica, the Ministry of Information Communication and Technology (MICT), the Social Development Commission and the JSDN to monitor the implementation process and ensure that established targets

were met. The design stipulated that baseline parameters be established at the beginning of the project as a basis for measuring progress in implementation and project achievements. Diagram 1 below provides a picture of the design specified organizational structure for project management and implementation.

**DIAGRAM 1**



### 1.3 Project Objectives

To provide ICT training to approximately 600 at-risk youths to enable them to improve their personal and educational levels, increase their income generating capacity, and enhance their ability to contribute meaningfully to the development of their community.



## 1.4 Purpose of the Evaluation

The evaluation, which is terminal and forms a part of the closing exercise for the project is to assess the project from its commencement through the end of September 2006 covering specific aspects and provides a record of lessons learned, makes recommendations, speaks to future courses of action and indicates any follow-up activities for sustainability.

## 1.5 Scope of the Evaluation

The evaluation focused on:

- **The project concept and design** with respect to elements relating to disadvantaged youth, the problem addressed by the project and its strategy, the appropriateness and obtainability of objectives, planned outputs, activities and inputs, the mode of implementation and managerial arrangements.
- **Project Implementation** with respect to timeliness and quality of inputs; efficiency and effectiveness of activities; effectiveness of coordination and management and monitoring procedures
- **Project Outputs and Impact** with respect to achievement against plans and expectations; unexpected outcomes and positive or negative spread effects of the project
- **Project relevance** with respect to impact on local communities and relevance to the target group
- **Recommendations** with respect to concrete future actions to address undesired outcome and improve future directions, consideration of project replication, implementation modalities and management issues.

## 1.6 Methodology

Data gathering involved primarily qualitative techniques such as semi-structured interviews, in-depth interviews, focus group discussions and non-participant observation. Data sources included project documents and reports, course participants; course instructors; Community Access Point (CAP) managers.

In carrying out the evaluation the evaluators conducted a desk review of relevant documents such as the project paper, as well as reports from the CAPs, the JSDN and the UNDP Project Officer. The evaluators also visited all four CAPs where they interviewed the site managers and trainers. A Focus group session was also conducted with some 10 graduates at each of the four sites. Table 1 below provides a summary of data sources and analysis methods.

Table 1

Showing Documentation Sources and Corresponding Categories of Analysis

Source of information	WHAT IT MAY TELL YOU ABOUT				
	Project concept & Design	Implementation	Project outputs and Impact	Project Relevance/ Effectiveness	Lessons Learned
Review of Project Documents	X	X	X	X	X
In-Depth interview of JSDNP (Project Manager)	X	X	X	X	X
Semi-Structured interview of Project officers at each CAP		X	X	X	X
Semi-Structured interview of Trainers at each CAP				X	X
Focus Group discussion at each CAP			X	X	

## 2.0 PROJECT CONCEPT & DESIGN

**Consistence of concept and design:** The evaluators found that the concept and design of the project were consistent with each other. There is also a strong relevance between issues of disadvantaged youth and the choice of information communication technology as a foundation for their participation in the labour force, their professional development and their capacity to contribute to the development of their communities.

**Collaboration and Partnerships:** The collaborations and partnerships specified in the design reflect a deliberate and commendable attempt to situate the project within the wider area of youth development in Jamaica. Its link with national efforts to promote information communication technology as a vehicle for enhancing the employability of disadvantaged youths and development

was also rather synergistic. There was a good partnership between the UNDP, the JSDN and the CAPs for the effective delivery of the programme in the respective communities.

**Project Steering Committee:** The design specification of a Project Steering Committee drawn from key national and local institutions had the potential as a strategic move to facilitate the monitoring and guidance toward the achievement of project objectives. It also had the potential to create linkages between the project and other local or national ICT initiatives. However, many of these opportunities were lost because the Steering Committee was not established and did not function throughout the life of the project. Perhaps a design weakness here was failure to specify the responsibility for formation and support to the steering committee.

**Design shortcomings:** Whereas the design appropriately focused on ICT training, it did not pay attention to other challenges of the disadvantage youth which would have enhanced the impact of the project outputs. For instance the opportunity to reinforce the training through an apprenticeship initiative would have been useful. Again the trainers identified the need for additional training of the youth such as how to present themselves for job interviews, the need for good work habits and how to handle interviews. These areas were not detailed in the design and although the curriculum allowed flexibility for the CAPs to incorporate other relevant components, the CAPs had neither the time nor the financial resources to take on these activities.

A weakness identified in the project design is that it emphasized the achievement of one part of the objective, which is to 'provide ICT training to 600 youths' and seemed to assume that the other aspects of the objective (income generation capability and ability to contribute to community-building) would follow as a natural development from the computer training. Specific activities and outputs for the achievement of these other elements of the objective and indicators of achievement were not spoken to in the design.

### 3.0 IMPLEMENTATION

**Timeliness of inputs:** Our interviews and field missions to the respective project sites indicated that project inputs such as computer equipment, training facilities, trainers, course materials and hand outs were mostly secured and supplied in a timely manner. However the project started three months later than planned due to delay in the receipt of computers from UNDP.

**Flow of funds:** In terms of the flow of funds which is critical to the smooth implementation of any project, all the CAPs indicated that more often than not, they receive funds from JSDN much later than anticipated. This sometimes created difficulty in meeting their payment schedules. One of the CAPs further reported that the inability to meet its payment obligations in a timely manner was part of a law suite against the CAP. The JSDN informed that the CAPs may have had unrealistic expectations with regards to the turn-around time for response to funding requests. For instance the UNDP had a specific procedure for processing funding requests which could take up to two weeks. Also those delays occurred at times because the CAPs made funding requests without their periodic report which is required to accompany such requests. The evaluators were informed, however that the JSDN office was prepared to provide interim assistance to the CAPs if the financial difficulty is discussed with the JSDN.

**Quality of Programme:** The consensus from the focus group discussions is that the training in computing was very well conducted and well received. The quality of the project inputs (computers, course material, and training staff) received varying levels of praise from the participants. The computers were generally seen to be of an adequate level of technological sophistication for their needs. The course material was reported as being useful in its content and usable in terms of the level of language. In expressing their satisfaction with the staff the students in general, referred to the training staff in superlatives such as ‘they are the best’, and ‘they are the greatest.’ The training staff seemed intuitively able to engage the adolescent/young adult participants allowing for imparting of the course material, building trust and bolstering their confidence. By virtue of their classification as “disadvantaged” these elements were important to participants continuing and completing the training course.

**Initiatives of CAPs:** It was commendable also that the CAPs used their initiatives to add value to the course by incorporating sessions and activities from other programmes with which they have considerable experience. For example:

Bluefields: added entrepreneurial training and collaborated with the HEART TRUST in offering higher level training to course graduates

Liguanea: linked project with their EFJ programme

- C-CAM: made arrangements with the HEART Trust to deliver its level 1 computer programme to graduates. Some of these graduates are slated to continue to further levels in the HEART TRUST programme
- ISJA: Some participants were recruited from the National Youth Service and they received job placements through the NYS after the course and the centre also collaborated with the HEART Trust for further training for graduates

All focal points conducted some kind of graduation ceremony which seems a key motivating element for the participants. In all these events guest speakers from such organizations as HEART, National Youth Service (NYS), and Ministry of Labour and Social Security, provided congratulatory remarks as well as practical information about using the completion of the course as a launch pad for their careers. For the Liguanea Cyber centre, in particular, where none of the 20 participants who graduated in November 2006 had found jobs, the added value of motivation and confidence-building was undoubtedly essential to the participants seeing the project as a valuable start to their productive lives.

**Project Coordination:** All the CAPS had high praises for the efficient way in which JSDN coordinated the project. At least three focal point meetings were held with representatives from the CAPS over the life of the project. These, the Project Officers said, facilitated project overview, discussion of issues and group decision on steps to solve problems. The officers also indicated that they had a clear line of communication through the electronic mail (e-mail). They would also communicate by telephone as the need arose. Additionally one Project Officer represented all the CAPs on the JSDN Board of management to air their concerns and provide feedback.

## 4.0 PROJECT OUTPUTS AND IMPACT

One major output from the programme was the projection to train 600 youths in information communication technology. This target was essentially met with 599 programme graduates comprised of 253 males and 243 females. Table II below presents the targets and achievements from the respective centres: As can be seen from the table some 789 persons were recruited and 599 completed the training. We note also that Liguanea Cybercentre failed to recruit its target for training and by extension failed to meet its completion target. ISJA, while exceeding its target of 200

for training , graduated only 148 participants. Other centres such as C-CAM and BPCA also recruited in excess of their target and trained more than initially projected. This compensated for centres that did not meet their completion target in the total figure. It is noteworthy that all centres experience a high drop out rate and had to recruit far more participants than projected in order to meet their targets.

Table II  
Showing achievements against planned targets for training per centre

Name of Centre	Target for Training	Number of Trainees Recruited	Number of Trainees Completing course
C-CAM	50	91	78
ISJA	200	240	148
BPCA	200	278	219
Liguanea Cybercentre	200	180	154
	650	789	599

Another projected output was increased income generating potential of the youths who underwent training. We have not got specific figures but we know from the field mission that all the graduates from the ISJA centre were placed in jobs by the National Youth Service Office. We also know that at C-CAM three graduates from the programme obtained employment and attributed their employment to their taking the course. One important impact from the programme was the continuing career development of some of the trainees. A number of the graduates from C-CAM were accommodated in the HEART TRUST level one certificate course in information and communication technology. This means that the unemployment of disadvantaged youths would have been reduced in some locations as a result of the course. Also the potential for further educational development was increased for some of the graduates. An interesting outcome also is that graduates of Bluefields and Port Maria reported providing technical assistance co-workers at their workplaces.

In terms of sustainability of the course the design did not speak to mechanisms that might be implemented to this effect. In the annual tripartite review report by the JSDN Project Manager the response to the question on sustainability indicated that “no pre-set sustainable criteria were set up

for this project”. However it is not unlikely that the respective CAPS as well as the JSDN can prepare proposals for funding to other funding agencies, which would be one way to promote sustainability. There is also the question of the extent to which the center can provide services to the surrounding community and businesses to earn funds toward sustaining the programme. They may also consider a charge to deliver the course. The centres could also run the course for local organizations or business at a cost. The centres could also link with other government initiatives in information technology.

## 5.0 PROJECT RELEVANCE AND EFFECTIVENESS

The focal age group for the project 17 to 25 years of age may be considered to be first time job seekers. The 2002 Labour Force Survey showed that of the more than 19,000 first time job seekers in 2002 only 4900 had vocational certificates. Therefore they had limited potential for jobs which require skilled training at entry level. The ICT project by providing certification in a standardized programme issued jointly by the respective CAPS and the internally recognized CAPS allows the participants to enter the Labour Force as holders of a certificate. The project can be said to be effective in that some 599 disadvantaged youths have been trained in information and communication technology and a significant number of the graduates either obtained employment or are pursuing follow-up courses as a result of the training.

## 6.0 SUMMARY OF FINDINGS

1. The evaluation found that the design of the project was consistent with the conceptual framework of training disadvantaged youths in information communication technologies to improve their income generating capacity and their ability to contribute to the development of their communities. However, the project design seemed to have excluded critical activities that could have enhanced the achievement of the objectives of the project
2. The project design also clearly defined the problem to be addressed in the context of youth unemployment and poverty and the strategy to address the problem seemed appropriate.

However, it may have been helpful if the design had assigned specific responsibility for the formation of the Project Steering Committee and the conduct of the baseline survey.

3. The project was well managed and coordinated with an effective mechanism for ongoing communication. However two key areas of the project design –the establishment of a Project Steering Committee and the conduct of baseline study specified for the beginning of the project were not implemented. The absence of these may have robbed the project of opportunities for some of the strategic linkages proposed in the design and also of a solid basis for monitoring and evaluation. The project design also failed to address mechanisms for sustainability of successful project activities in the post project phase
4. The inputs of the project were mostly put in place in a timely manner. However, the late receipt of funds by the CAPs at times suggested the need for clearer procedures and communication to all concerned early in project implementation
5. The project virtually achieved its training target with 599 from a target of 600 completing course and receiving certificates. It is however noteworthy in the context of lessons learned, that there was an approximate 24% drop-out rate. The CAPs had to recruit some 789 participants to achieve the completion level of 599 graduates
6. The elements of the objective to increase income generating capacity of the beneficiaries and improve educational levels were moderately achieved with approximately 40% of the graduates obtaining employment and others being enrolled in further ICT courses as a result of their certification
7. The CAPs showed commendable initiative in creating linkages between the project and other related programmes such as the collaboration with the HEART TRUST NTA and the National Youth Service.
8. It was noted that the pass marks differed from CAP to CAP exposing the need for standardization where the identical course certification was being awarded. The pass mark for ISJA was 75%, Bluefields 60 %, C\_CAM 60% and Liguanea Cybercentre 50%



9. The high drop-out rate, some of which related to low levels of literacy suggests the need for an entry assessment of participants.
10. It was noted that participants are not assessed for course readiness (literacy, for the ICT course, etc) which could be helpful in more effective course delivery.
11. The timeline for delivering the course, by all accounts from the CAPs, was too short and did not allow for the incorporation of additional components in the process as specified in the design.

## 7.0 LESSONS LEARNED /BEST PRACTICES

1. The successful implementation of projects like this requires a recruitment of some 40% beyond the target for completion. The CAPs experienced an average 24% drop out rate among those recruited for their programmes. Factors resulting in drop-outs included lower than required literacy level, participants obtaining jobs after starting the course and could not continue and lack of commitment of participants.
2. Complementary training in areas such as: job interview skills, time management and entrepreneurship are critically relevant to the needs of the disadvantaged youth if their potential for employment is to be realistic.
3. If the design does not clearly designate roles and responsibilities for implementing certain critical elements of the project they could go unimplemented, for instance the Steering Committee in this project was not established as specified. Additionally the baseline survey was not done, although it was mentioned in the design to be undertaken at the beginning of project implementation.

4. One best practice is where the Trainer at ISJA delivered one of her lessons from Trinidad using video conferencing. This is an innovation that could be considered for areas and groups that could benefit from distance learning.

## 8.0 CONCLUSION

The evaluators conclude that the project was relevant to the needs of the target population. It was appropriately linked to national development strategies and perspectives. The project achieved its major objective to train 600 disadvantaged youths in ICT to enable them to improve their personal educational levels. It moderately achieved the objective to increase their income generating capacity and indirectly improved their ability to contribute meaningfully to the development of their communities.

## 9.0 RECOMMENDATIONS

1. It is recommended that the course be repeated in all the CAPS. This is the affirmation and general consensus of all the stakeholders consulted over the period of the evaluation
2. It is further recommended that the timeline for the course be extended to ten (10) instead of six (6) weeks for timely delivery of the course and for the inclusion of other elements that are critical to achievement of project goals
3. It is further recommended that a plan be developed for sustainability of the project beyond the project assistance completion date. The CAPs could jointly prepare such plan and the funding agencies could provide assistance
4. The CAPs in collaboration with the JSDN should involve local private and public sector entities in a work -experience programme for the graduates as a means to apply and reinforce the knowledge and skills gained from the course
5. It is also recommended that the pass marks for the course be standardized across the CAPS

6. A minimum entry requirement should also be developed for recruitment of participants to avoid a high drop-out rate, especially due to low level of literacy
7. There should also be a standardized rate and approach to the use of stipends for needy participants. The overall budget provision should also be increased to meet the realistic stipend levels
8. The JSDN needs to have clear procedures and terms of reference for the divestment of project equipment which should also be communicated to all the CAPS. It is recommended that the CAPS retain the equipment but with a plan for sustainability of the programme
9. It would be useful for a formal relationship to be established between the CAPS and the HEART TRUST NTA for the continuation of the career development of the course participants
10. If a follow-on phase for the project is approved the JSDN should take the lead in ensuring that the baseline survey and development of indicators are undertaken at the beginning of the project as a basis to measure implementation progress and project achievements
11. There needs to be an independently conducted participatory mid-term review of the project to assess progress, agree and document changes and take action to address issues/problems.

## APPENDICES

### **Publications**

Anderson, Patricia. 1997. "Youth Employment in Jamaica". Report to the International Labour Office (Caribbean). Kingston.

Narayan, Deepa. 2002. "Empowerment and Poverty Reduction: a Sourcebook". World Bank publication, Washington D.C.

World Bank. 2003. "Caribbean Youth Development: Issues and Policy Directions". World Bank Country Study. Washington D. C.

### **Project Documents from UNDP, JSDNP and the CAPs:**

Government of Jamaica United Nations Development programme UNDP/Microsoft ICT training for Disadvantaged youth

Memorandum of Understanding for Training services under the UNDP/Microsoft project Youth Inclusion through Information and Communication technologies  
Between **JSDN** and **Bluefields Peoples Community Association**.

Memorandum of Understanding for Training services under the UNDP/Microsoft project Youth Inclusion through Information and Communication technologies  
Between **JSDN** and **International School of Jamaica**.

Memorandum of Understanding for Training services under the UNDP/Microsoft project Youth Inclusion through Information and Communication technologies  
Between **JSDN** and **Caribbean Coastal Area Management**.

UNDP/Microsoft ICT for Disadvantaged Youth Project Report [dated 6 April 2006]

Report on the UNDP/Microsoft ICT Training for Disadvantaged Youth [dated January 2006]

Annual Project Report [June – December 2005]

UNDP/Microsoft training for Disadvantaged Youth Programme Implementation Schedule and Progress Report [Oct – Dec 2005]

UNDP/Microsoft training for Disadvantaged Youth Programme Implementation Schedule [Jan – March 2006]

UNDP/Microsoft training for Disadvantaged Youth Programme Implementation Schedule and Progress Report [Aug – Sept 2006]

UNDP Jamaica Country Office Annual Tripartite Review Report [dated 23 October 2006]

Course Registration and Attendance Records

Materials and Outline

Sample Graduation Certificate

## APPENDIX 2

## PERSONS CONSULTED

C-CAM - Project Officer – Ingrid Parchment

- Trainer – Audrey Fowling

- Course Participants:

Clover Thomas  
Shavanesse Henry  
Tracyann Stephens  
Sean Ricketts  
Chantell Lloyd  
Kirkland Banton  
Paul Plummer  
Laverla Cole  
Collette Simpson  
Niesha Roye  
Rolland Panton

Liguanea Cybercentre - Project Officer – Valerie Anderson

Trainer – Ashton Jankee

Trainer – Ketaya Denton

Course Participants:

Jodi-Ann Adams  
Sharikay McDougal  
Shanique Clarke  
Vernon Smith  
Gavin Brown  
Kayliabeth Davis  
Vernon Smith  
Latesha Clarke  
Annalisa Green  
Sharone Rowe  
Sean Marriott  
Veneshia Honeyhan

Michael Nanan  
Kadeon Mullings-Barnett  
Jemilee Carroll  
Lydia Panton  
Peter-Gay Banks

ISJa - Project Officer – Decton Hylton

Trainer – Christina Guiffrida

Course Participants:

Mario Campbell

Starret Livingston

Leandra Wiggan

BPCA - Project Officer – Keith Wedderburn

Trainer - Donna Moodie

Course Participants:

Alana Ebanks

Tamara Stewart

Shantol Gordon

Shane Bernard

Ann Marie



**United Nations Development Programme****PROJECT EVALUATION****TERMS OF REFERENCE**

**PROJECT TITLE:** United Nations Development Programme (UNDP) & Microsoft Information & Communication Technologies (ICT) Training for Disadvantaged Youth.

**PROJECT NUMBER:** 00043716

**BRIEF DESCRIPTION:**

The main objective of the project is to provide ICT training to approximately 600 at-risk youth to enable them to improve their personal educational levels, increase their income generating capacity, and enhance their ability to contribute meaningfully to the development of their communities. The Jamaica Sustainable Development Network (JSDN) will implement the project through four of its established Community Access Points (CAPs) across the country. JSDN will procure equipment, contract trainers, provide stipends, and produce training material to deliver a 72-hour, 6-week ICT training programme based on the Microsoft curriculum. Efforts will be made to customise the curriculum to include components dealing with income-generating opportunities for trainees, many of whom will be drawn from violence-prone inner city communities in which UNDP is currently implementing the Civic Dialogue initiative. The project will also utilise volunteers from the UN Volunteer Programme.

Expected Start Date: February 1, 2005  
Expected End Date: February 28, 2006  
Total Budget: US\$100,000

Actually started: June 2005  
End Date: September 2006  
Total Received: US\$142,309.57

**SITUATION ANALYSIS:**

Jamaica is currently faced with an unemployment rate of 16%, a poverty rate estimated at 19.7%, a heavy debt burden and fairly low rates of growth. While there have been positive signs that the

economy is now in a growth mode, there are still significant obstacles to be overcome over the short to medium term. A large percentage of the population continue to be at the periphery of the country's productive processes due to isolation from traditional growth sectors. There are worrisome weaknesses in the education sector, which is not producing the calibre workforce prepared for an increasingly competitive international market. Crime and violence are also at unacceptably high levels, and threaten to derail both social and economic achievements.

There is growing recognition that, as the global economy transitions from one that is asset-based to one that is knowledge and service-driven, the challenge for developing societies such as Jamaica will only intensify. This is due to the high dependence of these economies on low value-added traditional export goods and services that constantly suffer deteriorating terms of trade, as well as to their low levels of productivity and high factor costs.

In light of the urgency to transform the Jamaican economy to take advantage of these global changes, the Ministry of Industry, Commerce and Technology (MICT) released a national *Five Year Information Technology Strategic Plan* in January 2001. The plan, which was updated in March 2002, has as its main objectives, the aggressive exploitation of information technology in marketing the country's products and services as well as generating efficiency improvements in the public and private sectors. Particularly relevant among the challenges identified by the **National Strategic Plan** are "the creation of a culture of innovation and adoption of technology across the nation" and "the creation and retention of a cohort of IT professionals."

In addition, the Government of Jamaica (GOJ) in partnership with the UNDP has supported the JSDNP initiative that has, through the establishment of six rural telecentres, provided some of the first insights into the potential that ICT can have in stimulating rural development. It is felt that this latter initiative, if supported and strengthened, can deepen and extend the benefits of ICT beyond the few communities reached so far. As such, the Government has been pushing to expand this model. For example, the Social Development Commission (SDC), with funding from the MICT, has launched its own community access points (CAPs) that are similar to the JSDN, and, in 2004, the Government secured a loan from the Inter-American Development Bank (IDB) to provide ICT access to over 60 communities across the island. This UNDP-Microsoft initiative to provide additional support to the JSDN is also situated within this context.

## **BENEFICIARIES/OUTPUT:**

The primary beneficiaries of the project will be the approximately 600 at-risk youth who will be selected for training. Secondary beneficiaries include the families of these 600 youth; as well as other fee-paying customers of the JSDN who will benefit from the additional capacity in the 4 CAP sites. The project has the potential to impact a much wider cross-section of the society if the model utilised is subsequently adopted under the Government/IDB project.

## **STRATEGY:**

### ***Government Priority and Strategy***

As outlined above, the current project fits within the overall strategy of the Government to promote the creation of an Information and Communication Technology culture and infrastructure, with adequate levels of access to all Jamaicans – including the most vulnerable and marginalised.

### ***Partnership***

The project presents important catalytic and partnership opportunities. In March 2004, the Government and the IDB signed a loan agreement for a major ICT project, which includes a component to establish 60 additional CAPs following the experience of the JSDNP and the government's own CAP initiative. The successful implementation of this phase of the JSDNP project therefore presents an opportunity to demonstrate uses of ICT at the community level that may be relevant to these other programmes. The JSDNP model could also be significantly scaled up based on partnership discussions now taking place with the IDB's project team.

Secondly, the project will be linked with UNDP's Civic Dialogue initiative, a major programme geared at mobilising Jamaicans to discuss and formulate common visions and strategies for the development of the country and their communities. The project is currently targeting a number of violence prone inner-city communities, with high youth unemployment and disenchantment. Under the project a number of the youth to be selected for training will be drawn from these communities. They will also be provided assistance to move on to higher training, find employment, or develop income-earning micro-businesses.

### ***Current Trends in Partnership***

UNDP, in its new Country Programme Document (CPD) 2007-2011 has deepened the links by incorporating the ICT Project into a more comprehensive and overarching programme promoting conflict reduction and alternative livelihoods in volatile communities. This programme referred is referred to as 'Jamaica Sustainable Peace and Development (JSPD)'. is now in pre-project start-up phase and has a conceptual framework on violence reduction alongside employment creation and skills development at the community level. The ICT project has created an entry point for generating alternative livelihoods whilst reducing violence and conflict among disadvantaged youth.

### ***Sustainability***

Since 2003, UNDP support to JSDN has focused mainly on the Network's business model. A business plan was developed and a business development officer recruited. Since then revenues have been increasing, and the Network is now at break-even. It is expected that revenue generating activities will continue to support the low and no-fee training programmes offered to students and other marginalised groups. More grant funding is also projected. Additionally, the project will leverage voluntary support from the United Nations Volunteer Programme.

## **MANAGEMENT ARRANGEMENTS:**

The Jamaica Sustainable Development Network will implement the project. A Project Steering Committee comprised of the Planning Institute of Jamaica (PIOJ), the UNDP, the MICT, the SDC and the JSDN will monitor the progress of the project and ensure that it meets the established targets. The Project Coordinator will prepare and submit to the PIOJ and UNDP quarterly financial and progress reports. Baseline parameters will be established at the beginning of the project and will be the basis upon which the progress of the project is measured. A terminal report will be prepared for the consideration of the Project Steering Committee.

## **EVALUATION PURPOSE:**

This evaluation is a terminal evaluation. It forms part of the closing exercises. The evaluation should assess the project from its commencement through to the end of September 2006 when final activities would have been implemented.

The consultant evaluator is required to undertake a thorough evaluation of the following aspects of the project:

- Project concept and design
- Project implementation
- Project output and its impact.
- Project relevance and effectiveness

The evaluation seeks to ensure that lessons learned from the project will be recorded and recommendations made that speak to future courses of action and any follow-up activities for sustainability.

In general the overall purpose of the evaluation is to learn from the project implementation so that lessons can be drawn that can be the basis for instituting improvements to future project planning, design and management. Further, lessons learned can serve as best practices and add to the growth of CAPs islandwide.

### *Project concept and design*

In assessing the project concept and design, the evaluator should ensure that s/he focuses on project elements which are directly related to disadvantaged youth. The evaluation should review the problem addressed by the project and the project strategy. This should encompass an assessment of the appropriateness and obtainability of the project objectives – in the light of activities outside the project - and of planned outputs, activities and inputs as compared to cost effective alternatives. An evaluation of the executing modality and managerial arrangements is integral to this process.

The evaluator is also required to determine the appropriateness, quality and cost effectiveness of the Situation Analysis and the Outcome Indicators, and to review the project work plans, the project timetable and the budget. An analysis of the clarity, logic and coherence of the project document should be provided for.

### *Implementation*

The evaluation should assess the implementation of the project in terms of quality and timeliness of inputs, with a view to determining the efficiency and effectiveness of activities carried out. The evaluator is also required to assess the effectiveness of co-ordination and management as well as the quality and timeliness of monitoring by all parties to the project.

### *Project Outputs and Impact*

The evaluation should assess the outputs and impact achieved or expected to be achieved by the project, as well as the likely sustainability of project results, where applicable. This should encompass an assessment of the achievement of the immediate objective(s). If the project has had significant unexpected effects, whether of a positive or negative nature, these are also to be assessed.

### *Project relevance or effectiveness*

The evaluator should review effectiveness of project in the communities in which they are located, as well as examine how the project has become relevant to today's disadvantaged youth.

### *Recommendations*

Recommendations may be made by the consultant, as appropriate. Proposals should outline concrete action, which could be taken in the future to improve or rectify undesired outcomes. Given that this is a pilot project, such proposals should take into account that the project may be considered for replication, and/or a continuing phase. Recommendations may include issues pertaining to the management and/or implementation of the project.

### *Lessons Learned/Best Practices*

The consultant is required to document lessons learned from the project, especially those that have a context for application beyond the project as well as any good practices.

## **DOCUMENTATION:**

The main documentation related to the project is to be found in Annex I. In addition, the project file will be made available to the consultant for review.

## **EVALUATION METHODOLOGY:**

The evaluator is required to undertake a desk review of the main project documentation contained in the Annex, as well as other relevant documents issuing from the project.

The evaluator is also required to hold interviews with key stakeholders, and to visit all focal points involved: Liguanea Cybercentre in Kingston; International School of Jamaica (ISJA) in Port Maria, St. Mary; Bluefields Peoples' Community Association (BPCA) in Bluefields, Westmoreland; and Caribbean Coastal Area Management Foundation (C-CAM) in Lionel Town, Clarendon, in order to conduct focus group discussions and/or one-on-one interview with project beneficiaries.

## **RESPONSIBILITY FOR EVALUATION:**

The consultant evaluator will possess post-graduate experience in sociology/social work, social research, information technology, or a related discipline. S/He will have at least four years experience in project management, particularly on projects serving a cohort of youth. S/He will have conducted previous evaluations of social projects and information technology, particularly those which encompass at-risk youth. Previous experience/familiarity with the UN system is an advantage.

In conducting this evaluation the evaluation consultant will not act as a representative of any party, but is required to use his/her independent judgment in determining the findings.

## **BRIEFINGS, CONSULTATIONS AND ADMINISTRATIVE SUPPORT**

Upon commencement of the evaluation, UNDP Jamaica will brief the evaluator and furnish him/her with the project document and any background documentation that is available. The evaluator is not authorized to make any commitments on behalf of UNDP with any parties concerned.

The project co-ordinator, under the guidance of the Manager, is responsible for liaising with the evaluator, and for providing a briefing and the documentation at the outset of the evaluation. The project co-ordinator will assist the evaluator in arranging stakeholder interviews, etc.

The project co-ordinator will furnish the evaluator with an up-to-date status of the project in terms of outputs (to be) produced, activities (to be) implemented and inputs (to be) procured. A recent project progress report may be substituted for this status.

## **DELIVERABLES:**

In undertaking the evaluation, the consultant evaluator will be required to provide the UNDP project management unit with:

(1) A detailed work plan, showing a schedule of (a) interviews with key stakeholders and (b) focus group discussions and/or one-on-one interview with project beneficiaries.

*Payment Terms:* 30% payable within 14 working days from submission and approval of the work plan.

(2) A draft report which thoroughly documents the evaluation exercise, highlighting in particular the key lessons learned, issues for sustainability, identifies the gaps or opportunities which impacted on the achievement of the desired objectives of the project, and makes recommendations for corrective measures and continued work in this area.

*Payment Terms:* 30% payable after submission of draft report.

The evaluator will follow the UNDP Guidelines for Evaluation Reports (Annex II). The evaluator undertakes to discuss the draft evaluation report with the UNDP project management unit and to make subsequent adjustments, if required.

(3) A final report which takes into account the required adjustments.

When the final draft is submitted, UNDP will distribute copies to the other stakeholders of the project for discussion and review during the Tripartite Review meeting where conclusions and recommendations on the outcome of the evaluation will be made.

*Payment Terms:* 40% payable within 14 working days from submission and approval of the final report.

#### **TIMETABLE:**

The consultancy will be carried out from October 9, 2006 to October 20, 2006. The Final Report is to be submitted by October 23, 2006, upon completion of the overall review.

#### **PAYMENT:**

The consultant will be remunerated for the provision of these services with a lump sum not exceeding 3,000 USD for the duration of the assignment.

<b>Intended Outcome</b> as stated in the Country Programme Results and Resources Framework: Expanded collaboration between the public and private sectors to provide poor communities with access to ICT.			
<b>Outcome indicator</b> as stated in the Country Programme Results and Resources Framework, including baseline and target. National network of six (6) cybercentres established. Baseline – no community cybercentre in place prior to JSDN project.			
<b>Partnership Strategy:</b> Microsoft – for capital, software, curriculum and other technical support in implementing the project. Ministry of Science, Commerce and Technology - to ensure complementarity with other Government initiatives and promote synergies. Environmental Foundation of Jamaica - for complementarity with ongoing at-risk youth training programme. Social Development Commission – to identify at-risk youth for training, and for complementarity with other existing programmes. Civic Dialogue Project – to identify at-risk youth, and ensure that the ICT facilities aid the community building processes underway. Planning Institute of Jamaica – to ensure complementarity with other Government and donor initiatives.			
<b>Project title and number:</b> UNDP-Microsoft ICT Training for Disadvantaged Youth			
Intended Outputs	Output Targets for (years)	Activities	Inputs
1. 600 at-risk youth trained in Information and Communications Technologies		1.1 Engagement of Project Personnel 1.2 Engagement of Trainers 1.3 Engagement of Volunteers 1.4 Procurement of Equipment 1.5 Development & Reproduction of training material 1.6 Selection of trainees 1.7 Miscellaneous & administrative	1.1.1 Project Staff 1.2.1 Four F/T Trainers plus temporary trainers 1.2.2 Travel allowance for trainers 1.3.1 Two Volunteers 1.3.2 Travel allowance for volunteers 1.4.1 Twenty computers, 1 photocopier, 4 UPS, 2 printers 1.4.2 Maintenance of equipment 1.5.1 Printing & Supplies 1.6.1 Travel allowance for trainees 1.7.1 Facilities 1.7.2 Telephone, internet, etc 1.7.3 Special events 1.7.4 UNDP admin cost



## Appendix 4

## PHOTOGRAPHS















