



**Tracer Study of
Beneficiaries of
Youth-targeted Social
Prevention Programs
The Case of RISE in Jamaica**

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**Inter-American
Development Bank**

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**TRACER STUDY OF BENEFICIARIES OF
YOUTH-TARGETED SOCIAL PREVENTION
PROGRAMS FOR THE EVALUATION OF THE
CITIZEN SECURITY AND JUSTICE PROGRAM
(CSJP) IN JAMAICA**

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**FOR
reTHINK Limited**

JANUARY 10, 2013



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The RISE-IADB Tracer Study required tremendous effort and dedication in order to meet close deadlines and realize quality outputs. Credit must be given to RISE staff, a committed and hardworking group of interviewers and, particularly, to the senior data analyst, Mr. Omar Lynch, who performed well beyond duty.

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Acronyms

Citizen Security and Justice Program	CSJP
Inter-American Development Bank	IADB
Office of Evaluation and Oversight Office	OVE
Social Development Commission	SDC

1. Background

The Inter-American Development Bank's (IADB) Office of Evaluation and Oversight Office (OVE) is conducting comparative assessments of citizen security in Central America and the Caribbean. The OVE's objective is to evaluate differing projects, which the IADB has been supporting in four countries of the region (Jamaica, Honduras, Nicaragua and Panama) so as to better understand what has worked more and less well during project implementation, as well as the reasons for variations in outcomes.

Jamaica's Citizen Security and Justice Program (CSJP) is included in the comparative study. In order to improve understanding of CSJP's youth targeted interventions, the OVE commissioned a tracer study of participants in one of these programmes; that is, one administered by Rise Life Management.

In 2003, RISE, with support from CSJP, started its work in only three communities: Waterhouse, Towerhill, and Drewsland. In 2005, the organization started interventions in three further communities: Parade Gardens, Fletchers Land, and Allman Town. RISE continued its work in all six communities until 2011 when CSJP implemented a zoning system for grant procurement, which effectively discontinued the organization's programmes in the communities of Towerhill, Waterhouse and Drewsland. In 2012, RISE submitted a bid to continue work in these communities but this effort was unsuccessful. Nevertheless, RISE still engages the established youth groups, with support from other funded projects. Notably, CSJP has selected all 6 communities for intervention.

In addition to its adolescent and youth programmes, RISE has conducted parenting workshops in all 6 communities. It has also established parenting support groups in all communities, except for Parade Gardens and Fletchers Land, where groups had been set up before. RISE supports the group that was established in Parade Gardens while Youth Opportunities Unlimited (YOU) founded and continues to support the group in Fletchers Land. RISE established two parenting support groups in Drewsland. Formerly, parenting workshops were made available to the community with no regard for whether the participant had a child/ward who was affiliated with RISE. In later years, there was no distinction between the two as those parents who received parenting workshops were parents of participants.

2. TERMS OF REFERENCE AND OBJECTIVES

reThink Limited was contracted to conduct the tracer study. The OVE's Terms of Reference outlined the following objectives, methods and recommended activities:

- . A. The objective of the tracer study is to assess to what extent the social services provided by RISE to the youth in volatile communities in Kingston have made a difference in the lives of beneficiaries in terms of employment and satisfaction with life. The outcome will be compared with a control group of youth from the same communities who enrolled in the program but dropped out shortly after

joining. The study will differentiate outcomes in terms of duration of participation in the activities so as to evaluate if permanence in the program makes a significant difference in outcome.

B. The tracer survey will use two sets of indicators to assess the impact of the program: (i) the main activity of beneficiaries (study, job, others) and (ii) the level of satisfaction in life (hope in future, self-esteem, and connectedness).

C. The main evaluative question is: To what extent did participation in youth-targeted social interventions make a difference in beneficiaries' lives and did a longer permanence in the program made a significant difference (if yes, what is the duration of participation that seems necessary to influence outcomes)?

Correspondingly, the following activities should be conducted:

- (i) Collect information (sex, age, address, phone number) of beneficiaries of RISE who attended the program in 2005 and 2006;
- (ii) Collect information (sex, age, address, phone number) on young people who enrolled in 2005 and 2006 and dropped out a few weeks after joining;
- (iii) Develop a questionnaire to measure the two types of impact under consideration (main activity and satisfaction with life) and a protocol to apply the survey;
- (iv) Apply the survey to both groups of youth; and
- (v) Write a report analyzing the results from the survey.

After a series of discussions with RISE and reThink, the OVE later expanded the TOR to include an additional---and critical---group of respondents: children and young people who had never participated in any programme. Furthermore, the OVE agreed to a qualitative component to the study; specifically, a number of focus group discussions with parents who had either participated in training sessions that were hosted by RISE and/or who had children who attended RISE.

2. METHODOLOGY

Consistent with the TOR, reThink Ltd proposed to:

- (i) Liaise with Rise Life Management to obtain lists of potential respondents
- (ii) Collect information (sex, age, address, phone number) of respondents who attended the program in 2005 and 2006;
- (iii) Collect information (sex, age, address, phone number) of respondents who enrolled in 2005 and 2006 and dropped out a few weeks after joining;
- (iv) Ensure gender balance that is weighted to reflect the higher proportion of male participants;
- (v) Work through Rise Life Management to mobilize respondents;
- (vi) Develop a questionnaire to measure the two types of impact under consideration (main activity and satisfaction with life) and a protocol to apply the survey;

- (vii) Develop the protocol to apply the questionnaire
- (viii) Apply the survey to both groups of youth

The Protocol that was compiled for the study outlined the methods and justification for selecting the sample. It also assigned roles and responsibilities to key stakeholders in the research.

Selecting the Sample

The Protocol informed how the initial sample size was determined. Specifically:

1. RISE Life management provided lists of its programmes since 2003. To the extent feasible, the organization also prepared lists of the names and numbers of participants in the programmes. However, as RISE was unable to locate its registration files, it was difficult to determine which participants attended for shorter or longer periods. Therefore, it was necessary to solicit this information from the interviewees.
2. According to RISE’s initial documentation, 3582 adolescents and 2708 youth were enrolled in programmes between 2003 and 2012. Therefore, on this basis, ten percent of participants in each programme for each year were to be selected for the survey.

Youth	Total Population	Sample Population
2003 – 117	=117	12
2005 – 343	=343	34
2006 – 469, 53	=522	52
2007 – 472, 250, 447	=1169	117
2009 – 10 – 200, 150	=350	35
2011- 12 – 120, 150	=207	21
Total Population 2708		Total sub-sample 271

Using a confidence level of 95%, with (worst case) 50% of youth responding, the confidence interval was estimated at 5.6%. If 90% of youth responded, the confidence interval would be 3.4%.

Adolescents	Total Population	Sample Population
2004 – 177, 177, 153	= 507	51
2005 – 782	= 782	78
2006 – 498, 250, 405	= 1153	115
2007 – 150, 200	= 350	35
2009 – 10 – 250, 250,	= 510	51
2011-12 - 140, 140,	= 280	28
Total = 3582		Total sub-sample 358
Total sample of RISE attendees = 629		

Using a confidence level of 95%, with (worst case) 50% of adolescents responding, the confidence interval would be 4.9%. If 90% of adolescents responded, the confidence interval would be 2.9%.

2. Sampling was to be purposive. The final sample would combine persons who registered for one programme only and those who attended a number of programmes.

The proportions were to be determined when all the lists of names and contact numbers were finalized. This purposive sampling was designed to facilitate evaluation of RISE's impact by length of association and type of programme. However, in addition, a control sample would be selected from among young people who have never participated in any programme. Here, RISE would work with the Social Development Commission, relevant community based organizations and the local Community Development Councils to identify adolescents and youth who have never participated in any programmes or who have started programmes and stopped attending soon thereafter. In each of the six communities, 20 adolescents and 20 young people (equal numbers of males and females) would be selected for interview. This means that this more deliberate control sample would, ideally, comprise 240 respondents.

This sampling strategy had to be changed in parts. Without registration data, RISE was unable to provide lists that matched the numbers of participants previously reported. Rather, the final lists provided had a substantially lower number of registered participants; in addition, some names were repeated across lists. It was difficult, under the circumstances to obtain a precise count of the children and youth who RISE has served throughout the years, although it was feasible to identify some potential respondents who were long versus short-term participants. With a lower but imprecise population count, the most sensible strategy was to re-define the sample, such as to adequately represent the subgroups of adolescents and youth being studied. Consequently, reThink proposed to complete 700 quantitative surveys (see questionnaire in Annex 1.4) with adolescents and youth; specifically, 250 youth who attended RISE for both short and long periods; 250 RISE adolescents and 200 adolescents and youth who had not attended any programme or attended for a short period and dropped out. These children and youth would be recruited, in as equal proportions as was feasible, across all 6 communities. Further, samples would be selected in such a way as to ensure a representative gender balance.

The Qualitative Component

In addition to the surveys, reThink agreed to conduct 6 focus group discussions (see list of questions in Annex 1.2) with parents/guardians across the communities of Tower Hill, Drewsland, Waterhouse, Parade Gardens, Fletchers Land and Allman Town. The focus groups were to be structured as follows:

- A. Male only from the communities of Towerhill, Waterhouse and Drewsland (age differentiated)
- B. Male only from the communities of Parade Gardens, Fletchers Land, and Allman Town (age differentiated)
- C. Female only from the communities of Towerhill, Waterhouse and Drewsland (age differentiated)
- D. Female only from the communities of Parade Gardens, Fletchers Land, and Allman Town (age differentiated)
- E. Mixed group (gender-balanced and age differentiated) from the communities of Towerhill, Waterhouse and Drewsland

- F. Mixed group (gender-balanced and age differentiated) from the communities of Parade Gardens, Fletchers Land, and Allman Town

One additional focus group would be convened with adolescents and youth who had never participated in any programme, although they were thought to be in need of intervention.

Process limitations and Research Outputs

- The Protocol established the guidelines for the research process, as follows:
1. RISE will contact the potential respondents by telephone or in person and invite their participation.
 2. Each respondent will be assigned a number; names will not be recorded on the questionnaires. This is to ensure that persons' identities are protected. At the end of the research process, records that show the numbers that are assigned to names will be destroyed.
 3. Participants will be provided with a stipend to facilitate their transportation to and from the research sites. Respondents from Parade Gardens, Fletchers Land and Allman Town will be hosted at RISE. Participants from Towerhill, Waterhouse and Drewsland will be hosted at neutral venues (to be determined). It is critical that respondents do not conceive of the stipends as payment for their participation but as contributions to their transport costs solely.
 4. Light refreshments will be provided.
 5. In order to ensure safety, RISE personnel will accompany interviewers on all occasions, although they will not be present in the interview rooms.
 6. RISE will monitor developments in the communities, providing alternate venues should there be threat of disruption.
 7. A team of trained interviewers (comprising four females and four males) will apply the questionnaires. In order to ensure objectivity, the team will exclude staff employed by RISE, persons from the communities or peers.
 8. Interviewers will be trained prior to conducting the surveys. The training period will include testing and refining the questionnaires.
 9. Interviewers will conduct one-on-one interactive sessions, ensuring that respondents can see the data being recorded and correct information where necessary.
 10. Eight respondents will be accommodated in each session; each will be interviewed by one of the 8 interviewers. It is recognized that research periods will have to be staggered to suit respondents' schedules. Furthermore, the weekend periods are likely to be the most productive and, therefore, count as working days.
 11. Sessions will be held in large rooms with chairs and desks appropriately spaced to ensure privacy. The emphasis is not on whether or not persons are known to others who are attending (given the nature of the survey, this requirement would be unnecessary) but on ensuring that the information provided is not ascribed to particular persons.

12. Each session will include an introduction as well an exercise designated to “break the ice”.
13. Questionnaires will be completed directly on laptops rather than on paper and transcribed. This will allow for close monitoring of the data.
14. The lead researcher and the statistician will supervise data collection, responding to questions that arise and double-checking with respondents that the data recorded was done accurately.
15. Survey results will be entered into SPSS throughout the course of each day. Problems will be quickly identified and clarified with the relevant interviewer and interviewee.

A number of modifications were made to the guidelines prior to the start of the research. First, concerns were expressed about using computers within some communities, given past and potential problems with security. Thus, researchers resorted to the traditional method of administering the surveys via paper questionnaires. Second, although data entry started at the inception of the study, this did not proceed at the pace---daily turnover---expected; data entry personnel considered the questionnaires to be lengthy.

Notably, the research process was challenging for a number of reasons and this undermined the pace of the research, contrary to the intent of the guidelines. Specifically:

1. Funding for fieldwork was provided later than expected, particularly much closer to the end of term for schools and to the Christmas period. Consequently, it was considerably more difficult to recruit students who had to prepare for examinations or who were, otherwise, engrossed in pre-Christmas celebrations.
2. Certain categories of respondents proved harder to mobilize, specifically, adolescents and youth not connected with any groups and male parents. Notably, all parent-centered groups comprised women only, despite intense mobilization strategies.
3. Research hours had to be staggered to meet the needs of respondents. Even agreed hours were not always reliable.
4. On one occasion, given unforeseen circumstances, the research team was not represented in the numbers expected. Unfortunately, this occurred on the occasion that the children and young persons were well represented.
5. Conversely, there were occasions when interviewers were assured that groups of children and youth had been mobilized; however, it later became apparent that adequate mobilization had not occurred.

Despite these obstacles, RISE staff and reThink interviewers managed to reach 665 of the targeted 700 respondents, which is a significant response rate of 95%. In order to achieve this goal, personnel from both agencies had to adopt flexible mobilization and interview strategies. For example, it was, on several occasions, necessary to go into the communities and to conduct ‘roadside or yard interviews’ in

order to reach desired respondents. Furthermore, RISE found it necessary to rely, considerably, on community youth leaders, who were skilled at recruiting persons, even at very short notice.

Four focus groups were convened. As noted, no male parent attended the mixed group sessions; therefore, three 'female only' groups met: one in the Parade Gardens, Fletchers Land, and Allman Town area and two in the Towerhill, Waterhouse and Drewsland area. Interestingly, one of the latter groups (which was convened in the Towerhill, Waterhouse and Drewsland area) could be defined as a 'control group' of parents, since these participants had never attended a RISE parenting session or had children who attended RISE. An additional focus group was convened with a control group of youth; that is, youth who had never participated in any programmes, although---by their own admission---they would have benefited from interventions. Further, one focus group was convened with long-term youth and adolescents. This focus group, more appropriately a participatory evaluation which will include RISE staff, will track where and how RISE has assisted at different points in time, as well as the perceived gaps.

The findings from the tracer study are presented in the following eight sections:

Section 1: Basic Demographics

Section 2: Community Profiles and Household Analyses

Section 3: Assessing Poverty Levels

Section 4: Educational Background and Current Realities

Section 5: Income, Employment and Perceptions of Opportunities

Section 6: Behaviours and Beliefs

Section 7: Findings from the Focus Groups

Section 8: Summary: The Role of Duration in Outcomes and Implications for Programming

Section 2: Basic Demographics

Six hundred and sixty five (665) adolescents and youth (including RISE and non-RISE attendees) responded to the survey. Across communities, 343 (identified) males and 295 females were interviewed (Table 1.1). Note that sex was not identified in 27 cases.

TABLE 1.1 SEX BREAKDOWN OF SAMPLE

Gender		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	343	51.6	53.8	53.8
	Female	295	44.4	46.2	100.0
	Total	638	95.9	100.0	
Missing	System	27	4.1		
Total		665	100.0		

TABLE 1.2 AGE CATEGORIZATION OF SAMPLE

		Recorded Age Group			Cumulative Percent
		Frequency	Percent	Valid Percent	
Valid	Adolescent	332	49.9	49.9	49.9
	Youth	333	50.1	50.1	100.0
	Total	665	100.0	100.0	

The sample was evenly split across adolescents and youth (Table 1.2). Table 1.3 shows the sex and age categorization of the sample. Among adolescents, 51.3% were males and 48.8% were females. Among youth, 56.3% were males and 43.7% females.

TABLE 1.3 SEX AND AGE CATEGORIZATION OF THE SAMPLE

Recorded Age Group * Gender Crosstabulation					
			Gender		Total
			Male	Female	
Recorded Age Group	Adolescent	Count	164	156	320
		% within Recorded Age Group	51.3%	48.8%	100.0%
		% within Gender	47.8%	52.9%	50.2%
		% of Total	25.7%	24.5%	50.2%
	Youth	Count	179	139	318
		% within Recorded Age Group	56.3%	43.7%	100.0%
		% within Gender	52.2%	47.1%	49.8%
		% of Total	28.1%	21.8%	49.8%
Total		Count	343	295	638

	% within Recoded Age Group	53.8%	46.2%	100.0%
	% within Gender	100.0%	100.0%	100.0%
	% of Total	53.8%	46.2%	100.0%

Close to 53% (52.9%) of respondents resided in Area 2: Towerhill/Drewsland/Waterhouse. Forty four percent (specifically 44.5%) of respondents resided in Area 1: Parade Gardens/Fletcher’s Land/Allman Town. It was difficult to place 17 respondents (2.6%) as the communities they now reside in are not located in either area. These respondents have, therefore, been placed in a fictitious area: ‘Other’.

TABLE 1.4 AREA CATEGORIZATION OF SAMPLE

		Area Lived In			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Area 1	296	44.5	44.5	44.5
	Area 2	352	52.9	52.9	97.4
	Other	17	2.6	2.6	100.0
	Total	665	100.0	100.0	

As the analysis requires study of whether RISE’s interventions are more or less effective depending on the period of engagement with the organization, the sample was further disaggregated into short, medium and long-term participants (see Table 1.5). There was some effort, at the outset, to ensure that persons of varying periods of engagement were included in the study. However, without registration records, this could not be done precisely. Thus the categorizations were made after the data was entered.

Note that two control groups were included in the sample. Control Group 1 comprises adolescents and youth who have never attended RISE or other youth development programmes. Control Group 2 consists of persons who stated that they have never attended RISE but claim to have attended other activities at points (some more developmental than others) and for varying periods of time. It also includes a minimal number of persons who attended RISE at some point and left after a short period.

TABLE 1.5 CATEGORIZATION OF THE SAMPLE BY DURATION

Area community do you live in.		Frequency	Percent	Valid Percent	Cumulative Percent
Area 1	Valid	Short Term	49	16.6	16.6
		Medium Term	123	41.6	41.6
		Long Term	46	15.5	15.5
					73.6

		Control 2	46	15.5	15.5	89.1
		Control 1	32	10.9	10.9	100.0
		Total	296	100.0	100.0	
Area 2	Valid	Short Term	64	18.2	18.2	18.2
		Medium Term	130	36.9	36.9	55.1
		Long Term	43	12.2	12.2	67.3
		Control 2	56	15.9	15.9	83.2
		Control 1	59	17.8	17.8	100.0
		Total	352	100.0	100.0	
Other	Valid	Short Term	1	5.9	5.9	5.9
		Medium Term	3	17.6	17.6	23.5
		Long Term	4	23.5	23.5	47.1
		Control 2	3	17.6	17.6	64.7
		Control 1	6	35.3	35.3	100.0
		Total	17	100.0	100.0	

Table 1.6 below shows the spread of respondents by Area.

TABLE 1.6 DEFINING CONTROL GROUPS 1 and 2

Area community do you live in.		Frequency	Percent	
Area 1	Valid	Rise	215	74.39
		Control Group 2	46	15.92
		Control Group 1	28	9.69
	Total	289		
Area 2	Valid	Rise	233	65.63
		Control Group 2	56	15.77
		Control Group 1	56	15.77
	Total	355		
Other	Valid	Rise	8	47.06
		Control Group 2	3	17.65
		Control Group 1	6	35.29

Section 2: Community Profiles and Household Analyses

1. BACKGROUND DATA

The Social Development Commission (SDC) publishes community profiles, which have been used to provide a backdrop for this tracer study. Relevant sections from these profiles are inserted in respective sections. (Note that the SDC does not provide a profile for Drewsland.)

TABLE 2.1: COMMUNITY OVERVIEW: BASIC STATISTICS

Community	Number of Residents	Number of Dwellings	Number of Households	Average Household (HH) Size
Waterhouse (SDC 2008)	9735	2028	2555	4.8/hh
Towerhill (SDC 2009)	4952	1120		4.4/hh
Drewsland (No data available)				
Fletcher's Land (JSLC, 2007 and SDC 2009)	5000	958	1429	3.5/hh
Parade Gardens	11458	3366	3370	3.4/hh
Allman Town (SDC, 2007-8)	10030		2950	3.4/hh

In Fletchers Land, at the time of the SDC's survey (2009), male-headed households were, typically, smaller: 26% of male-headed households were comprised of single persons. Female-headed households were normally larger, with 4-6 persons on average. Fletchers Land, as other communities in the Downtown Development Area, was youthful: 70.6% of household members in Fletchers Land were between 0 and 34 years. Of this percentage, persons up to 24 years accounted for 50.3% of the population and persons up to 14 years (adolescents) for 30.3%. Therefore, youth comprised 20% of the population.

According to SDC's data (2009), the majority of persons in Fletcher's Land noted that they were single (45.7%) while 32% stated that they were in common law relationships; 9.6% were married and 6.4% widowed. Thirty one percent of families were in nuclear family structures while 23% were in single (female) parent households. Most household heads had resided in the community for approximately 25 years.

In Parade Gardens, 22% of the households comprised single persons while 40.8% comprised four or more persons. As in Fletcher's Land, most single member households were male headed; women tended to head larger families. In Parade Gardens, approximately 56.5% of households were female-headed. Like Fletcher's Land and the Downtown Development Area, Parade Gardens was defined as a youthful population since persons of 30 years and lower accounted for 66.8 % of the total population; children and adolescents up to 14 years comprised 35% of the population while youth

made up 23%. The majority of children and youth were males. Even more so than in Fletcher's Land, 60.4% of respondents to the SDC stated that they were single; 29% were involved in common law relationships; 4.8% were married and 0.3% divorced.

In Allman Town, SDC (2007-8) data showed that 47.5% of the household heads were single, while 20.5% were in common law relationships and 18.6% were married. Close to 5% stated that they were in visiting relationships while 8.4% were widowed, divorced or separated. In 2007-8, the nuclear family structure was dominant in Greater Allman Town; 30% of respondents claimed to enjoy this arrangement while 22.3% were in single parent households. As in Fletcher's Land and Parade Gardens, 54.8% of the population in Allman Town was under 30 years. Of this, children and adolescents up to 14 years comprise 31.2%. Most household heads (92%) were living in Allman Town for ten years and over.

Waterhouse was also defined as a youthful community since, at the time of the study (2007-8), approximately 61% of residents were below the age of 25 years, with 31.5% being children (0-14 years) and 29.5% being youth (15-24 years). In Towerhill (2009 data), 64% of residents were less than 25 years. Of this percentage, children and adolescents (0-14 years) comprised 52% and youth (15-24 years) comprised 45%. The majority (55.9%) of household heads in Towerhill were single; 20.7% were married and 16.2% were in common law relationships. Only 5.4% were widowed while 0.9% were separated and divorced.

Though much of the SDC data is now dated, it remains the most current community information available and provides a helpful depiction of family structures across the communities. The findings from this tracer study, as presented below, portray the household structures and backgrounds of RISE and non-RISE participants in this study. It is possible to observe particular trends, including the prevalence of non-nuclear and of matriarchal family arrangements and the relatively low percentage of fathers who are responsible for households.

2. HOUSEHOLD STRUCTURE AND RELATIONS

In Area 1 (Parade Gardens, Allman Town, Fletcher's Land), 50% of RISE adolescents and 57.7% of RISE youth reported that they grew up with their birth mothers alone. In comparison, 5.5% of RISE adolescents and 2.9% of RISE youth grew up with their stepmothers alone while 14.8% of RISE adolescents and 16.1% of RISE youth grew up with their birthfathers alone. A noteworthy 39.8% of RISE adolescents grew up with both birthparents, while only 5.5% grew up with their birthmother and stepfather together. Similarly, 25.5% of RISE youth grew up with both birthparents. Eighteen percent (18%) of RISE adolescents and 21.2% of RISE youth grew up with their grandmother alone while 8.6% of RISE adolescents and 3.6% of RISE youth grew up with their grandfather alone. Not many RISE adolescents (4.7%) grew up with foster parents; however, a significant 20.3% grew up with other relatives and 10.2% with friends. Just over 5% (5.1%) of RISE youth grew up with foster parents and 21.9% grew up with other relatives.

Significantly, 64.8% of RISE adolescents and 51.1% of RISE youth stated that their birthmother lives in the house with them now. Eighteen percent (18%) of RISE

adolescents and 8% of RISE youth indicated that both birthparents live in the house. However, 47.7% of RISE adolescents and 56.2% of RISE youth confirmed that their birthfathers no longer live in the house while only 3.1% of RISE adolescents and 6.6% of RISE youth have stepfathers living in the house. Over 12% of RISE adolescents and 10.9% of RISE youth have grandmothers living in the house with them while 85.9% of RISE adolescents and 56.9% of RISE youth still live with sisters and brothers. Over 21% (21.9%) of RISE adolescents and 25.5% of RISE youth have other relatives living in the house now.

There are similar trends across Area 2, which the table below (Table 2.2) depicts. The data indicates that the majority of respondents, across age groups, grew up with their birthmother alone. A lesser proportion grew up with both birthparents; however, while significant proportions still reside with their birthmother in the house (60.9% of adolescents and 48.2% of youth who responded), comparatively fewer have their birthfathers living in the house (13.9% of adolescents and 12.1% of youth who responded).

TABLE 2.2 SHIFTING HOUSEHOLD STRUCTURES (AREA 2)

Area 2 (Towerhill, Waterhouse, Drewsland)		Grew up with	Grew up	Grew up with	Grew up	Live with	Live with
		Birthmother alone	with Birthfather alone	both birthparents	with other relatives	Birthmother in house	Birthfather in house
Adolescents	Yes	55%	17.2%	33.8%	24.5%	60.9%	13.9%
	No	29.8%	56.3%	42.4%	53.0%	25.2%	56.3%
Youth	Yes	53.9%	10.6%	22.7%	26.2%	48.2%	12.1%
	No	28.4%	58.2%	49.6%	45.4%	31.2%	57.4%

It is significant that across both areas, the majority of RISE adolescents and youth named their mothers as head of their households, followed by fathers and with grandmothers, in many cases, also playing this role.

Specifically, in Area 1, 48.9% of persons who have been attending for the short term identified their mothers as heads of households; 22.4% identified fathers; and 14.3% identified grandmothers. Likewise, 58.3% of adolescents who have been attending for the medium term named their mothers as household heads, 11.6% named their fathers and 5% named their grandmother. The remainder of the sample identified stepparents, other relatives and 'myself' as heads of households. Some persons claimed that each person is responsible for himself or herself. Close to 40% (36.9%) of long-term attendees stated that their mothers were the heads of their households while 8.7% identified their fathers. Over 15% (15.2%) named themselves as heads of families, which is not unsurprising since many of the longest term attendees are young people, some of whom have moved from their original homes to live independently, even though this might mean having separate housing arrangements

within the same yard.

In Area 2 below, the patterns are the same: mothers comprise the majority of household heads with the proportion of fathers substantially less so. Grandmothers have a notable role. Respondents very rarely identified both parents as heads of households. Siblings have a leading role in some households and the proportions of persons who identified themselves as heads of households appeared to increase with age.

TABLE 2.3 IDENTIFYING HEADS OF HOUSEHOLDS (AREA 2)

Area 2 (Towerhill, Waterhouse, Drewsland)	Mother	Father	Both Parents	Grandmother	Siblings	Me
Short Term RISE	42.8%	20.7%	0	11.1%	0	0
Medium Term RISE	48.5%	20.3%	.8	14.9	0	3.9%
Long Term RISE	42.9%	1.9%	0	14.3%	4.8	9.6%

Note that based on the findings from the sample, RISE participants, participants in other programmes and members of adolescent and youth control groups across Areas 1 and 2 have similar backgrounds. For example, of Control Group 1, as many as 50% of adolescents (from a sub sample of 22) and 44.4% of youth (from a subsample of 9) in Area 1 identified their mothers as heads of households. In comparison, 22.7 of adolescents and 22.2% of youth in Area 1 identified their fathers as heads of households. In Area 2, 42.9% of adolescents (from a sub sample of 28) and 28.1% of youth (from a sub sample of 32) said that their mothers headed their households; 31.9% of adolescents and 18.8% of youth credited their fathers.

For Control Group 2 (Area 1), 53.9% of male adolescents (from a subsample of 13) and 53.3% of females (from a subsample of 15) identified their mothers as heads of households. In Area 2, 81.9% of male youth and 50% of females (from samples of 11 and 10 respectively) said that their mothers were the household heads.

Section 3: Community Profiles and Household Analyses: Assessing Poverty Levels

1. BACKGROUND DATA

It is difficult---and potentially erroneous---to weigh the levels of poverty within households in innercity communities by relying exclusively on factors such as access to electricity and water or possessions of household goods. This is because access to these services may be incurred at no cost to the household and goods can be obtained through various avenues, including from relatives overseas. Therefore, a household with access to basic services and a full complement of household goods may, nevertheless, lack money for essential expenditure.

In Fletchers Land (SDC data 2009), 41% of residents had (public) water piped into their yards while 39.4% had water piped into their houses. Ninety four percent had access to toilets that are linked to sewers (although 85% shared these facilities with at least one other family) and over 70% had access to electricity.

Table 3.1 below shows differences in access to services across communities. In Parade Gardens, for example, use of electricity was very high but lesser numbers of persons (compared with the other communities) had access to public water that is piped into their dwellings. Further, a higher proportion of persons in Parade Gardens (compared with the other communities) had to share toilet facilities. Similarly, a lower proportion of persons (58.8%), compared with other communities, had access to toilets that were linked to sewers.

Table 3.1 Water, Sanitation and Electric Services Across Communities

Name of Community	% of residents with piped water in yards	% of residents with piped (public) water in houses	% of residents with access to toilets that are linked to sewers	% of residents who share toilets with at least one other family	% of residents with access to electricity
Fletchers Land (2008 data)	41	39.4	94	36	70
Parade Gardens (2009 data)	84	6	58.8	63	100
Allman Town (2009 data)	40.7	47.1	88.8	39	99
Waterhouse (2008 data)	53.5	41	73.5	22	99.5
Towerhill (2009 data)	42.9	25.9	55	27	98.2

As with the SDC analyses, this tracer study sought to weigh levels of poverty through assessments of various indicators. It also used such indicators to provide a picture of living standards within and across communities. The findings presented

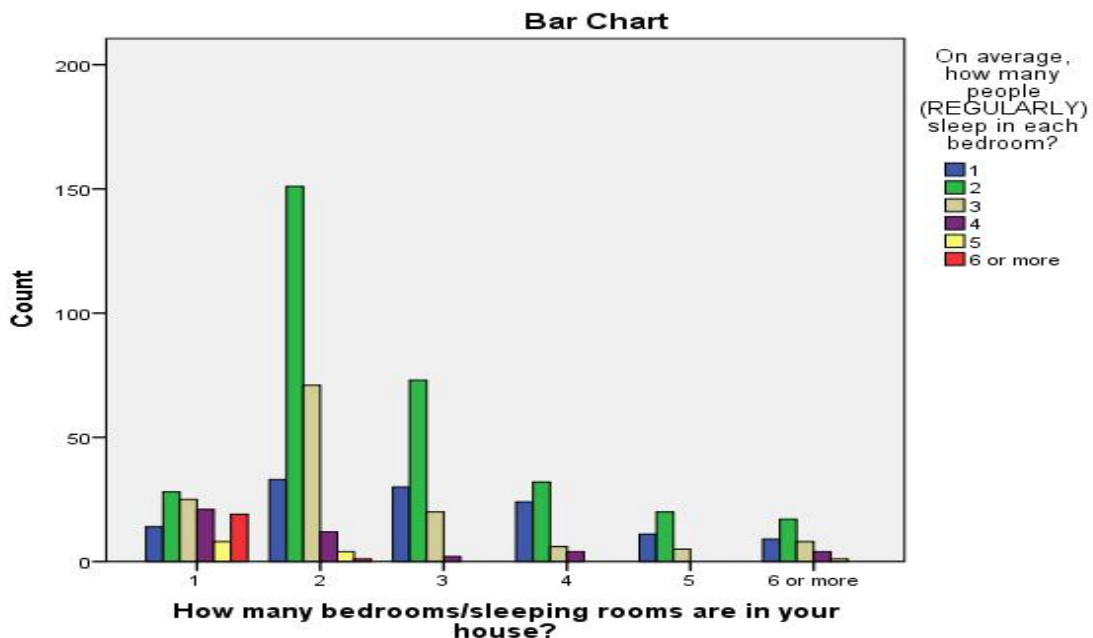
below will show the limitations of certain assumptions and the types of questions that are relevant for understanding some of the peculiarities of life within these inner-city communities.

2. ASSESSING LIVING STANDARDS THROUGH INVESTIGATING NUMBERS OF ROOMS IN HOUSE

Respondents were asked how many bedrooms are in their houses. In both Area 1 and Area 2, the majority of males and females across age groups stated that they had 2 bedrooms. Similarly, when asked about the numbers of persons who sleep in each room, the majority of males and females across age groups identified 2 persons per room.

A cross tabulation of both sets of data provides a better picture of the quality of living arrangements. The bar chart below depicts the results. A significant proportion of respondents (151 of 665 or 23% of the entire sample) stated that, on average, 2 persons sleep in each of their 2 bedrooms. Seventy-three of the 665 respondents (11.2% of the entire sample) noted that on average 3 persons sleep in each of their two bedrooms. This is followed by 71 of 665 respondents (10.9% of the entire sample) who stated that on average three persons sleep in each of their 2 bedrooms. Therefore, for close to half of the sample (45%), sleeping arrangements do not appear overcrowded, depending on room sizes. Conversely, for a smaller proportion of the sample (6.8%), 4 and more persons sleep in each bedroom.

CHART 3.1 NUMBERS OF BEDROOMS BY PERSONS SLEEPING IN EACH ROOM



Persons were asked how many 'other' rooms are in their house; that is, in addition to the bedrooms and bathrooms. Here, respondents were asked to count the number of kitchens, living rooms and washrooms, among others. Table 3.2 below shows that in Area 1 a fairly high percentage of respondents had no additional rooms: 23.9% of male

adolescents; 30.7% of male youth; 29.6% of female adolescents and 18.2% of female youth. Approximately 57% (56.7%) of male adolescents; 62.7% of male youth; 62% of female adolescents and 56.4% of female youth had up to one additional room.

Area community do you live in.				Frequency	Percent	Valid Percent	Cumulative Percent	
Area 1	Male	Adol.	Valid	0	16	23.5	23.9	23.9
				1	22	32.4	32.8	56.7
				2	19	27.9	28.4	85.1
				3	9	13.2	13.4	98.5
				6 or more	1	1.5	1.5	100.0
				Total	67	98.5	100.0	
		Missing	System	1	1.5			
		Total		68	100.0			
		Youth	Valid	0	23	29.5	30.7	30.7
	1			24	30.8	32.0	62.7	
	2			18	23.1	24.0	86.7	
	3			5	6.4	6.7	93.3	
	4			2	2.6	2.7	96.0	
	5			1	1.3	1.3	97.3	
	6 or more			2	2.6	2.7	100.0	
	Total			75	96.2	100.0		
	Missing		System	3	3.8			
	Total		78	100.0				
	Female	Adol.	Valid	0	21	29.2	29.6	29.6
				1	23	31.9	32.4	62.0
				2	15	20.8	21.1	83.1
3				7	9.7	9.9	93.0	
4				4	5.6	5.6	98.6	
5				1	1.4	1.4	100.0	
Total				71	98.6	100.0		
Missing				System	1	1.4		
Total				72	100.0			
Youth		Valid	0	10	17.2	18.2	18.2	
			1	21	36.2	38.2	56.4	
			2	17	29.3	30.9	87.3	
			3	6	10.3	10.9	98.2	
			4	1	1.7	1.8	100.0	
			Total	55	94.8	100.0		
			Missing	System	3	5.2		
			Total		58	100.0		

In Area 2 (Table 3.3 below), 17.2% of male adolescents; 26.6% of male youth; 39.3% of female adolescents and 24.7% of female youth had no additional rooms. Further 50.5% of male adolescents; 62.8% of male youth; 75% of female adolescents and 56.2% of female youth had up to one additional room.

It is worth underscoring that many persons described living arrangements in which kitchens were external to the house or where living rooms also served as

bedrooms. In some cases, living rooms are also partitioned into bedrooms and kitchen areas. Though interviewers made every attempt to dissect these arrangements and produce an accurate count, it is necessary to note these qualifications.

Table 3.3 Rooms In House in Addition to Bed and Bathrooms (Area 2)

Area 2	Male	Adol.	Valid	0	16	17.2	17.2	17.2
				1	31	33.3	33.3	50.5
				2	34	36.6	36.6	87.1
				3	11	11.8	11.8	98.9
				5	1	1.1	1.1	100.0
				Total	93	100.0	100.0	
		Youth	Valid	0	25	26.0	26.6	26.6
				1	34	35.4	36.2	62.8
				2	23	24.0	24.5	87.2
				3	8	8.3	8.5	95.7
	4			3	3.1	3.2	98.9	
	6 or more			1	1.0	1.1	100.0	
	Total	94	97.9	100.0				
		Missing	System	2	2.1			
	Total			96	100.0			
	Female	Adol.	Valid	0	33	39.3	39.3	39.3
				1	30	35.7	35.7	75.0
				2	18	21.4	21.4	96.4
				3	1	1.2	1.2	97.6
				4	1	1.2	1.2	98.8
				6 or more	1	1.2	1.2	100.0
Total		84	100.0	100.0				
Youth		Valid	0	18	24.7	24.7	24.7	
			1	23	31.5	31.5	56.2	
			2	24	32.9	32.9	89.0	
			3	5	6.8	6.8	95.9	
	4		3	4.1	4.1	100.0		
Total	73	100.0	100.0					
Other	Male	Adol.	Valid	0	1	33.3	33.3	33.3
				1	1	33.3	33.3	66.7
				2	1	33.3	33.3	100.0
				Total	3	100.0	100.0	
	Youth	Valid	0	2	40.0	40.0	40.0	
			1	3	60.0	60.0	100.0	
			Total	5	100.0	100.0		
	Female	Youth	Valid	0	3	37.5	37.5	37.5
				1	3	37.5	37.5	75.0
				2	2	25.0	25.0	100.0
Total	8	100.0	100.0					

3. ASSESSING LIVING STANDARDS THROUGH INVESTIGATING RESIDENCE IN YARD

The question: "Do you live in a yard?" is an important one because it facilitates an appreciation of the levels of 'communal' living with these areas. A yard typically comprises 3 or more houses, in which extended family members or sets of differing families and/or single individuals may cohabit. Many respondents described the pervasive discord among persons who live in the yards, sometimes within families. Interviewers were sometimes told which members of the yard had pathetically 'bad minds', who evoked fear through their belief in and practice of the occult, who could not be trusted and who it was best to ignore and avoid. Sometimes, despite living in a yard and sharing facilities, particular clusters/loyal attachments develop and people protect their own mini-turfs.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	458	68.9	70.1	70.1
	No	195	29.3	29.9	100.0
	Total	653	98.2	100.0	
Missing	System	12	1.8		
Total		665	100.0		

As much as 70% of the sample confirmed that they live in yards.

In Areas 1 and 2, respondents reported that

yards comprise between 8 and 50 persons. Over 19% of respondents in Area 1 stated that their family is the sole occupier of the yard. Sixteen percent noted that there are three or more families in the yard. In Area 2, 28.3% of respondents indicated that their extended family occupies the yard while fifteen percent noted that there are their immediate family is the sole occupier.



Chart 3.2 Do you live in a yard?

Consistent with data from the SDC (presented above), a high percentage of persons living in yards share bathroom facilities (see Table 3.5 below) Across the sample, the majority of persons have one toilet in their yards.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	373	56.1	76.4	76.4
	No	112	16.8	23.0	99.4
	Other arrangements	3	.5	.6	100.0
	Total	488	73.4	100.0	
Missing	System	177	26.6		
Total		665	100.0		

4. ASSESSING LIVING STANDARDS THROUGH INVESTIGATING SOURCE OF LIGHTING

Area community do you live in.			Frequency	Percent	Valid Percent	Cumulative Percent
Area 1	Valid	Electricity	287	97.0	99.7	99.7
		Kerosene	1	.3	.3	100.0
		Total	288	97.3	100.0	
	Missing	System	8	2.7		
	Total		296	100.0		
Area 2	Valid	Electricity	346	98.3	100.0	100.0
	Missing	System	6	1.7		
	Total		352	100.0		
Other	Valid	Electricity	17	100.0	100.0	100.0

Consistent with SDC data, too, almost all households represented in the sample use electricity, as opposed to other sources of lighting (Table 3.6 above).

This study goes further and asks whether electricity is paid for or not (See Table 3.7 below). In both areas 1 and 2, higher proportions of families do not pay for electricity (49% who do compared with 41.9% who do in Area 1 and 56.3% who do not compared with 34.9% who do in Area 2).

Area community do you live in.			Frequency	Percent	Valid Percent	Cumulative Percent
Area 1	Valid	Yes	124	41.9	43.4	43.4
		No	145	49.0	50.7	94.1
		Don't know	17	5.7	5.9	100.0
		Total	286	96.6	100.0	
	Missing	System	10	3.4		
	Total		296	100.0		

Area 2	Valid	Yes	123	34.9	35.0	35.0
		No	198	56.3	56.4	91.5
		Don't know	30	8.5	8.5	100.0
		Total	351	99.7	100.0	
	Missing	System	1	.3		
	Total		352	100.0		
Other	Valid	Yes	3	17.6	17.6	17.6
		No	13	76.5	76.5	94.1
		Don't know	1	5.9	5.9	100.0
		Total	17	100.0	100.0	

In one focus group, one young man was summarily silenced when he suggested that persons in the inner-cities should pay for utilities as well as conserve now to save the country the costs associated with the services. Other members of the group considered the proposition to be ludicrous:

"Imagine parents cannot find lunch money to give to us. If we had to pay bills, where would we get that? We cannot pay bills and that is why we are not paying them. We cannot save on minimum wage. If we had to pay bills, we would beg."
(Focus group discussion with youth who are not involved in any programme)

Poverty may, indeed, be one critical factor beneath the non-payment of bills; however, among some there is also the perception that free access to such services is a right, a historical informal agreement between local politicians and constituents---as reward for the vote---which should not be disrupted despite the costs.

Section 4: Education Background and Current Realities

1. BACKGROUND DATA

SDC data indicates that 59% of household members in Fletchers Land were enrolled in an educational institution, predominantly primary, preparatory and secondary schools. Only 1% of respondents were enrolled in post secondary institutions. Furthermore, the highest percentage of males was registered in primary and preparatory schools while the highest percentage of females was enrolled in secondary institutions. Significantly, the report points out that while persons may be enrolled in institutions, high levels of absenteeism are common.

The SDC investigated educational attainment among heads of households and found that 76% of persons over 14 years had no qualifications. Of those who were qualified, merely 2% had 5 or more subjects at the CXC level while 6% had vocational level qualification. More females than males were qualified, except in the area of vocational education.

In Parade Gardens, 58% of households had members who were enrolled, primarily at primary (37%) and then secondary (26%) institutions. Less than 1% was enrolled at post secondary institutions.

At the time that the SDC conducted its survey, 84.9% of households in Parade Gardens reported that they had 'no' academic qualifications. Of those with academic qualifications, approximately 1% had 5 or more CXC subjects, 1% held an Associate Degree/Diploma/Certificate and 2% had Vocational certification. No significant differences in gender achievements were reported, save for the GCE 'A' level where no males attained qualifications and in the College certificate or Diploma where no females held qualifications.

In 2007-8, about 63% of household members in Allman Town were enrolled in an educational institution: 36% at primary level and 30.2% at secondary level. Approximately 3% were enrolled in tertiary institutions. For most household heads (55.3%), secondary level education was the highest reached. Sixteen percent were not educated beyond primary school and 8.4% were not educated beyond All Age School. Some 62% of persons surveyed acknowledged that they had no academic qualifications. Of those persons with academic qualifications, 7.9% had attained basic primary and secondary level subjects while approximately 16% had one general or advance level subject; 5% had acquired vocational certificates and 4% had been awarded a degree.

In 2008, 65% of household members in Waterhouse were enrolled in an educational institution, with 41% of persons enrolled at the primary/ preparatory level and 23% enrolled in secondary/high schools. Sixty percent of household members had achieved secondary level education while 25% was educated up to primary level. Only 0.3% had attained a degree/post graduate degree or professional education. In Towerhill, (60%) of households reported that they had members who were attending

educational institutions: 11.3% were enrolled in a primary or preparatory school; 9.6% were enrolled in basic schools and 6.8% in secondary/high schools; 63% stated that they were enrolled in other types of educational institutions. Continuing the trends observed across the communities, 37.8% of household heads had reached secondary school level; 27% had completed the primary school and 13.5% completed their studies at an all age school. Merely 1.8% of household heads had a tertiary level education.

2. EDUCATIONAL ATTAINMENT: FINDINGS FROM THE TRACER STUDY

Findings from this tracer study confirm the trends observed in the SDC data above. Asked what is the highest educational level attained by an adult in their household, the majority of RISE adolescents and youth across both areas and groups confirmed that this was the secondary level (See Table 4.1 below).

Table 4.1 What is the highest educational level attained by an adult in your household?

Area community do you live in.				Frequency	Percent	Valid Percent	Cumulative Percent	
Area 1	Adolescent	Valid	Primary	13	10.2	12.7	12.7	
			Secondary	73	57.0	71.6	84.3	
			Tertiary	14	10.9	13.7	98.0	
			DK	2	1.6	2.0	100.0	
			Total	102	79.7	100.0		
	Youth	Valid	Primary	8	5.8	6.6	6.6	
			Secondary	78	56.9	63.9	70.5	
			Tertiary	24	17.5	19.7	90.2	
			DK	12	8.8	9.8	100.0	
			Total	122	89.1	100.0		
Adolescent	Missing	System	26	20.3				
		Total	128	100.0				
		Youth	Valid	Primary	13	8.6	10.5	10.5
				Secondary	90	59.6	72.6	83.1
				Tertiary	14	9.3	11.3	94.4
DK	7			4.6	5.6	100.0		
Total	124			82.1	100.0			
Youth	Valid	Primary	17	12.1	14.5	14.5		
		Secondary	84	59.6	71.8	86.3		
		Tertiary	9	6.4	7.7	94.0		
		DK	7	5.0	6.0	100.0		
		Total	117	83.0	100.0			
Adolescent	Missing	System	27	17.9				
		Total	151	100.0				
		Youth	Valid	Secondary	2	100.0	100.0	100.0
				Tertiary	4	44.4	44.4	44.4
				DK	3	33.3	33.3	77.8
DK	2			22.2	22.2	100.0		
Total	9			100.0	100.0			

For Control Group 2 (Table 4.2 below), 42.9% of adolescent males and 88.9% of adolescent females from Area 1 noted that an adult in their household completed his/her education at secondary school while 28.6% completed studies at primary school. However, a not inconsequential 28.6% of male respondents noted that an adult in their household had reached tertiary level education. A comparatively lower 11.1% of females reported that an adult in their household had reached tertiary level; however, the overwhelming majority (88.9%) said that an adult in their household completed studies at secondary level. Among youth in Area 1, 80% of males stated that an adult in their household completed their education at secondary level; 10% completed at primary and tertiary levels respectively. None of the female youth in Area 1 stated that an adult in their household had reached tertiary level; 90% said that an adult in their household attained secondary level education.

The table shows that the figures are comparatively lower for Area 2: 66.7% of adolescent males and 61.5% of adolescent females from Area 2 noted that an adult in their household completed his/her education at secondary school while 9.5% of adolescent males and 7.5% of adolescent females from Area 2 noted that an adult in their household completed his/her education at primary school. Over 9% of males and 23.1% of female adolescents noted that an adult in their household had reached tertiary level education.

Of the youth in Area 2, 71.4% of males stated that an adult in their household completed their education at secondary level; 14.3% completed at tertiary level. As with Area 1, none of the female youth in Area 2 stated that an adult in their household had reached tertiary level; 80% said that an adult in their household attained secondary level education.

It is worth underscoring that persons appeared to have had different understandings of what constitutes tertiary level education. Interviews were careful to explain the term. It is noteworthy, too, that "tertiary" institutions in Jamaica provide variable types and levels of education; thus, even at this level, education may or may not lead to the quality of personal and social development anticipated.

Table 4.2 What is the highest educational level attained by an adult in your household? CONTROL GROUP 2

Area	Recoded Age Group	Gender		Frequency	Percent	Valid Percent	Cumulative Percent
Area 1	Adolescent	Male	Primary	2	15.4	28.6	28.6
			Valid Secondary	3	23.1	42.9	71.4
			Tertiary	2	15.4	28.6	100.0
			Total	7	53.8	100.0	
		Missing System	6	46.2			
		Total	13	100.0			
		Female	Valid Secondary	8	61.5	88.9	88.9
	Tertiary		1	7.7	11.1	100.0	
	Total		9	69.2	100.0		
	Missing System		4	30.8			
	Total	13	100.0				
	Youth	Male	Valid Primary	1	10.0	10.0	10.0
			Secondary	8	80.0	80.0	90.0
			Tertiary	1	10.0	10.0	100.0
			Total	10	100.0	100.0	
		Female	Valid Primary	1	10.0	10.0	10.0
			Secondary	9	90.0	90.0	100.0
Total			10	100.0	100.0		
Area 2	Adolescent	Male	Valid Primary	2	8.3	9.5	9.5
			Secondary	14	58.3	66.7	76.2
			Tertiary	2	8.3	9.5	85.7
			DK	3	12.5	14.3	100.0
		Total	21	87.5	100.0		
		Missing System	3	12.5			
		Total	24	100.0			
Area 2	Adolescent	Female	Primary	1	5.9	7.7	7.7
			Valid Secondary	8	47.1	61.5	69.2
			Tertiary	3	17.6	23.1	92.3
			DK	1	5.9	7.7	100.0
		Total	13	76.5	100.0		
		Missing System	4	23.5			
		Total	17	100.0			
Area 2	Youth	Male	Valid Secondary	5	50.0	71.4	71.4

				Tertiary	1	10.0	14.3	85.7
				DK	1	10.0	14.3	100.0
				Total	7	70.0	100.0	
		Missing		System	3	30.0		
		Total			10	100.0		
				Primary	1	20.0	20.0	20.0
		Female	Valid	Secondary	4	80.0	80.0	100.0
				Total	5	100.0	100.0	
Other	Adolescent	Male	Valid	Secondary	2	100.0	100.0	100.0
	Youth	Male	Valid	Tertiary	1	100.0	100.0	100.0

For Control Group 1 (Table 4.3), 81.8% of males and 55.6% of females from Area 1 and, by comparison, 65.6% of males and 60% of females from Area 2 noted that an adult household member had completed school at secondary level. Low levels of tertiary attendance are expected, given the trends observed; note, however, that 33% of females in Area 1 stated that an adult household member had attained tertiary level education. This was based on a small sample of 9 respondents.

Table 4.3 What is the highest educational level attained by an adult in your household? Control Group 1

				Frequency	Percent	Valid Percent	Cumulative Percent	
Area 1	Male	Valid	Primary	1	5.9	9.1	9.1	
			Secondary	9	52.9	81.8	90.9	
			Tertiary	1	5.9	9.1	100.0	
			Total	11	64.7	100.0		
		Missing	System	6	35.3			
	Total		17	100.0				
	Female	Valid	Primary	1	7.1	11.1	11.1	
			Secondary	5	35.7	55.6	66.7	
			Tertiary	3	21.4	33.3	100.0	
			Total	9	64.3	100.0		
			Missing	System	5	35.7		
Total				14	100.0			
Area 2	Male	Valid	Primary	4	10.3	12.5	12.5	
			Secondary	21	53.8	65.6	78.1	
			Tertiary	3	7.7	9.4	87.5	
			DK	4	10.3	12.5	100.0	
			Total	32	82.1	100.0		
		Missing	System	7	17.9			
	Total		39	100.0				
	Female	Valid	Primary	5	23.8	25.0	25.0	
			Secondary	12	57.1	60.0	85.0	
			DK	3	14.3	15.0	100.0	

		Total	20	95.2	100.0	
		Missing System	1	4.8		
		Total	21	100.0		
Other	Male	Valid	1	50.0	50.0	50.0
			1	50.0	50.0	100.0
		Total	2	100.0	100.0	
	Female	Valid	3	75.0	100.0	100.0
		Missing System	1	25.0		
		Total	4	100.0		

The majority of respondents across all groups identified the mother as the most educated individual in the household.

It is important to analyze the possible non-material consequences of growing up in contexts where attending secondary school is accepted as the zenith of what family members can and should achieve. In many interviews, respondents were comfortable that their household heads had “finished their schooling” since they had completed high or secondary school. The expectation in some households is that persons who have completed secondary level education would then progress to work. Tertiary level education is often not conceptualized as a possibility, neither is achieving beyond elementary occupations. Recognizing, addressing and transforming such mindsets, which have been cultivated across generations, is a very difficult undertaking. On reflection, the tracer study should have, specifically, evaluated RISE’s role in addressing this particular mindset and included the organization’s ability to assist participants to transform this “way of thinking and visioning” as an indicator of relative success or failure.

Like parents and grandparents, the majority of adolescents and youth noted that the highest achieving adolescent or youth in their household had reached primary and secondary level education (see Table 4.4 below). It is noteworthy that more persons in Area 1 than Area 2 had reached tertiary level; therefore, *of the valid responses*, 12.8% of short-term attendees in Area 1, compared with 10.4% of the group in Area 2; 18% of medium term attendees in Area 1 compared with 9.8% in Area 2; and 14.7% of long-term attendees in Area 1 compared with 8.3% in Area 2 had reached tertiary level.)

Of Control Group 1, 4.3% in Area 1 and 6.7% in Area 2 had reached tertiary level. Of Control Group 2, a comparatively higher 25.7% in Area 1 and 16.3% in Area 2 had reached tertiary level.

Table 4.4 What is the highest educational level attained by an ADOLESCENT or YOUTH in your household?						
Area community do you live in.	Duration			Frequency	Valid Percent	Cumulative Percent
Area 1	Short Term	Valid	Primary	16	41.0	41.0
			Secondary	18	46.2	87.2
			Tertiary	5	12.8	100.0
			Total	39	100.0	
	Medium Term	Valid	Primary	20	20.0	20.0
			Secondary	58	58.0	78.0
			Tertiary	18	18.0	96.0
			DK	4	4.0	100.0
	Long Term	Valid	Total	100	100.0	
			Missing	20		
			Total	120		
			System	20		
Short Term	Valid	Primary	3	8.8	8.8	
		Secondary	25	73.5	82.4	
		Tertiary	5	14.7	97.1	
		DK	1	2.9	100.0	
Medium Term	Valid	Total	34	100.0		
		Missing	12			
		Total	46			
		System	12			
Long Term	Valid	Primary	7	14.6	14.6	
		Secondary	35	72.9	87.5	
		Tertiary	5	10.4	97.9	
		DK	1	2.1	100.0	
Short Term	Valid	Total	48	100.0		
		Missing	15			
		Total	63			
		System	15			
Medium Term	Valid	Primary	17	16.7	16.7	
		Secondary	75	73.5	90.2	
		Tertiary	10	9.8	100.0	
		Total	102	100.0		
Long Term	Valid	Missing	26			
		Total	128			
		System	26			
		Primary	3	8.3	8.3	
Short Term	Valid	Secondary	29	80.6	88.9	
		Tertiary	3	8.3	97.2	
		DK	1	2.8	100.0	
		Total	36	100.0		
Other	Valid	Missing	6			
		Total	42			
		System	6			
		Short Term	1			
Other	Valid	Medium Term	System	1		
		Long Term	Secondary	3	100.0	100.0
Other	Valid	Secondary	3	75.0	75.0	
		Tertiary	1	25.0	100.0	

Control 2	Missing	Total System	4 3	100.0
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**Table 4.4 What is the highest educational level attained by an ADOLESCENT or YOUTH in your household?
CONTROL GROUPS 1 and 2**

Duration			Frequency	Valid Percent	Cumulative Percent
Area 1 Control Group 1	Valid	Primary	6	26.1	26.1
		Secondary	16	69.6	95.7
		Tertiary	1	4.3	100
		Total	23	100.0	
	Missing	System	5		
	Total	28			
Area 2 Control Group 1	Valid	Primary	8	17.8	17.8
		Secondary	32	71.1	88.9
		Tertiary	3	6.7	95.6
		DK	2	4.4	100
	Missing	Total	45	100.0	
	System	11			
	Total	56			
Other Area Control Group 1	Valid	Secondary	3	100.0	100.0
	Missing	System	3		
	Total		6		
Area 1 Control 2	Valid	Primary	5	14.3	14.3
		Secondary	20	57.1	71.4
		Tertiary	9	25.7	97.1
		DK	1	2.9	100.0
	Missing	Total	35	100.0	
	System	11			
	Total	46			
Area 2 Control 2	Valid	Primary	9	20.9	20.9
		Secondary	25	58.1	79.1
		Tertiary	7	16.3	95.3
		DK	2	4.7	100.0
	Missing	Total	43	100.0	
	System	13			
	Total	56			
Other Area: Control 2	Missing	System	3		

Respondents were asked what school they are either attending now or attended before dropping out or completing their studies.

Table 4.5 School Attending/Attended Before Drop Out: RISE Attendees (Males and Females)

<p>RISE attendees (males): Area 1</p> <ol style="list-style-type: none"> 32.2% are/were attending primary school, 35.6% are/were attending secondary school, 12.3% are were attending technical schools and 11% are/were at tertiary level. <p>RISE attendees (females): Area 1:</p> <ol style="list-style-type: none"> 40% of RISE attendees are/were attending primary school, 30% are/were attending secondary school, Only 3.1% are/were attending technical school but 17.7% are/were attending a tertiary institution 	<p>RISE attendees (males): Area 2</p> <ol style="list-style-type: none"> 28% are/were attending primary school, 48.7% are/were attending secondary school, 8.5% are were attending technical schools and 3.2% are/were at tertiary level. <p>RISE attendees (females): Area 2</p> <ol style="list-style-type: none"> 26.1% of RISE attendees are/were attending primary school, 52.2% are/were attending secondary school Only 7% are/were attending technical school and 5.1% are/were attending a tertiary institution.
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Thus, of the sample, the level of tertiary attendance is/was higher in Area 1; more males than females are/were attending technical schools; a higher proportion of respondents from Area 1 are/were attending primary school while a higher proportion of respondents from Area 2 were/are attending secondary/high schools.

The most notable difference with Control Group 1 is that none of the respondents from Control Group 1 are/were attending tertiary institutions. Again, the respondents are from Area 1.

Table 4.6 School Attending/Attended Before Drop Out: Control Groups 1 and 2 (Males and Females)

<p>Control group 1 – Males in Area 1:</p> <ol style="list-style-type: none"> 50% are/were attending primary school 31.3% are/were attending secondary school 18.8% are/were attending technical schools <p>Control group 1 - Females in Area 1</p> <ol style="list-style-type: none"> 75% are/were attending primary school, 25% are/were attending secondary school 	<p>Control Group 1 – Males in Area 2:</p> <ol style="list-style-type: none"> 45.7% are/were attending primary school 2.9% are/were attending preparatory school 42.9% are/were attending secondary school 8.6% are/were attending technical schools <p>Control group 1 - Females in Area 2</p> <ol style="list-style-type: none"> 33.3% are/were attending primary school 5.6% are/were attending preparatory school 55.6% are/were attending secondary school 5.6% are/were attending technical schools
<p>Control group 2 – Males in Area 1:</p> <ol style="list-style-type: none"> 45.5% are/were attending primary school 4.5% are/were attending preparatory school 22.7% are/were attending secondary schools 13.6% are/were attending technical schools 13.6% are/were attending tertiary schools <p>Control group 2 - Females in Area 1</p> <ol style="list-style-type: none"> 45.5% are/were attending primary school 31.8% are/were attending secondary school 9.1% are/were attending technical schools 13.6% are/were attending tertiary schools 	<p>Control Group 2 – Males in Area 2:</p> <ol style="list-style-type: none"> 62.1% are/were attending primary school 30.0% are/were attending secondary school 6.9% are/were attending technical schools <p>Control group 2 - Females in Area 2</p> <ol style="list-style-type: none"> 70.0% are/were attending primary school 5.0% are/were attending preparatory school 25.0 are/were attending secondary school

Control group members who were no longer studying gave the following reasons:

A. Males: Expelled; the school stopped the program; father did not pay for subjects; graduated; mother stopped supporting; Not enough CXC to further education

B. Females: Bad- had boyfriend; couldn't afford school fee and principal said I couldn't stay; Got pregnant

These reasons are similar to those provided by RISE adolescents and youth who had stopped attending school. While some had completed their programmes, males in Area 1 noted that they were: expelled' got in trouble; have to work; mom died and had to relocate; not enough money; the school stopped the programme.

In Area 2, males stated: Doubted myself after CXC came out; Father did not pay for subjects; Fights and gambling; missed exams trying to transfer but got expelled; Mother got sick and could not work; mother stopped supporting; Not enough CXC to further education; Not enough guidance

Like females from the control group, RISE attendees from Areas 1 and 2 mentioned that they could not return to school because of pregnancy. However, in Area 2, females mentioned the following: Bad- had boyfriend; expelled for fighting; got pregnant; Stopped to help mother sell; I was raped.

3. ATTENDANCE AT SCHOOL AND REASONS, IF ANY, FOR NON-ATTENDANCE

Interviewees were asked about their level of their attendance at school. The majority of RISE participants who enrolled in primary schools stated that they attend every day. However, some missed a few days per month.

In Area 1, 44.7% of the females who responded (based on the valid responses) stated that they attend primary school each day; in comparison, 32% of the males attend each day. Therefore, in this area, a higher proportion of females than males attend school each day. In Area 2, the situation was reversed: 25% of the females who responded (based on the valid responses) stated that they attend primary school each day; in comparison, 38.1% of the males attend each day. Therefore, in this area, a higher proportion of males than females attend school each day. Across both areas, the students who missed school a few days each month (18.8% of males and 19.7% of females in Area 1; 16.7% of males and 21.1% of females in Area 2) stated that this was primarily because of sickness (See Table 4.7).

With respect to attendance at secondary/high schools:

1. In Area 1, 34.1% of the females who responded (based on the valid responses) stated that they attend secondary/ high school each day; in comparison, 28.8% of the males attend each day. Therefore, as above, a higher proportion of females than males attend school each day.

2. In Area 2, 34.1% of the females who responded (based on the valid responses) stated that they attend secondary/ high school each day; in comparison, 28.9% of the males attend each day. Therefore, unlike the findings noted above for students attending primary schools, a higher proportion of females than males attend school each day.

Similar patterns of attendance applied to tertiary and other institutions. As noted, the level of tertiary attendance is higher for Area 1 than for Area 2. In the latter, the vast majority of respondents considered the query inapplicable.

Overall, 49.4% of males and 68.7% of females in Area 1 compared with 44.7% of males and 50% of females in Area 2 stated that they missed school a few days each month because they were ill. Similar patterns are observed across the adolescent and youth Control Group 1 who attend school. Forty three percent (42.9%) of male adolescents from Area 1 noted that they never missed a day from school while the same percentage has missed a few days per month. Over 54% (54.5%) of females said they never missed a day from school; however, 36.4% missed a few days per month. In Area 2, 36% of males never missed a day; 52% considered the query inapplicable; and only 8% missed a few days each month. Likewise, among females, 25% of respondents never missed a day; 62.5% considered the query inapplicable and 6.3% missed a few days each month and a day per week each. The survey findings did not explain the reasons why the query was considered inapplicable.

Table 4.7 Why do you sometimes miss school? Multiple Responses

	Responses		Percent of Cases	
	N	Percent		
Why do you sometimes miss school? ²	Why do you sometimes miss school? I am sometimes sick	186	89.9%	93.0%
	Why do you sometimes miss school -I have to work/hustle	10	4.8%	5.0%
	Why do you sometimes miss school -I hang out with friends	3	1.4%	1.5%
	Why do you sometimes miss school -I hang out with family	5	2.4%	2.5%
	Why do you sometimes miss school -I am not interested in school	3	1.4%	1.5%
Total	207	100.0%	103.5%	

The findings below indicate that very few respondents from Control Group 1 confirmed that they attended secondary/ high school. A fairly high percentage considered the query inapplicable. In the same way, only one male and one female from Area 1 confirmed that they never missed a day from their tertiary institution. There was no pertinent response from Area 2.

Table 4.8 How often do you attend Secondary/High: CONTROL GROUP 1

Area community do you live in.				Frequency	Percent	Valid Percent	Cumulative Percent	
Area 1	Male	Valid	I never miss a day	3	17.6	75.0	75.0	
			NA	1	5.9	25.0	100.0	
			Total	4	23.5	100.0		
		Missing	System	13	76.5			
	Total		17	100.0				
	Female		Valid	I miss one day per week	1	7.1	33.3	33.3
		I miss a few days each month		1	7.1	33.3	66.7	
		NA		1	7.1	33.3	100.0	
		Total		3	21.4	100.0		
		Missing	System	11	78.6			
			Total	14	100.0			
			Area 2	Male	Valid	I never miss a day	3	7.7
	I miss one day per week	1				2.6	4.3	17.4
	I miss a few days each month	5				12.8	21.7	39.1
NA	14	35.9				60.9	100.0	
Total	23	59.0			100.0			
Missing	System	16		41.0				
	Total	39		100.0				
	Female	Valid		I never miss a day	2	9.5	14.3	14.3
				I miss a few days each month	5	23.8	35.7	50.0
				NA	7	33.3	50.0	100.0
Total			14	66.7	100.0			
Missing		System	7	33.3				
Total	21	100.0						
Other	Male	Valid	NA	1	50.0	100.0	100.0	
			System	1	50.0			
		Total	2	100.0				
	Female	Valid	I never miss a day	1	25.0	25.0	25.0	
			I miss a few days each month	1	25.0	25.0	50.0	
			NA	2	50.0	50.0	100.0	
			Total	4	100.0	100.0		
		Missing	System					

Like the non-control groups (that is, RISE attendees), these respondents indicated that sickness was the dominant reason for missing school (that is, from the options offered on the questionnaire). In addition, across control and non-control groups, respondents gave various reasons for non-attendance. Some of these reasons could have been captured by the survey. However, interviewers observed that there was, generally, inadequate comprehension of the 'why' questions that were included on

the questionnaire. (For example, the question: "Why was RISE able to help you?" proved especially problematic.) The responses below portray feedback from RISE attendees; they also capture the reasons given by the control groups.

TABLE 4.9 Reasons for Missing School by Area

Area 1	Area 2
<p>Males Babysitter wasn't available so I had to babysit Didn't have the money to go to school Doctor Appointments/Visits Father has no money Father was ill Had to go somewhere I went to Champs Lack of money Lack of motivation (lazy) Mom is sometimes away working My uniform was not bought No lunch money or shoes to wear</p>	<p>Males Bus comes too late Cannot afford to pay school fees Crime and violence Do not have money Have to follow my mom to assist my sick stepfather Just don't feel like going Miss school on Fridays</p>
<p>Females Because I don't feel like going to school Didn't have any lunch money No bus fare or children ill Play hockey and this causes conflict Previous engagements with Junior Achievement Conference</p>	<p>Females Doctor's appointment Don't like going to school on Fridays Lack of funds When father went to jail When my father died</p>

4. LEVEL OF EFFORT WITH SCHOOLWORK

Respondents were asked how hard they try with their schoolwork. Over 60% (67.5%) of male adolescents (RISE attendees) in Area 1 and 76.5% of females (for whom there are valid responses) claimed to try very hard with their school work while 22.2% of males and 19.3% of females thought they could do better. In Area 2, 68% of males and 76.5% of females said they try the hardest they can but 17.6% of males and 14% of females felt they could do better.

Of Control Group 1, as many as 83.3% of male school attendees and 92.9% of female attendees in Area 1 said they tried their best in school. In Area 2, 67.7% of male attendees and 65% of females said they tried to do their best. Respondents were then asked to identify why they try hard with schoolwork. In order to present the contrasts, answers from RISE participants and Control Groups 1 and 2 are presented below. Perhaps the most notable distinction is that agency support functions as a motivator for RISE attendees; however, it has minimal value to Control Group 1 and 2. It is important to note, too, that overall there are notable distinctions between Area 1 and 2. One could conclude that the support structures in Area 2 appear to be less effective. Three critical questions follow: How influential is agency support? To what extent does it result in differential outcomes among those who do and do not have access to it?

What are the socio-cultural and economic differences across Areas 1 and 2 and how do these mediate outcomes?

Table 4.10 Why do You Try Hard with Schoolwork?

	Rise Males and Females				Control Group 1				Control Group 2			
	RM1 N=129	RF1 N=117	RM2 N=152	RF2 N=77	CGM1	CGF1	CGM2	CGF2	CGM1	CGF1	CGM2	CGF2
Good family support	51.3%	58.5%	48.4%	54.8%	33.3%	100%	26.9%	43.8%	14.8%	25.4%	21.0%	17.3%
Subjects interesting	49.3%	55.3%	44%	53.6%	71.4%	57.1%	46.2%	56.3%	27.9%	22.2%	22.2%	16.0%
School important	74.7%	78.4%	69%	79.6%	100%	80%	65.5%	70.6%	42.6%	33.3%	39.5%	34.6%
Support from agencies	50.7%	56.3%	38.6%	48.1%	0%	25%	0%	7.1%		1.6%	6.2%	11.1%
Friends encourage me	26.5%	41.9%	22.2%	29.6%	66.7%	57.1%	16%	14.3%	13.1%	9.5%	6.2%	7.4%
Conditions in community	17.9%	32.4%	19%	25%	0%	33.3%	4%	21.4%	1.6%	7.9%	4.9%	13.6%

The multiple response table below (Table 4.11) shows the popularity of each option selected. Note the value placed on the importance of school (cited in 84.5% of cases)

Table 4.11 Why do You Try Hard with Schoolwork? (Multiple Responses)

	Responses	Percent of Cases	
		N	Percent
Why do you try harder in school ^a - Why do you try hard in school - I have good family support	210	19.1%	50.7%
Why do you try harder in school - The subjects taught are interesting	205	18.6%	49.5%
Why do you try hard in school - School is important	350	31.8%	84.5%
Why do you try hard in school - I receive support from agencies, such as RISE	152	13.8%	36.7%
Why do you try hard in school - I hang out with friends who encourage me	108	9.8%	26.1%
Why do you try hard in school - Conditions in the community	75	6.8%	18.1%
Total	1100	100.0%	265.7%

Significantly, adolescents and youth across groups (RISE and control) indicated that they also try hard because of both personal ambition and family obligations. The specific gender disaggregated responses are presented below.

Table 4.12 Why do you try hard with your schoolwork? 'Other' Responses

Area 1	Area 2
<p>Males</p> <p>Personal Ambition Because want to achieve in my life Don't want to struggle like mother I want to be a pilot and business man I want to pass CXC No one in my household has a degree or subject so I am trying to excel at school So that I can turn out successful to help my mother To get a good education For a very good school Because it is the right thing to do To pass my GSAT</p> <p>Family Obligations To help family Want to help my struggling mother. Death of father affects me Only way out of poverty</p>	<p>Males</p> <p>Personal Ambition Based on environment I am in, I have to try to uplift myself I am slow I want to learn To better myself I don't want to fail I want to be a pilot I want to go to foreign Need to pass GSAT To achieve my goals To boast on my friends and to be the brightest one in my class and to develop my skills to be a lawyer Want to Achieve something Want to get a scholarship to go to a better high school. Maybe through football</p> <p>Family Obligations I don't want to let down my family I want to grow up and be something to help my family Just want to make my mom happy</p>
<p>Females</p> <p>Personal Ambition I have ambition I want to achieve my goals I want to be a good model for my children I want to be something in life I want to make it Didn't have any money I want to pass GSAT The struggles of my mother Upward mobility Want to do better than my parents did at my age To do better like my sister</p> <p>Family Obligations So that I can get a good education and take care of my family Want parents to be proud since they never went to school Want to help mother</p>	<p>Females</p> <p>Personal Ambition Because I am the only child for my mother and I want to come to something good Because I want to go to a good school I just want to reach the top I need to pass my GSAT for a good school I want a better education and to be a criminal lawyer I want to be successful I want to go to university and buy a big house on the hill and make my mother proud of me I want to impress my mother; she tries hard To become a better person in life and not struggle like my parents To get prizes; I like seeing my medals To become like sister</p> <p>Family Obligations Cannot let down family I want to do good for my family</p>

5. HOMEWORK ASSISTANCE

Seventy five percent of male Control Group 1 respondents from Area 1 and over 90% of females reported that they receive help with their homework. Seventy two percent of males in Area 2 and 50% of females also received help with their homework. Among RISE attendees, 72.1% of males from Area 1 and 78.6% of females in Area 1 received help with homework. In Area 2, the comparable figures are 69.1% for males and 76.1% for females. Thus, across control and non-control groups, with the exception of Area 2 females, support given to girls is normally more than that given to boys. Further, more support is provided in Area 1 than in Area 2.

Table 4.13 indicates that for Control Groups 1 and 2, notable amounts of help came from family (parents and siblings) as well as from teachers and---contrary to findings from RISE attendees---the church. It is not surprising that RISE was not named as providing help in the majority of cases, as the group ought not to have had any/minimal contact with RISE. As the sample included persons who had left RISE after short attendance, there were few cases in which respondents claimed that RISE had helped.

RISE attendees credit the organization with providing even more support than parents but, understandably, currently less than parents, teachers and siblings in Area 2. The important question is how much value RISE adds to the participants in its programmes. This is addressed below.

Table 4.13 Who helped you with homework: Analyzing 'MUCH HELP'

	RISE Males and Females				Control Group 1				Control Group 2			
	RM1	RF1	RM2	RF2	CGM1	CGF1	CGM2	CGF2	CGM1	CGF1	CGM2	CGF2
Parents	38.5%	36.4%	31.5%	28.2%	17.4%	7.1%	6.2%	8.7%	5.0%	12.5%	4.0%	8.9%
Siblings	27.3%	22%	29.6%	31.7%	17.4%	17.9%	13.8%	21.7%	25.0%	10.0%	14.0%	15.6%
Teachers etc	27.3%	31.8%	28.3%	28.6%	17.4%	17.9%	15.4%	21.7%	15.0%	10.0%	16.0%	17.8%
RISE	42.5%	42.7%	21.8%	30.9%		14.3%	16.9%			20.0%	18.0%	
Church	3.6%	7.1%	4.3%	12.9%	21.7%	17.9%	20.0%	13.0%	25.0%	30.0%	28.0%	11.1%
Other NGOs	6.3%	8.7%	2%	2.9%	13.0%	14.3%	13.8%	17.4%	10.0%	12.5%	10.0%	22.2%
Other persons	13.1%	27.3%	27.3%	6.2%	13.0%	10.7%	13.8%	8.7%	20.0%	5.0%	10.0%	

6. RISE ASSISTANCE WITH READING

RISE attendees were asked how hard it is for them to read. Over 55% (55.7%) of males from Area 1 said it was not hard at all while 37.4% said it was a little hard. In comparison, 73.6% of females from Area 1 said reading was not hard while 19.2% said it was a little hard. In Area 2, 55.9% of males from Area 1 said it was not hard at all to read while 31.6% said it was a little hard. Further, 65.4% of females from Area 2 said reading was not hard while 24.1% said it was a little hard.

There was wide agreement among RISE attendees (males and females) that the organization had helped to improve their reading skills (Area 1: 60% males and 61.9% females; Area 2: 65% males and 72% females). Moreover, the majority of attendees felt that RISE had helped a lot (Area 1: 53.8% males and 52.7% females; Area 2: 58.3% males and 57.9% females)

Table 4.14 below examines perceptions of RISE’s role by age groups. The data portrays the findings expected. More adolescents than youth believe that RISE has provided a lot of help with reading. This is primarily because adolescents are the focus of RISE’s remedial education and GSAT preparation programmes. Some youth now would have profited from the earlier educational interventions but many participate in the youth clubs solely. Close examination of the figures also show that compared with Area 1, a higher percentage of adolescents from Area 2 claimed that RISE has helped them only a little or not at all. Here it is worth reiterating that RISE no longer has an active programme in Area 2, which may help to account for the perceptions on non-assistance as well as the comparatively lower achievements being noted in Area 2 as opposed to Area 1.

When the data is assessed with respect to duration in the programme, it is observed that higher proportions of short and medium term attendees (compared with long term attendees) in Area 1 believe that RISE has helped with improving their reading skills. Therefore, 64.6% of short term attendees noted that RISE helped with improving their reading skills compared with 33.3% who stated that RISE did not help; 68.4% of medium term attendees confirmed that RISE helped with reading but 31.6% said that RISE did not help. In contrast, a lower 53.5% of long-term attendees said that RISE helped with their reading while 46.5% said RISE did not help.

The patterns are different in Area 2. Here, 68.3% of short term attendees stated that RISE helped to improve their reading while 30.2% said the organization did not help; 72.8% of medium term attendees said that RISE helped to improve their reading skills; however, 27.2% said RISE did not help. Among long-term attendees, an even greater 79.5% said RISE helped to improve their reading skills while 20.5% said RISE did not help.

TABLE 4.14. How much has RISE helped you to improve your reading skills? RISE Attendees

Area community do you live in.				Frequency	Percent	Valid Percent	Cumulative Percent
Area 1	Adol.	Valid	A lot	71	56.3	69.6	69.6
			A little	20	15.9	19.6	89.2
			Not at all	9	7.1	8.8	98.0
			NA	2	1.6	2.0	100.0
			Total	102	81.0	100.0	
		Missing	System	24	19.0		
		Total	126	100.0			
Youth	Valid	A lot	34	25.2	35.8	35.8	
		A little	19	14.1	20.0	55.8	
		Not at all	19	14.1	20.0	75.8	
		NA	23	17.0	24.2	100.0	
		Total					

		Total		95	70.4	100.0			
		Missing System		40	29.6				
		Total		135	100.0				
Area 2	Adol.	Valid	A lot	73	49.3	62.9	62.9		
			A little	20	13.5	17.2	80.2		
			Not at all	19	12.8	16.4	96.6		
			NA	4	2.7	3.4	100.0		
			Total	116	78.4	100.0			
		Youth	Valid	A lot	63	44.7	53.4	53.4	
	A little			20	14.2	16.9	70.3		
	Not at all			20	14.2	16.9	87.3		
	NA			15	10.6	12.7	100.0		
	Total			118	83.7	100.0			
		Missing System		32	21.6				
		Total		148	100.0				
Other	Adol.	Valid	Not at all	2	100.0	100.0	100.0		
			Youth	Valid	A lot	2	22.2	25.0	25.0
					A little	1	11.1	12.5	37.5
					Not at all	4	44.4	50.0	87.5
					NA	1	11.1	12.5	100.0
	Total	8			88.9	100.0			
			Missing System		1	11.1			
			Total		9	100.0			

Two cross-tabulations were done in order to assess the weight of duration in the programme on outcomes. Table 4.15 and Chart 4.15 below show that overall, the majority of short, medium and long-term attendees stated that RISE has helped them a lot. Notably, a higher proportion of medium term than short and long term attendees said that RISE has helped them a lot. Of the short term attendees who were working with RISE to improve their reading skills, the highest single proportion noted that they have been doing this over 6 months but less than one year.

Table 4.15 Duration * How much has RISE helped you to improve your reading skills? Cross-tabulation

		How much has RISE helped you to improve your reading skills?				Total
		A lot	A little	Not at all	NA	
Short Term	Count	53	23	11	10	97
	% within duration	54.6%	23.7%	11.3%	10.3%	100.0%
	% within How much has RISE helped you to improve reading skills?	23.0%	30.3%	21.2%	27.0%	24.6%
	% of Total	13.4%	5.8%	2.8%	2.5%	24.6%
Medium Term	Count	138	40	28	17	223
	% within duration	61.9%	17.9%	12.6%	7.6%	100.0%
	% within How much has RISE has improve reading	60.0%	52.6%	53.8%	45.9%	56.5%
	% of Total	34.9%	10.1%	7.1%	4.3%	56.5%

Long Term	Count	39	13	13	10	75
	% within duration	52.0%	17.3%	17.3%	13.3%	100.0%
	% within How much has RISE helped you to improve reading skills?	17.0%	17.1%	25.0%	27.0%	19.0%
	% of Total	9.9%	3.3%	3.3%	2.5%	19.0%
Total	Count	230	76	52	37	395
	% within duration	58.2%	19.2%	13.2%	9.4%	100.0%
	% within How much has RISE helped you to improve reading skills?	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total	58.2%	19.2%	13.2%	9.4%	100.0%

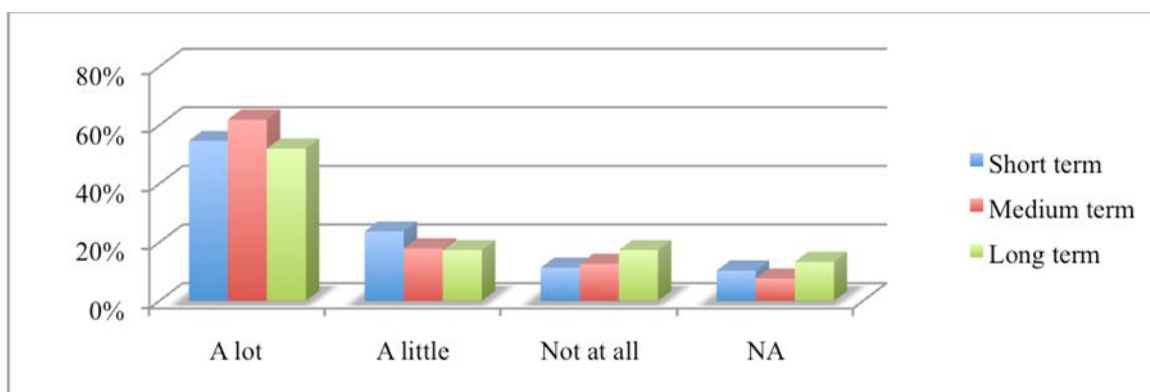


Chart 4.15 Duration * How much has RISE helped you to improve your reading skills? Cross-tabulation

Of the medium term attendees who were working with RISE to improve their reading skills, the highest single proportion noted that they have been doing this for over 2 years but less than 3 years. Much depends on the level of the student at enrolment; however the supplementary documentation (CSJP Mico Test, GSAT pre and post test and records from Allman Town Primary) suggests that, on average, the most notable results occur with over 2 years of sustained support.

7. RISE ASSISTANCE WITH WRITING

Reading posed more of a challenge to RISE participants than did writing. Correspondingly, as many as 76% of males from Area 1 said writing was not hard at all while 17.8% said it was a little hard. In comparison, 76.9% of females from Area 1 said it was not hard to write while 17.4% said it was a little hard. In Area 2, 78% of males said it was not hard at all to write while 15.2% said it was a little hard. Furthermore, 85% of females from Area 2 said writing was not hard while 9.8% said it was a little hard.

As comparatively fewer attendees worked on their writing skills with RISE, this must be taken into account where persons report that RISE had not helped them with writing. Compared with the responses for reading, a lower 39% of male attendees in Area 1 said that RISE had helped them with writing while 57.6% said the organization had not helped. Similarly, 46.2% of RISE attendees (females) in Area 1 said that RISE had helped them with writing while 53.8% said RISE had not helped. With respect to

Area 2, 43.8% of males said RISE had helped them with writing; 55.5% said RISE had not helped. Contrary to the pattern, a greater 50.9% of RISE attendees (females) said that they had been helped with writing while 48.3% said they had not.

8. COMPARISONS ACROSS GROUPS: READING AND WRITING SKILLS

Tables 4.16 and 4.17 show that, overall, RISE attendees had less difficulty with reading and writing than did members of Control Groups 1. And 2. With very few exceptions, the variances across subgroups of respondents from RISE and, particularly, Control Group 1 are noteworthy. For example, 56.5% of RISE adolescents in Area 1 said that it was not hard for them to read compared with a lower 42.9% of Control Group 1 adolescents. Similarly, 82.1% of RISE youth from Area 2 found it easy to read compared with a lower 68.8% of Control Group 1 youth.

Table 4.16 How Hard Is It For You To Read?

	Rise Adolescent and Youth Areas 1(A1) and 2 (A2)					Control Group 1 Areas 1(A1) and 2 (A2)					Control Group 2 Areas 1(A1) and 2 (A2)			
	RA1 N=126	RY1	RA2	RY2		CGA1	CGY1	CGA2	CGY2		CGA1	CGY1	CGA2	CGY2
Very hard	4.8%	2.3%	8.2%	3.6%		4.8%	11.1%	17.9%	6.5%		4.0%		17.5%	
Hard	4.8%	2.3%	5.4%	5.8%		19%		17.9%	6.5%		8.0%		10.0%	13.3%
It's a little hard	33.9%	23.5%	31.3%	24.6%		33.3%	22.2%	28.6%	29%		40.0%	15.8%	37.5%	33.3%
Not hard	56.5%	72%	55.1%	65.9%		42.9%	66.7%	35.7%	58.1%		48.0%	84.2%	35.0%	53.3%

Table 4.17 How Hard Is It For You To Write?

	Rise Adolescent and Youth Areas 1(A1) and 2 (A2)					Control Group 1 Areas 1(A1) and 2 (A2)					Control Group 2 Areas 1(A1) and 2 (A2)			
	RA1	RY1	RA2	RY2		CGA1	CGY1	CGA2	CGY2		CGA1	CGY1	CGA2	CGY2
Very hard	4.0%	1.6%	2.8%	2.9%		4.5%	11.1%	10.7%	3.1%					
Hard	2.4%	2.4%	3.5%	2.9%							4.0%	5.6%	7.9%	
It's a little hard	18.5%	16.7%	13.2%	12.1%		18.2%	22.2%	14.3%	25%		24.0%	5.6%	21.1%	20.0%
Not hard	74.2%	78.6%	80%	82.1%		77.3%	66.7%	75%	68.8%		72.0%	88.9%	71.1%	80.0%
NA	.8%	.8%												

9. IMPROVEMENTS IN GRADES AND REASONS FOR THIS

A substantial percentage of RISE attendees as well as members of Control Groups 1 and 2 claimed to have noticed improvements in their grades at school (See Tables 4.18 to 4.20 below). Note, however, that (1) except from Control Group 2 males, a higher percentage of respondents in Area 1 had seen improvements, compared with those in Area 2; (2) except for Control Group 1 males in Area 1, higher proportions of respondents from RISE (compared with respondents from Control Groups 1 and 2) had seen improvements in their grades; (3) overall, higher proportions of respondents from the control groups had not seen improvements in their grades compared with those RISE attendees who had not seen improvements.

Table 4.18 Improvements In Grades At School (Rise Attendees)

	Yes	No	Not Applicable	Total
Area 1 Males	81.8%	12.1%	6.1%	100%
Area 1 Females	84.5%	12.6%	2.9%	100%
Area 2 Males	75.4%	13.1%	11.5%	100%
Area 2 Females	73.5%	17.7%	8.8%	100%

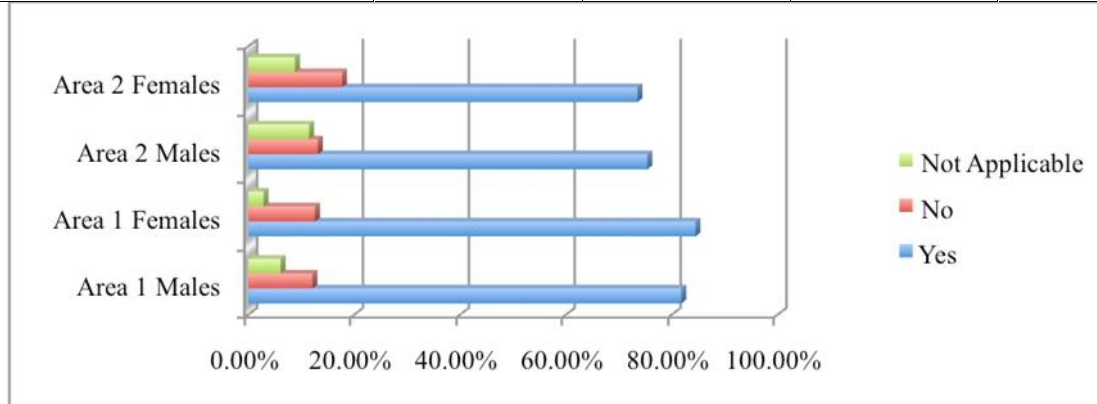


Chart 4.18 Improvements In Grades At School (Rise Attendees)

TABLE 4.19 Improvements in Grades At School (Control Group 1)

	Yes	No	Not Applicable	Total
Area 1 Males	88.9%	11.1%		100%
Area 1 Females	75%	16.7%	8.3%	100%
Area 2 Males	45.2%	35.5%	19.4%	100%
Area 2 Females	47.1%	29.4%	23.5%	100%

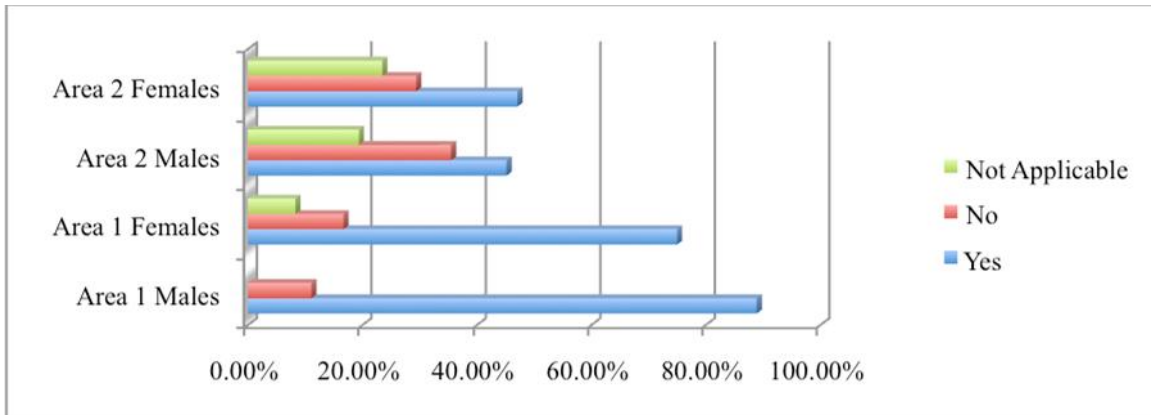
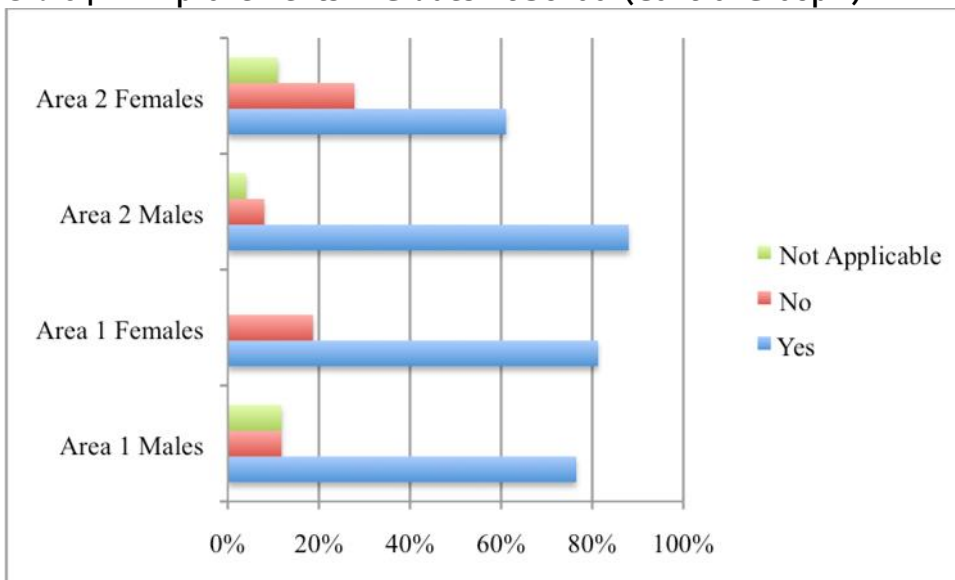


Chart 4.19 Improvements In Grades At School (Control Group 1)

Table 4.20 Improvements in Grades At School (Control Group 2)

Area 1	Male	Yes	76.5
		No	11.8
		n/a	11.8
Area 2	Female	Yes	81.3
		No	18.8
		n/a	11.1
Area 2	Male	Yes	88.0
		No	8.0
		n/a	4.0
	Female	Yes	61.1
		No	27.8
		n/a	11.1

Chart 4.20 Improvements in Grades At School (Control Group 2)



10. REASONS FOR IMPROVEMENTS IN GRADES: PERCEPTIONS ACROSS GROUPS

Table 4.21 presents the reasons respondents have provided for why their grades have improved. Members of the control groups largely credit their teachers and parents while RISE attendees also include the organization's programmes as among the prime reasons why grades have improved. In cases (RISE youth Areas 1 and 2), RISE's support appears to supersede that from parents.

TABLE 4.21 Why have your grades improved? (Multiple Responses Permitted)

	Rise Adolescent and Youth Areas 1(A1) and 2 (A2)					Control Group 1 Areas 1(A1) and 2 (A2)					Control Group 2 Areas 1(A1) and 2 (A2)			
	RA1	RY1	RA2	RY2		CGA1	CGY1	CGA2	CGY2		CGA1	CGY1	CGA2	CGY2
Teachers	59.1%	35.4%	57.4%	35.1%		90%	66.7%	43.8%	13%		44.4%	33.3%	40.0%	33.3%
Parents	67%	24.2%	48.9%	25.3%		57%	50%	75%	4.3%		22.2%	16.7%	18.0%	22.2%
RISE	63.2%	27.7%	48.3%	29.9%		0	50% (1)	13.3% (2)	0			16.7%	6.0%	
My effort	43.7%	41.8%	48.8%	31.6%		33.3%	66.7%	27%	8.7%		16.7%	33.3%	20.0%	11.1%
Someone else	16%	19.7%	8.6%	10.1%		28.6%	0	17.6%	0		11.1%		4.0%	11.1%
Other help											5.6%		12.0%	22.2%

The CSJP Mico Test, which is attached in the Annex, is an important document because it measures the levels of progress of RISE attendees, as well as the reasons for any lapses in performance. Note also the GSAT Pre and Post Test as well as the comparative tables from Allman Town Primary, which show the differential educational outcomes for a sample of RISE and non-RISE attendees (specifically from Control Group 1). The findings from the Anova Factorial Analysis (presented in the Annex) are noteworthy because they show that being a member of the Control Group (in this case Control Group 1) is significant in explaining respondents' ability to read. An excerpt from this analysis is presented below.

EXCERPT FROM ANOVA FACTORIAL ANALYSIS

For the dependent variable "How hard is it for you to read now" 66.6% (393) responded that it is not hard for them to read now while 28.2% (183) responded that it is a little hard. Also, 5.7% (37) responded that reading now is hard and 5.5% (36) reported that it was very hard.

		Value Label	N
Gender	1	Male	348
	2	Female	299
Recoded Age Group	1.00	Adolescent	323
	2.00	Youth	324
Area community do you live in.	1.00	Area 1	286
	2.00	Area 2	344
	3.00	Other	17
Control	1.00	Rise and Other	552
	2.00	Control Group	95

These results indicate that the overall model is statistically significant ($F = 2.469$, $P = .000$). Therefore the impact of the independent variables on the dependent variable is significant and we would be correct almost all the time if we were to use these variables to determine any difference between the respondents ability to read.

The independent variables were however not statistically significant since all (except control) reporting relatively low F-statistics and P-values greater than 0.05. This means that there were no statistical significant differences between the different demographics on respondents' ability to read. "Control" ($F = 4.494$ and $P = 0.034$) was however statistically significant in explaining respondents' ability to read.

11. SUMMARY

The data that is presented in this section shows that RISE and non RISE attendees have, largely, come from similar backgrounds: principally, households where the highest level of scholastic achievement is primary or secondary education. There was no substantive difference across groups with respect to attendance rates at school or desire to work hard in school (see conclusions from Anova Factorial Analysis in Annex). Rather, the most notable distinction was the availability (RISE attendees) and non-availability (control groups) of agency support. Supplementary data (CSJP Mico Test, GSAT pre and post test and records from Allman Town Primary) shows the quality of progress for RISE attendees, including in comparison to control group members. The documents also show progressive improvement in RISE attendees (noted over years of attendance), indicating that duration in the programme is important for success. Significantly, the majority of respondents who indicated that RISE had helped them a lot with their reading stated that they had been receiving assistance for over two years.

Section 5: Income, Employment and Perceptions of Opportunities

1. BACKGROUND DATA FROM THE SDC

At the time that the SDC conducted its survey, 50% of household heads in Fletchers Land had received training for a specific activity, particularly in professional and technical skill areas such as cosmetology, secretarial and office skills, construction and cabinet making as well as machine and appliance skills. The figures are similar for Parade Gardens, where 49% had received training. In Allman Town, 55% of the household heads stated that they received training in a specific activity, occupation or trade. In all communities, the majority of training received was in and for elementary occupations.

In Parade Gardens, 58% of household heads stated that they were employed, whether on full, part time or seasonal basis. Among household heads, more males (72%) than females (47%) were employed. Table 5.1 (below) shows the jobs that were being carried out by employed heads of households. Some of these reflect the skills set/areas in which persons had received training.

Table 5.1: List of Jobs Carried out by Employed Heads of Households

1. Barber	11. Farmer
2. Bartender	12. Mechanic
3. Cabinet maker	13. Messenger
4. Carpenter	14. Office attendant
5. Cash pot clerk	15. Taxi Driver
6. Chef	16. Security Guard
7. Delivery	17. Plumber
8. Domestic helper	18. Welder
9. Driver	19. Shopkeeper
10. Electrician	

Source: SDC (2009), Parade Gardens Community Profile, p. 40

Most household heads in Parade Gardens indicated that they relied on additional sources of income, including their local and family networks, remittances from abroad and state support. This was considered necessary for supplementing the relatively low incomes that were commensurate with their skill areas.

Table 5.2: Household Head Monthly Income from Employment (2009)

Monthly Income	Percentage Distribution (%)
Less than \$3200	.3
\$3201-\$5999	3.6
\$6000-\$24999	43.0
\$25000-\$39999	15.5
\$40000-\$79999	2.7
\$80000-\$129999	.6
Not Applicable	34.3
	Total 100.0

For the un-skilled and under-skilled, hustling was often the prime source of income. In Parade Gardens, there were ample large commercial companies; however, hustling was described as the major economic activity. This, according to the SDC, entails “doing odd jobs such as cart pushing, carrying luggage, washing cars, cleaning windshields, loading passenger vehicles, small scale selling and helping to park vehicles, among others.

There were similar patterns in the other communities. For example, in the 2007-2008 SDC survey, 55.2% of respondents from Waterhouse stated that they were employed on a full time basis, with more males (33.6%) than females (21.6%) having jobs. Table 5.3 below shows that the highest proportions of males and females were employed as service workers and market sales workers. This is followed by craft and trades workers, where there are higher proportions of males (26% compared to 18%) and elementary occupations, where there are higher proportions of females (21% compared to 17%).

Table 5.3 Main Occupations by Gender: Waterhouse (2008)

Main Occupation Groups for Employed	Percentage Females	Percentage Males	Percentage Total
Professional	11	11	10.5
Technicians and Associate Professionals	1	1	1
Clerks	5	1	
Service workers and shop and market sales workers	37	33	37.5
Skilled agricultural and fishery	2	3	2
Craft and related trades workers	18	26	15.5
Plant and machine operators and assemblers	5	7	4
Elementary occupations	21	17	22.5

The more common jobs, according to the findings, were:

- | | |
|--------------------------------|--------------|
| 1. Duco Man (Spray Paint Cars) | 6. Cook |
| 2. A/C Technician. | 7. Mason |
| 3. Conductor (Bus) | 8. Handyman |
| 4. Dressmaker | 9. Driver |
| 5. Shopkeeper | 10. Wash Bus |

Unemployment was (and still remains) a major problem in these areas, particularly among youth of 20-24 years. In Parade Gardens, the unemployment rate among youth was 37.5% at the time of the SDC’s survey, which was higher than the national youth unemployment rate of 23.6%. In Waterhouse (2007-8 data), considerably more females (72.9%) than males (27.5%) were employed. The SDC (2008) concluded that in Waterhouse, “males enjoy a somewhat better level of economic prosperity than their female counterparts. Males ... have a higher level of skilled and elementary occupations”. Persons 35-39 years had the highest employment rate

(16.4%), followed by those aged 20-24 (15.6%). Unemployment was highest among 14-19 year olds, which is not unsurprising given the age restrictions on employment that are specified in the labour regulations.

2. FINDINGS FROM THE TRACER STUDY

The tracer study asked respondents to identify the person who is the highest earner in their household. The table below (5.4) shows the highest earners by area, attendance at RISE as well as other programmes as well as longevity of association with RISE. The trends are consistent with the earlier findings: mothers are the highest earners in the majority of households, although their contribution to long-term RISE attendees appears to be comparatively less than that to short and medium-term attendees. Earlier data indicates that youth are among long-term attendees and that some are in charge of their own households. This may help to explain why increasing proportions of youth note that they are the highest earners in their households. It is significant that in Area 1, more than three times the proportion of long-term RISE attendees in Area 2 claim to be the highest earners in their households. This *may* signify the following: (1) Employment levels among youth are higher in Area 1 than in Area 2 (note Table 5.5 below) and (2) More youth in Area 1 than in Area 2 are in charge of their own households.

Table 5.4 Highest Earners by Area

		Mother	Father	Grandmother	Siblings	Step-parents	Myself
Area 1							
	Control Groups	44%	16%	8%	2%	2%	8%
	Short-term RISE	34.7%	24.4%	12.2%	8.2%	6.1%	4%
	Medium-term RISE	49.2%	9.1	2.5%	10%	6.6%	5%
	Long-term RISE	28.3%	6.5%	4.3%	21.8%	4.3%	23.9%
Area 2							
	Control Groups	42.4%	18.7%	5.1%	5.1%	1.7%	0
	Short-term RISE	52.4%	20.7%	4.8%	0	3.2%	1.6%
	Medium-term RISE	35.2%	15.7%	3.1%	11.7%	7.8%	4.7%
	Long-term RISE	30.9%	11.9%	2.4%	4.8%	7.2%	7.2%

As only a negligible proportion of the sample resides in other areas, that group has been excluded from this analysis.

3. TYPES OF OCCUPATIONS AND OTHER WAYS OF EARNING

Respondents were asked how the principal earner manages to obtain money. Over 80% (80.4%) of RISE adolescents in Area 1 and 74.4% of RISE Youth noted that this was by working. In Area 2, the comparable percentages are 72.1% of RISE adolescents and 75.2% of RISE Youth. Respondents noted other sources, including remittances; baby

father sends money; hustling; gambling and spousal maintenance/child support. There were some sources of income that respondents did not classify as work, such as buying and selling and hairdressing. Note that the patterns are similar across the control groups.

The range of jobs/types of work mentioned shows the validity of the SDC analysis; the majority of sources of income were from elementary tasks. The following is a sample of the jobs identified across areas and age groups.

Banker	Bartender and Owner	Carpenter	Cashier
Casual labourer - work on construction site		Chef	Cleaning
Craft vendor	Customer service	Delivery - Pizza Hut	Domestic help
Designs clothes	Sells juice, fish, grabba etc	Factory Worker	Kitchen help
First Aid	Furniture painter	Mechanic	Dressmaker
Garbage collection	Hairdresser	Higgler	Janitor
JPS	Nurse	Office work	Runs a shop
Sales representative	Secretary	Security guard	Porter
Singer	Sweep the roads	Takes care of elderly	Taxi driver
Teacher	Technician	Vending	Welding

Despite the complaints about poor incomes, over 80% (87.6%) of RISE adolescents in Area 1 and 81.1% of RISE youth stated that none of the adolescents and youth in their households has to work. In comparison, 90.2% of RISE Adolescents in Area 2 and 74.2% of RISE youth noted that none of the adolescents and youth in their households has to work. Here, it is important to qualify that many respondents appear not to regard 'hustling' as work, neither do they include assisting parents in non-conventional occupations (such as shop-keeping and other forms of vending), as work.

The tracer study attempted to assess how income levels affect families directly. It, therefore, asked a series of questions, which are as follows:

1. *During the last three months have you or someone in your household been hungry and not eating because of lack of money?* Among RISE participants, 60.2% of adolescents in Area 1 and 51.9% of youth stated that they have never been hungry and not eating because of lack of money. However, 27.6% of adolescents and 33.8% of youth have been hungry sometimes while 10.6% of adolescents and 11.3% of youth in Area 1 have been hungry and not eating a few times. For Area 2, the comparable figures are: (1) 52.8% of RISE adolescents and 44.1% of RISE youth have never been hungry and not eating because of lack of money; (2) 29.9% of adolescents and 30.1% of youth have been hungry sometimes and (3) 13.2.6% of adolescents and 17% of youth have been hungry a few times. The percentages of respondents who claim to be hungry and not eating all the time are at approximately 3 times higher in Area 2 than in Area 1. Therefore, overall, higher proportions of (RISE) participants from Area 2 than Area 1 report that they have experienced hunger in the last three months.
2. *During the last three months have you or someone in your household been unable to go to school or work because of lack of money?* Among RISE participants, 66.4% of adolescents in Area 1 and 58% of youth stated that they have never

- been unable to go to school or work because of lack of money. However, 22.1% of adolescents and 29% of youth have been unable to go to school or work sometimes while 10.7% of adolescents and 9.2% of youth in Area 1 have been unable to go to school or work a few times. In Area 2, 50% of adolescents and 48.1% of youth stated that they have never been unable to go to school or work because of lack of money. However, 34.7% of adolescents and 30.8% of youth have been unable to go to school or work sometimes while 13.2% of adolescents and 12.8% of youth in Area 1 have been unable to go to school or work a few times. Again, compared with Area 1, Area 2 participants appear to be more affected by lack of money.
3. *During the last three months have you or someone in your household been unable to go to the doctor because of lack of money?* Among RISE participants, 75% of adolescents in Area 1 and 67.4% of youth stated that they have never been unable to go to the doctor because of lack of money. Yet, 13.9% of adolescents and 19.7% of youth have been unable to go to the doctor sometimes while 9% of adolescents and 11.4% of youth in Area 1 have been unable to go to the doctor a few times. In Area 2, 70.8% of RISE adolescents and 69.9% of RISE youth have never been unable to go to the doctor because of lack of money. However, 17.4% of adolescents have been unable to go sometimes compared with 18% of youth; 8.3 % of adolescents have been unable to go a few times and 11.3% of youth. On this matter, too, participants in Area 2 appear more affected by the lack of money than those in Area 1. Nevertheless, it should be noted that medical services are provided at minimal cost at local clinics; therefore, income levels have lesser impact on visitation to public doctors.
 4. *During the last three months have you or someone in your household been unable to buy clothes and shoes because of lack of money?* Among RISE participants, 63.9% of adolescents in Area 1 and 49.2% of youth stated that they have never been unable to buy clothes and shoes because of lack of money. In comparison, 22.1% of adolescents and 35.6% of youth have been unable buy clothes and shoes sometimes while 9.8% of adolescents and 11.4% of youth in Area 1 have been unable to buy clothes and shoes a few times. Four percent of adolescents in Area 1 and 3.8% of youth stated that they are always unable to buy clothes and shoes. In Area 2, 53.8% of RISE adolescents and 43.4% of RISE youth have never been unable to buy clothes and shoes because of lack of money; 32.9% of RISE adolescents and 41.9% of RISE youth have been unable to do so sometimes; 10.5% of RISE adolescents and 8.1% of RISE youth have been unable to buy clothes and shoes a few times.
 5. *During the last three months have you or someone in your household been unable to take care of other household expenses because of lack of money?* Among RISE participants, 62.6% of adolescents in Area 1 and 37.1% of youth stated that they have never been unable to take care of household expenses because of lack of money. In comparison, 26.1% of adolescents and 35.6% of youth have been unable to take care of household expenses because of lack of money sometimes while 7.8% of adolescents and 20.5% of youth in Area 1 have been unable to

take care of household expenses because of lack of money a few times. In Area 2, 48.6% of RISE adolescents and 40.4% of RISE youth have never been unable to take care of household expenses while 33.6% of adolescents and 41.2% of youth have been unable to do so sometimes; 12.9% of adolescents and 11.8% of youth have been unable to do so a few times; and 5% of adolescents and 6.6% of youth have been unable to take care of household expenses all the time. It is important to note that many respondents made it clear that their families do not pay bills. The focus group (see Section 7) with youth clarified that this is not something that some families consider practicable: “we do not pay bills because we cannot afford to”.

In summary, the analysis above indicates the following:

1. RISE participants in Area 2 are more affected by lack of money than those in Area 1
2. Young people appear to be more affected by the lack of money than are adolescents. This may be because youth have more responsibility for their welfare and for the welfare of their own offspring. They may also be more aware of the lack of money than are adolescents.

The tables below (5.5 and 5.6) show that the trends are fairly similar across the control groups.

Table 5.5 Effects of Lack of Money: Control Group 1

Control 1		All the time	Sometimes	Few Times	Never
<i>Hungry and not eating because of lack of money</i>	Adolescents Area 1		13.6%	22.7%	63.6%
	Youth Area 1	22.2%	33.3%	22.2%	22.2%
<i>Hungry and not eating because of lack of money</i>	Adolescents Area 2	3.7%	18.5%	18.5%	59.3%
	Youth Area 2	21.9%	37.5%	12.5%	28.1%
<i>Unable to go to school or work because of lack of money</i>	Adolescents Area 1		31.8%	22.7%	45.5%
	Youth Area 1	12.5%	25%	25%	37.5%
<i>Unable to go to school or work because of lack of money</i>	Adolescents Area 2		25%	14.3%	60.7%
	Youth Area 2	18.8%	37.5%	6.3%	37.5%
<i>Unable to buy clothes and shoes because of lack of money</i>	Adolescents Area 1	13.6%	22.7%	13.6%	50%
	Youth Area 1	12.5%	37.5%	12.5%	37.5%
<i>Unable to buy clothes and shoes because of lack of money</i>	Adolescents Area 2		18.5%	7.4%	74.1%
	Youth Area 2	9.7%	45.2%	9.7%	35.5%

Table 5.6 Effects of Lack of Money: Control Group 2

Control 2		All the time	Sometimes	Few Times	Never
<i>Hungry and not eating</i> because of lack of money	Adolescents Area 1		40.0%	4.0%	56.0%
	Youth Area 1	5.0%	25%	15.0%	55.0%
<i>Hungry and not eating</i> because of lack of money	Adolescents Area 2	2.6%	20.5%	12.8%	64.1%
	Youth Area 2	33.3%	20.0%	20.0%	26.7%
<i>Unable to go to school or work</i> because of lack of money	Adolescents Area 1		44.0%	12.0%	44.0%
	Youth Area 1		15.0%	5.0%	80.0%
<i>Unable to go to school or work</i> because of lack of money	Adolescents Area 2	2.6%	28.2%	15.4%	53.8%
	Youth Area 2	20.0%	20.0%	33.3%	26.7%
<i>Unable to buy clothes and shoes</i> because of lack of money	Adolescents Area 1		34.8%	13.0%	52.2%
	Youth Area 1		47.4%	5.3%	47.4%
<i>Unable to buy clothes and shoes</i> because of lack of money	Adolescents Area 2	5.1%	23.1%	15.4%	56.4%
	Youth Area 2	20.0%	53.3%	13.3%	13.3%

4. EMPLOYMENT STATUS: RISE’S IMPACT

There remains a low level of employment among RISE and non-RISE participants as well as parents in both areas. The tables below disaggregate the data by gender and age. Given the age restrictions on participation in the labour force, it should be expected that adolescents (8-14) should not be earning. With that qualification, the figures show high levels of unemployment / ways of earning money across males and females and among youth, particularly those in Area 2.

TABLE 5.7 Are you earning money now?

	Yes	No	Not Applicable	Total
Area 1 Males N=133	29.2%	68.9%	1.9%	100%
Area 1 Females N = 128	19.8%	80.2%	0%	100%
Area 2 Males N=155	23.5%	73.9%	2.5%	100%
Area 2 Females N=134	11.9%	87.2%	.9%	100%

	Yes	No	Not Applicable	Total
Area 1 Adolescents N=85	3.5%	95.3%	1.2%	100%
Area 1 Youth N=135	40.2%	59.0%	0.8%	100%
Area 2 Adolescents N=148	7%	93%		100%
Area 2 Youth N=141	26.6%	70.3%	3.1%	100%

(Unemployment levels are even higher among members of Control Group 1: 100% of adolescents and youth from Area 1 as well as 100% of adolescents from Area 2 stated that they are not earning. Only 25% of the sample of youth from Area 2 is earning. This is a significant difference with RISE attendees.)

Table 5.8 (below) is informative. In Area 1, it indicates a substantive increase in employment as the length of association with RISE increases. In Area 2, the increase is more modest. Among the explanations for the differences across areas are: (1) RISE has withdrawn from Area 2 and has more sustained and saturated programming in Area 1; (2) there are factors and forces within Area 2 and/or particular conditions among youth in Area 2 that limit the prospects for employment.

Table 5.8 Are you earning (working for) money now?

Area community do you live in.				Frequency	Percent	Valid Percent	Cumulative Percent	
Area 1	Short Term	Valid	Yes	5	10.2	12.8	12.8	
			No	34	69.4	87.2	100.0	
			Total	39	79.6	100.0		
		Missing	System		10	20.4		
				Total	49	100.0		
	Medium Term	Valid	Yes	17	14.2	19.8	19.8	
			No	68	56.7	79.1	98.8	
			NA	1	.8	1.2	100.0	
		Missing	System	Total	86	71.7	100.0	
					34	28.3		
				Total	120	100.0		
Long Term	Valid	Yes	21	45.7	47.7	47.7		
		No	23	50.0	52.3	100.0		
	Missing	System	Total	44	95.7	100.0		
				2	4.3			
	Total	46	100.0					
Area 2	Short Term	Valid	Yes	5	7.9	10.2	10.2	
			No	42	66.7	85.7	95.9	
			NA	2	3.2	4.1	100.0	
		Missing	System	Total	49	77.8	100.0	
					14	22.2		
				Total	63	100.0		
	Medium Term	Valid	Yes	21	16.4	19.8	19.8	
			No	84	65.6	79.2	99.1	
			NA	1	.8	.9	100.0	
		Missing	System	Total	106	82.8	100.0	
					22	17.2		
				Total	128	100.0		
Long Term	Valid	Yes	10	23.8	26.3	26.3		
		No	27	64.3	71.1	97.4		
		NA	1	2.4	2.6	100.0		
	Missing	System	Total	38	90.5	100.0		
				4	9.5			
	Total	42	100.0					

Other	Short Term	Valid	NA	1	100.0	100.0	100.0
	Medium Term	Valid	Yes	1	33.3	33.3	33.3
			No	2	66.7	66.7	100.0
				Total	3	100.0	100.0
Long Term	Valid	No	4	100.0	100.0	100.0	

5. REASONS FOR NON-EMPLOYMENT

Of RISE attendees who are not earning, 57% of adolescents in Area 1 and 62% of those in Area 2 clarified that they are not interested in making money at this time. (Note that many indicated that they are underage and in school.) Among youth, only 11.3% in Area 1 and 8.2% in Area 2 were not interested in making money. Over 10% of the adolescents in Area 1 and 5.6% in Area 2 said that there were too few options for making money; 11.3% of youth in Area 1 and 14.9% in Area 2 indicated that there were insufficient employment options. Close to 8% of adolescents in Area 1 and 2.6% in Area 2 said they lacked the connections necessary to secure jobs. A significant 32.8% of youth in Area 1 and 27.6% in Area 2 considered the problem to be the lack of 'links'. Finally, 2.6% of adolescents in Area 1 and 5.3% in Area 2 reported that they did not have the necessary skills to make money. Fourteen percent of youth in Area 1 and 15% in Area 2 did not have the required skills. Table 5.9 below shows the popularity of responses. Note the primacy given to the absence of 'links'.

Table 5.9 Reasons for Not Earning

		Responses		Percent of Cases
		N	Percent	
Reasons for not earning	I cannot make money (too few options)	32	25.8%	36.4%
	I do not have the links (connections) necessary to make money	58	46.8%	65.9%
	I do not have the skills necessary to make money	34	27.4%	38.6%
Total		124	100.0%	140.9%

Of RISE attendees, ninety three percent of adolescents in Area 1 and 77.6% in Area 2 confirmed that they have not been working on job seeking skills with the organization. Fifty six percent of youth in Area 1 and sixty six percent in Area 2 said that they have not been working on job-seeking skills with RISE. Meanwhile, 6.9% of youth from Area 2 claimed to be working on this with RISE for between 1 and 3 months; 3.4% for between 3 and 6 months; 3.4% for between 6 months and 1 year; 8% for between one and 2 years and 16.1% for over 2 years but less than 3. Correspondingly, 3.2% of youth from Area 1 claimed to be working with RISE for between 1 and 3 months; 1.1% for between 3 and 6 months; 4.3% for between 6 months and 1 year; 1.1% for between one and 2 years and 17.2% for over 2 years but less than 3.

The table below reports how RISE attendees earn money. Note that Control Group 1 presented much fewer options, namely: assistant cook; own a shop; rental of houses; work; and work in a restaurant.

TABLE 5.10 How Do You Earn Now? How Did You Earn When You First Started With RISE?

Area 1	Area 2
<p>Males How money earned now Commission owns a sound system and member of the constabulary force Employed-tiling Entrepreneurship Hustling and money from father now and then Mechanic work Not working but get money from family Odd jobs Self employed Work as a welder or welding fabricator Work with RISE as teaching assistant How money earned when first started with RISE Employed to a company Was working with a real estate company Family Hustle Mechanic work No, I was a student when I first started Selling clothes and shoes Was not earning at the time (only summer employment) Worked in meat shop Unemployed</p>	<p>Males How money earned now Carpentry Electrician at JDF Grocery Store Hustle Invigilator Landscaper Machine work Maintenance Playing Football Plumber Selling Chemical Work as a contractor How money earned when first started with RISE Beg money and give father I was not earning I worked on a truck Landscaping Saved lunch money Was working at a wholesale Working at Pricemart</p>
<p>Females How money earned now Working with RISE kids club Earn a stipend from after school programmes Hairdressing I helped out at my aunt workplace on some Saturdays Social worker with GOJ and MNSJ Support from child's father Teaching assistant at RISE Work part-time for management Works with cleaning company How money earned when first started with RISE Got money from parents I was in school - was not earning Only get money from my parents Unemployed Used to work with a friend at a clothes store Was not working when I just came to RISE. RISE introduced me to CSJP and I went on internship then got a job through CSJP Worked at Dragon Centre before RISE</p>	<p>Females How money earned now Public Relations Selling How money earned when first started with RISE Family business Not earning Teacher Was attending school</p>

6. SUMMARY

The findings presented above confirm the SDC's findings: Household heads commonly pursue elementary occupations, which may reflect factors such as low skill levels, the quality and quantity of opportunities available and the ability to take advantage of these opportunities. The prevalence of non-professional occupations among household heads raises questions about the level of progress in (a) providing employment and (b) elevating skills levels among parents and guardians since the SDC study four years prior. The focus groups (see Section 7) explain the consequences of low and inadequate employment for parents and children. Particularly, they depict these as leading causes of low self-esteem among men and women and one core source of frustration induced abuse of children and young people.

The survey notes that unemployment levels are generally high but even moreso among youth in Area 2 and females across both areas. Further, they seem critical among the sample of respondents who are classified as Control Group 1. The data also shows that respondents considered the lack of "links" / connections to employers to be among the more significant obstacles. It appears, then, that gender and area affect employment access but so, too, does membership in an organization, such as RISE. While the majority of respondents note that they have not been working on job seeking skills with RISE, it is clear that RISE has provided links with organizations, such as CSJP, which have, in turn, facilitated new opportunities. RISE also integrated persons as teaching assistants and youth leaders within its own programmes. Further, the organization builds self-esteem, which is critical for success in job seeking, although RISE attendees may not acknowledge its indirect value.

Yet, the findings also show the limitations of RISE's interventions in this area as well as the limitations within which the organization operates: (1) RISE does not itself provide skills training programmes; (2) The complement of existing skills training programmes has resulted in a glut in the inner-city areas; (3) Further, some of the skills that are taught are unlikely to lead to economic and social transformation for young people and their families; (3) Jamaica is battling with high levels of unemployment and underemployment, which affect all social classes; (4) Skills training and empowerment do not necessarily result in employment since there is little transparency in the process; as the youth maintain, " employment depends considerably on links".

Section 6: Behaviours and Beliefs

This section of the tracer study examines RISE’s influence on select beliefs and practices. The focus is, principally, on RISE attendees since the aim is to evaluate the quality of changes since the interventions. The subsections below address substance abuse; sexual beliefs and practices; gang and crew association; personal beliefs and matters of relationships and trust.

SUBSTANCE ABUSE

Respondents were asked whether they have ever smoked or drank alcohol. Table 6.1 below depicts the findings from RISE attendees. Particularly, it suggests that substance use is more common among youth than adolescents.

Table 6.1 Have you ever smoked or drank alcohol? (RISE attendees)

Area community do you live in.				Frequency	Percent	Valid Percent	Cumulative Percent
Area 1	Adolescent	Valid	Yes	26	20.6	21.0	21.0
			No	98	77.8	79.0	100.0
			Total	124	98.4	100.0	
	Youth	Valid	Yes	102	75.6	77.3	77.3
			No	30	22.2	22.7	100.0
			Total	132	97.8	100.0	
		Missing	System	2	1.6		
		Total		126	100.0		
Area 2	Adolescent	Valid	Yes	22	14.9	15.7	15.7
			No	118	79.7	84.3	100.0
			Total	140	94.6	100.0	
	Youth	Valid	Yes	100	70.9	73.0	73.0
			No	37	26.2	27.0	100.0
			Total	137	97.2	100.0	
		Missing	System	4	2.8		
		Total		141	100.0		
Other	Adolescent	Valid	No	2	100.0	100.0	100.0
			Yes	6	66.7	66.7	66.7
	Youth	Valid	No	3	33.3	33.3	100.0
			Total	9	100.0	100.0	

Alcohol and marijuana are the most popular substances used. In both areas, as in other inner-city zones, marijuana is widely regarded as having medicinal value while tobacco is viewed as “a killer”. Note that reports of marijuana use may be understated in the survey since some respondents were hesitant to admit to using an illegal substance.

The data shows that 100% of adolescents in Area 1 and 83.1% of youth stated that they did not consume tobacco one year ago. In Area 2, 100% of adolescents and 100% of youth noted that they did not consume tobacco one year ago. There appears to be some increase in consumption since a lower 96.3% of adolescents in Area 1 and 88.9% of youth noted that they do not consume tobacco now. None of the adolescents in Area 2 said they consumed tobacco now; however, 71% of youth admitted to doing so.

In contrast, a substantially lower 67.7% of adolescents and 30.9% of youth in Area 1 said that they did not consume alcohol one year ago; this compared with 89.5% of adolescents and 26.1% of youth in Area 2. Currently, 69% of adolescents and 30.6% of youth in Area 1 as well as 82.9% of adolescents and 29.6% of youth said that they do not consume alcohol now. The table below shows mixed transitions in consumption patterns. Particularly, the statistics suggest a decrease in consumption among Area 1 adolescents but a slight increase among Area 2 adolescents.

Table 6.2 Alcohol Consumption: Now Versus One Year Ago (RISE attendees)

Alcohol Consumption.			Now	One Year Ago	
Area 1	Adolescent	None	69.0	67.7	
		Less than 1 per day	6.9	12.9	
		DK	6.9	3.2	
		Other	17.2	16.1	
			N=126		
	Youth	None	30.6	30.9	
		Less than 1 per day	43.1	39.7	
		1 per day	6.9	10.3	
		2-3 per day	4.2		
		More than 3 per day	1.4	2.9	
		DK	2.8	2.9	
		Other	11.1	13.2	
			N=135		

Alcohol Consumption.			Now	One Year Ago	
Area 2	Adolescent	None	82.9	89.5	
		Less than 1 per day	12.2	5.3	
		1 per day	2.4	2.6	
		Other	2.4	2.6	
			100.0	89.5	
	Youth		N= 148	.	
		None	29.6	26.1	
		Less than 1 per day	26.8	23.2	
		1 per day	5.6	2.9	
		2-3 per day	1.4	4.3	
		More than 3 per day	2.8	1.4	
		DK	33.8	4.3	
	Other	29.6	37.7		
		N= 141	100.0		

The findings suggest that there has been an increase in marijuana/grabba use, particularly among youth. Only one “youth” in Area 2 said he/she uses crack or cocaine now.

Table 6.3 Marijuana Consumption: Now Versus One Year Ago (RISE attendees)

Marijuana Consumption.			Now	One Year Ago
Area 1	Adolescent	None	96.6	93.1
		Less than 1 per day	3.4	3.4
		1 per day		3.4
		Other		
		N=126		
	Youth	None	76.4	81.8
		Less than 1 per day	9.7	6.1
		1 per day	1.4	1.5
		2-3 per day	6.9	4.5
		More than 3 per day	5.6	4.5
		Other	76.4	1.5
			N=135	

Marijuana Consumption.			Now	One Year Ago
Area 2	Adolescent	None	97.2	100
		Less than 1 per day	2.8	
		1 per day		
		Other		
		N= 148		
	Youth	None	67.7	69.4
		Less than 1 per day	7.7	8.1
		1 per day	6.2	6.5
		2-3 per day	10.8	9.7
		More than 3 per day	1.5	3.2
Other		6.2	3.2	
	N= 141			

AGE OF FIRST CONSUMPTION

Of the adolescents who acknowledged that they do consume alcohol, 37.5% of AREA 1 residents and 37.5% of persons from Area 2 reported that they started when they were between 5 and 10 years old. Of those who acknowledged that they consume marijuana, there is an even split in Area 1, where 10% reported that they started when they were less than 5 years and 10% when they were between 11 and 15 years. In Area 2, 7.1% of respondents started consuming marijuana when they were younger than 5 years.

Table 6.4 Age of First Consumption (RISE attendees)

Age of First Consumption.			Tobacco	Alcohol	Marijuana
Area 1	Adolescent	Less than 5 years old	5.6	3.1	10.0
		Between 5 and 10 years old	16.7	37.5	5.0
		Between 11 and 15 years old		28.1	10.0
		NA	77.8	31.3	75.0
			N=126		
	Youth	Between 5 and 10 years old	5.2	3.2	9.9
		Between 11 and 15 years old	8.6	32.6	8.5
		Between 16 and 20 years old	20.7	44.2	33.8
		Between 21 and 24 years old	1.7	3.2	1.4
		NA	63.8	16.8	46.5
		N=135			

Age of First Consumption.			Tobacco	Alcohol	Marijuana
Area 2	Adolescent	Less than 5 years old	6.7	3.6	7.1
		Between 5 and 10 years old	6.7	35.7	
		Between 11 and 15 years old		32.1	
		Other	86.7		
		NA		28.6	92.9
			N= 148		
	Youth	Between 5 and 10 years old	3.2	1.0	1.4
		Between 11 and 15 years old	16.1	12.9	29.6
		Between 16 and 20 years old	24.2	32.7	21.1
		Between 21 and 24 years old	3.2	31.7	46.5
NA		51.6	4.0	1.4	
	Don't remember	1.6	16.8	1.4	
		N= 141			

Interviewees reported that family members, particularly fathers and uncles, introduced them to these substances. Especially for boys, their use is commonly regarded as preparation for manhood.

TREATMENT OR TRAINING ON SUBSTANCE ABUSE

Sixty nine percent of adolescents and 61.2% of youth in Area 1 stated that they have received treatment or training on drug abuse. In Area 2, 44.6% of adolescents and 69.6% of youth have received training or treatment. Fifty percent of adolescents and 58.2% of youth in Area 1 as well as 26.7% of adolescents and 57.7% of youth in Area 2 confirmed that RISE has helped them to deal with substance use and abuse. Asked specifically about how RISE had helped, adolescents and youth highlighted the contents of their training.

TABLE 6.5 HOW DID RISE HELP YOU TO UNDERSTAND SUBSTANCE ABUSE?

<p><u>Adolescents AREA 1</u> Because of their training and workshops By giving us life skills By providing information on the dangers of taking drugs By teaching me how to avoid them Helps me to understand that drugs are not good Says it's not right to smoke Teaches us about damages of abuse They told us that we should not drink or smoke or go around people who do They use drama to help us understand</p>	<p><u>Adolescents Area 2</u> By teaching us about the dangers and definition of abuse Counselling sessions that tell us what can happen if we take drugs Drugs are addictive and once you take it, you depend on it more and this puts you at risk Gave us project to do showing what can cause damage It makes me know drugs are dangerous so I stay away from them Teaches us about good drugs and bad drugs and to stay away from them They acted out the ill-effects of drugs and designed posters They showed how drugs can "mash me up" (ruin me) They talk to us and tell us what can happen if you take drugs They teach us that we are not supposed to drink and that if parents are abusing us we should report it They tell us smoking is not good; at this small age, it damages your lungs We do skits about drugs</p>
<p><u>Youth Area 1</u> Based on experience of other persons and how it has impacted their lives and families, I am deterred. It is not the way to go. By giving us adequate information about drugs and techniques to help persons By showing the downside of substance abuse By telling us how dangerous it is Cant say Educational workshops that show negative effects Educational workshops talking about the risks Empower with knowledge which I could use as well I have learnt to cut down smoking with goal to stop totally because I know its not good for health Field visits to homes where we saw the effect it has on people, this was effective Provided information about the chemicals in marijuana RISE has helped me to accept and appreciate my mother as a former drug addict Skits and presentations giving information Taught us that drugs and alcohol isn't good for our health and we must be responsible to know how to deal with it. Teach me not to do it and showed different kinds of use/abuse The programme was explained to me what drugs do to my body and steps to take to not do drugs They teach you the effects of it then train you to go into schools and pass on the knowledge Videos and powerpoints showing the effects of drugs</p>	<p><u>Youth Area 2</u> A lot of things- teaching us the danger of drinking and smoking By advising us not to do it By giving us research projects on drugs. Concert and information on the dangers Certain substances can harm you Drinking and smoking not good Group sessions and counselling to help you understand the effects of dug abuse I used to be around friends who smoke. RISE taught me the effects of drugs so I was cautious. I was shown concrete evidence of the negative effects of drug abuse Pep talks and sessions that speak about drug use and abuse Talked to us/ Mentor us. Addiction Alert I hear the things they say playing in my head so it helps me to stay away from drugs</p>

Addressing substance abuse is a strong area for RISE, compared, for example, with the comparatively lower outcomes from its efforts at job skills preparation (See Section 5). It is significant that respondents were able to recall specific, life-transforming, messages and to use them to modify behaviours.

SEXUAL BELIEFS AND PRACTICES

RISE attendees were asked about their sexual beliefs and practices before and after their engagement with the organization. The tables below record respondents' views on transitions in sexual practices. They indicate the following:

- (1) There is a decline in the number of adolescents and youth who have unprotected sex on a regular basis;
- (2) There is an increase in the proportions of respondents who have unprotected sex sometimes (as opposed to regularly);
- (3) Compared with the period prior to their involvement with RISE, decreased proportions of adolescents and youth in Area 2 stated that they *have not* had unprotected sex (which suggests a possible increase in unprotected sex, particularly 'sometimes');
- (4) Interestingly, there has been an increase in the proportion of youth in Area 1 who have not had unprotected sex but a decrease in Area 2 (it is worthwhile to reflect on the reasons for the distinctions across areas);
- (5) Compared with the period before RISE, there is an increase in the proportions of persons who report having multiple sexual partners. This is especially significant among youth in Area 2.

TABLE 6.6 SEXUAL BELIEFS AND PRACTICES

Before RISE I:

	Had unprotected sex regularly			Had unprotected sex sometimes			Did not have unprotected sex			Had multiple sex partners			Did not have multiple sex partners		
	YES	NO	NA	YES	NO	NA	YES	NO	NA	YES	NO	NA	YES	NO	NA
Adol Area 1	12	32	56	20	24	56	19.2	26.9	53.8	24	20	56	16	28	56
Adol Area 2	27.6	34.5	37.9	16	36	44	46.5	47.5	6.1	11.5	46.2	42.3	11.5	46.2	42.3
Youth Area 1	40.4	53.5	6.1	29.2	64.6	6.3	38.5	19.2	42.3	43.4	50.5	6.1	45.1	48.4	6.6
Youth Area 2	27	65.8	7.2	45	48.6	6.4	38.3	93.9		42	51.8	6.3	25.4	67.5	7

Since RISE I:

	Have unprotected sex regularly			Have unprotected sex sometimes			Do not have unprotected sex			Have multiple sex partners		
	YES	NO	NA	YES	NO	NA	YES	NO	NA	YES	NO	NA
Adolescents Area 1	4.2	37.5	58.3	29.2	12.5	58.3	4.2	37.5	58.3	28	16	56
Adolescents Area 2	18.5	40.7	40.7	22.2	37	40.7	20	36	44	28.6	32.1	39.3
Youth Area 1	25.6	68.6	5.8	44.4	50	5.6	51.9	42	6.2	44	50.5	5.5
Youth Area 2	28.2	65.5	6.4	50.9	42	7.1	30.7	62.3	7	57.5	35.4	7.1

When the data is disaggregated by gender, new dimensions are added to the analysis. For example, across both areas, more males than females reported that they had unprotected sex before they were involved with RISE (39.5% of males compared with 25.6% of females in Area 1 and 33.3% of males compared with 19.1% of females in Area 2). In Area 1, a greater proportion of males than females had unprotected sex 'sometimes' before their involvement with RISE (30.4% compared with 21.4%) but in Area 2, more females than males claimed to have had unprotected sex sometimes before RISE (43.1% of females compared with 38.6% of males). Correspondingly, a smaller proportion of females than males in Area 2 said that they did not have unprotected sex before their involvement with RISE. In Area 1, the proportions of males and females who claimed not to have had unprotected sex are close: 40.2% of males compared with 41.9% of females. Yet, it is worth underscoring that a slightly greater proportion of females than males said they did not have unprotected sex before RISE. Significantly, a substantially greater proportion of males than females in Area 1 reported that they had multiple partners before RISE: 50.6% compared with 18.6%. In Area 2, in contrast, a greater percentage of females than males had had multiple sex partners before RISE: 39.7% of females compared with 33.8% of males.

Since RISE, more males than females across both areas still have regular unprotected sex (22.5% of males compared with 17.9% of females in Area 1; 30.8% of males compared with 20.3% of females in Area 2). More females than males now have unprotected sex sometimes (46.3% of females compared with 38.4% of males in Area 1; 48.4% of females compared with 42.9% of males in Area 2). In Area 1, greater proportions of males than females said that they have had multiple sex partners since RISE (44.6% compared with 33.3%); however, in Area 2, the situation is reversed: a greater proportion of females (53.3%) than males (50.6%) have had multiple sex partners since RISE.

These findings suggest that in Area 1, RISE's interventions may have had greater impact on the behaviours of females than males. In Area 2, however, more males than females appear to have applied the principles taught. More work is required to explore the subcultures within and across both areas. Focus group discussions in Area 2 (presented in Section 7) highlighted the prevalence of sexual promiscuity among girls as well as some of the root reasons; however, this matter was not addressed in sufficient detail to inform the depth of analysis that is required.

RISE'S IMPACT

It is important to emphasize that the majority of adolescents and youth stated that RISE has helped them to understand risky sexual beliefs and practices: 81.7% of adolescents and 81.6% of youth in Area 1 as well as 53.7% of adolescents and 80.4% of youth in Area 2. The comparatively low percentage in Area 2 should not be surprising since, having ended activities in Towerhill, Drewsland and Waterhouse, RISE has had the least contact with that cohort of respondents. Older respondents (youth), in contrast, would have had a longer-term impact. The related gender breakdown validates the assumption stated above: 86.8% of females compared with 77.8% of males in Area 1 confirmed that RISE had helped them to understand risky sexual beliefs and practices. In Area 2, 69.7% of males as opposed to 67.1% of females noted that RISE had helped them to understand risky sexual beliefs and practices.

Overall, the majority of respondents stated that these interventions were short-term, involving workshops and seminars over a period of less than one month in duration (49.5% of adolescents and 41% of youth in Area 1; 53.3% of adolescents and 43% of youth in Area 2). There were two other significant proportions of responses: persons who stated that they have not been working on this issue with RISE and those who asserted that RISE has conducted such training interventions at intermittent periods over the time they have attended its programmes. With respect to the latter, the majority of these respondents noted that these trainings were conducted over 2 but less than 3 years (16.8% of adolescents and 25.6% of youth in Area 1; 6.7% of adolescents and 21.9% of youth in Area 2).

Does the length of training and/or duration of association with RISE influence the speed and quality of change? The tracer study was not designed to address this question fully; however, it has demonstrated that understandings of risky sexual practices increased with duration in the programme (See Table 6.7 below). This applies across both areas. Again, it is likely that the comparatively lower percentages in Area 2 and reflective of RISE's withdrawal from that area and the absence of or respondents' failure to link with similar interventions.

TABLE 6.7 UNDERSTANDING SEXUAL BELIEFS AND PRACTICES

Has RISE helped you to understand risky sexual beliefs and practices?							
Area community do you live in.	Duration		Frequency	Percent	Valid Percent	Cumulative Percent	
Area 1	Short Term	Valid	Yes	16	32.7	64.0	64.0
			No	7	14.3	28.0	92.0
			na	2	4.1	8.0	100.0
			Total	25	51.0	100.0	
		Missing	System	24	49.0		

Area 2	Medium Term	Total		49	100.0		
		Valid	Yes	63	52.5	80.8	80.8
		Valid	No	12	10.0	15.4	96.2
	Long Term	Valid	na	3	2.5	3.8	100.0
		Total		78	65.0	100.0	
		Missing	System	42	35.0		
	Short Term	Total		120	100.0		
		Valid	Yes	34	73.9	91.9	91.9
		Valid	No	3	6.5	8.1	100.0
	Medium Term	Total		37	80.4	100.0	
		Missing	System	9	19.6		
		Total		46	100.0		
	Short Term	Valid	Yes	22	34.9	51.2	51.2
		Valid	No	17	27.0	39.5	90.7
		Valid	na	3	4.8	7.0	97.7
Medium Term	5		1	1.6	2.3	100.0	
	Total		43	68.3	100.0		
	Missing	System	20	31.7			
Long Term	Total		63	100.0			
	Valid	Yes	66	51.6	76.7	76.7	
	Valid	No	20	15.6	23.3	100.0	
Short Term	Total		86	67.2	100.0		
	Missing	System	42	32.8			
	Total		128	100.0			
Medium Term	Valid	Yes	29	69.0	96.7	96.7	
	Valid	No	1	2.4	3.3	100.0	
	Total		30	71.4	100.0		
Long Term	Missing	System	12	28.6			
	Total		42	100.0			
	Valid	na	1	100.0	100.0	100.0	
Other	Medium Term	Valid	Yes	3	100.0	100.0	100.0
	Long Term	Valid	Yes	3	75.0	75.0	75.0
		Valid	No	1	25.0	25.0	100.0
		Total		4	100.0	100.0	

GANG AND CREW ASSOCIATION

Amongst both RISE and non-RISE attendees, there is a noticeable rejection (interviews reveal this may be fuelled by considerable fear) of gang association. Compared with gangs, slightly greater proportions of persons claimed to be involved with crews (See Table 6.7 below). Questions have been raised about the substantive differences between gangs and crews. Some respondents explained that crews are diverse in nature; for example, while some come together for socialization, others focus on protection of their members and defence and expansion of turf, using tools and mechanisms that resemble traditional gangs.

TABLES 6.8a and b GANG AND CREW ASSOCIATION

	Do you belong to a gang?			Have you ever belonged to a gang?			Have you ever been asked to join a gang?		
	YES	NO	NA	YES	NO	NA	YES	NO	NA
Adolescents Area 1	10.9	89.1		12.8	87.2		26.6	73.4	
Adolescents Area 2	6.5	93.5		8.2	91.8		11.7	88.3	
Youth Area 1	10	90		15.3	84.7		19.4	80.6	
Youth Area 2	12.6	87.4		11.6	88.4		15.6	84.4	

	Do you belong to a crew?			Have you ever belonged to a crew?			Have you ever been asked to join a crew?		
	YES	NO	NA	YES	NO	NA	YES	NO	NA
Adolescents Area 1	15.4	84.6		15.4	84.6		16.9	83.1	
Adolescents Area 2	17.1	82.9		16.0	84.0		15.2	84.8	
Youth Area 1	21.5	78.5		34.2	65.8		19.2	80.8	
Youth Area 2	16.5	83.5		18.9	81.1		19.3	80.7	

Close to 90% (87.9%) of adolescents and 73.2% of youth in Area 1 and a comparatively lower 57.1% of adolescents and 64.2% of youth in Area 2 stated that RISE has helped them to avoid involvement in or withdraw from a gang. Eighty percent of adolescents and 30.6% of youth in Area 1 as well as 82.4% of youth in Area 2 noted that RISE had helped them to avoid involvement in or withdraw from a crew. Respondents explained how RISE has assisted (see Table 6.9 below)

TABLE 6.9 HOW RISE HELPED ME TO AVOID INVOLVEMENT IN OR WITHDRAW FROM A GANG OR CREW

Adolescents AREA 1	Adolescents Area 2
By drama sessions to show the effect of gang	Tell us not to get into crew/gang because it can cause us harm
By putting up posters	By teaching about the dangers
By teaching us how to avoid	By teaching me about the trouble from getting involved in a gang
By telling us about anti-gang	Counselling and telling us not to follow bad behaving children
By warning me of the dangers	Gangs lead you into bad ways
Follow behind people you get left	Help us solve problems without relying on a crew
Gang can lead you astray	
Gangs are bad influences	
Gangs can cause your parents to be in trouble	

<p>Tell us that anything we par with will call our names even if not guilty Telling us it is wrong and we can go to prison They keep evening programmes so that we don't hang out on the streets They provide positive influence They say when you go in it's hard to come out They teach us not to involve in gang because we will lose our lives. They tell us gang is a bad thing and I should not join or else I will go to jail They tell us that if we join gangs/ crews they will call my name in whatever wrong they do They tell us the type of friends we should and should not keep They tell us to come out of gangs/crew or else bad things will happen</p>	<p>Helping me not to choose wrong friends I learn that groups will lead me astray I learn that they will lead me nowhere They helped me to see other people in situations that proved gangs are bad They show us in skits what can happen in a gang or crew They make me learn that gangs can cause my own death</p>
<p>Youth Area 1 By peer talks and other gang members sharing their talks By teaching about personal responsibility and the risks involved in gang life. They teach about self-esteem. Counselling and field trips to meet positive people who went through similar situations Educate on peer pressure, crime and violence Educate us on the risks Education on the dangers of gangs Encourage me not to get caught up in gangs Forums, sessions on the negative effects of gangs Gave us alternative activities Has not helped It highlights the negativity of the gang Made me aware of wars and drugs and risks My home has more influenced but RISE helped Positive involvement - I am vice president of a youth club Sessions and pep talks about gangs They caution us and enrol people in schools and provide jobs for them to avoid them getting involved in risky behaviours.</p>	<p>Youth Area 2 Bad things can happen when you par with crowd Being around them motivated me to seek the best group of friends/ correct influence. Taught me to be strong and avoid gangs. Counsel us to try something for ourselves rather than to get involved in gangs/ crews Counselling and seminars Educate us and give us opportunity to participate in positive activities Gave us diversion Informed us that it is a dead end Learn the bad things about them Role play and sessions Showed the bad things that could happen Tell us about crime and how to deal with situations Tell us harms but I am still involved Tell us what can happen when you join a gang They help me to learn how to handle conflict They tell us gang/ crew bring violence Training us to do activities by ourselves and keep us occupied Were able to talk about money issues and find positive ways to deal with them. Gangs were not an option</p>

USE OF GUNS AND KNIVES

In order to further test RISE's role in helping to prevent gang involvement, respondents were asked whether they carried guns or knives in the past year. Over 85% of adolescents and 90% of youth in Area 1 have not carried a gun. In Area 2, 92% of adolescents and 84% of youth have not carried a gun in the past year. More youth carried knives for their protection than guns. Over 88% of adolescents in Area 1 and 90.6% in Area 2 said they have not carried knives in the past year. However, compared

with the percentage of respondents who have not carried guns, a lower 74.4% of youth in Area 1 and 72.6 in Area 2 have not carried knives in the past year.

These responses ought to be qualified since possession or non-possession of these particular weapons (which are most likely to be sought by the police) does not mean that adolescents and youth do not protect themselves in other ways. Interviewers were told that persons use diverse weapons to protect themselves, many of which were not named on the questionnaire, including scissors, stones, ice picks and pieces of wood. On reflection, had the questionnaire asked whether persons carry weapons of any sort to protect themselves, the findings may have been different.

TYPES OF FRIENDS AND ASSOCIATES

Respondents were clear that RISE has helped to steer them away from gang and crew association. RISE’s trainings, including dramatic presentations, have been made even more effective because persons know of others, including family members, who have died because of such associations. In addition, the tracer study evaluated the types of associations that respondents have cultivated. In response, the majority of adolescents and youth who attend RISE’s programmes noted that their friends have a positive influence on them (See Table 6.10 below). While the vast majority of respondents state, clearly, that their friends do not sell stolen goods or drugs or use drugs (note that marijuana is often not classified as a drug), fairly sound proportions across age groups and areas do use weapons for their protection, have been arrested by the police and are involved in crime and violence.

TABLE 6.10 CHARACTERISTICS OF KEY ASSOCIATES: RISE ATTENDEES

	Adolescents Area 1		Youth Area 1		Adolescents Area 2		Youth Area 2	
	YES	NO	YES	NO	YES	NO	YES	NO
They have a positive influence on me	73.3	26.7	83.8	16.2	86.6	13.4	86.6	13.4
They work hard at school or in their jobs	74.4	25.6	76	24	69.4	29.7	73	27
They are not involved in crime and violence	58	42	61	39	64.9	35.1	69.5	30.5
They do not use drugs	64.2	35.8	64.2	35.8	59.8	40.2	65.1	34.9
They are members of a gang or crew	24.1	75.9	26.7	73.3	19.1	80.9	31.3	68.8
They sell stolen goods or drugs	5.1	94.9	13.7	86.3	3.3	96.7	10.9	89.1
They use drugs		100	18.8	81.3	2.3	97.7	16.9	83.1
They use weapons for their protection	52.1	47.9	50	50	56.3	43.8	49.6	50.4
They have been arrested by the police	49.1	50.9	34.5	65.5	49.1	50.9	42.2	57.8

It is easy to conclude, based on the data, that the influence from friends is likely to be variable and may not be as positive as portrayed. However, it is possible to argue

that what counts as positive influence varies depending on context. Further, use of weapons for protection is common across social classes and police arrest is not, particularly within the innercities, a necessary indicator of “wrongdoing”. A more reliable basis for assessment is whether persons are involved in crime and violence and are members of gangs.

Table 6.11 below demonstrates that the trends observed above are also common to and reinforced in Control Group 1.

TABLE 6.11 CHARACTERISTICS OF KEY ASSOCIATES: CONTROL GROUP 1

	Adolescents. Area 1 N=22		Youth Area 1 N=9		Adolescents Area 2 N=28		Youth Area 2 N=32	
	YES	NO	YES	NO	YES	NO	YES	NO
They have a positive influence on me	88.2	11.2	71.4	28.6	75	25	80.8	19.2
They work hard at school or in their jobs	40	60	66.7	33.3	56.5	43.5	80	20
They are not involved in crime and violence	36.4	63.6	75	25	45.5	50 NA: 4.5	81.5	18.5
They do not use drugs	33.3	66.7	20	80	63.6	36.4	65.2	34.8
They are members of a gang or crew	10	90	25	50 NA=25	20	80	16.7	83.3
They sell stolen goods or drugs	9.1	90.9	100		5.6	96.4	8.7	91.3
They use drugs	100		50	50	94.4	5.6	32	68
They use weapons for their protection	86.4	13.6	66.7	33.3	40.9	59.1	50	50
They have been arrested by the police	86.4	13.6	57.1	42.9	40	60	32	68

PERSONAL BELIEFS

As noted in the discussion on sexual practices, above, personal beliefs are not necessarily translated into actions. For example, while 67% of adolescents and 53.4% of youth in Area 1 as well as 65.9% of adolescents and 53.4% of youth in Area 2 stated that they have never believed that if one is angry it is acceptable to say mean things to others, several respondents explained that though they do not believe this, they still practice it. Area 2. In the same way, 82% of adolescents in Area 1 and 72% of youth and 80% of adolescents in Area 2 and 69.6% of youth stated that they have never believed that it is acceptable to use physical force when angry, yet there were many persons who explained that physical force may be necessary to defend themselves. In other terms, it is not possible to predict behaviours by professed beliefs systems; norms may conflict with beliefs and

The majority of adolescents and youth have never believed that being violent is just part of being a man or that women should be prepared and ready to defend their men, even violently. However, even though significant proportions do not believe men

always have to be strong and in charge, there were notable percentages who do believe this: 36.2% of adolescents and 37.9% of youth in Area 1; 49.6% of adolescents and 50.4% of youth in Area 2. Comparatively lower proportions (21% of adolescents and 23.6% of youth in Area 1 as well as 21.7% of adolescents and 37.4% of youth in Area 2) believe that women should be prepared and ready to defend their men, even violently. (Here 70.4% of males and 75% of females in Area 1 stated that they have never believed this. An even greater 82.1% of females in Area 2 have never believed this; however, only 47.3% of males in Area 2 have never believed this; 41.8% do believe it.)

There were other questions that were designed to examine relations between men and women, which is at the root of much of the violence within communities and families. More youth than adolescents believe that women should listen to men and do what they say. While 59.8% of adolescents in Area 1 and 65.4% in Area 2 have never believed this, 29.5% in Area 1 and 26.8% in Area 2 do believe this. In comparison, a larger 37% of youth in Area 1 and 44% in Area 2 believe that women should listen to men and do what they say. (Here, greater proportions of males than females noted that they believe this: 34.7% of males in Area 1 believe this while 44.4% do not; 58.3% of women do not believe this while 32.2% do. In Area 2, 44.9% of males believe that women should listen to men and do what they say compared with 24.3% of females.) Note, too, that significant proportions of adolescents and youth confirmed that men do not like women who talk back: 65.8% of adolescents and 63.3% of youth in Area 1; 68.7% of adolescents and 70% of youth in Area 2.

The tracer study reflected on aspects of dependent relations between men and women, particularly select cultural beliefs that inform the. Here, it is noteworthy that 50% of adolescents in Area 1 and 47% in Area 2 have never believed that women need men to give them money for support. However, a not insignificant 47.2% of adolescents in Area 1 and 44% in Area 2 do believe that men ought to give money to women. Of youth across both areas, 41.3% in Area 1 and 54.2% in Area 2 believe that men ought to provide money for women; 42.1% and 38.9% in the respective areas have never believed this. A greater percentage of youth than adolescents believe the converse; that is, that men should receive monetary support from women.

One of the more notable findings concern perceptions of abuse: while 45.3% of adolescents and 43% of youth in Area 1 have never believed that abuse is a natural part of life, 47% and 50.8% respectively are convinced that it is. In Area 2, 46.6% of adolescents and 46.2% of youth have never believed that abuse is a part of life; however, 50.4% of adolescents and 52.3% of youth stated that it is. Questions should be raised about how and the extent to which the naturalization of abuse manifests in violence, low self-esteem, resignation to one's lot and stagnation. As the focus groups presented below highlight, abuse is a critical core issue that requires increased attention.

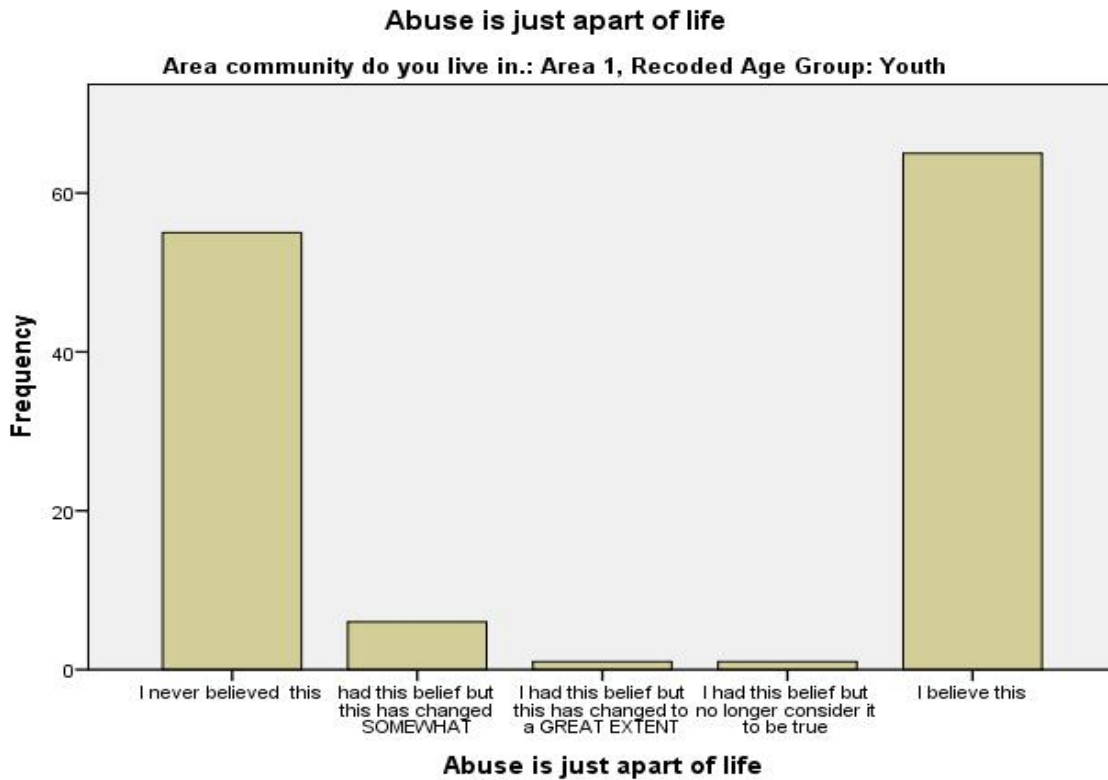
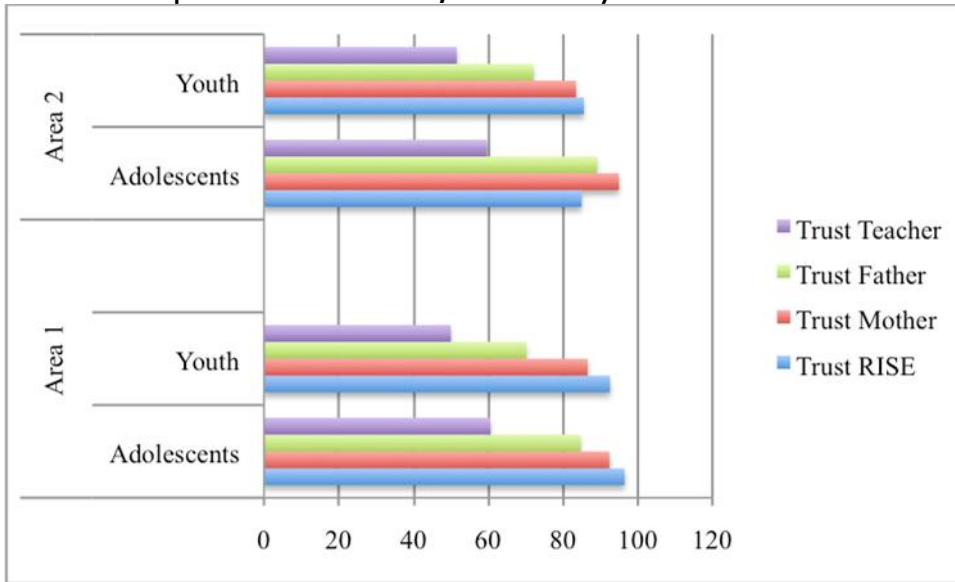


Chart 6.11 Abuse is just a part of life

Correspondingly, it is encouraging that despite these understandings of the dynamics of abuse, the majority of respondents had very positive views of themselves and their future, even though a sound proportion believed that the system sets people up to fail. RISE is able to capitalize on---and perhaps has contributed to fostering---these positive self-perceptions. Given the relationships that its officers have cultivated with community members, 96.5% of adolescents and 92.6% of youth in Area 1 underscored that they trust the organization. A lesser but yet significant 85% of adolescents and 85.6% of youth in Area 2 claimed that they trust RISE, although the organization no longer has as substantive a presence within this area. The chart below compares reports of the extent to which respondents trust RISE, close family members and teachers. It depicts the high regard given to RISE across age groups and areas, except for in Area 2, where respondents noted that they trusted their parents more.

Chart 6.12 Reports of Trust in RISE, Close Family And Teachers



Section 7: Findings from Focus Groups

A. FOCUS GROUP WITH YOUTH

A focus group was convened with youth who have never participated in any programme. Six attended. It was clear that they agreed to participate because they had been told that there was some remuneration. Without this 'stipend,' as they perceived it, they would have had great difficulty leaving the streets. The youth explained that hustling was critical for their welfare:

"People need to hustle since poverty is high. We hustle by selling cards, 'grabba' (a cocktail of marijuana and tobacco) and fritters. We put up little shops and do something. Now they have Christmas work and we can do some little chopping out."

Asked whether youth could not build profitable businesses together rather than operate (hustle) singly and, often at a loss, the young men explained the roots to their distrust of this suggestion and of each other. In their view, distrust was not disadvantageous; rather, it was critical for their survival:

"There is no unity to get together and build businesses. 'Man hustle by himself' because he doesn't want to be conned. Some people have no self-control. While some will not take this \$50000, others will take it all. Black people prie (think about things) in two ways".

The youth were asked why they have not participated in any of the programmes that differing agencies have offered in their areas. In response, some explained that they were discouraged by the apparent stigma with which they were often approached:

"The problem with community programmes is that people are only interested in pay cheques. The persons that organizations send into the communities often keep us at a certain level. As soon as they see us, they brand us. They throw what they want at us. Government does nothing for anyone of us. Persons appear to feel that every community is the same and that what works in Craig Town, for example, has to work in Fletcher's Land."

Young people were also discouraged by what they portrayed as a pervasive lack of government responsiveness to their real issues, which is compounded by their inability to represent themselves:

"The government says that it provides free education but it is not providing things for people to eat; therefore, it is difficult to move.

"It makes no sense to represent ourselves because no one wants to hear what we say. All of us who live in the garrisons, they limit everything for us. I have 7 CXC's and I cannot get a job."

How can RISE intervene, given the constraints as youth perceive them? Here, the young men explained:

"Money does a lot. Without money, there is no seed to start".

"RISE does not offer a skills component and most youth want a trade. We need a trade but to get us to attend, we would also need a stipend, food and a counselor on the side. This is because people have problems and cannot learn and so they need counseling."

The young men were not only concerned about themselves; they spent some time describing the plight of the increasing numbers of female adolescents and youth who were copying the male practice of lurking on the street concerns. They reinforced that special programmes must be designed for girls:

"Lots of youth are idle. Young girls are even more idle than boys. They are involved in many wars over men. Women are on the corners with grabba. Inner-city girls go to dances and top businessmen give them money to dance. Some of these men used to live in the area and they come back to party."

Young people were not unaware of their own roles in undermining their progress and prospects.

"Inner-city youth need to realize their unique strengths. We know how to solve things easily."

Yet, they were insistent that the programmes that exist had failed them in many ways.

"If people really want to help and see that we are lacking, don't give up on us."

There was some argument, too, that CSJP had changed its strategy for dealing with communities and that the new approach would lead to disadvantageous consequences:

"CSJP is now setting up its own base rather than have organizations such as YOU and RISE implement. Yet CSJP was not set up with the mandate of dealing with at

risk youth. CSJP has simply cut the organizations that are skilled in implementing from their books

The group spent sometime reflecting on the ways in which youth appeared to be imprisoning themselves, particularly through believing that they lacked the power to effect change for themselves. Despite the lengthy discussion, little progress was apparent. Youth highlighted the numerous ways in which they were constrained. For them, there were blocks, though of differing nature, within and outside of their communities. For example, when encouraged to make their needs known in community-based governance structures, the youth explained their fear of challenging local authorities, some of whom were involved in the occult:

“People on boards are in Lodge. They will make your head swell. People in positions in these communities fight to maintain turfs; they have bad minds”.

SUMMARY

Young men who have not been involved in any programme both imagine and experience multiple boundaries. Many are dissuaded by their experiences and perceptions of stigma and discrimination from agents of development who promise to constructively intervene. Many exclude themselves because they feel excluded by successive governments, who appear unconcerned about inner-city youth. The discussions also revealed the extent to which these youth restrict themselves by their own negative self-perceptions for even though they declare that inner-city youth are unique and special, they were unable to define how the attributes they possess could be made to work for their betterment. Further, many were not clear on what their attributes are.

Much weight should be placed on the view that youth programmes should be focused on building skills while ensuring that there are sufficient incentives to engage attention for the duration of the course. Furthermore, it is significant that young men have recognized their need for counseling. However, it is necessary to go further and to question the extent to which the skills set being offered allow for a genuine jumpstart beyond elementary occupations. In addition, it is worthwhile to reflect on the extent to which methods of intervention uproot or reinforce the limiting self-beliefs among certain youth.

B. FOCUS GROUPS WITH PARENTS WHO ARE INVOLVED WITH RISE

Two focus groups were convened with parents who are currently involved with RISE or who have children who attend(ed) RISE. As the profiles show, most parents have completed secondary school only; only two women had attained tertiary education. This is consistent with the community profiles presented earlier.

TABLE 7.1 PROFILES OF PARENTS WHO ARE INVOLVED WITH RISE: PARADE GARDENS/ALLMAN TOWN/FLETCHERS LAND AREA

Age	No. of Children	Civil Status	Length of time in Community	Employed	How Far in School	Children who attend RISE	Attend before or after you joined	Change in behaviour
37	4	Married	27 years	Yes	Secondary	No	No	
45	5	Single	41 years	Yes	Secondary	Yes	After I started	Increased respect Helped them to socialize across social classes
53	5	Single	53 years	No	All Age	No	No	
45	2	Single	45 years	Yes	High	No		
52	3	Married	23 years	Yes	Secondary	Yes: 2	After	They learnt to socialize
37	2	Married	37 years	Yes	University	Yes: 1		They gained more exposure; they learnt to socialize; they are more focused

**Table 7.2 Profiles Of Parents Who Are Involved With Rise:
Drewsland/Towerhill/Waterhouse Area**

	No. of Children	Civil Status	Length of time in Community	Employed	How Far in School	Children who attend RISE	Attend before or after you joined	Change in behaviour
52	2	Single	52	Yes	University	No		
55	5	Married	55	Yes	High	No		
37	3	Cohabiting	37	No	High	No		
48	4	Single	48	No	High	2	Before	Better focus on schoolwork
35	5	Single	35	No	High	1	After	Better socialization
57	4	Married	57	No	High	No		
31	8	Single	31	No	High	1	Before	More ambition
33	8	Single	33	No	High	2	Before	
43	6	Single	43	No	Secondary	2	Before	
32	2	Single	32	No	Secondary	1		
43	1	Single	43	No	Secondary	0		
25	1	Single	7	No	All Age	0		

Personal Changes Since Involvement With RISE

Parents were asked to describe their approach to parenting before they attended RISE's parenting programme . Participants from the Parade Gardens area explained:

"It help me a lot you know, particularly to speak about things I see going on. Going to the workshop did a lot of good for me. I gained from other persons' experience. I came back and shared with other members of my parenting group".

"I cut down a lot on cursing badwords (expletives) when I started attending."

"Most of the things I learnt, I already knew but the workshop encouraged me to practice what I had learnt, such as to be a friend to my children. I have also gained the knowledge to counsel others. Children will come to me and share things and I will give them advice".

"I am a more confident parent. I am no longer confused about what is discipline as

opposed to punishment. I am more patient with my children. I know, too, that no matter what, don't administer discipline while angry."

Not all parents in Parade Gardens had allowed this knowledge to transform their practice. As one woman pointed out:

"I still beat my children. When I feel like talking is getting nowhere then someone gets a knockout. I even use a cricket bat. If I talk and talk and it's getting nowhere, I will not just look. The workshop helped me in a positive way but it will not stop the beatings. I can counsel them and relate to them. I try to talk to them. I agree with not punishing. I don't believe in beating for everything but there are moments when I really get upset."

In the Drewsland/Towerhill area, parents identified the following benefits of their involvement with RISE:

1. RISE provides a diversion from 'the corner'. Specifically, it gives children and young people an alternative to just hanging out on the corners and eventually becoming involved in crime and violence.
2. RISE breaks patterns/cycles, such as of reproducing children at early ages.
3. RISE takes us out of communities and exposes us to other persons and ways of doing things.
4. RISE has taught me to calm down and cut out war
5. RISE helps me to reflect on the harmful ways in which I used to parent
6. RISE shows us how a history of abuse causes us to behave towards children

"RISE has introduced me to other people and groups. I know places because of RISE. I am able to communicate with persons across boundaries. RISE has done a good thing through these group formations."

Some Root Causes of Poor Parenting

Participants were asked to reflect on the root causes of poor parenting. Some persons recounted their personal experiences.

"My husband has a mature body but a baby brain; he doesn't support enough. We are both working but I am the only person who appears to be working. I have to be responsible for everything. Perhaps it is because he was dragged up. I am a no nonsense person. Nothing is happening. I can take care of myself but he should take care of his children.

However, one common theme was that lack of or inadequate leads to frustration, particularly among mothers and this is often "taken out" on children:

"Some parents parent badly because of lack of income. If persons earn, the stress

is reduced and parents treat their children better.

“When women are not working, it is them who beat the children more. Focus should be placed on seeking employment for women since they spend money better and know how to control finances”.

“Formerly, I use to beg my husband meekly because I wanted to eat. Now that I am working, I am telling him not to call my phone. This is how I deal with him”.

Identifying Gaps in Programming

Thus, respondents identified the importance of employment since without this parents were prone to take out frustrations on children. While participants in the Parade Gardens concentrated, almost exclusively, on the need for employment for parents, participants in the Towerhill/Drewsland area thought that it was also necessary to educate parents. This was required, they explained, “in order that parents can help themselves and their children. Without education, people have low self-esteem.”

Many women in the Towerhill/Drewsland focus group admitted to being unable to assist their children with homework. Significantly, however, the discussions revealed the distrust within the community. Women were reluctant to make their lack of education known to others, in case this became a source of gossip and jeers. They made it clear that they would prefer to be taught by persons outside of the community and would only participate in adult education classes with persons they believed they could trust. Similar fears were beneath male failure or reluctance to seek employment or to join remedial classes.

“Men don’t work. They are afraid to allow people to know they are uneducated. Some are unwilling to go out. Fathers are scared to look for work outside of community; it is the women who are going out”.

Women reinforced the shame induced inaction among men that has had such negative consequences for children and families:

“Most of fathers drop out of school and once they fall they do not get up again. Mothers work harder”.

The group discussed intergenerational abuse. They noted that RISE has helped to address drug abuse and has improved parents’ knowledge of verbal and emotional abuse. They indicated that people’s lives have been changed through interacting in these sessions. Yet in both areas (Parade Gardens and Towerhill), respondents thought that RISE should pay even more attention to exploring the dynamics of abuse.

Parents who had children who attend (ed) RISE identified the following changes:

1. Children socialize a lot, including beyond the boundaries
2. RISE is changing social relations through inter-youth club interactions

3. RISE motivates the children, particularly with respect to the education
4. RISE is able to bring the best out of children because their staff treats the children very differently from teachers. RISE staff loves and hugs them and so children are motivated
5. RISE encourages children and youth to dialogue across communities and this promotes peaceful social relations

"They mould you to be a better parent and mould your children to achieve the best they can".

Finally, parents emphasized the importance of follow up:

"Sometimes there is no follow up and so workshops and seminars do not work. However, I have had personal follow up from someone who attended the workshop. The connection helps. Parents of Parade Gardens have a follow up mechanism".

The Importance of Sustained Programming

One focus group was convened among parents who were not currently involved with RISE, neither were they benefitting from any other programme. Some had participated in parenting programmes before RISE left the community. Some were also aware of and able to assess the outcomes for adolescents who were enrolled in the programme before RISE ceased operations.

Participants discussed the variable quality of parenting in their community. They were concerned that among parents who were most in need of assistance, there was general reluctance to attend meetings; thus, some parenting groups were non-functional. Respondents highlighted what they regarded as a skewed perception of parenting among some community members, particularly mothers:

"Many only show up for their children when there is occasion for "war/fighting" or where there is the possibility of monetary gain. "

"They are hungry. They have no skill and they cannot be employed and they regard the jobs they can get as much too local. They just want to live by handouts".

The focus group acknowledged that many children were benefiting from RISE before the organization's departure. Given the nature of the community, they indicated, RISE had to provide an incentive:

"A lot of them used to come out to RISE and benefited. RISE used food to hold them."

Participants recounted that when RISE left the community, some children enrolled in other programmes but many regressed. In their view, parents were the cause of the regression. Particularly, parents who continued with parenting groups

after RISE's departure were able to sustain the positive influence on their children. Meanwhile those who have not benefited from continued support have been unable to secure the best outcomes for their children. Thus, the quality of parenting and programme continuity are important.

On reflection, participants viewed RISE's incentive scheme as having a double role. While incentives may have been useful for encouraging children to attend, if both parents and children do not come to see the need to participate without incentives, regression is likely if the programme has to end.

Some Challenges to Parenting: Implications for Programme Components

The focus group spent some time describing the hard-core challenges that mothers in this community face. First, they described the community as comprised solely of single mothers:

"A pure woman parents down my way. The man gone lef dem".
(There are only female parents in my area. The men have left them)

These single mothers found it especially arduous to raise, who seemed to present particular challenges.

"There must be a man around, even the stepfather."

"Sometimes, boys are not being made bad at home; it's when they go out and link with peers. Boys are being taught irresponsibility at home. Mothers give them no responsibilities".

One single mother who attended the focus groups described, in graphic terms, how the weight of parenting without support led to her abuse of her child.

"Sometimes I take out things on my son. It's me alone and I get stressed. I say some bad things to him. One time me box him (slapped him in the face) and I thought he died."

There was clear contrast in perspectives between this woman, who had never attended a programme and appeared unable to control her circumstances and responses, and another who had earlier benefited from attending a RISE parenting workshop:

"I used to beat. This is because that is what I knew. When I started going to the parenting sessions I realized what I was doing wrong. Now we learn that we can punish without beating. I think the programmes helped a lot."

As in other focus groups, women talked about the transference of abuse across generations and the failure of many among them to recognize different forms and

dynamics of abuse:

“People do not understand verbal and emotional abuse. I heard one mother tell her child: Gal dats why mi no like you. Before you look somebody who can help you, a deh bwoy deh you want. You naw come to nutten inna life” (*Girl, this is the reason for my not linking you. Instead of seeking someone who can help you, that is the boy you associate with. You will not amount to anything in life*).

One respondent described her own history of abuse and how education and exposure helped her to break away from it:

“You know when you are in an unhealthy relationship when you start making excuses for the other person. Many women cannot break away from unhealthy relationships because they have no independence: no skills, no education.”

Thus, women not only wished for RISE’s return to the community but for specific programmes that focused on breaking cycles of abuse.

SUMMARY

The focus group discussions above present clear contrasts between some parents who are currently involved with RISE and those who now lack this support. Furthermore, they emphasize the significance of programme continuity for children and demonstrate that there can be regression and substandard outcomes where the support mechanisms, such as those RISE provides, are removed without adequate alternatives being provided.

There is the important matter of the role of incentives, particularly the extent to which these are sustainable; whether and how they should be managed to ensure that voluntarism is not suppressed; and the conditions under which their provision can promote a culture of expectations of rewards and payment--- even where the activity is designed for the individual’s own gain. Assuming that the respondents’ perspectives are correct, it is significant that in the absence of incentives, many women are refusing to become involved in the parenting groups on a voluntary basis. Participation is conditional on their receiving some reward for their effort.

The focus groups highlighted the importance of broadening and deepening programme interventions to focus on increased employment, education for parents and dealing with abuse in its various manifestations. Here it is worthwhile to be cautious for, as noted earlier, it is not sufficient to conceptualize programmes that relegate parents to elementary occupations only. As the focus groups demonstrate, the parents who had the most vision and self-belief to actively intervene in and transform their own situations were those who had gone beyond secondary education and who had gained the skills necessary for higher levels of employment. Here, as one woman suggested, there is no suggestion that RISE’s programmes should be expanded to include all these elements but whether RISE could work in tandem with other organizations to effect more comprehensive solutions for families.

Section 8

Summary: The Role of Duration in Outcomes and Implications for Programming

The tracer study asked two key evaluative questions: To what extent did participation in youth-targeted social interventions make a difference in beneficiaries' lives? Did a longer permanence in the program make a significant difference (if yes, what is the duration of participation that seems necessary to influence outcomes)?

The findings show some key similarities across the groups of respondents particularly with respect to household characteristics and educational background. However, they also indicate some variations across social contexts---Areas 1 and 2---that appear to influence the processes and outcomes of interventions; more study is required to define the roots to these differences.

The primary difference between the control groups and RISE attendees is the agency support the latter receives. The survey was not designed to properly weigh the influence of the other development programmes that Control Group 2 respondents attend; however, there is some evidence that these associations, too, are making a difference in perspectives and developmental outcomes.

RISE has made significant difference, particularly in developing reading skills, GSAT preparation, providing effective training in critical areas of substance abuse, sexual beliefs and practices, violence reduction. Its impact has been less impressive in job skills training and employment outcomes. With respect to employment, this is an area that requires a more conducive socio-economic context.

While RISE has had noteworthy impact in its short-term interventions, the data--including anecdotal evidence---suggests that gains are more likely and sustainable over the medium to long term. Particularly, behaviour/attitudinal change appears to require a lengthy period of engagement, at very minimum two to three years. It is important to emphasize that gains can be reversed without continued contact, as the focus groups in Area 2 indicate. RISE's departure from these communities has seemingly left a gap that is currently not being satisfied. Of course, it is also important to query whether and the extent to which methods of intervention can promote dependence over the long term, such that persons consider themselves at a loss when the intervention ends and do not seek and find alternate sources of support.

The findings reveal some gaps in programming (not limited to RISE): (1) the need for greater focus on building skills for employment (and seeking novel avenues for employment) that can transform the life chances of both youth and parents; (2) comprehensive programmes that tackle low education and skills levels among parents; (3) innovative strategies for reaching male parents; and (4) deep interventions that confront some of the hardcore obstacles to personal development, such as intergenerational abuse.



INTER-AMERICAN DEVELOPMENT BANK (IADB)/RISE LIFE MANAGEMENT QUESTIONNAIRE

Dear Participant,

Thank you for agreeing to complete this questionnaire. This is part of a very important evaluation. It is designed to help the IADB to define how to best support young people within communities such as yours. Please answer honestly. Your name is not included on the questionnaire and we will NOT be tracing any information back to you. The questions in this survey relate to conditions within your households and communities, your own development, your interaction with RISE Life Management and the extent to which there have been changes in your life and views since your involvement with RISE. We hope you will enjoy the session. We certainly look forward to this time with you!

A BIT ABOUT YOU

1. How old are you? _____
2. In which community do you live? * _____
3. How long have you lived in your community? * _____
4. Do you enjoy living in your community?
YES _____ If yes, why _____
NO _____ If no, why not _____

SOCIO-DEMOGRAPHIC DATA

This section asks questions about your living conditions as well as the education background and employment of the persons you live with.

5. How many bedrooms/sleeping rooms are in your house?

(CIRCLE THE CORRECT NUMBER)

1 2 3 4 5 6 or more

6. On average, how many people (REGULARLY) sleep in each bedroom?

(CIRCLE THE CORRECT NUMBER)

1 2 3 4 5 6 or more

7. How many rooms (other than bedrooms) are in your house (do not include the bathrooms)?

0 1 2 3 4 5 6 or more

8. Do you live in a yard?

If YES, go the next question (8). If no, skip to question 12

YES _____
NO _____

9. How many families live in your yard? (TICK THE ONE THAT APPLIES)

My family alone (Mother/Stepmother, Father/Stepfather, Sisters and Brothers) _____

My extended family (All of the above plus for e.g. uncles, aunts, grandparents) and partners

2 different families _____

Three or more different families _____

Families and single individuals _____ How many families _____ How
many single individuals _____

10. In total, how many people live in your yard? _____

11. Do the people in your yard share bathroom facilities?

YES _____ If YES, how many people share one bathroom
NO _____ If no, how many different bathrooms do you have? _____

12. How many toilets are in your yard? Circle the correct number

- 1
- 2
- 3
- 4
- 5
- 6 or more

13. What do you use for lighting in your house?

We mainly use electricity _____

We mainly use kerosene _____

We mainly use candles _____

Other _____

14. If you use electricity, does your family pay for it?

YES _____
 NO _____
 DON'T KNOW _____

15. Does your household have toilet facilities?

If yes, go to the next question. If no, skip the next question

Yes, inside _____ How many inside? _____
 Yes, outside _____ How many outside? _____

Yes, both inside and outside _____ How many inside? _____ How many outside?

No, we have no toilets _____
 Don't know _____

16. What kind of toilet facilities do you have at home?

The toilet is linked to a sewer _____
 The toilet is not linked to a sewer _____
 We have a pit toilet _____
 Other _____
 None _____

17. Please tell how your family got any of the following possessions. If there are items you do not have, tick "we do not have this"?

	We bought them from earnings	Gifts from relatives; friends;	from and/or	They belong to family overseas	We got them from scamming or stealing	We do not have this
Oil, gas, electric stove						
Television (working)						
Cable						
Radio						
Fridge						
DVD/MP3 player						
Computer						
Motorcycle/bike/bicycle						
Car/Bus/Truck						

18. Select the main individual(s) with whom you grew up?

Mark all that apply

- Birth mother alone _____
- Stepmother alone _____
- Birth father alone _____
- Stepfather alone _____
- Birthmother and Birthfather together _____
- Birthmother and stepfather together _____
- Stepfather and birthmother _____
- Grandmother alone _____
- Grandfather alone _____
- Both grandparents _____
- Foster parents _____
- Other relatives _____
- Friends _____
- Crew/gang _____
- Other, please specify _____

19. Who lives in the house with you now?

Mark all that apply

- Birth mother alone _____
- Stepmother alone _____
- Birth father alone _____
- Stepfather alone _____
- Birthmother and Birthfather together _____
- Birthmother and stepfather together _____
- Stepfather and birthmother _____
- Grandmother alone _____
- Grandfather alone _____
- Both grandparents _____
- Foster parents _____
- Sisters and Brothers (How many sisters? _____ How many brothers? _____)
- Other relatives _____ (How many? _____)
- Friends _____ (How many _____)
- Crew/gang _____
- Other, please specify _____

20. Who is the head of your household? _____

21. What is the highest educational level attained by an adult in your household? Identify the person who reached the farthest in school.

For example: Birth father - completed university. Tell us if you don't know about education status

22. What is the highest educational level attained by a child/youth in your household? Identify the person who reached the farthest in school.

For example: Sister - completed primary school. Tell us if you don't know about education status

23. Who earns the most in your household? _____

24. How does he/she earn money? _____

25. If through work, what type of work does he/she do?

26. Do any of the children or youth in your household have to work?

Yes _____ How many _____ What age (s)?

No _____

Don't know _____

27. During the last three months, have you or someone in your household:

	All the time	Sometimes	Few times	Never
Been hungry and not eating because of lack of money				
Been unable to go to school or work because of lack of money				
Been unable to go to the doctor because of lack of money				
Been unable to buy clothes and shoes because of lack of money				
Been unable to take care of other household expenses because of lack of money				

INDIVIDUAL DATA

In this section, we will ask you questions about your involvement with RISE and/or any other development organization.

28. Are you currently involved with RISE?

YES _____

NO _____

29. If not currently involved with RISE, did you participate in their programmes at any other time?

YES _____

NO _____(if no skip to 32)

30. What was the first year that you recall being involved with RISE?

2012 _____

2011 _____

2010 _____

2009 _____

2008 _____

2007 _____

2006 or before _____

31*. How long have you been involved with RISE and how often did you attend??

	3-4 days/ week	Once per week	Less than once per month	Did not go
1 month				
Between 6 months and 1 year				
Over 1 year but less than 2 years				
Over 2 years but less than 3 years				
Over 3 years but less than 4 years				
Over 4 years but less than 5 years				
Over 5 years but less than 6 years				
Over 6 years but less than 7 years				
Over 7 years and up to 8 years				

32. Have you ever dropped out of or been asked to leave any of RISE's programmes?

Yes _____ **INTERVIEWER , PLEASE STATE WHICH ONE** _____
 If YES, in what year _____ If YES, for how long? _____
 No _____
 Don't know _____

33. What programme(s) did you participate in/do you participate and how often did you/do you attend? (INTERVIEWER, PLEASE STATE WHETHER THIS PERSON IS CURRENTLY ATTENDING OR ATTENDED IN THE PAST _____)

*(This section applies if you participated as a child/adolescent aged between 8 and 14 years)
 Complete both sections if you participated as a child/adolescent and also as youth (15-24).*

	3-4 days/ week	Once per week	Less than once per month	once	Stopped attending for more than 3 months during the year
Help with reading and math					
Help with reading and math					
Grade 4 literacy					
Grade 5 literacy					
Preparation for GSAT					
Counselling (RISE)					
Counselling (RISE)					
Summer Camps					
Drama, Dance, Music, Speech					
Life skills *					

34. What programme(s) did you participate/do you participate and how often did you/do you attend? (INTERVIEWER, PLEASE STATE WHETHER THIS PERSON IS CURRENTLY ATTENDING OR ATTENDED IN THE PAST _____)

(This section applies if you participate as youth aged 15-24 years). Complete both sections if you participated as a child/adolescent and also as youth (15-24).

	3-4 days/ week	Once per week	Less than once per month	once	Stopped attending for more than 3 months during the year
Help with reading and math					
Help with reading and math					
Computer training					
Skills training (HEART/NTA)					
Treatment for drug addiction					
Training on preventing drug addiction					
Training on preventing drug addiction					
Training on HIV/AIDS prevention					
Violence prevention sessions					
Life skills*					

35. Are you currently involved with other adolescent/youth programs through another organization (not including RISE)?

YES _____

NO _____ (if no skip to 39)

36. What is the name of this organization that you currently involved with (if more than one, pick the most important)? Name: _____

37. In what year did you join this organization? _____

38. Do you still attend their programmes?

YES _____

NO _____

Don't know _____

38. How often do you currently attend the activities offered by this organization?

Daily _____

3-4 days per week _____

Once per week _____

Less than once per month _____

Do not go _____

EDUCATION

39. Which is the highest educational level you have reached? (This question is to be asked to all individuals whether or not they are currently attending school) **CIRCLE THE CORRECT ONE**

Grade 1

Grade 2

Grade 3

Grade 4

Grade 5

Grade 6

Grade 7 / First Form (High/Secondary)

Grade 8 /Second Form (High/Secondary)

Grade 9/ Third Form (High/Secondary)

Grade 10/ Fourth Form (High/Secondary)

Grade 11/Fifth Form (High/Secondary)

Grade 12/Sixth Form (High/Secondary)

Bachelors degree

Masters degree

Doctoral degree

40. Which is the highest (technical) educational level you have reached? (This question is to be asked to all individuals whether or not they are currently attending school)

I have not had technical education

HEART Level 1

HEART Level II

HEART Level III

Other certification, Which one?

41. What type of school do you attend now OR what school did you attend before dropping out of school?

If you do not attend school, go to the next question. If you attend school, skip the next question.

Primary/All Age

Preparatory

Secondary/High

Technical/Skills Training

Tertiary

42. Why did you stop studying?

Tick all that apply

No time because of work _____

Not enough money _____

I don't find it useful _____

Family does not consider it necessary/priority _____

Peer pressure _____

I am afraid of being hurt/bullied _____

I am afraid of being stigmatized _____

War in the community _____

Other _____ Please state _____

43. What year did you stop going to school? _____

44. If you are enrolled in school, how often do you attend?

	I never miss a day	I miss one day per week	I miss more than 1 hour per day (late/leave early)	I miss more than 1 hour each week (late/leave early)	I miss a few days each month
Primary/All Age					
Preparatory					
Secondary/high					
Technical/skills training					
Tertiary					

45. Why do you sometimes miss school?

Mark all that apply

- I am sometimes sick _____
- I have to work/hustle _____
- I hang out with friends _____
- I hang out with family _____
- I am not interested in school _____
- Other _____

46. In general, how hard do you try with your schoolwork?

If you do not try hard or not as hard as you could, go to the next question (43). If you try very hard, skip the next question and go to 45.

- I try very hard to do my best _____
- I try hard but not as hard as I could _____
- I don't try very hard _____
- Don't know _____

47. Why DON'T you try harder in school? *Mark all that apply*

- I do not have enough family support _____
- I am not interested in what is being taught _____
- School is not important _____
- I have not had enough support from agencies, such as RISE _____
- Negative peer pressure _____
- Conditions in community _____
- Other _____

48. Why do you try hard in school? *Mark all that apply*

- I have good family support _____
- The subjects taught are interesting _____
- School is important _____
- I receive support from agencies, such as RISE _____
- I hang out with friends who encourage me _____
- Conditions in the community _____

49. Do you get help with your homework?

If yes, go to the next question. If no, skip the next question

- Yes _____
- No _____
- Not sure _____

50. How much help did you receive with homework from the following persons/organizations?

	No Help	Little help	Some help	Much help
Parents				
Siblings				
Teachers or instructors from school				
RISE				
Church				
Other NGOs				
Other person(s)				

51. How much time do you spend doing homework?

- I don't do homework _____
- Less than 30 minutes _____
- Thirty (30) minutes to less than 1 hour _____
- 1-2 hours _____
- Over 2 hours _____

52. How hard is it for you to read now?

- Very hard _____
- Hard _____
- It's a little hard _____
- Not hard at all _____

53. Has RISE helped you to improve your reading skills?

Yes (go to next 2 questions) _____

No (go to question 53) _____

Don't know _____

54. How long have you been working with RISE in order to improve your reading skills?

I have not been working on this with RISE _____

Less than 1 month _____

More than 1 month but less than 3 months _____

Over 3 months but less than 6 months _____

Over 6 months but less than one year _____

Over 1 year but less than 2 years _____

Over 2 years but less than 3 years _____

55. How much has RISE helped you to improve your reading skills?

A lot _____

A little _____

Not at all _____

56. How hard is it for you to write now?

Very hard _____

Hard _____

It's a little hard _____

Not hard at all _____

57. Has RISE helped you to improve your writing skills?

Yes (go to next 2 questions) _____

No (go to question 57) _____

58. How long have you been working with RISE in order to improve your writing skills?

I have not been working on this with RISE _____

Less than 1 month _____

More than 1 month but less than 3 months _____

Over 3 months but less than 6 months _____

Over 6 months but less than one year _____

Over 1 year but less than 2 years _____

Over 2 years but less than 3 years _____

59. How much has RISE helped you to improve your writing skills?

A lot _____

A little _____

Not at all _____

60. Have you noticed improvements in your grades?

If yes, go to the next question. If no, skip the next question

Yes

No

61. Why have your grades improved?

Mark all that apply

I got help from teachers at school _____

I got help from parents _____

I got help from RISE (go to next question) _____

I am trying harder with no help from others _____

I got help from some else _____

62. Why do you think that RISE was able to help you?

EARNINGS AND JOB-SEEKING SKILLS

63. Are you earning money now?

Yes, go to the next question

No, skip the next 3 questions and go to next section.

64. Please tell us how you earn money now? _____

65. Please tell us how you earned money when you first started with RISE?

66. How would you describe your current employment status and work patterns?

Check all that apply

- Full time _____
- Part-time _____
- Seasonal _____
- Full year _____
- Part year _____
- Employee _____
- Self-employed _____
- Employer _____

67. Why aren't you earning an income?

This should not be asked of persons who are earning.

- I am not interested in making money at this time _____
- I cannot make money (too few options) _____
- I do not have the links (connections) necessary to make money _____
- I do not have the skills necessary to make money _____

68. How long have you been working with RISE in order to improve your job-seeking skills

- I have not been working on this with RISE _____
- Less than 1 month _____
- More than 1 month but less than 3 months _____
- Over 3 months but less than 6 months _____
- Over 6 months but less than one year _____
- Over 1 year but less than 2 years _____
- Over 2 years but less than 3 years _____

RISK FACTORS

This section discusses some of risky behaviours that are common among adolescents and youth. It assesses your exposure to these risks and the extent to which RISE has influenced alternate practices/behaviours.

69. Have you ever smoked or drank alcohol?

- YES _____
- NO _____
- Don't know _____

70. How often have you consumed/are you consuming the following drugs?

	How often I consume now	How often I consumed one year ago
Tobacco (number of cigarettes per day)	None	
	Less than 1 per day	
	1-3 per day	
	3-6 per day	
	More than 6 per day	
	Don't know	
Alcohol (number drinks per day)	None	
	Less than 1 per day	
	1 per day	
	2-3 per day	
	More than 3 per day	
	Don't know	
Marijuana/Grabba (times used per day)	None	
	Less than 1 per day	
	1 per day	
	2-3 per day	
	More than 3 per day	
	Don't know	
Cocaine, crack or other drugs	Never	
	Less than once/ week	
	Once a week	
	Twice a week	
	More than twice a week	
	Don't know	

71. Approximately how old were you when you first consumed the following substances?

	Tobacco	Alcohol	Marijuana	Cocaine/Crack	Other
Less than 5 years old					
Between 5 and 10 years old					
Between 11 and 15 years old					
Between 16 and 20 years old					
Between 21 and 24 years old					

72. Have you received treatment or training to prevent drug abuse?

If yes, go to next question. If no, skip next question

Yes _____

No _____

73. Was this treatment or training done at RISE?

If yes, go to next question. If no, skip next question

Yes _____

No _____

74. Has RISE helped you to deal with drug use/abuse?

Yes (go to next question)

No (skip next question)

75. How has RISE helped you to deal with substance use/abuse?

76. How long have you been working with RISE in order to deal with drug use/abuse?

I have not been working on this with RISE _____

Less than 1 month _____

More than 1 month but less than 3 months _____

Over 3 months but less than 6 months _____

Over 6 months but less than one year _____

Over 1 year but less than 2 years _____

Over 2 years but less than 3 years _____

77. How would you describe your sexual practices and beliefs now and when you first engaged with RISE?

	Sexual practices and beliefs prior to RISE	Sexual practices and beliefs since RISE
I have unprotected sex regularly		
I have unprotected sex sometimes		
I do not have unprotected sex		
I have multiple sex partners		
I do not have multiple sex partners		

78. Has RISE helped you to understand risky sexual beliefs and practices?

Yes (go to next question) _____

No (skip next question) _____

79. How has RISE helped you to deal with sexual beliefs and practices?

80. How long have you been working with RISE in order to understand and deal with risky sexual beliefs and practices

I have not been working on this with RISE _____

Less than 1 month _____

More than 1 month but less than 3 months _____

Over 3 months but less than 6 months _____

Over 6 months but less than one year _____

Over 1 year but less than 2 years _____

Over 2 years but less than 3 years _____

81. Do you belong to a gang?

Yes _____

No _____

82. Have you ever belonged to a gang?

Yes _____

No _____

83. Have you ever been asked to join a gang?

Yes _____

No _____

84. Do you belong to a crew?

Yes _____

No _____

85. Have you ever belonged to a crew?

Yes _____

No _____

86. Have you ever been asked to join a crew?

Yes _____

No _____

87. Tell us five things that you gang or crew does? Circle whether gang or crew

1. _____

2. _____

3. _____

88. Has RISE helped you to avoid involvement in a gang/crew? Circle whether gang or crew

Yes (go to next question)

No (skip next question)

89. How has RISE helped you to withdraw from/not get involved with a gang/crew? Circle whether gang or crew

90. Which of the following is true of at least one of your closest friends (Mark all that apply)

They have a positive influence on me _____

They work hard at school or in their jobs _____

They are not involved in crime and violence _____

They do not use drugs _____

They are members of a gang or crew _____

They sell stolen goods or drugs _____

They use drugs _____

They use weapons for their protection _____

They have been arrested by the police _____

None of the above

91. In the last year, how many times have you carried a gun?

Never _____

Once _____

Few times _____

Very often _____

Always _____

92. In the last year, how many times have you carried a knife?

Never _____

Once _____

Few times _____

Very often _____

Always _____

93. Do you believe any of the following?

	I never believed this	I had this belief but this has changed SOMEWHAT	I had this belief but this has changed to a GREAT EXTENT	I had this belief but no longer consider it to be true	No impact: I still believe this
If you're angry, it is OK to say mean things to others					
In general, it is OK to take your anger out on others by using physical force (e.g. punch)					
Being violent is just part of being a man					
Men always have to be strong and in charge					
Women should be prepared and ready to defend their men, even violently					
Women should listen to men and do what they say					
Women need men to give them money and support them					
Men need women to give them money and support them					
Men don't like women who talk back					
Women don't like men who cant "defend di ting"					
Abuse (physical, emotional, mental) is just a part of life					

94. Do you believe any of the following?

	I never believed this	I had this belief but this has changed SOMEWHAT	I had this belief but this has changed to a GREAT EXTENT	I had this belief but no longer consider it to be true	No impact; I still believe this
I am a very good person					
I am no good at all					
I have a lot to be proud of					
I do not have much to be proud of					
Too many bad things have happened to me; I have no future					
I have a great future despite things that have happened in the past					
Too many bad things happen in my community; I have no future					
I have a great future despite things that have happened in my community					
The system sets people up to fail					
I will not fail despite what happens in government					

95. How do you relate to the following persons?

	Very well	Well	Okay	Not Good at All	Don't know
Mother					
Father					
Uncle					
Aunt					
Male teacher					
Female Teacher					

96. How has your relationship with the following persons changed?

	It has got better	It's the same	Its worse	Don't know
Mother				
Father				
Uncle				
Aunt				
Male tutor				
Female Tutor				

97. Do you trust the following persons/parties?

	YES	NO	Don't know
Father			
Mother			
Sister(s)			
Brother (s)			
Teacher(s)			
Church			
RISE			
Crew or gang			
Don			
Myself			
No one			
Other, please state _____			
Don't know			