

PROJECT STATUS REPORT

JANUARY 2017 - JUNE 2017

SECTION 1: PROJECT SUMMARY

PROJECT NAME: This is Me

Project Number: TT-M1032 - Project Num.: ATN/ME-15369-TT

Purpose: At the results level this project will adapt the This is ME arts for social change model to develop micro entrepreneurial abilities and market linkages for at-risk youth in Cocorite and Belmont.

Country Admin

TRINIDAD AND TOBAGO

Country Beneficiary

TRINIDAD AND TOBAGO

Executing Agency:

Caribbean in Transit

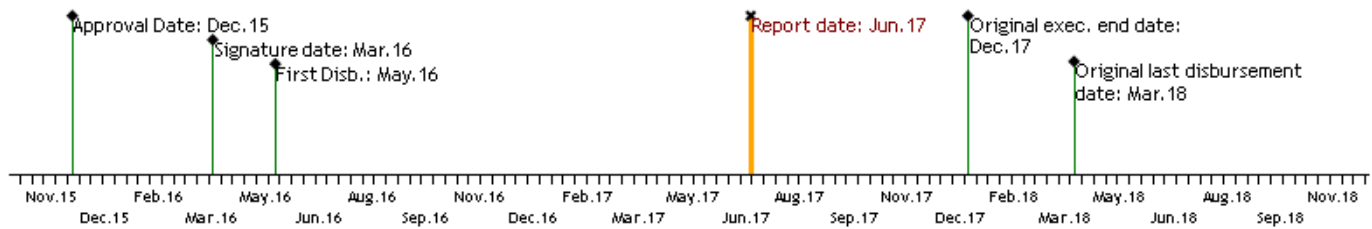
Design Team Leader:

VASHTIE DOOKIESINGH

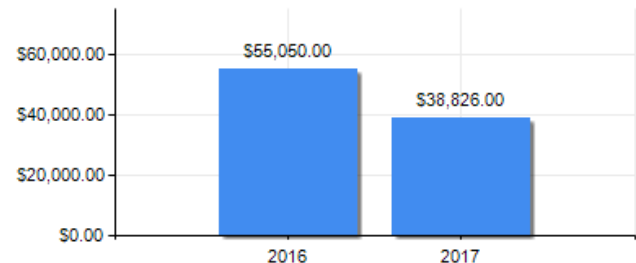
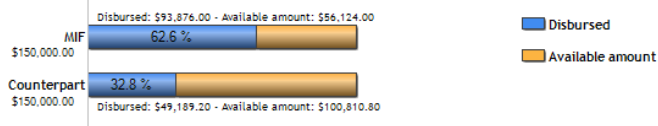
Supervision Team Leader:

VASHTIE DOOKIESINGH

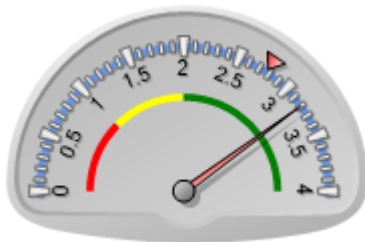
PROJECT CYCLE



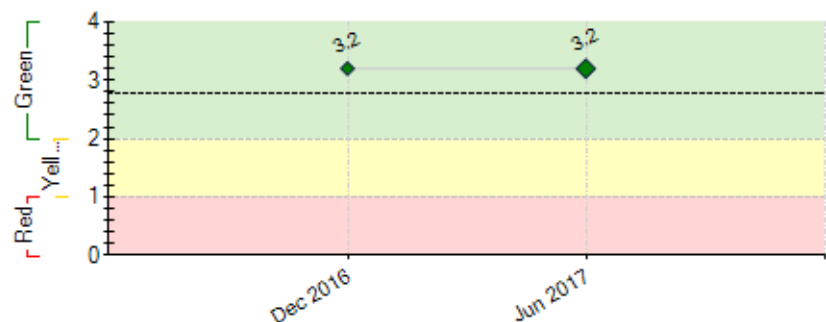
FUNDS



PERFORMANCE SCORE



Current score: Satisfactory: 3.2
MIF Average: 2.773



EXTERNAL RISKS

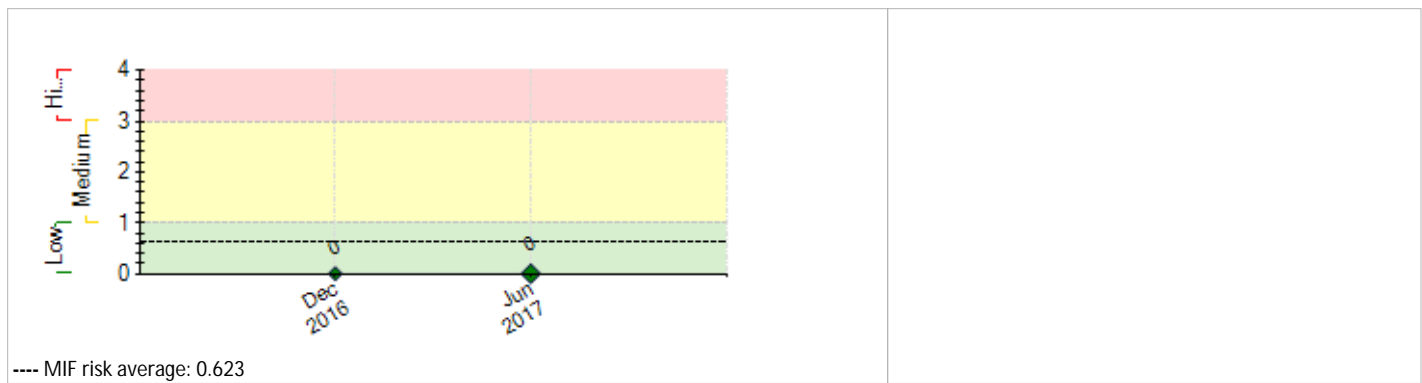
INSTITUTIONAL CAPACITY

Risk

Financial Management:

Procurement:

Technical Capacity:



SECTION 2: PERFORMANCE

Summary of project performance since inception

1. Trainees gained skills that have augmented their earning power, income and increased their networks substantially. Many are actively developing clienteles, have built hope and confidence.
2. Work ethic of local employees in addition to salary level- work involved in each portfolio is not commensurate with salaries. Change in government resulted in unavailability of planned location. A family property was used, however, maintenance and equipment costs and space constraints are huge challenges.
3. Attrition occurs due to poverty, abuse, mental and physical illness, depression and lack of commitment. Consequentially, inability to earn sufficiently while studying is a pitfall. Managing expectations of students who operate within a culture of entitlement is also a challenge.
4. 16 students spent 2 or more months in Cohort 1 of the gaining valuable skills from which they continue to derive income. This involved 3 rounds of recruitment every 2 months. We hope to achieve larger numbers of more committed students for Cohort 2 who will graduate and secure loans. We anticipate that 15 students will access micro-loans and start micro businesses.
- 5.

- **Shifting Talent Management Agency to Sustainable Income Project-** re-tooling of language and form of engagement from a management type contract with profit sharing to a course within the program.

Academic Advisor: Creation of a distinct portfolio under Assistant Project Coordinator including communication and M & E.

Comments from the Supervision Team Leader

Agree with the Executing Agency comments

The program has provided useful lessons on the challenges associated with building skills and capability of at risk youth to start some type of micro business activity that is successful. Contributing factors are the social issues faced by targeted demographic that necessitates a high level of one to one support and high attrition rates driven by the need to generate income. Caribbean in Transit has worked with the MIF to revise the original targeted # of beneficiaries given these factors, the need for small cohorts of trainees, attrition and overall costs of program delivery that were higher than anticipated. Key learnings and opportunities for partnerships to sustain and scale the program will be discussed at a stakeholder and partner workshop carded for Jan 31 2018.

Summary of project performance in the last six months

Component 2: 16 students were engaged and registered. 2 students completed business canvases, 3 completed business plans, 1 student further developed her business, 4 students launched Fashion brands, 2 students continue to work with the program, 1 student was employed by a lecturer. Thus 12 students are actively using knowledge and networks gained through This is ME. 1 student also matriculated into the UTT Fashion Degree program but quit due to financial and health challenges. **Component 4:** 3 rounds of recruitment were conducted due to attrition to ensure a minimum of 10 persons enrolled at any given time. We used these experiences to further develop our recruitment process. We began presenting the program and products at Fashion Markets. **Component 1:** enhanced Life Skills program with over 10 workshops; introduction of the Sustainable Fashion Bootcamp occurring periodically across semesters to draw knowledge from all modules together, provide feedback to students and ensure that module coordinators are aware of student progress.

3. Revision of Recruitment Process: A strategic, tiered process was developed. **Component 5: Strategic Hiring:** Aligned hiring of administrators with vision for development and sustainability of program. New hires have expertise within the Fashion and Development; are aligned with YTEPP and are assessors for Fashion Designing Caribbean Vocational Qualification. **Revenue Model:** Development of new income streams to enable sustainability.

Comments from the Supervision Team Leader

Agree with the Executing Agency comments

SECTION 3: INDICATORS AND MILESTONES

| Indicators | Baseline | Intermediate 1 | Intermediate 2 | Intermediate 3 | Planned | Achieved | Status |
|---|----------|----------------|----------------|----------------|---------|----------|--------|
| I.1 Number of micro-businesses with links to strategic business | 0 | | | | 60 | 0 | |

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|--|-----|---|---------------|----------------|----------------|--|----------------|---|--|
| Goal: At the impact level this project will contribute to the development of micro business opportunities in the fashion sector for at risk youth in low income urban areas near Port of Spain, the capital city of Trinidad and Tobago | | partners in the fashion industry (CRF 230200) sex disaggregated | Mar 2016 | | | | Dec 2017 | | |
| | I.2 | Percentage of micro-businesses in operation one year after project completion (CRF 330201) disaggregated by gender of micro-business head | 0 | | | | 50 Feb 2019 | 0 | |
| | | | | | | | | | |
| Purpose: At the results level this project will adapt the This is ME arts for social change model to develop micro entrepreneurial abilities and market linkages for at-risk youth in Cocorite and Belmont. | R.1 | Number of at risk youth participants who complete the fashion certification program | 0 | | | | 50 Dec 2017 | 0 | |
| | R.2 | Number of new micro businesses established (CRF 230300) – disaggregated by gender of micro-business head | 0 Mar 2016 | | | | 40 Dec 2017 | 0 | |
| | R.3 | Number of at-risk youth participants who access micro credit products for microbusiness start up (CRF 210800) – sex disaggregated | 0 Mar 2016 | 12 Feb 2017 | 35 Sep 2017 | | 50 Dec 2017 | 0 | |
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|--|-------|--|---------------|----------------|----------------|--|-----------------|----------------|----------|
| Component 1: awareness raising and recruitment of participants Weight: 25% Classification: Satisfactory | C1.I1 | Number of at-risk youth participants recruited | 0 Mar 2016 | 25 Sep 2016 | 75 Jan 2017 | | 125 Nov 2017 | 90 Apr 2017 | Finished |
| | C1.I2 | Number of strategic public appearances by Caribbean in Transit representative to promote project | 0 Mar 2016 | 1 Jun 2016 | 2 Sep 2016 | | 3 Feb 2017 | 7 Jun 2017 | Finished |
| | | | | | | | | | |

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|--|-------|--|---------------|----------------|----------------|--|----------------|----------------|-----------|
| Component 2: Curriculum adaptation Weight: 25% Classification: Satisfactory | C2.I1 | Curriculum adaptation committee established | 0 Apr 2016 | 1 Apr 2016 | | | 1 Apr 2016 | 5 Jul 2016 | Finished |
| | C2.I2 | Curriculum tailored to the local context and adapted after completion of first cohort | 0 | | | | 1 Jan 2017 | | Finished |
| | C2.I3 | MOU to pursue Certification of programme by National Training Agency (NTA) executed with CIT | 0 | | | | 1 Sep 2017 | | On Course |
| | C2.I4 | Number of Mentors recruited | 0 Jun 2016 | 10 Jun 2016 | 15 Jun 2017 | | 20 Nov 2017 | 10 May 2017 | Delayed |
| | | | | | | | | | |

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|--|-------|---|---------------|--|--|--|----------------|--|----------|
| Component 3: Technical and life skills training for Micro Business Weight: 25% Classification: Satisfactory | C3.I1 | Number of at-risk youth trained in technical and life skills and improved business skills (CRF 110100) –sex disaggregated | 0 Mar 2016 | | | | 50 Dec 2017 | | Finished |
| | | | | | | | | | |

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|---|-------|---|---------------|---------------|--|--|---------------|--|---------|
| Component 4: Knowledge and Communications Weight: 25% Classification: Satisfactory | C4.I1 | project fact sheet | 0 Feb 2017 | 1 Feb 2017 | | | 2 Feb 2018 | | Delayed |
| | C4.I2 | Case Study disseminated to strategic audiences/stakeholders | 0 | | | | 1 Jan 2018 | | |
| | | | | | | | | | |

| Milestones | Planned | Due Date | Achieved | Date of achievement | Status |
|--|---------|----------|----------|---------------------|----------|
| M3 Conditions Prior | 1 | Sep 2016 | 6 | May 2016 | Achieved |
| M1 curriculum design | 1 | Nov 2016 | 1 | Nov 2016 | Achieved |
| M2 completion of training for cohort 1 | 1 | Mar 2017 | 75 | Mar 2017 | Achieved |
| M3 completion of training for cohort 2 | 1 | Aug 2017 | | | |
| M4 [*] completion of stakeholder training to share model | 20 | Feb 2018 | | | |

[*] Indicate that the milestone has been reformulated

CRITICAL ISSUES THAT HAVE AFFECTED PERFORMANCE

[X] Others, which?: Higher than expected level of support and attendant cost of engaging and retaining trainees

SECTION 4: RISKS**MOST IMPORTANT RISKS AFFECTING FUTURE PERFORMANCE****PROJECT RISK LEVEL:** Low **TOTAL NUMBER OF RISKS:** 6 **IN EFFECT RISKS:** 0 **NOT IN EFFECT RISKS:** 0 **MITIGATED RISKS:** 6**SECTION 5: SUSTAINABILITY****Likelihood of project sustainability after project completion:** P - Probable**CRITICAL ISSUES THAT MAY AFFECT PROJECT SUSTAINABILITY****Issue**[X] Lack of **cost recovery** mechanisms or **external financing sources** (government, donors and/or private sector) to continue the activities of the project once MIF resources are expended**Comments**

Actual program delivery costs were higher than anticipated and the current economic downturn may negatively impact potential partners' ability to contribute financial resources required for sustainability.

Actions related to sustainability which have been taken in the reporting period:

- Revision of Recruitment Process: A strategic, tiered process was engaged building on lessons learned from Cohort.
- A Branding and Outreach Coordinator with Graphic Design skills, experience with our target market and events was hired.
- A Communications Consultant was hired to develop a strategic Communications Plan for the project.
- introduction of the Sustainable Fashion Bootcamp that occurs periodically across the semesters: this bootcamp helps to draw knowledge from all the modules together, provide feedback to students on their progress and ensure that module coordinators are aware of student progress in other modules;
- Shifting Talent Management Agency to Sustainable Income Project- re-tooling of the language and form of engagement from a management type

contract with profit sharing via a contract to a course within the program that enables the sustainability of the project and students while bolstering the skill level of students. In this regard we also revised the trainee contract

SECTION 6: PRACTICAL LESSONS

| | Relative to Implementation | Author Barrow, Marielle Patrice |
|---|-------------------------------|------------------------------------|
| <p>1. I) Our team has to conduct regular reviews, understand students seasonal rhythm of life and adapt the program accordingly in order for them to stay in the program.</p> <p>2) Regular student activities to generate buy in should also include recreational activities</p> <p>3) Students often have to give up employment in order to participate in the program and so need additional sources of income.</p> <p>4) Unlike other training programs, this target market requires support in almost every aspect of life to enable success in gaining marketable skills</p> <p>5) Building trust is a major component of success for the program</p> | | |