

PROJECT STATUS REPORT (FINAL)

JANUARY 2018 - JUNE 2018

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

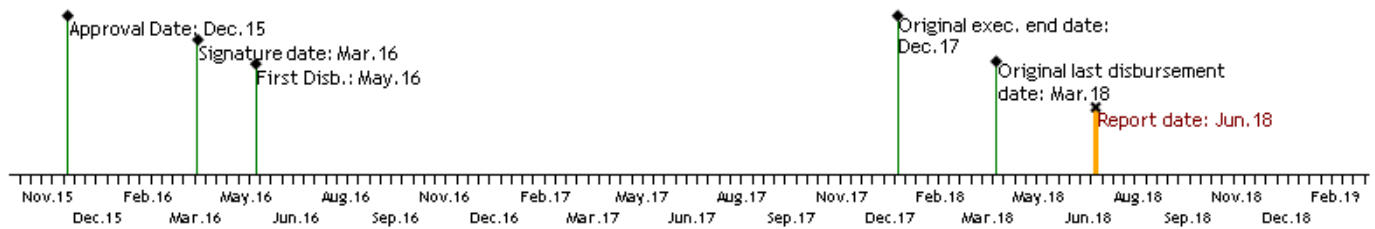
Design Team Leader:

VASHTIE DOOKIESINGH

Supervision Team Leader:

VASHTIE DOOKIESINGH

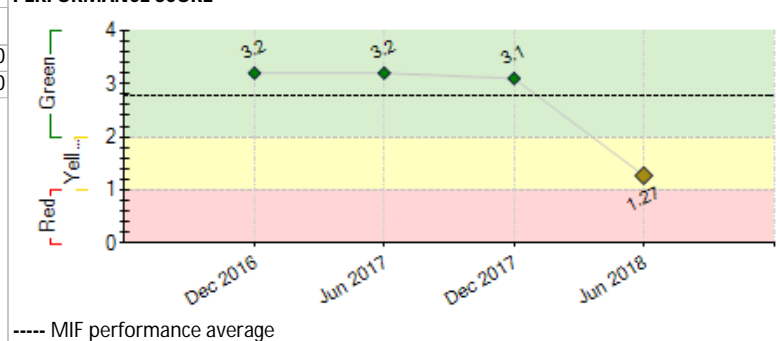
PROJECT CYCLE



FUNDS

	Approved	Cancelled	Disbursed
FOMIN	\$150,000.00	\$2,000.00	\$148,000.00
Counterpart	\$150,000.00	\$0.00	\$49,189.20

PERFORMANCE SCORE



SECTION 2: RESULTS AND ACHIEVEMENTS

Performance once project is completed

This is ME Global V staged 2 Cohorts training 43 high-need youth- 6 male and 37 female, in Fashion Entrepreneurship for 6 months for Cohort 1, and one year for Cohort 2. The program employed over 30 professionals in the areas of Life Skills, Leadership, Entrepreneurship and the Fashion Industry additionally engaging over 21 partners including Government Ministries and agencies, private entities, individuals and non-profits. This is ME Global V staged extensive recruitment exercises which boosted the visibility of the program including a 5 minute infomercial that ran for over 3 months on national television (CNMG). In addition to attending Fashion Pop-up Markets, This is ME Global V hosted 4 successful events of its own: The Reid House Launch; EmpowHer Tea Party and EmpowHer Salon; and EmBARK. This is ME also launched a separate website for the program with an e-commerce component and represented Trinidad & Tobago at the 42nd UN Women's Conference in New York.

2. Products developed:

a). Operations Manual

b). Packages and Plans: including Life Skills, Mentorship, Orientation, Communication, Trainee Handbook, Instructor Handbook, Academic Advisor Package, Event Plans, Sustainability Plan

c). Fashion Products Developed: dresses, scarfs, jewelry, pants, bags

3. Risks: Attrition during program; Lack of additional life support for students in gangs, unemployed, with serious health illnesses and pregnant. Through the development of partnerships, networks of support and the Sustainable Income Project we were able to address some of these issues however more comprehensive interventions are desirable.

Sustainability: Module 4: The Sustainable Income Project module allows our students to support themselves while studying, by producing the This is ME Fashion Brand. It thus gives them the opportunity to learn new, practical skills and gain valuable work experience while enabling the sustainability of the This is ME program. This continues after the formal completion of the program with students selling their merchandise at three events so far: EmpowHER Salon II at the home of one of our partners; the IADB Pillar event and the Caribbean PopUp Shop in Washington DC.

The This is ME documentary has been submitted to the Trinidad Film Festival

Students are in the process of applying for YBTT micro-loans through This is ME.

This is ME is discussing further partnership to build out the program in the secondary school system with the Ministry of Education.

Comments from the Supervision Team Leader

The project has provided a very useful model and insights into skills and entrepreneurship training for urban youth and Caribbean in Transit is currently pursuing the adoption of this model for Vocational Skills training programs offered through the Ministry of Education. Original targets for this program viz a viz number of participants and graduates had to be revised downwards in the first year due to 1) social and economic barriers to participants committing to and completing the program 2) recognition of the need for smaller class sizes given levels of individual attention needed to engage and sustain participants interest and commitment.

Final evaluation

The project was successful in adapting to realities of delivering a training program to at risk youth in an urban setting recognizing challenges of attrition due to social as well as economic difficulties. As a result the targets had to be revised downward by the end of the first year. Despite challenges and a limited budget the program provided a useful model and valuable insights for replication.

Comments from the Supervision Team Leader

Agree with the Evaluators comments

[Final evaluation](#)

<http://mif.iadb.org/file.aspx?DOCNUM=EZSHARE-1786032746-31>

SECTION 3: INDICATORS

Indicators		Baseline	Planned	Achieved	Percentage
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	I.1 Number of micro-businesses with links to strategic business partners in the fashion industry (CRF 230200) sex disaggregated	0	60	7	0 %
	I.2 Percentage of micro-businesses in operation one year after project completion (CRF 330201) disaggregated by gender of micro-business head	0	50	0	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	25	0 %
	R.2 Number of new micro businesses established (CRF 230300) – disaggregated by gender of micro-business head	0	40	7	0 %
	R.3 Number of at-risk youth participants who access micro credit products for microbusiness start up (CRF 210800) – sex disaggregated	0	50	0	0 %
Classification: Satisfactory					
Component 1: awareness raising and recruitment of participants Weight: 25% Classification: Satisfactory	C1.I1 Number of at-risk youth participants recruited	0	125	170	0 %
	C1.I2 Number of strategic public appearances by Caribbean in Transit representative to promote project	0	3	20	0 %
Component 2: Curriculum adaptation Weight: 25% Classification: Satisfactory	C2.I1 Curriculum adaptation committee established	0	1	6	0 %
	C2.I2 Curriculum tailored to the local context and adapted after completion of first cohort	0	1	1	0 %
	C2.I3 MOU to pursue Certification of programme by National Training Agency (NTA) executed with CIT	0	1	1	0 %
	C2.I4 Number of Mentors recruited	0	20	20	0 %
Component 3: Technical and life skills	C3.I1 Number of at-risk youth trained in technical and life skills and improved business skills (CRF 110100)	0	50	14	0 %

training for Micro Business	-sex disaggregated				
Weight: 25%					
Classification: Satisfactory					
Component 4: Knowledge and Communications	C4.I1 project fact sheet	0	2	20	0 %
Weight: 25%	C4.I2 Case Study disseminated to strategic audiences/stakeholders	0	1	30	0 %
Classification: Satisfactory					

Milestones	Planned	Due Date	Achieved	Date of achievement	Status
------------	---------	----------	----------	---------------------	--------

CRITICAL ISSUES THAT HAVE AFFECTED PERFORMANCE

[X] Design of project/Components

SECTION 4: RISKS**CRITICAL RISKS MANAGED DURING IMPLEMENTATION****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

Caribbean in Transit as the project executing agency is in active dialogue with national actors in vocational training to adopt the This is Me model

CRITICAL ISSUES THAT MAY AFFECT PROJECT SUSTAINABILITY*[None reported in this period]***Actions related to sustainability which have been implemented:**

This is ME's Project Manager has also been further developing The Orange Academy Model under which This is ME will grow as the next step for the program. The Orange Academy will offer programs in three countries: Jamaica, Trinidad & Tobago and Suriname with workshops and short courses in Bahamas and Haiti. It will offer majors in Entrepreneurship, Environmental Design, Fashion and Carpentry/Furniture Design. Several programs including after school programs, study abroad-semester and two week and Summer programs will be offered and will provide viable income streams for the project in addition to the possibility for Franchise

Creation of a SIP Business Plan: This plan includes 7 Action Areas: Development of Stores & Retail opportunities; Packaging, Branding; Sourcing; Export; Strategic Stakeholder Engagement; Student Engagement and Contracts & Workshops. Together these these areas aim at presenting a brand image that aids in recruitment, retention; derives revenue to support the program and students and develops export capacity.

Revenue Model: Development of new income streams to enable sustainability. Two event brands assist in visibility, partnerships and sales: EmpowHer and EMB

[Sustainability Plan](#)**SECTION 6: KNOWLEDGE****Lessons learned**

1. Human Resource Management: The design of this program requires a large compliment of teaching staff, additional support services for students as well as an administrative team. Quality personnel can be challenging to find within TT and the HR function required for such a project is extensive. The project should have an HR consultant to handle on-boarding of staff and requires at least one full time Administrative staff member who is adequately paid in addition to the Project Manager. Additionally, the staff member should have sound experience in the non-profit sector and prior demonstrated commitment to working with at-risk youth in addition to experience in the Fashion Sector and knowledge of the local industry players.

2. Industry Value Chain Staffing & Partnerships
Strategic Hiring Aligned hiring of administrative staff with vision for development and sustainability of program. New administrative hires had expertise within the Fashion Industry and Development Programming; and the Branding and Outreach Coordinator possessed Graphic Design skills, experience with our target market and events. A Communications Consultant was hired to develop a strategic Communications Plan for the project. A Psychologist was retained for individual consultations and group Mindfulness Seminars as unlike other training programs, this target market requires support in almost every aspect of life to enable success.

Partnerships: SIP instructor was hired through our partnership with YTEPP. She is an internal assessor for Fashion Designing Level II Caribbean Vocational Qualification. Mentorship: Mentorship should be a module conducted in partnership with an established Mentorship program for example YBTT even if included in th

3. Managing Expectations
Consistent Messaging, continuous communication and delivery of promises: Managing student

Relative to
Design**Author**
Barrow, Marielle Patrice

Implementation

Barrow, Marielle Patrice

Implementation

Barrow, Marielle Patrice

expectation, an atmosphere of positivity and upliftment and building trust are critical success factors in determining student attitude toward the program, consistent attendance, progress and success in this journey. Managing expectations of students is particularly challenging as they operate within a culture of entitlement. Consistent messaging, frequent communication, maintaining a firm schedule, staff knowledge of the program and ensuring promises are met all contribute to building trust and meeting student expectations.

4. Design Barrow, Marielle Patrice

Re-definition of at-risk
 . It is important to note however that LMS are not only under-educated, from high-need communities or from lower income earning groups. Mental illness, lack of employment opportunities and other factors have significantly broadened the definition of at-risk.

Programs for LMCs must therefore be designed specifically to address the above-mentioned socio-cultural character and causes and evaluation criteria (log frames) should be coincident with this. In this regard, further to the Project Charter design, during this pilot phase.

Indicate which are the main products of the project, where they can be found, and how they could be “shared” with other entities or similar projects.

The key knowledge products including curriculum and multimedia resources are available on the project website <http://caribbeanintransit.com>

Main products of the project

[Jul 2017] (Other)

Author: