



**CHILD RESILIENCY PROGRAMME**  
**VIOLENCE PREVENTION ALLIANCE**  
**AN IMPACT DRIVEN PROGRAMME RESULTING IN**  
**CHANGED LIVES**



**FALMOUTH**  
**EVALUATION REPORT**  
**September 2016 – June 2017**

## TABLE OF CONTENTS

### Executive Summary

1. Introduction.....	5
2. Programme Operation.....	7
3. Methodology.....	8
4. Findings.....	9
5. The Six Arm Theory of Change, Outcomes & Indicators	
7.1.&7.2 Life Skills Training via Circle Time, Sports & Creative Activities.....	11
7.2 Parent / Family Counselling and Training.....	26
7.3. Academic Support to Increase Literacy.....	29
7.4. 5. Nutritional Support.....	34
7.5. Teacher Training .....	35
.	
6. Facilitation.....	36
7. Recommendations & Lessons Learned.....	38
7. Concluding Comments .....	40

## EXECUTIVE SUMMARY

The Child Resiliency Programme (CRP) annually assesses the impact of its intervention to determine the effectiveness in order to improve performance and ensure its sustainability.

The CRP targets children (ages 9-12) at risk for violence, abuse and neglect in feeder schools in the neighbouring communities of its Falmouth Centre, Jamaica.

### Referral Criteria of Children in the Child Resiliency Programme

- *Literacy below grade level*
- *Delinquency, excessive fighting, violence and poor internal locus of control*
  - *Family history of incarceration and involvement in gangs*
  - *Inappropriate behaviour*
- *History of sexual, emotional, physical abuse and/or neglect*
  - *Use of drugs and other substances*

### The Child Resiliency Programme's Six Arm Theory of Change

- *Life Skills Training Including Mentorship and Spiritual Development*
  - *Sporting and Creative Activities to Reinforce Life Skills*
    - *Academic Support to Increase Literacy*
    - *Parent/ Family Counselling and Training*
      - *Nutritional Support*
      - *Teacher Training*

In academic year 2016-2017, a total of 40 children benefitted from the Programme's intervention through its six arms.

The following qualitative and

quantitative analysis and findings were derived from a series of interviews, focus groups, pre and post tests and observations:

### Programme Output for 2016-2017

- 7 facilitators trained at a workshop held in September 2016.
- Termly parenting workshops attended by an average of 7-10 parents
- 40 children (63% males & 37% females) attending afterschool activities three times per week
- 14 persons including 8 teachers from feeder schools trained in March 2017, to manage bullying and behavioural challenges in the classrooms including identifying early warning signs of physical and sexual abuse and risk for violence



## Programme Outcomes for 2016-2017

### After one year of Intervention:

#### Improvement in Anger Management & Conflict Resolution

- 75% reduction in frequency and intensity of conflicts: hitting, pushing, name-calling, threatening and bullying
- 60% increase in ability to manage anger
- 70% improvement in ability to resolve conflicts.

#### Improved Resilient Attributes & Pro-Social Behaviours

- Parents, teachers and children confirmed 90% improvement in children's self-esteem, sense of belonging & bonding, feeling safe and supported.
- Over 80% of the children felt happier and over 90% could identify someone who cared and to whom they could talk when under undue stress or grief
- 85% of the children confirmed that they were more motivated and excited to learn and take part in extracurricular activities.
- Over 95% of the children felt hopeful about the future and could identify a goal in life; displayed increased independence, use of initiative and decision making.
- Noticeable improvement in politeness, honesty, obedience, use of appropriate language, helpfulness, proper hygiene, participation & better attitudes and relationships with parents, teachers and peers
- Significant improvement in self-discipline: taking turns and displaying appropriate behaviour & teamwork.

#### Increase in Literacy

- 70% of the children demonstrated an improvement in literacy
- 95% demonstrated an increased love for learning and reading

### Outcome & Indicators

#### ● Outcome 1.

#### **Greater protection from violence, exploitation and abuse**

#### Indicators

- # of Programme children caught in a fight or sent out of the classroom for poor behavior.
- # of children who can identify someone who cares and to talk to for support
- Children feeling safe and supported to express their grief
- Children demonstrating an increase in resilient attributes and pro social behaviours: Can identify a goal in life, displaying an increase in self-esteem, sense of belonging and better relationship with peers, teachers and parents
- # of parents trained and better able to communicate with their child
- # of parents trained and reporting an increased belief in the use of appropriate discipline

#### ● Outcome 2

#### **Improved access to good quality, non-formal education and training by providing literacy training after school 3 days/week.**

#### Indicators

- # of children taking part in reading/literacy activities after school
- # of children showing an increase in literacy
- Children demonstrating an increased love for

## INTRODUCTION

The Child Resiliency Programme (CRP), through its umbrella organisation, Violence Prevention Alliance (VPA), has secured funding from the Tourism Enhancement Fund (TEF), to achieve the following objective, starting 1 September 2015 for 24 months:

*'To identify and build resiliency in a cohort of 40 pre and young adolescents ages 9-11 years, who are 'at risk' for violence, exploitation, abuse and neglect.'*

Children were identified and referred by the guidance counsellors and grade five teachers in neighbouring primary schools, according to the following criteria:

### **Referral Criteria of Children in the Child Resiliency Programme**

- ***Literacy below grade level***
- ***Delinquency, excessive fighting, violence and poor internal locus of control***
  - ***Inappropriate behaviour***
  - ***Family history of incarceration and involvement in gangs***
  - ***History of sexual, emotional, physical abuse and/or neglect***
  - ***Exposure to drugs and other substances***

The caregivers of these 40 students signed consent forms for their children to be enrolled in the Programme. This holistic approach of School, Family, Community, Church partnership targeting violence prone communities in Falmouth, is expected to reduce the incidence of violence and abuse through the delivery of a Six Arm Theory of Change, for each cohort, over a 1 year period:

### **The Child Resiliency Programme's Six Arm Theory of Change**

- ***Life Skills Training Including Mentorship and Spiritual Development***
  - ***Sporting and Creative Activities to Reinforce Life Skills***
    - ***Parent/ Family Counselling and Training***
    - ***Academic Support to Increase Literacy***
      - ***Teacher Training***
      - ***Nutritional Support***



The purpose of this annual evaluation is to assess the impact of the Programme’s intervention in the year under review, in order to determine the extent of its effectiveness and improve its performance to ensure its sustainability.



## PROGRAMME OPERATION

As an intervention Programme, the CRP was delivered after school, three times per week at Falmouth All Age School, 3:00 p.m. to 5:00 p.m. The activities offered were rotated between 4 'houses':

<b>Falmouth Centre</b>	
<b>Activities</b>	<b>Feeder Schools</b>
<p><b>Meet:</b> Mondays, Tuesdays and Wednesdays</p> <ul style="list-style-type: none"> <li>Literacy</li> <li>Circle Time</li> <li>Art &amp; Craft</li> <li>Dancing</li> <li>Football</li> <li>Cricket</li> <li>Sewing</li> <li>Drama</li> <li>Gardening</li> </ul>	<ul style="list-style-type: none"> <li>Falmouth All Age</li> <li>Granville Primary</li> <li>Hague Primary &amp; Infant</li> <li>Daniel Town</li> <li>Salt Marsh Primary</li> <li>Bounty Hall Primary</li> <li>Refuge</li> </ul>
<b>Parent Workshops:</b> once per term	
<b>Thematic Approach:</b> Weekly themes are used to guide the approach and content of activity delivery	
<b>Nutritional support:</b> a meal is served every day	
<b>Annual Sports Day; Mid-term Behavioural Prize; Fun Day</b> <b>End-of-term Prize Giving &amp; Awards Ceremonies &amp; Concerts</b>	
<b>Reward &amp; Recognition Programme:</b> 4 different coloured 'houses'/teams of up to 10 children each. The leading 'House' wins a prize field trip at the end of each term.	

The Reward and Recognition Programme motivated the children to improve their behaviour as they gained or lost points/stars for themselves and by extension, for their 'houses' based on their

behaviour/performance. The students who showed exemplary behaviour were recognised at the end of each term.

## METHODOLOGY

Quantitative and qualitative data were collected from a variety of evaluation tools. Baseline data was collected from the referred children using interviews and questionnaires which included background information, behavioural measures, home and family support measures, Literacy assessments as well as level of exposure to violence, exploitation, abuse and neglect. Referral forms outlining CRPs criteria were completed by the Guidance Counsellors/ Grade five teachers to indicate why each child was chosen to attend the Programme. Pre and post Grade 4 Literacy tests were also completed by the referred children to determine level of improvement over the reporting period. In addition, baseline questionnaires were completed by parents by November 2016, which included rating their children on pro-social behaviours (politeness, honesty, anger management, obedience, use of appropriate language, helpfulness, proper hygiene, participation); rating their level of communication with and discipline of their children.

Programme Centre by Gender			
	Male	Female	Total
Feeder Schools			
Falmouth All Age	8	15	23
Granville Primary	8	0	8
Hague Primary	9	0	9
Total	25	15	40

During the month of June 2017, focus group discussions and interviews were held with a sample of 10 parents; 23 children; the Coordinators and facilitators; as well as the grade 5 teachers and guidance counsellors in 3 feeder schools. Interviews were also conducted with the Executive Director and Administrative Assistant of the Programme.

In addition, termly site visits were conducted to monitor attendance and the effective delivery of the Programme. The data was stored in the Statistical Package for the Social Sciences (SPSS) and quantitatively and qualitatively analysed.

The findings were shared at termly staff/facilitator; the 'Sport for a Better World?' a Commonwealth Research Symposium, 23 May 2017; The Mico University College's Research Day 2017: *Education Re-Imagined: Towards Solutions for Crime and Violence*. April 26; at VPA committee meetings including



approximately fifteen partner organisations (non-governmental organisations (NGOs), government agencies and churches) involved in violence prevention activities; and on the Child Resiliency Programme's website.



## FINDINGS

The **Programme Outputs** for the year under review are:

- 7 facilitators trained at implementers training workshop held in September 2016.
- Termly parenting workshops attended by an average of 7-10 parents.
- 40 children (63% males & 37% females) attending afterschool activities three times per week; with daily completion of attendance registers.
- 14 persons (including 8 teachers from feeder schools) trained in March 2017, to manage bullying and behavioural challenges in the classrooms including identifying early warning signs of physical and sexual abuse and risk for violence.



### **Attendance**

An average of 35 of 40 referrals attended on a regular basis and any inconsistency in attendance was largely due to financial challenges and the resultant non-attendance of the child at school for the day. There were follow up calls regarding any child who was noticeably absent for an extended period.

Parental attendance at termly parent workshops remained a challenge although invitations were issued and prizes and surprizes were awarded to stimulate attendance. Other creative strategies need to be explored.

## THE SIX ARM THEORY OF CHANGE

### OUTCOMES & INDICATORS

#### Life Skills Training via Circle Time, Sports & Creative Activities

Life Skills Training develops critical thinking, builds self-esteem, and moral, physical, social, cognitive, spiritual and emotional competencies. **Participation in the life skills activities (Sports, Circle Time and Creative Activities) provide physical, emotional and creative outlets while acting as tools to develop anger management, conflict resolution, self-discipline, pro-social behaviour and teamwork skills.** The resultant resilient attributes include independence, initiative, humour, positive relationships, creativity, morality, and spirituality, insight into one’s own strengths and weaknesses and increased self-esteem. **Improved resilient attributes reduces the vulnerability to become involved in violence, drug use, gang membership and other high risk behaviours.**

#### Outcome

**Greater protection from violence, exploitation and abuse by identifying children at risk for violence and abuse and referring them to intervention for life skills training.**

***Indicator (a): # of programme children caught in a fight or sent out of the classroom for poor behavior during school or in the Child Resiliency Program.***

The baseline data shows 25% of the students admitting to being reprimanded by their teachers for fighting (Fig.1). Most of them (58%) said they did it in ‘self-defense’ using their fists and legs; while 13% admitted to carrying/using sharpened pencils and other items as ‘weapons’ in fighting (Fig. 2). Aggression was obviously their first response to solving issues.

**Fig. 1 Falmouth Centre by Number of Children Reprimanded for Fighting at School**

	Number of children	Percent
	7	17.5
Yes	10	25.0
No	23	57.5
Total	40	100.0

***“ If we drop down into the fighting, we can bounce back out of it and be something better.”*** child

**Fig. 2 Falmouth Centre by Number of Children Carrying/Using ‘Weapons’ At School**

	Number of children	Percent
	7	17.5
Yes: sharpened pencils, stones, board, Nail etc	5	12.5
No: fights with hands & legs	23	57.5
Not at all	5	12.5
Total	40	100.0

“Such aggression is an outcome of the harsh environment that these children grow up in” (Teachers response)

43% confessed to witnessing domestic violence in their homes and communities (Fig 3); 48% exposed to use of ganja/other drugs; and 40% exposed to excessive drinking of alcohol in their homes and communities (Figs 4 & 5).

***“One boy was very aggressive and would bully his way in and out of situations. His teacher says that he has learned to use his bullying skills in a positive way. He now protects the smaller and younger children and mediates for them. She’s appointed him the team leader of the class.”*** Facilitator

Fig. 3 Falmouth Centre by Number of Children Who Witnessed Domestic Violence

	Number of children	Percent
	7	17.5
Yes-Domestic Violence in home	2	5.0
Yes - Domestic violence in community	15	37.5
No	16	40.0
Total	40	100.0

Fig. 4 Falmouth Centre by Number of Children Exposed to Smoking

	Number of children	Percent
	7	17.5
No	8	20.0
Yes- home cigarette	5	12.5
Yes-home ganja & other drugs	11	27.5
Yes-community ganja & other drugs	8	20.0
No Response	1	2.5
Total	40	100.0

**Fig. 5 Falmouth Centre by Number of Children Exposed to Excessive Alcohol Use**

	Number of children	Percent
	7	17.5
No	16	40.0
Yes - home	7	17.5
Yes - community	9	22.5
No response	1	2.5
Total	40	100.0

8% of the children reported that they do not feel safe at home because of violence in their community (Fig. 6).

*“My son used to fight everyday but since he started the Programme he stop. I don’t get no more complain about him from school.”* Parent

**Fig. 6 Falmouth Centre by Number of Children Feeling Safe at Home**

	Number of children	Percent
	7	17.5
Yes	30	75.0
No: Violence in the area	3	7.5
Total	40	100.0

The Falmouth team employed several activities to address anger management and conflict resolution including as one girl puts it:

*“If you don’t like the person the aunties and uncles put you to sit beside the person to help us get along with each other.”* child

**By the end of the year, the Programme saw 70% of children fighting less aggressively including reduction in hitting, pushing, name-calling, threatening and bullying.**

For the majority of students, the number of reported incidents of forced removal from class as a result of disruptive behaviour decreased from the beginning of their involvement in the Programme from an average of twice per day in September 2016 to twice weekly in June 2017.

*“A girl who used to fight every day is now fighting once per month.”* teacher

One teacher observed both a drastic reduction in physical violence and increase in verbal abuse among the Programme children at her school and wondered whether there was a transfer from physical to verbal abuse.

Although there was a general improvement in conflict resolution, some children could benefit from further intervention outside of the Programme.

***“Mi used to fight a boy ‘nuff times and now mi stop.”*** child

***“I must say that two boys who actually got prizes for good behaviour, made a concerted effort to control their anger and language.”*** Teacher

***“I’m happy for the Programme. He’s fighting less though still provoking at times especially with his brothers. I don’t see a lot of fighting like before. I try to instil politeness etc in him and the Programme strengthen those things in him some more.”*** Parent

***“Getting the children to reduce their physical aggression is a big feather in the Programme’s cap.”***  
Teacher





***Indicator (b): # of children who can identify someone who cares and to talk to for support***

The baseline data captured the support system available to the students in light of their harsh environment. 60% of the children said they felt comfortable talking to their parents, guardians or teacher when they felt very sad, scared or felt like crying (Fig. 7).

**Fig. 7 Falmouth Centre by Number of Children Having Someone to Talk to for Support**

	Number of children	Percent
	7	17.5
Yes-parent/guardian/caregiver/ teacher	24	60.0
No	4	10.0
Yes- sibling/cousin/friend	5	12.5
Total	40	100.0

In reality, the main caregivers of these children are their mothers as **their biological fathers are often absent (including death, migration, incarceration or separation) and therefore not actively involved in the day-to-day parenting of their children** (Fig. 9). Baseline data shows only 25% of children living with both parents; 35% living with their mother as a single parent; and 18% living with their grandparents (Fig. 8).

*“She’s more mannersable, she apologises when she says something wrong. She’s more loving, not perfect but she tries to put whatever she has learned in the Programme into practice. She loves to fight but now she ignores some arguments so that it doesn’t escalate.”* Parent

**Fig. 8 Falmouth Centre by Main Caregiver of Children**

	Number of children	Percent
Main Caregiver	7	17.5
Mother	14	35.0
Father	2	5.0
Both Parents	10	25.0
Grand Parent or Parents	7	17.5
Total	40	100.0

53% of children said one of their parents had either migrated or lived elsewhere in Jamaica (Fig.9); while 48% of the children said they had a visiting or telephone relationship with their absent biological parent, most of whom were their biological fathers (Fig. 10).



Fig. 9 Falmouth Centre by Location of ‘Absent’ Parent

	Number of children	Percent
	7	17.5
Died - illness etc	2	5.0
Migrated/ Overseas	9	22.5
Separated/ lives elsewhere in Jamaica	12	30.0
Not applicable	10	25.0
Total	40	100.0

*“The Programme has really played a big part in her life. There’s no father and she was very angry and now she’s managing her anger better. She used to get ignorant and now she’s like a calm person and now she’s explaining to other children how to manage anger. She can express herself now. Her self-confidence has improved a lot.”* Parent

Fig. 10 Falmouth Centre by Level of Contact of Children with Absent Parent

	Number of children	Percent
	7	17.5
Sees/ Talks to/visits Frequently	18	45.0
Sees/ Talks to/ visits Sometimes	1	2.5
No Contact	3	7.5
Not Applicable	11	27.5
Total	40	100.0

The support system for the children is strongly affected by the high levels of dysfunction, aggression and poor anger management and conflict resolution skills of the parent/caregiver and child.

The intervention strategies of the ‘aunties’ and ‘uncles’ at the Programme included providing strong mentorship and positive role modelling for the children as an alternative positive attachment for the children.

*The children said one of the highlights of the Programme is the aunties and uncles because they can talk to them and they help them to express themselves. “They are nice and kind to us.”*

The end of this reporting period saw over **85% of children** admitting they could identify someone who cared and to whom they could talk when feeling stressed which included their caregivers, teachers or guidance counsellors, and facilitators at the Child Resiliency Programme.

*“I love the atmosphere that it brings in terms of bringing about change through nurturing rather than reprimanding. I like that they nurture to get the change instead of reprimand to get it.”* Teacher



***Indicator (c): Children feel safe and supported to express their grief***

According to the baseline data, 33% of the students admitted to feeling very sad for several reasons ranging from being frequently picked on by their classmates and being parents quarrelling, to missing their absent parent or family member especially the ones who have died (Fig.11).

**Fig. 11 Falmouth Centre by Number of Children Feeling Sad/Depressed**

	Number of Children	Percent
	7	17.5
Feels sad sometimes	10	25.0
Feels sad-Parent/Guardian shouts or curses at child/fights with each other	2	5.0
Feels Sad: loss of loved one (death/separation)	1	2.5
No Response	2	5.0
No	18	45.0
Total	40	100.0

**Over 90% of the children admitted to being able to talk to the ‘Aunties’ and ‘Uncles’ in the Programme or their guidance counsellors and parents when they were sad, distressed or grieving.**

***“As guidance counsellor, I saw where they felt safe and confident enough to express their emotions where they would not have done it prior to the Programme. And it also assisted them in trying to seek external help in handling issues instead of trying to handle it themselves.”*** Teacher

***Indicator (d): Children demonstrating an increase in resilient attributes and pro social behaviours: Can identify a goal in life, displaying an increase in self- esteem, sense of belonging and better relationship with peers, teachers and parents.***

The referred children displayed inappropriate behaviours such as being disorderly, speaking out of turn and not showing respect for each other and their supervisors. This indicated the need for positive reinforcement of life skills training including self-discipline, teamwork and other social courtesies. Circle Time, Sports and Creative expression were the tools used.

### **Circle Time for Life Skills Training**

Circle time gave the children the opportunity to express themselves about personal issues as well as topical issues which followed weekly themes: **healthy sexuality, decision making, conflict resolution, anger management, peer friendships**. Methods were used to stimulate discussions included outdoor, indoor and board games; role play; writing, stories, group work, music, visual aids, presentations and art. These activities helped strengthen self-discipline and pro-social behaviours: politeness, honesty and courtesy, saying ‘please’, ‘thank you’ and ‘I’m sorry’ etc. **The results were improved relationships (with classmates, teachers and parents), teamwork and anger management skills.**

*“Sometimes something may be bothering them at home or school and they need someone to talk to. On several occasions we do one-on-one sessions which may turn into a group session where persons learn from each other. We also practice social graces in our circle time for exposure and training.”*

Facilitator

Spiritual Development took place mainly in the first 15 minutes of each afternoon during devotions which was guided by the weekly theme. The children sang favourite choruses and read bible passages. Faith in God was seen as one of their survival tools when they felt angry or sad.

**100% of the children felt hopeful about the future and had a goal in life.** Most wanted to be nurses, teachers, police officer and doctors.



Guest speakers were also invited to talk to or do activities with the children on a variety of topics for example on ‘Careers Day’ a policeman, a nurse and a fireman gave the children tips on their careers and the criteria to join their respective fields.

*“The testimonies of the parents and teachers are that they have seen the lives of the children at the Programme transformed. Those who came to the Programme too shy to talk to anyone, opened up and increased communication with their peers.”* Facilitator

*“In our session on hygiene, the boys were encouraged to dress like gentlemen with their shirts in their pants and both boys and girls were taught colour coordination.”* Facilitator

*“He’s become more interactive, bolder and he’s not so violent now. He was rough around the edges. He’s not that perfect now but...He tells me things he learns from the Programme saying “Mummy, you know they say you need to do this and that.” He’s more interacting with me.”*  
Parent

### **Sports to Reinforce Life Skills (football & cricket)**

Sports is recognized as ‘all forms of physical activity that contribute to physical fitness, mental well-being and social interaction, such as play, recreation, organized or competitive sport and games’ *United Nations 2008*. Because sports is seen as ‘the best school for life’ it is intentionally implemented in the Programme as a **powerful tool for engaging at risk children in activities that promoted positive development as a diversionary approach to tackling crime, to inspire behaviour change and teach important life skills for example anger management, team building, building self-esteem, decision making and self-discipline. It promoted positive values including developing relationships and trust, taking on responsibility and learning how to resolve conflicts;** enhanced physical and mental health and development; opportunities for leadership and achievement; promoting gender equity; and helping children recover from trauma. **The role of the sports coach in engendering a positive ‘socio-moral’ environment was evident.**

The baseline data shows that 28% of the referred children reported being involved in sporting activities at least three times per week; and 5% were involved in club activities such as boys’ scout, dancing etc. prior to coming to the Programme (Fig. 12). Interestingly, 43% of students said they were not actively involved in an after school programme which indicated the need for the constructive outlets for the children.

**Fig. 12 Falmouth Centre by Number of Children Involved in After-school Activities**

	Number of children	Percent
	7	17.5
Yes-Sport	11	27.5
Yes-Club	2	5.0
Yes-Academic/Extra lessons	3	7.5
No	17	42.5
Total	40	100.0

The appeal of sport helped to attract the children at risk to the Programme and acted as a ‘hook’ for engagement. They enjoyed and identified with the sporting components and it generated a sense of excitement and belonging for them, similar to feelings experienced as part of a gang.

Because **sports evoke tremendous passion**, it captured the imagination of the children which often proves much more difficult in the classroom. Because of this passion and love, instead of giving up, the children welcomed all the sporting activities. **Sports therefore became a strong force in behaviour modification, emotional growth, and pro-social practices. It became an avenue for the Programme children to excel/shine where otherwise they would have been labelled as "no good" or incompetent as some of them have quite good sporting ability.**

Over 80% of the children demonstrated improvement in the Life Skills learned for example, football and cricket built tenacity, perseverance, teamwork and conflict resolution - all ingredients of a resilient character.

Sessions were reported by the coaches to have encouraged greater self-control, discipline and respect among the children as well as improved communication skills which in turn translated into better behaviour in the classroom.

**Sports day, one of the big events for the year, saw great excitement and full participation from all the children cheering their teams while competing for the sports house winner.**



*With their improved self-confidence, they admitted to improvement in their behaviour and schoolwork as well as taking part in more activities at school. "I like everything about the Programme." child*

*"I come to the Programme to curb my behaviour and learn manners and to have lots of fun especially in sports." child*

### **Creative Expression to Reinforce Life Skills (art & craft, dance, drama)**

The main objective of Creative Expression is to help the children gain a positive, meaningful perspective of themselves; develop team work; leadership skills, relationship management, conflict resolution, anger management among other socially healthy behaviours.

There was an **overall increase in participation in creative arts to 90%** for the period under review. Through creative expressions, the children learned to express themselves. All interviewees – teachers, team members and children – confirmed a **75% increase in after school activities in, and outside of school.**

***“I was in the shadows and now I’m shining and blossoming! The Programme has built my self-confidence a lot.” When asked about whether the Programme has helped to improve their attitude to school work and their grades, there was a resounding “Yes!”***

By the Programme Leaving Ceremony in June 2017, there was noticeable improvement in the children’s social skills: increased politeness, respect for others, less fighting, less cursing. They displayed an increased sense of belonging and a strong sense of bonding and connection to their peers as well as with Programme facilitators. Some were named ‘Peace Ambassador’. This safe supportive environment reduced their risk for entering into a life of gangs and violence.

75% of children demonstrated a decrease in the number of fights and fewer reports were made to the principal or Guidance Counsellor for fighting in the classroom. Over 80% could identify someone to talk to for support. By the third term 75% of the children started operating as a team, developed inter and intra school friendships; independence and use of initiative; and 85% demonstrated improvement in social skills.



***“Normally he was a little bit shy. The Programme has helped him 70%. He wasn’t an aggressive child but rough and he’s now gentler.” Parent***



One facilitator noted that there increased politeness and obedience among the children. He said the children behaved **exceptionally well on the LOGOS ship** ( field trip) by carefully following instructions. They held each other's' hands to stay together and they represented the Programme very well.

***“He’s more polite and speaks to his grandmother and me with more respect and he now apologises when he does or says something disrespectful and he’s more expressive now because he was very shy”*** Parent

***“The Programme shows you how to respect people and yourself; how to strive for a goal; to work as a team; to improve our behaviour; to calm us down; it helps us to be kind; how to solve conflict with others; to change bad characteristics; if you giving trouble, the programme mek you settle down; it teach you good from bad; it teaches us how to behave ourselves; it teaches us not to fight; helps us to develop manners; Don’t threaten people and don’t fight girls”***  
children

***“They are about 85% in improvement in pro-social behaviour and communication with peers and teachers. Generally, the students definitely benefitted from the Programme.”*** Teacher





### **Parent / Family Counselling and Training**

A key objective of this arm is to promote positive parent/caregiver-child interactions, including the use of non-violent discipline and improved communication with their children by building resiliency, positive violence prevention, anger management, conflict resolution, sexual & reproductive health and drug abuse prevention practices among the parents.



***Indicator (e): # of parents trained and better able to communicate with their child***

Getting parents/caregivers to attend monthly parent meetings and to support their children’s activities proved to be very challenging and speaks to why parental neglect or lack of support was a major contributing factor to the children’s behavioural challenges. The feeder schools themselves had poor attendance at PTAs. There were on average, 7-10 parents attending each workshop.

73% of the children said they felt loved and cared for by their mothers, while 70% felt cared for by their fathers (Figs. 13 and 14). 48% of the children said their absent parent called them regularly and/or they (the students) spent part of their holidays with their absent parent (Fig. 10).

**Fig. 13 Falmouth Centre by Number of Children Who Feel Cared For by Their Mothers**

	Number of Children	Percent
	7	17.5
Yes	29	72.5
No	3	7.5
Not Applicable	1	2.5
Total	40	100.0

**Fig. 14 Falmouth Centre by Number of Children Who Feel Cared For by Their Fathers**

	Number of Children	Percent
	7	17.5
Yes	28	70.0
No	1	2.5
Not Applicable	2	5.0
Not sure	2	5.0
Total	40	100.0

**By the end of the reporting period, 80% of children and parents confessed to improvement in their communication with each other.**

***“My relationship with her has improved. Anything that happens at the Programme, good or bad, she tells me when she comes home. She is more responsive to my discipline (take away privileges) and advice, she doesn’t retaliate. We are communicating better”*** Parent

***Indicator (f): # of parents trained and reporting an increased belief in the use of appropriate discipline (not corporal punishment)***

The parents who attended the workshops gained valuable tips on communicating effectively with their children; the difference between appropriate discipline and corporal punishment; conflict resolution, gang prevention and displaying of affection. Their attendance was approximately 7-10 parents.

**All parents who attended expressed improvement in their own attitude as well as towards their children; they also reported better control with their own anger** to hug their children a lot, to listen to their children, to never give up, and that not every child learns at the same pace. Parents have learnt the importance of more involvement in the child's life (general supervision, supervising homework and attending PTAs.

**The parents while admitting to seeing a marked improvement in their children's self-esteem, and love for learning and reading; say their relationship with their children has also improved.**

*"My son was very shy and since he went to the Programme, the shyness went. He's more polite than ever. He loves all the activities at the Programme. Dem step up on the language they don't curse any badwords now. Sometimes they would not be honest but since the Programme, they are now telling the truth and owning up when they do anything wrong, and apologising." Parent*

*"The parent workshop is amazing because we talk about the progress of our children. The facilitators are great. The workshop helped me to communicate better with my sons, to be friendly with them. I learn that sometimes I don't have to beat, I can punish instead. It helped me not to get angry on them when they get in trouble instead I talk to them about what is wrong from what is right." Parent*



## Academic Support to Increase Literacy

### Outcome

*Improved access to good quality, non-formal education and training by providing literacy training after school 3 days/week.*

Low academic performance is a strong indicator of poor concentration due to a violent and abusive environment and **those who are unable to read effectively have shown to be more likely to engage in high risk behaviours** including increased fighting, aggressiveness, getting involved in gangs and displaying inappropriate behaviour. **This arm therefore aims to help the Programme children become functionally literate through small group teaching.**

***“Because my son can’t read that much, he has a terrible temper. Right now when he get into temper, him cool down and we talk and him say that it’s the temper that get him in trouble.”** Parent*

***Indicator (a): # of children taking part in reading/literacy activities after school***

The baseline data shows 8% of the children enrolled in the Programme, already taking part in literacy/extra lessons activities after school (Fig.12).

Several techniques were used at the Programme to stimulate the children in Literacy including Card games to spell words, reading, ring games, school challenge quiz and helping children with their homework.

***“The Programme helps us with our reading and studying.”*** child

**For the year under review, 100% of the children who attended the Programme took part in literacy activities.**

***“The Programme showed us that greatness lies in each person. For example, one boy came to the Programme, shy and sucking his finger. Very unassuming and easily overlooked. He took part in a spelling competition at the Programme and did so well, he became the greatest speller in the Programme. His school teacher says he’s participating more in school after realising that he’s not a dunce and that he can breakdown the school work to understand it. His teacher says he’s trying more and asking questions in class after realising that asking question doesn’t mean he’s dumb, but that it opens door to knowledge.”*** Facilitator

***Indicator (b): # of children showing an increase in literacy***

The baseline data captured the literacy levels of the students at entry into the Programme using graded sentences and a Pre-test. 35% of the children were found to be reading at Grade 2 level and below; 8% at Grades 3; 23% at Grade 4 level; and 18% at Grade 5 (Fig. 15).

In summary, 43% of the students assessed entered the Programme reading below grade 4 level (Fig. 15).

***“He’s doing better in his school work and his grades have improved very much. Our relationship has really improved now because he’s come out of his shell and we now talk things out.”*** Parent

Fig 15. **Falmouth Centre by Literacy Levels**

	Number of children	Percent
Valid	7	17.5
Grade 1 Level	8	20.0
Grade 2 Level	6	15.0
Grade 3 Level	3	7.5
Grade 4 Level	9	22.5
Grade 5 Level	7	17.5
Total	40	100.0

For the year under review, 75% of the children demonstrated an increase in literacy.

A sample is shown in Fig. 16:

Fig. 16 **Falmouth Centre by Children’s Increase in Literacy Grade**

	Pre-Test	Post-Test
C S	B: 65-79%	A+:90-100%
D J	A:80-89%	A+:90-100%
D P	U:0-35%	B: 65-79%
D W	A:80-89%	A+:90-100%
D S	B: 65-79%	A:80-100%
K F	A:80-89%	A+:90-100%
M R	A:80-89%	A+:90-100%
O R	B: 65-79%	A:80-89%
R L	A:80-89%	A+:90-100%
Total		

The children who were reading well below their grade level (grades 1-2) and could not function in the group setting; or needed to focus more, were pulled and placed with teachers who worked with them at their pace to focus on sound blends, listening and reading skills and spelling.

***“He’s a slow learner and the reading tests and vocabulary skills have helped him and his school work has improved. His confidence has improved. He has become a better person since being in the Programme.”*** Parent

***“The Programme has provided one-on-one attention for some of the slow learning children who haven’t grasped the foundation of reading and it has helped them unlock the ‘mystery’ of reading and they now realise that they have the ability to read. They realised that they are not dunce. They are now taking their school work more seriously”*** Teacher

***Indicator (c): Children demonstrating an increased love for learning and reading***

Children, teachers and parents reported a 90% increase in love for learning and reading among the children which has, for the most part, positively affected the children’s attitude and grades at school.

***One boy proudly said that his self-confidence has improved and that he now has no problem “reading in front of the whole Programme.”***

***“We encourage them not to be afraid to ask questions. Some persons were so afraid to ask questions because they’re afraid others are going to laugh at them. And we tell them that we are not here to ridicule anybody, we’re not here to laugh, we are here to learn. When somebody doesn’t get something right you don’t laugh at them, you correct them and you learn as well.”***

Facilitator

Field trips were not only fun, they were educational as well and included visits to Rose Hall Great House (a Historic site), a farm and the LOGOS HOPE ship which houses a book store among other things. The children were able to describe and explain everything they learned at these sites and put into practice other soft skills learned at the Programme such as self-control, obedience and respect for others.

***“The children learned so much about reading and literacy from their trip on the book ship.”*** Facilitator





***“The Programme help him a lot because he help his brothers with their reading and it help him and his brothers to communicate better; and he get to meet friends in the Programme.”*** Parent

***“His attitude to learning has improved since being in the Programme. He dropped way down in the class and his teacher says that his attitude has improved. He’s making the effort now, so first time he used to say ‘mi cyan bother’ but now he says ‘I’m going to spend 5 min and do some reading before going to bed.’”*** Parent

***“Her attitude to her school work and at home has improved. She wants to take part in anything that is happening at school, church, home, even if it is challenging and the Programme has a lot to do with that.”*** Parent



## 5. Nutritional Support

**“Nutrition and resilience are co-dependent and mutually re-enforcing”** *FAO*. Children cannot focus and be productive if they are hungry or mal-nourished. One objective of the Programme is to provide weekly nutritional meals; to offer parents and children practical advice on cost-effective healthy eating habits; and to reinforce life skills during meal time including proper table etiquette.

The meals were a major ‘pull’ factor of the Programme providing the children with proper nutrition and in some cases, the only meal for the day. The year started with snacks and juice but with increased budget, the Programme changed from snacks to the healthier option of a cooked meal and water.

At graduation, the students were treated to formal dining with formal table setting and they had to sit in pairs as ladies and gentlemen. The ‘gentlemen’ had to pull out the chairs for the ‘ladies’.

***“The refreshment helps to restore the energy inside of us that we use up during the day and it helps our brains to grow and gives us nutrients.”*** child

***“I love to come to the Programme because the food is nice and the fun is nice.”***



## 6. Teacher Training & Feedback

**The holistic approach of building resilience in children generally demands the strengthening of the Programme/teacher/child relationship. With children at risk, it becomes even more crucial because the burden of these children’s educational welfare and its attendant issues are oftentimes borne by the school teachers.**

With this in mind, 14 persons including 8 teachers and 3 guidance counselors from feeder schools along with 3 community safety police were trained in March 2017, to manage bullying and behavioural challenges in the classroom including identifying early warning signs of physical and sexual abuse and risk for violence. This was an opportunity to bring together the CDA representative for Falmouth, Child Guidance Clinic rep, Principal of Falmouth All Age, “ Tell the Children the Truth” Documentary representative Tammy Hart to begin filming the programme and the Superintendent of the Falmouth Police to maintain/strengthen the partnerships.



Over the year, the relationships between the guidance counsellors, the grade 5 teachers and the facilitators strengthened which greatly helped the Programme intervention.

The teachers themselves benefitted from the Programme. According to one teacher:

***“I took from the Programme, the sense of resilience and never giving up on them regardless of how bleak the situation looks. They are still young and there is still possibility for change. Therefore, it***

***taught me to be a little bit more tolerant and a little bit more caring to meet them where they are. It was all constructive.” Teacher***

The teachers for the most part, admitted that the Programme had indeed, achieved its goal which was evidenced by the eagerness with which the children were ‘dying’ to go to the Programme after school; as well as the bonding, sense of belonging and family feeling among the children who attended. This offered a positive alternative to the risk of engaging in gangs.

***“I’ve seen them trying to improve their behaviour. They were putting out effort to change which is positive. They were more alert in their classes and eager to be a part of the Programme. if you see students eager to be part of a Programme and coming to you over and over again to find out when the bus is coming and if the bus is late, they would find you wherever you are to find out if you have any information concerning the transportation to get to the Programme, you know that the Programme had a positive effect on them.” Teacher***

***“The children have improved in their communication and level of aggression. One of our boys got a prize for ‘most improved’ because his aggression has noticeably toned down.”***

Teacher

***“One of the girls doesn’t fight anymore and at the first sign of regression, from her or any of the children the facilitators get the children back in line.” Teacher***

Of the referred children who were at high risk of dropping out of school at the start of the academic year, 95% were no longer identified as being at any such risk. All teachers were hopeful about the success of the Programme children in the future.

***“They have been participating well in my guidance classes and concerted effort to control their anger and language. If there’s a lapse I reminded them that they were going to the Programme to help them build up on those weak areas.” Teacher***

***“There is consistency on the part of the Programme. The children know exactly who is coming for them, and when they are coming for them. This is a big plus for the Programme because children need consistency.” Teacher***



## **Facilitation**

The Falmouth facilitators were recruited mainly from within the Falmouth community and over the past two years of the Programme, have developed a good chemistry in working together. Generally, the facilitation and operation of the Falmouth centre went well including a close, on-going partnership with the Police which adds strong security to the operational and programmatic checklist.

The Programme has also benefitted greatly from invaluable contributions from other stakeholders, church members, private organisations and clubs: Sun Island T-shirts, Rosehall Great House, the Falmouth Port, The American Friends of Jamaica, The Japan Caribbean Ladies Association, JMMB, Moneygram, and Grace Kennedy.

***“I’m 100% hopeful for this set of children. I hope that the seeds of resiliency will help them to ‘bounce back’ from any adverse element in their environment.”*** Facilitator

***“The facilitators have benefitted as well. It has helped me understand my family and community members more and helped me to better communicate with them.”*** Facilitator

***“The Programme provides a platform where the children who are not on the ‘A’ list in their schools and at home can find their voices and shine.”*** Facilitator



## RECOMMENDATIONS

&

## LESSONS LEARNT

- Maintain year-round presence of the Programme in feeder schools. This remains a key strategy to keeping the attendance consistent. The Management Team as well the Coordinators should make periodic visits to the school during the year to encourage on-going dialogue and stimulate consistent attendance of the children. The Programme could consider conducting a creative activity during a guidance counselling session at the feeder schools.

- Strengthen bond with feeder schools. The Programme should Invite the Guidance counsellors and Grade 5 teachers of the feeder schools to its key events such as Sports Day and end of term concerts. It could consider hosting a 'Caregivers Day' where teachers, parents, facilitators and children can interact with each other. Similarly, the Programme should be invited to workshops at the feeder schools to share strategies in handling the 'at risk' children so that both Programme facilitators and school teachers can learn from each other in treating with these children.
- More on-the-ground facilitation of the Programme needed in the referral process at the schools at the beginning of the school year. The schools are extremely busy in September with competing priorities and although they are already familiar with the process, they need the help in finalising the details of the list of referred children.
- On-going training of facilitators. The staff/facilitators/volunteers are mentors to the children and therefore are playing a critical role in providing alternate positive relationships. They require on-going training and support themselves.
- More Parents' buy-in/ on-going communication with parents: additional creative ways need to be explored to attract parents workshops and other events hosted by the Programme.
- Explore inviting another feeder school to come on board as three of the named feeder schools did not participate this reporting year.



## CONCLUDING COMMENTS

**The Child Resiliency Programme continues to meet its objectives in that the children have demonstrated an increase in resiliency; increase in their literacy; and protection from violence and abuse.**

Although some of the feeder schools did not participate this reporting year, the remaining three schools were able to register the full complement of 40 students. With an additional feeder school, the Programme could expand its reach to areas of need. The attendance of parents to Programme events still remain a challenge and every effort should be made to address this as parental involvement boosts resilience in the children.

