

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



EVALUATION REPORT
KINGSTON YMCA
&
BOYS' TOWN
SEPTEMBER 2017 – JUNE 2018



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2. EXECUTIVE SUMMARY

The Child Resiliency Programme (CRP) of the Violence Prevention Alliance (VPA) annually assesses the impact of its intervention in order to improve its performance and ensure its sustainability.

The CRP targets children (ages 9-11) at risk for violence, abuse and neglect in feeder schools in the neighbouring communities of its Kingston YMCA and Boys' Town centres, Kingston, 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 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*
 - *Community Cohesion & Inclusion*

In academic year 2017-2018, a total of 120 (60 at each centre) children benefitted from the Programme's intervention through its Theory of Change.

The following qualitative and quantitative

analysis and findings were derived from interviews, focus groups, pre and post tests and observations:

Programme Output for 2017-2018

- **120 children** (57% males & 43% females) across both centres **attending afterschool activities three times per week.**
- **Monthly Parenting workshops** (average: 7-12 parents/ session).

Montego Bay Community Sensitisation Seminar: 1 June 2017, Western Jamaica Conference Centre, Montego Bay (32 participants).

● **Teacher Training Session for Guidance Counsellors & Grade 5 Teachers – Montego Bay Centre:** 8 February 2018, El Greco Hotel (22 participants). Teachers trained in building resiliency in children and sensitized to the CRP.

● **Facilitators Training Workshop - Montego Bay Centre:** 6 September 2017, Sam Sharpe Teachers' College (25 facilitators).



OUTCOMES & INDICATORS MEASURED

OUTCOME #1

Greater protection from and prevention of violence, exploitation and abuse by strengthening coping mechanisms and life skills in project children

- # of programme children caught in a fight or sent out of the classroom for poor behavior during school or in the Child Resiliency Program
- # of children who can identify someone who cares and to talk to for support
- Extent to which children feel safe and supported to express their emotions of grief, anger, sadness/depression
- # of children engaged in life skills training including sports and actively demonstrating an increase in resilient attributes and pro-social behaviors.

OUTCOME #3

Increased engagement in educational activities

- # of children showing an increase in literacy by one grade level
- Extent to which children demonstrate an increased love for learning and reading
- Level of attendance and engagement at school

OUTCOME #2

Increase in positive parental involvement, communication and appropriate discipline

- # of parents trained and reporting an improvement in communication with their children and other family members
- # of parents trained and reporting an increase in knowledge of appropriate discipline (not corporal punishment) and the prevention of physical abuse
- # of parents and guardians trained and reporting an increase in the use of appropriate forms of discipline
- Level of parental involvement and monitoring in supervising homework & attending parent workshops

OUTCOME #4

Improved community cohesiveness and inclusion towards greater ownership and engagement in addressing the issue of community violence, abuse and neglect.

- Extent to which children have increased positive adult role models, perceived social support; and positive community connections.
- Extent to which community members feel a sense of ownership, are actively engaged and feel part of an inclusive, cohesive community in effectively addressing the issue of violence within communities. (Coaches, Teachers, Pastors, Police, Club leaders etc.)



3. PROGRAMME RESULTS 2017-2018

After one year of Intervention:

Improvement in Anger Management & Conflict Resolution

- Noticeable reduction in frequency and intensity of conflicts: hitting, pushing, name-calling, threatening and bullying
- Marked improvement in anger management and conflict resolution among the children.

Improved Resilient Attributes & Pro-Social Behaviours

- Most children could identify new or additional persons who cared for them and to whom they could go to for support including programme facilitators, guidance counselors, and some parents whose communication with their children had improved as a result of the parent workshop.
- Noticeable improvement in children's self-confidence; caring relationships (with classmates, teachers and parents); and improved teamwork, self-discipline and self-esteem.
- Most of the children opened up to express their emotions including sadness and grief.
- Majority of the children said they were more motivated and excited to learn and take part in extracurricular activities.
- All of the children felt hopeful about the future and could identify a goal in life.
- Noticeable improvement in the children's social skills: politeness, respect for others, less cursing, use of appropriate language, helpfulness, proper hygiene, participation.
- Significant increased sense of belonging and a strong sense of bonding and connection to peers, programme facilitators and other loved ones.

Increase in Literacy

- Marked improvement of some children by one and two grade levels.
- Most of the children demonstrated an increased love for learning and reading.
- Noticeable improvement of some children in their class participation at school



4. INTRODUCTION

The **objective** of this **Annual Evaluation** is to assess the impact of the Programme's intervention in the year under review (2017-2018), in order to determine the extent of its effectiveness and improve its performance. This report presents the results from routine data collection.

The Child Resiliency Programme (CRP) of the Violence Prevention Alliance (VPA) identifies and builds resiliency in children (ages 9-11years) who are 'at risk' for violence, exploitation, abuse and neglect. As a holistic, after-school, intervention programme, the CRP is a collaborative effort between schools, families, communities, churches and health services to build a network of protection for these children who the programme considers to be 'at promise'.

The CRP of the VPA secured funding from Comic Relief with support from the Jamaica Money Market Brokers (JMMB) and other small private donors to achieve its objective in a cohort of 120 pre and young adolescents at the Kingston YMCA (**60 children**) and Boys' Town (**60 children**) per year, starting September 2017 for three years: 57% boys and 43% girls.

Children were identified and referred by the guidance counsellors and grade five teachers in neighbouring primary feeder schools, according to the following criteria; and the caregivers of these students signed consent forms for their children to be enrolled in the Programme.

The CRP of the VPA operates on the basis that involvement in afterschool sporting, academic, spiritual, social, creative/performing arts, mentoring, parent training and community inclusion activities is an effective strategy to promote internal and external resiliency factors thereby preventing adolescent risk behaviours. It delivers this concept through its Theory of Change for each cohort over a one-year period (see Table 1 below).

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;*
and
- *Exposure to drugs and other substances.*

Table 1: The Child Resiliency Programme's Theory of Change

<i>Life Skills Training Including Mentorship and Spiritual Development</i>	<i>Sporting and Creative Activities to Reinforce Life Skills</i>	<i>Parent/ Family Counselling and Training</i>
<i>Academic Support to Increase Literacy</i>	<i>Teacher Training</i>	<i>Nutritional Support</i>
<i>Community Cohesion & Inclusion</i>		

Figure 1: Picture of programme participants



5. PROGRAMME OPERATIONS

The CRP was delivered after school, three times per week at two centres: Kingston YMCA and Boys' Town, from 3:00 p.m. to 5:00 p.m. The activities offered were rotated between 4 'houses':

PROGRAMME CENTRES AND THEIR FEEDER SCHOOLS	
BOYS TOWN	KINGSTON YMCA
Boy's Town All Age	Mona Heights Primary
Denham Town Primary	Tarrant Primary
St. Alban's Primary	St. Jude's Primary
St. Andrew Primary	St. Patrick's Primary
Trench Town Primary	New Providence Primary
*St. Anne's Primary	*Half-Way-Tree Primary
*Jones Town Primary ¹	

Figure 2: Picture of programme participants at play

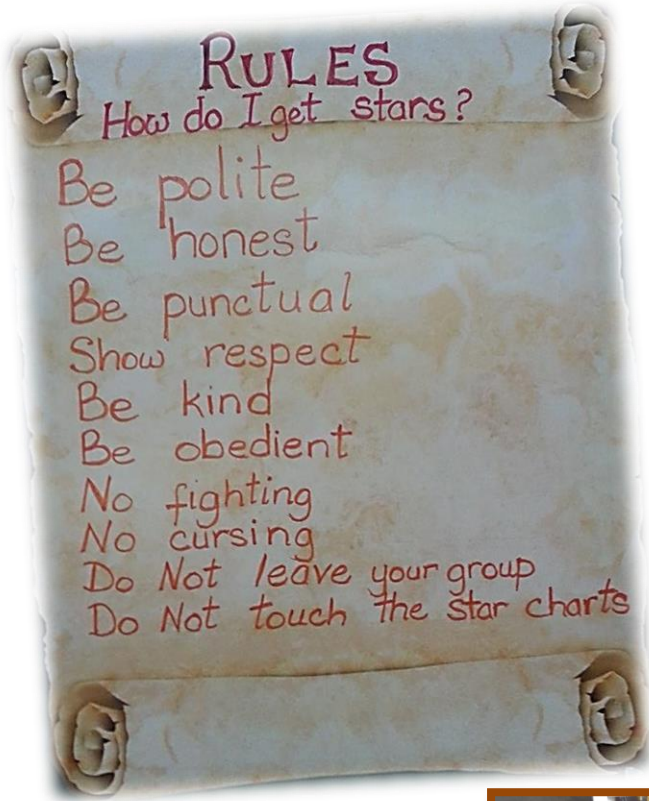


¹ *No longer active

ACTIVITIES PER CENTRE	
BOYS' TOWN	KINGSTON YMCA
Meet: Mondays, Tuesdays and Thursdays 3:00-5:00 pm	Meet: Mondays, Tuesdays and Wednesdays 3:00-5:00 pm
Literacy	Literacy
Circle Time	Circle Time
Art & Craft	Art & Craft
Literacy through Computer	Literacy through Computer
Football	Karate
Dancing	Dancing
Boxing	Drumming
	Swimming
Parent Workshop: last Wednesday of every month	
Family Counselling & home visits	
Life Skills Training Thematic Approach: Weekly themes are used to guide the content of activities Nutritional support: a meal is served every day	
Annual Sports Day & Mini Sports Competitions; Fun Day; End of term Field Trips; End-of-term Prize Giving & Awards Ceremonies & Concerts	
Reward & Recognition Programme: 6 different coloured 'houses'/teams of up to 12 children each. The leading 'House' wins a prize field trip at the end of each term; 12 Individual Behavioural Prizes awarded after every 5 weeks at each centre	

The Reward and Recognition Programme effectively motivated the children to improve their behaviour. They started each term with five stars each and gained or lost stars for themselves and their 'houses' based on their behaviour/performance. The students who showed exemplary behaviour were publicly recognised with behavioural prizes and field trips at the end of each term.

The prize field trip venue for the year under review was Castleton Gardens, St. Mary.



'I like when I get stars for doing good work.' Child

6. METHODOLOGIES

Quantitative and qualitative data were collected from four primary sources (children, parents, teachers and facilitators) using: (1) questionnaires administered to children and parents, (2) focus group discussions (FGDs), (3) interviews, and (4) observations. Baseline data was collected from the population of **120** children (52 girls and 68 boys); and Exit Interviews were collected from a credible and reliable convenience sample of 63 children.

First, referral forms outlining CRPs criteria were completed by the Guidance Counsellors/ Grade five teachers in September 2017 to indicate why each child was chosen to attend the Programme. Pre and post Grade 4 Literacy and Grade Level tests were also completed by the referred children (October 2017 and June 2018) to assess their comprehension and other literacy skills; as well as to determine progress over the reporting period.

Second, 120 questionnaires that were individually administered during October/November 2017 and 63 in June 2018 requested the following information:

- background information;
- behavioural measures;
- home and family support measures;
- grade level Literacy assessments;
- measurements for the level of violence to which children were exposed;
- measurements for the level of exploitation, abuse and neglect to which the children were exposed.
- measurements for level of protective factors to which the children were exposed

Third, 20 baseline questionnaires were completed by parents by November 2017, which included a self-reported rating their communication level and disciplining of their children. They were also asked to rate their children's pro-social behaviours.

Fourth, FGDs and interviews across both centres were held (June 2018) with a sample of 20 parents; 50 children; the facilitators; as well as the grade 5 teachers and guidance counsellors in 10 feeder schools. The Executive Director of the Programme was also interviewed.

Finally, observations were conducted during termly site visits to monitor attendance and to assess the effective delivery of the Programme.

All tools were administered by trained personnel to ensure confidentiality and to prevent re-traumatisation of children. The baseline data was entered and stored in the Statistical Package for the Social Sciences (SPSS) which could be reliably analysed and presented as needed.

7. PROGRAMME OUTPUTS

The following activities were undertaken during the reporting period:

- **120 children** (57% males & 43% females) across both centres **attending afterschool activities three times per week.**
- **Monthly Parenting workshops** with an average of 7-12 parents per session.
- **Montego Bay Community Sensitisation Seminar:** 1 June 2017, Western Jamaica Conference Centre, Montego Bay (32 participants).
- **Teacher Training Session for Guidance Counsellors & Grade 5 Teachers – Montego Bay Centre:** 8 February 2018, El Greco Hotel (22 participants). Teachers trained in building resiliency in children and sensitized to the CRP.
- **Facilitators Training Workshop - Montego Bay Centre:** 6 September 2017, Sam Sharpe Teachers' College (25 facilitators).

8. FINDINGS

ATTENDANCE

An average of 40 (out of 60) and 35 (out of the 60) referred children attended at the Kingston YMCA the Boys' Town centres respectively on a regular basis. The male/female ratio shows the males at 57 % and the females at 43% of the total number enrolled (Fig. 3).

Figure 3: Programme Centres by Gender

		Programme Centres		
		Boys' Town	Kingston YMCA	Total
Gender	Male	36	32	(57%) 68
	Female	24	28	(43%) 52
Total		60	60	(100%) 120

9. THE THEORY OF CHANGE

10. OUTCOMES & INDICATORS

LIFE SKILLS TRAINING VIA CIRCLE TIME, SPORTS & CREATIVE AND CULTURAL ACTIVITIES

Resiliency is the human capacity and ability to face, overcome, be strengthened by, and even be transformed by experiences of adversity. It is the ability to 'bounce back' from life's challenges. The

RESILIENT ATTRIBUTES AND PRO-SOCIAL BEHAVIOURS

- **Resilient Attributes:** can identify a goal in life can identify someone who cares ● has good self-esteem ● self-discipline ● sense of purpose and belonging ● good relationship with peers, teachers and parents ● sensitive to feelings and experiences of others ● cares about others ● has insight to one's strengths & weaknesses ● resistance skills i.e. ability to resist negative peer pressure ●

- **Pro-social Behaviours:** – common courtesies: 'please & thank you', 'I'm sorry' ● polite, ● honest ● obedient ● use of appropriate language ● helpful ● proper hygiene ● participative ● optimistic about future.

RESILIENCY STRATEGIES

- **Caring relationships:** Supportive relationships at home, school & community
- **Provide Opportunities for Meaningful Participation:** at home, school & community
- **Have High, yet Realistic Boundaries & Expectations:** clear rules, high expectations, sense of safety & structure at home school & community.

CRP's objective is to foster the development of resilient attributes in its target population by using resiliency strategies and life skills training.

The CRP employed a Life Skills Training Thematic approach whereby relevant topics

were explored with the children through various activities namely circle time, sports, creative/performing arts, cultural activities and Literacy. The aim of this strategy was to focus and build on the strengths of each child's:

- Physical
- Social
- Cognitive
- Vocational and
- Morale/ Spiritual Competences.



Each week, the following core and special topics were chronologically highlighted as the theme for each activity. This ensured that the children were exposed to a comprehensive body of life skills training to help them develop the characteristics of resilient and pro-social behaviours.

OBJECTIVES: LIFE SKILLS TRAINING THEMATIC APPROACH

- Helping young people gain knowledge, insight and a meaningful perspective of themselves
- Helping youth/adolescents successfully navigate all the major tasks associated with Healthy Adolescent Development
- Encouraging socially acceptable behaviour

Core Topics – 10 Adolescent Development Tasks:

1. Self-Development

- Who am I?
- Moral/Spiritual Development
- Roles & Responsibilities
- Sexuality

2. Emotional & Social Development

- Communication & Cooperation: Team & Group Work
- Friendship & Peer Pressure
- Handling Anger & Conflict
- Handling Complex Emotional Feelings

3. Cognitive Development

- Decision Making & Problem Solving
- Goal Setting

Special Topics – The Prevention of:

1. HIV/AIDS/STI/Pregnancy
2. Drug Use & Abuse
3. Violence & Crime
4. Child Abuse

http://www.childresiliency.org/featured_item/life-skills-training/

OUTCOME #1:

GREATER PROTECTION FROM AND PREVENTION OF VIOLENCE, EXPLOITATION AND ABUSE BY STRENGTHENING COPING MECHANISMS AND LIFE SKILLS IN PROJECT CHILDREN

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

The feeder schools referred **39%** of their students for 'anger, aggression, and fighting' (Fig.4). In addition, the baseline data shows **48%** of the total number of students across the centres admitting to being reprimanded by their teachers for fighting, bullying or poor behavior (hitting, pushing, name-calling, threatening) (Fig.5).

Figure 4: Baseline Data: Programme Centres by Number of Children Referred for Anger, Aggression, and Fighting

		Programme Centres		Total
		Boys' Town	Kingston YMCA	
Fighting/Aggression/ Anger	Yes	23	24	(39%) 47
	No	37	36	(61%) 73
Total		60	60	(100%) 120

The exit data collected at the end of the school year in June **shows a 9% decrease** in children saying their teacher called to them for fighting / bullying or poor behaviour (hitting, pushing, name-calling, threatening).

Figure 5: Baseline and Exit Data from Programme Centres Reporting that Children Were Reprimanded for Fighting, Bullying, and Poor Behaviour at School

		Programme Centres					Total %
		Baseline Data			Exit Data ²		
		Boys' Town	Kingston YMCA	Total %	Boys' Town	Kingston YMCA	
Has a teacher called to you for fighting/bullying/ poor behaviour?	Yes	29	29	(48%) 58	(51%) 19	(23%) 6	(39%)
	No	31	31	(52%) 62	(49%) 18	(77%) 20	(61%)
Total		60	60	(100%)120	(100%) 37	(100%) 26	(100%) 63

² Exit Data from Sample is n=63 students.

The baseline data shows 78% of the children said they fought back in response to being bullied or they bullied others first to establish a 'bad man' image; while **68%** confessed to fighting with their fists. Only a few reported fighting with a weapon (Fig.6).

Figure 6: Baseline Data: Programme Centres by Children's Mode of Fighting

		Programme Centres		
			Kingston	Total
		Boys' Town	YMCA	
Mode of Fighting	Gun, Knife etc.	0	1	(0.8%) 1
	Sharpened Pencils, Board, Nail etc.	7	4	(9%) 11
	Fights with fists	40	41	(68%) 81
	Not at all	13	14	(23%) 27
Total	60	60	(100%) 120	

Most of these students live in gang-ruled, violence-prone communities. The baseline data shows **69%** of the children have witnessed domestic violence or murder in their communities. In some cases the domestic violence (cursing and fighting with broken bottles, stones, scissors and cutlass) occurs daily and the murders include that of their own family members (Fig.7). At Boys Town 82% of children had witnessed murder or domestic violence.

Figure 7: Baseline Data: Programme Centres by Children's Witness of Murder and/or Domestic Violence

		Programme Centres		
			Kingston	Total
		Boys' Town	YMCA	
Baseline Data				
Children's witness of murder	Yes	49	34	(69%) 83
and/or domestic violence	No	11	26	(31%) 37
Total		60	60	(100%) 120

'Safety' is very important in these volatile communities. The baseline data shows **17%** of children across the centres reported that they do not feel safe at home, because of violence in their area. In addition, **18%** of the children across the centres admitted to being afraid at school due partly to the fighting and bullying at school and partly because of the violence in their communities-(Fig.8).

Figure 8: Baseline Data: Programme Centres by Number of Children Feeling Safe at Home and at School

		Programme Centres by Number of Children Feeling Safe at Home			Programme Centres by Number of Children Feeling Safe at School			
		Boys' Town	Kingston YMCA	Total		Boys' Town	Kingston YMCA	Total
Children feeling safe	Yes	48	52	(83%) 100	Yes	51	47	(82%) 98
	No: Violence in the area	12	8	(17%) 20	No: Violence in the area	5	6	(9%) 11
					No: Bullying and fighting	4	7	(9%) 11
Total		60	60	120		60	60	(100%) 120

Other risk factors include level of exposure to use of drugs, alcohol and sexual abuse. The baseline shows that whereas most children denied smoking and drinking, **87%** of them admitted to family or community members smoking cigarette, ganja and/or other drugs (Fig.9); and **65%** said they witness family and community members getting drunk very often (Fig.10).

Figure 9: Baseline Data: Programme Centres by Children's Exposure to Smoking/Drugs in Their Communities

		Programme Centres		
		Boys' Town	Kingston YMCA	Total
Children's exposure to smoking/drugs	No	8	8	(13%) 16
	Yes-cigarette, ganja and other drugs	52	52	(87%) 104
Total		60	60	(100%) 120

Figure 10: Baseline Data: Programme Centres by Children's Exposure to Excessive Use of Alcohol in Their Communities

		Programme Centres		
		Boys' Town	Kingston YMCA	Total
Baseline Data Children's exposure to excessive use of alcohol	No	17	25	(35%) 42
	Yes	43	35	(65%) 78
Total		60	60	(100%) 120

As noted in Figure 11, **10%** confessed to witnessing someone being sexually assaulted.

Figure 11: Baseline Data: Programme Centres by Children's Exposure to Sexual Assault

Baseline Data		Programme Centres		
		Boys' Town	Kingston YMCA	Total
Children's exposure to sexual assault	Yes	4	8	(10%) 12
	No	56	52	(90%) 108
Total		60	60	(100%) 120



By the end of the school year in June 2018, however, indications of change were noteworthy. For example, focus group discussions with children, guidance counselors, grade 5 teachers, parents/caregivers, and facilitators revealed noticeable reduction in frequency and intensity of conflicts: hitting, pushing, name-calling, threatening and bullying; and marked improvement in anger management and conflict resolution among the children.

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

'Some boys were very aggressive and a little disrespectful in the beginning. Although they were still a little disrespectful in the end, they didn't fight as much. So the programme really helped them'
 Facilitator

'I see where behaviour change has definitely taken place. There were some who were really rowdy and they have been conforming so for me, the CRP has achieved its mandate.' Facilitator

'These children are not afraid to use harsh language even curse words and they treat each other roughly because that is the norm for them. I went to part what I thought was a fight and they told me that they were playing with each other. Being exposed to a different way of playing and expressing themselves at the programme, they now have a choice.' Facilitator

'When one girl just came to the programme, she was angry and ready to fight. She did not get along with her peers. There was a boy, also aggressive and ready to pick a fight, and I watched both children over the year and saw where their behavior really changed. They are calmer, less fighting and not as aggressive.' Facilitator

'I've seen changes with some of the boys. One boy was a fighter and recently, I've not seen or heard anything from him in terms of doing something out of order. He's conformed and doing his work in class. I saw him the other day and he told: ' Miss, mi stop fight'." Guidance Counsellor

'I see change in my son. Him used to fight a lot. Every minute they used to call mi and a good while now dem nuh call mi. From dem nah call mi, mi realise seh 'im nah really fight. Mi stop beat him long time. I see where im change since im come a de programme.' Parent

'When you and someone a play and dem push yuh down, yuh just bounce up back. If we're fighting, the aunties and uncles talk to us' Child



'Their anger has subsided. I've seen a reduction in angry outbursts. I see where they are trying in that area.' Facilitator

'I remember one group said to me 'Aunty, how yuh talk to us so soft?' which says they're not accustomed to the firm yet gentle way of speaking. This is a different mind-set for them: 'this person is getting our attention and she's not shouting!'

'When we were talking about discipline in Circle Time, they were jokingly sharing of how their fathers 'slap them up'. They saw nothing wrong with it. They spoke about how painful it was, but they laughed it off. No resentment acknowledging that they were punished.' Facilitator

'The unstable environment of some of the communities in Kingston makes the programme extremely relevant and necessary to bring about changes in the lives of these 'at risk' children.' Facilitator

'We are less aggressive with each other.' Children





'Before one boy started coming to the programme, I had him in counselling, I had a psychological expert talk to him, I had to refer him to another child support body for external counselling. I had exhausted all my options with him. The minute he came to grade 5 and started the programme, he became so calm. Anytime he got into conflict with a student, he used to curse and take off his shirt and threaten to harm persons. From he has been in the programme, he is a different child...so different. He expresses himself differently. If he gets angry to the point where he wants to throw a tantrum, he now comes to me and says 'Miss, yuh need to talk to X because dem a get mi upset' and when I ask him what is getting him upset, he sits and tells me and by the time he's finished, he calms right down! First time, anytime he used to blow up, the whole school is disrupted. I had to be up and down with him. So, I don't have that anymore. I definitely see where the programme has helped him. Maybe it's through the sports or the creative activities. He loves sports especially the football. The access to positive extra- curricular activities has helped him a lot. It has helped him to relieve stress. Whatever he's going through, he's able to channel it through the positive programmes activities. It works miracles! ' Guidance Counsellor



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

The baseline data sought to capture the support system available to the students in light of their harsh environment. Only **47%** of the children said they felt comfortable talking to their parents, teachers or guardians when they felt very sad, depressed or scared. Some of these children, however, who identified their parents as persons they could talk to for support, admitted that their parents were oftentimes too busy or not at home for them to talk to.

Seventeen percent (**17%**) felt they had no one who cared or to talk to for support; while others (34%) said they had friends, cousins or siblings in whom they could confide (Fig.12).

Figure 12: Baseline and Exit Data from Programme Centres Reporting Children Having Someone to Talk to for Support

		Children Having Someone to Talk to for Support (baseline)			Children Having Someone to Talk to for Support (exit data) ³			
		Boys' Town	Kingston YMCA	Total %	Boys' Town %	Kingston YMCA %	Total %	
Children having someone to talk to for support	Yes-parent, guardian, teacher	25	31	(47%) 56	Yes-parent, guardian, teacher	60	62	60
	No	9	11	(17%) 20	No	8	19	13
	Yes- God	2	1	(2%) 3	Yes- God	5	4	5
	Yes- sibling, cousin, friend	24	17	(34%) 41	Yes- sibling, cousin, friend	27	15	22
	Total	60	60	(100%) 120		100	100	(100%)

The exit data collected at the end of the school year in June 2018 shows a **13% increase** in children confessing to having an adult to whom they can go to talk to for support; and a **4% decrease** among those who did not feel they had someone to talk to (Fig.12).

Most of the parents available to listen to the children are their biological mothers/caregivers as their biological fathers are often absent and not involved in the daily parenting of their children.

³ Exit Data from Sample is n=63 students.

Baseline data shows only 28% of children living with both parents; and **64% (mother only + father only) living with single parents of which, 87% (mothers only: 67/ single parent population: 77) are single mothers** (Fig.13).

Figure 13: Baseline Data: Programme Centres by Main Caregiver of Children

		Programme Centres		
		Boys' Town	Kingston YMCA	Total
Main caregiver of children	Mother only	36	31	(56%) 67
	Father only	3	7	(8%) 10
	Both Parents	15	19	(28%) 34
	Grand Parent /Parents	3	3	(5%) 6
	Aunt and/or Uncle/ other relative	3	0	(3%) 3
Total	60	60	(100%) 120	

Forty one per cent (**41%**) of the children communicate with their absent biological parent, most of whom are their fathers (Fig.14).

Figure 14: Baseline Data: Programme Centres by Level of Contact with Absent Parent

		Programme Centres		
		Boys' Town	Kingston YMCA	Total
Level of Contact	Very often (Sees/ Talks to/visits)	13	10	(19%) 23
With Absent Parent	Often	11	15	(22%) 26
	Hardly	9	12	(18%) 21
	Not at all	2	1	(2%) 3
	Not applicable (live with/deceased)	23	20	(36%) 43
	No response	2	2	(3%) 4
Total		60	60	(100%) 120



However, by the end of the school year in June 2018, focus group discussions with children, guidance counselors, grade 5 teachers, parents/ caregivers, and facilitators revealed that most children could identify new or additional persons who cared for them and to whom they could go to for support. These persons included the programme facilitators, their guidance counselors (especially those who facilitated at the programme) and some parents whose communication with their children had improved as a result of the parent workshop.

'I'm the safe zone for the programme children in my school. They're always running to share things with me.' Guidance Counsellor

'It's a good programme in helping the children to deal with inner conflicts.' Teacher

'There was a girl who gradually opened up over the year and was able to play a big role at the graduation session. I think this programme has helped her quite a bit.' Facilitator

'They really love the hugs because if they see you coming, they just rush into you and hug you because they know they will get a hug in return. They are really seeing and appreciating the care they get at the programme because they hardly get it at their homes.' Facilitator

'The aunties and uncles at the programme are not rough. They hug instead of shouting and cursing. When we do something wrong, they correct us.' Child





'The programme teaches you to behave yourself and the aunties and uncles will help you and you can tell them anything.'
 Child

Indicator (c): Extent to which children feel safe and supported to express their emotions of grief, Anger, Sadness/ Depression

Most of the referred children are shouldering significant emotional distress including sadness, depression and grief. According to the baseline data, **62%** of the students admitted to feeling very sad for several reasons ranging from being bullied by their classmates; having to endure the curses, threats and quarrels at home; to missing their absent parent or other family members or friends, especially those who have died (Fig.15).

Figure 15: Baseline Data: Programme Centres by Children Feeling Sad/Depressed

		Programme Centres		
		Kingston		
		Boys' Town	YMCA	Total
Children feeling sad/depressed	Feels sad sometimes	6	10	(13%)16
	Friends teased/ picked on/ bullied	27	22	(41%) 49
	Death/ separation of relative or friend	9	4	(11%) 13
	Parent curses/ harsh home environment	5	7	(10%) 12
	No	13	17	(25%) 30
Total		60	60	(100%)120

The exit data collected at the end of the school year in June 2018 shows some improvement in resilience as there is a **7% increase in those who said they were not depressed**; and a 38% decrease in those feeling depressed from bullying (Fig.16).

Figure 16: Exit Data: Programme Centres by Children Feeling Sad/Depressed

		Programme Centres		
		Kingston		Total
		Boys' Town	YMCA	
		%	%	%
Children feeling sad/depressed	Feels sad sometimes	57	54	56
	Friends teased/ picked on/ bullied	3	3	3
	Death/ separation of relative or friend	5	12	8
	Parent curses/ harsh home environment	3	0	1
	No	32	31	32
Total		100	100	100

The baseline data shows **23% of those interviewed confessed to thoughts of suicide and this figure has decreased by 4% since enrolment into the programme.** (Fig.17).

Figure 17: Baseline and Exit Data: Programme Centres by Children Who have Thought of Suicide

		Children Who have Thought of Suicide (baseline)				Children Who have Thought of Suicide (exit) ⁴		
		Boys' Town	Kingston YMCA	Total	Total %	Boys' Town	Kingston YMCA	Total %
Children who thought of suicide	Yes	10	17	27	23	19	19	19
	No	50	43	93	77	81	81	81
Total		60	60	120	100	100	100	100

Included in this emotional distress is the trauma of losing a parent to death and/or being separated from them due to incarcerated 9% (Fig.18).

⁴ Exit Data from Sample is n=63 students.

Figure 18: Baseline Data: Programme Centres by Absent Parents

	Programme Centres		Total
	Boys' Town	Kingston YMCA	
Absent Parents			
Died – illness/ murdered	9	1	(8%) 10
Migrated/ Overseas	3	4	(6%) 7
Separated/ lives elsewhere in Jamaica	30	32	(52%) 62
Don't know	2	3	(4%) 5
Not applicable	14	19	(27%) 33
Incarcerated	1	0	(1%) 1
No Response	1	1	(2%) 2
Total	60	60	(100%)120

In summary, the support system for the children is strongly affected by the compromised family structure; high levels of dysfunction and aggression; as well as poor anger management and conflict resolution skills on the part of both parent and child.



By the end of the school year in June 2018, focus group discussions with children, guidance counselors, grade 5 teachers, parents/caregivers and facilitators revealed that most of the children were opening up to express their emotions including sadness and grief. Exposure to a more loving environment encouraged and made them feel safe to express themselves.

'I enjoy Circle Time mostly because we learn to express ourselves and speak up when someone is abusing us. I enjoy when the teachers treat us like their own children.' Child

'There were several girls who were withdrawn and very aggressive; I've seen marked improvement in their behaviour. They are more expressive and calmer'
Facilitator

'There were some children with some personal issues that they could not get to discuss otherwise, and I think the Circle Time provided that space that they felt comfortable to talk.' Facilitator

'I don't have any behavioural problems like that anymore from them. They used to act up because of their internal issues dealing with and it was expressed in a negative way in the class room. But once they have the outlet that the programme provides, they are able to express themselves and their issues in a positive way. So I no longer have the intensity and frequency of those issues dealing with at school.' Guidance Counsellor

'I've learned not to take the children's chirpiness for granted; that we have to look deeper to see that they are dealing with a lot. Sometimes we have to take the time to get to know them and find out what is happening with them.'
Facilitator



Indicator (d): # of children engaged in life skills training including sports and actively demonstrating an increase in resilient attributes and pro-social behaviours.

The baseline data shows **38%** of the children referred for 'displaying inappropriate behaviour': being disorderly, speaking out of turn, easily aggravated and affected by their peers and not showing respect for each other and their supervisors (Fig.19). Added to this is the low level of children's involvement in structured, after school activities to foster personal development and life skills training: **36%** of the children are not involved in any extracurricular activities after school (Fig. 20).

Figure 19: Programme Centres by Number of Children Referred for Inappropriate Behaviour

Baseline Data		Programme Centres		
		Boys' Town	Kingston YMCA	Total
Displays inappropriate behaviour	Yes	24	21	(38%) 45
	No	36	39	(62%) 75
Total		60	60	(100%)120

Figure 20: Baseline Data: Programme Centres by Number of Children Involved in After School Programmes

		Programme Centres			Total	
		Boys' Town	Kingston YMCA	Total	%	
Children involved in after school programmes	Sports	9	18	27	23	
	Clubs	11	6	17	14	
	Academic/Extra lessons	15	11	26	22	
	Creative & Performing Arts	5	1	6	5	
Not Involved in Anything		20	24	44	36	
Total		60	60	120	100	

CIRCLE TIME FOR LIFE SKILLS TRAINING



Circle time gave the children the opportunity to express themselves about personal matters and topical issues which followed weekly life skills themes. The variety of methods used included videos, debates, art and craft, role play, music and games. These activities equipped them with the tools to search within themselves to understand why they acted and reacted the way they did, and to explore alternative ways of responding to challenges. It also re-enforced positive behaviour and helped them understand what is and is not acceptable behaviour. This built resilient attitudes and pro-social behaviour.

'They are resolving their problems much better now and their values have changed. Most of them want to get a skill and are hopeful for the future and they understand that they have to have their subjects in order to achieve their career goals.' Facilitator

'In Circle time they used to communicate is one word 'no' and 'yes'. Now they can communicate in sentences.' They are expressing their emotions now. I encourage inter-group dynamics, role play and ask probing questions to help them think and get to the root of the topic like 'sexuality'; to help them understand the concepts. Then we would explore solutions and results and how they should respond in certain situations etc.'

Facilitator



'Circle time is when we get to speak for ourselves. We are sometimes shy to peak up but our aunties and uncles help us.' Child

At the end of the school year in June 2018, focus group discussions with children, guidance counselors, grade 5 teachers, parents/ caregivers and facilitators revealed noticeable improvement in the children's self-confidence. They developed caring relationships (with classmates, teachers and parents), and improved teamwork and self-discipline.

'In Circle Time, initially they were very aggressive and some clammed up, while others wondered what all of this was about. I had some resistance because some of them wanted to do something more active and fun. But gradually, they saw the importance. I've learned over the years that you have to sell Circle Time to them. Tell them its benefits. Tell them that they need to be able to express themselves and communicate. They need to see the connection with their lifestyle.' Facilitator

'For Circle Time, I use art and play therapy, ring games, and taking them outside. These methods have helped because they have a lot of energy and they like to play...' Facilitator

'There are some children who love to talk and they do. What this tells me is some of these children who are hurting from abuse don't have any help therapy and so they use the Circle Time to talk about it; and when asked, it comes out that they did not get any counselling or therapy.' Facilitator

'In Circle Time, we learn to face our anger, we learn about responsibility, how not to be bullies, making decisions on how to help people, how to be kind, how to be a friend.' Children

'When they tell me what is going on at school, I give them tips and some of them would come back and tell me that it helped them.' Facilitator

'When we did the topic on sexually transmitted disease, some children were not aware and some of them are sexually active. It was an eye opener for them.' Facilitator



Spiritual Development took place mainly in the first 15 minutes of each afternoon during devotions which was also guided by the weekly Life Skills theme. The children sang favourite choruses and read bible passages. Faith in God was seen as a key survival tools.



'Because of the positive reinforcement they were exposed programme, they find their voices. They get a chance to lead devotions; to get involved so they felt a sense of belonging and a part of the success of the programme.' Facilitator



SPORTS TO REINFORCE LIFE SKILLS

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 such as anger management, conflict-resolution, team spirit, building self-esteem, decision making and self-discipline, cooperation, trust, how to win and lose gracefully.** It brings the children together, regardless of their, background, religious beliefs, or economic status.

Physical activity sessions include 6 a side football, track & field, swimming, cricket, table tennis, boxing and Karate.

The baseline data shows that only **23%** of children at both centres involved in some form of afterschool sporting activity; and 7% involved in club and creative arts activities such as boys’ scout, dancing etc. *prior to coming to the Programme.*

Figure 20: Baseline Data: Programme Centres by Number of Children Involved in After School Programmes

		Programme Centres			Total
		Boys' Town	Kingston YMCA	Total	%
Children involved in after school programmes	Sports	9	18	27	23
	Clubs	11	6	17	14
	Academic/Extra lessons	15	11	26	22
	Creative & Performing Arts	5	1	6	5
	Not Involved in Anything	20	24	44	36
Total		60	60	120	100

CRP of the VPA
Annual Evaluation
Kingston YMCA & Boys' Town
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At the end of the school year in June 2018, focus group discussions with children, guidance counselors, grade 5 teachers, parents/caregivers and facilitators revealed that all the children enjoyed all sporting activities because it generated a sense of excitement, passion and belonging. It brought out their competitive side and gave them an avenue to release stress. Those children who were not as verbally or academically expressive could 'express' themselves on the football field for example.

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.

'He loves the swimming. It's a creative and social piece and he's benefiting from it.' Parent

'We can swim better since coming to the programme and we like the swim teacher.' Children

'The sports help to build their socialization and teamwork skills, strengthens them physically. Swimming is their first love.' Facilitator

'She was very loud and extremely aggressive but by the middle of the year, the loudness toned down and the aggressiveness went away. Another girl didn't want to come to swimming and to listen and my mid-year she started listening and following instructions. Facilitator

'They enjoy swimming because it's fun and they want to learn to swim. They've learned a lot over the year. It helps to relieve stress relief and allows them to learn easier in class. It is good for the body and the mind. They learn to be disciplined, to listen and follow instructions.' Facilitator

'We learn that football is a team sport and that we should pass the ball and share with our friends.' Children

'Sports help us to calm down and to relieve our stress. It gives us exercise so we sleep good.' Children

'Karate helps us learn self-defence and discipline.' Child

'Boxing teaches discipline and self-control. You have to control your anger in boxing. There are rules to follow and the moment you get angry in boxing you lose the competition/match. I show the children videos of boxing legends so they see that anger is not a part of winning in boxing. I use a boxer who grew up in the Boys Town community as an example from time to time. So they can relate to that story.' Facilitator

'The training in boxing helps to relieve stress. They get to hammer it out on the bag but not on each other to avoid injury to another person. That's not what boxing competition is about' Facilitator

'When they're finished punching the bag, they are tired and the anger is totally gone. And then we talk.' Facilitator

'I see changes in some who were misbehaving. On the football field for example, a child may want to fight someone who tackles him. I would remind them that football is a contact sport so sometimes you're going to get kicked and sometimes you have to let it pass. Also, football is a team sport not an individual sport so they learn to pass the ball instead of holding it up to try to be the star. They learn to say 'sorry' on the field if one kicks the other by accident.' Facilitator

'They love the sports. It brings them together. Children from different schools interact and play with each other. It creates a bond between them.' Facilitator



Sports day, one of the big events for the year, saw great excitement and full participation from all the children, from competing to cheering; all in the name of fun and to win medals and the prize for their house. It gave them a sense of belonging.



'The sports day is a big thing with them. That's all they talk about around that time. Who won medals etc.' Teacher



'At the end of the day, the children are benefitting from something here at the programme, whether it's the football, karate, dance or the food. They all leave with something. As long as we know where their interest is, we can supply it. Is it sports day? They love sports day because they love to compete. They love Fun day because they love to distress with fun.' Facilitator

CREATIVE EXPRESSION TO REINFORCE LIFE SKILLS

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.

Creative expressions explored were: art & craft, dancing, singing, drumming and drama to name a few.

The end of term concerts showcased the creative skills of the children. They performed in their house groups with poems, songs, dance, drumming etc. all showing their increased confidence and sense of belonging.



‘What I like is that I know that my daughter is spending these extra 2hours after school doing something positive and that really mek me feel good.’ Parent

There was Fun Day to enhance Life skills...



'My daughter likes being at the programme because it's fun for her and it's an extra-curricular programme. If I was to pay for it, it would be really expensive for me.' Parent

At the end of the school year in June 2018, focus group discussions with children, guidance counselors, grade 5 teachers, parents and facilitators revealed that through creative expressions, most of the children learned to express themselves in a variety of ways; and showed significant improvement in teamwork; self-discipline and self-esteem. They were also excited and motivated to learn new things.

'We learned good behaviour, how to work together, discipline, how to manage our anger, self-control; and our self-confidence has improved.' Children

'I think the programme has done well. It calmed them down. I see marked improvement in most of the children in my class. I see improvement in their behaviour. They enjoy going to the programme and telling me what they learned there: the art and craft, swimming. They're more social and asking questions in class.' Teacher

'The aunties and uncles teach us plenty things like swimming and drumming. They let us work hard.' Children

'We gained a lot of friends at the programme.' Children

'We can see changes in their behaviour. Even though they may not practice it all the time, we know they have learned it because they can repeat it to you. We know that what is embedded in them, they will remember the teachings in the future and live by them to become good citizens' Facilitator

'I've see growth and positive changes with the majority of the children. Even the few who are still angry and aggressive, the programme has touched them in a small way.' Facilitator

'I have seen a lot of improvement in the self-confidence and self-esteem of some of the children. I remember speaking with two children about their deportment and sometime later, I saw one of them cleaning his shoe, and his shirt was neatly tucked into his pants and I realised that he was trying. Learning is actually taking place but it will take some time for them to conform to rules and regulations.' Facilitator



Overall, the children benefitted greatly from the Life Skills Training. By the end of the school year in June 2018, , they showed **noticeable improvement in the children's social skills: politeness, respect for others, use of appropriate language, helpfulness, proper hygiene, participation; less fighting, less cursing. They displayed an increased sense of belonging and a strong sense of bonding and connection to their peers, programme facilitators and other loved ones.**

'The programme teaches us to be gentle, cheerful, not to fight and self-control. I used to curse and now I'm not cursing anymore.' Child

I learn manners at the programme. I'm saying good morning.' Child

'My self-confidence has improved because I'm not being shy anymore.'
Child

'I have seen improvement in my child in terms of her behaviour.' Parent

'I'm really grateful for this programme. I wish my child could continue.'
Parent

'The programme has met its objectives because I see changes in some of the children. Some of them were loud and vulgar and say anything that comes to their minds. I've seen where that has toned down a lot. They are displaying more manners: saying excuse me and asking permission to speak. Facilitator

'I see some children trying to keep out of trouble and pay attention in class. They are going to get there one day. I'm hopeful.' Teacher

'I see one boy coming out of his shell. He was withdrawn and didn't speak much. But I see him talking now...I was surprised! He's socialising more. He's looking at you now, trying to focus and listening to what you are saying. When you ask him a question, he tries to respond now.'
Teacher



'One of my students is more settled now since going to the programme. When he doesn't have any classwork, he will find something constructive to do. First time he used to walk about and distract the other children'
Teacher

'The aunties and uncles teach us good manners and behaviour. I changed my behaviour since coming to this programme.' Child

'De programme relax me from the tiredness from school.' Child

'Our aunties and uncles always s look out for us and make sure that we have manners.' Child

'I've seen marked improvement in some troublesome boys settling down and getting ready for class time quicker and actually trying to get the other children to ready for class. They were actually playing leaders.'
Facilitator

'I love the integration and so I never had a problem for him to be at the programme. I came here earlier this year and I saw the integratedness and it is a lovely programme and some form of changes have taken place, whether its bookwork, deportment, how he interacts with children from other schools, and they make friends, and I'm so happy for him.' Parent



“There’s a vast improvement in their etiquette. In their behaviour and their ‘please’ and ‘thank you’.” Teacher

‘Whatever the programme is doing, is working because for the most part, I definitely see marked changes in the programme children. One girl is more aware, she’s not as loud.’ Teacher

‘You know what I appreciate? The programme children from my school have formed a bond and strong friendship. They weren’t friends before and would refuse to talk to each other. Now, they wait on each other to walk to the programme, they walk together to go home, and they sit together at lunch time. I really appreciate that.’
Teacher

‘Behaviour change is not overnight so there needs to be follow-up with these children. We have definitely laid the groundwork and we expect to see more improvement as they go forward and are hopeful for them in the future.’
Facilitator

‘The inter-schools relationship has strengthened in part because some children told me that they practised their graduation song on the bus while going to and from the programme.’ Facilitator

‘We really going to miss this programme.’ Parent



PARENT / FAMILY COUNSELLING AND TRAINING

The primary objective of this arm is to increase resilience, knowledge, confidence and support in the parents/ caregivers so that they will, in turn, encourage positive behavioural practices in their adolescents; as well as to equip parents to model and better communicate with their children about positive sexual and reproductive health practices, violence prevention, conflict resolution and drug abuse prevention practices.

The monthly parent workshops are designed to expose the parents to a comprehensive curriculum for parents of adolescents over a 1 year period:

A CURRICULUM FOR PARENTS OF ADOLESCENTS

- What kind of Parent Do I want to be?
- Promoting Self, Emotional Social and Cognitive Development of Adolescents including the following lessons:
 - Defining a Positive Self Image
 - Building Self Esteem
 - Effective Communication
 - Supportive Peer Friendships
 - Adolescent Sexuality
 - Problem Solving and Decision Making Skills
 - Handling Anger and Conflict
 - Renegotiating Roles and Responsibilities
 - Setting and Achieving Goals
- STI/HIV and Pregnancy Prevention
- Preventing Abuse and Violence at Home and in the Community
- Helping my Adolescent Resist Drugs and Alcohol
- Handling Grief and Building Resilience

In addition to the parent workshops, the CRP facilitated family visits and meetings particularly in 'red flag' cases where children needed extra support, and if additional intervention and assessment was needed, recommendations were made to the necessary authorities. There were 10-15 cases of family counseling across both centres.

'We do have a few children who need further intervention and possible assessment and diagnosis.' Facilitator

'We have seen marked improvement in the majority of the children (and their families) that have been counselled.' Facilitator

'Others said my son was rude but he had a problem. He was diagnosed with ADHD. There are some children in the classrooms that need assessed. Some parents live in denial and ignore some signs. So some children cannot sit quietly but is not their fault. It is us as parents to act on it and help them.' Parent

'I've been speaking with about 3 families and made some home visits as well. In one case the grandfather says he has seen positive behaviour changes in the boy since coming to the programme and the boy loves to come.' Facilitator

OUTCOME #2

INCREASE IN POSITIVE PARENTAL INVOLVEMENT, COMMUNICATION AND APPROPRIATE DISCIPLINE

Indicator (a): # of parents trained and reporting an improvement in communication with their children and other family members

Fig.12 above highlighted that only 47% of the children said they felt comfortable talking to their parents, teachers or guardians when they felt very sad, depressed or scared. In addition, the baseline data shows **95%** of the children saying they felt loved and cared for by their mothers, while **75%** felt loved and cared for by their fathers (Figs. 21 and 22). Some of these children however, admitted that their parents are oftentimes too busy or not at home for them to talk to.

Figure 21: Baseline Data: Programme Centres by Number of Children Who Feel Loved and Cared For by Their Mothers

Baseline Data		Programme Centres		Total
		Boys' Town	Kingston YMCA	
Children who feel loved and cared for by their mothers	Yes	56	58	(95%) 114
	No	0	1	(1%) 1
	Not Applicable (parent deceased)	3	0	(2%) 3
	Sometimes	1	1	(2%) 2
Total		60	60	(100%) 120

Figure 22: Programme Centres by Number of Children Who Feel Loved and Cared For by their Fathers

Baseline Data		Programme Centres		Total
		Boys' Town	Kingston YMCA	
Children who feel loved and cared for by their fathers	Yes	44	46	(75%) 90
	No	6	9	(13%) 15
	No Response	0	1	(1%) 1
	Not Applicable (parent deceased)	10	1	(9%) 11
	Sometimes	0	3	(2%) 3
Total		60	60	(100%) 120

'The workshops have fostered an environment where the parents who come share openly and have developed a bond with each other. I give them competitions in addition to the topic for the workshop.'

Facilitator

By the end of the school year in June, focus group discussions with children, guidance counselors, grade 5 teachers, parents and facilitators revealed that getting parents/caregivers to attend monthly parent workshops, 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.

Parent workshop attendance averaged 7-12 parents per session at both centres. The parents, who attended, however, were greatly impacted by the workshops. **They became more resilient which in turn, improved their relationship with their children. This included the use of non-violent discipline, improved communication, and a positive attitude towards school work, sexual and reproductive health, and prevention of drug abuse.**

'I have a better relationship with my mother. She comes to the workshop.' Child

'One girl came to the programme with no self-esteem at all. Her parent came to the workshop and her self-esteem grew to the point where she did a solo performance at the programme leaving ceremony.' Facilitator

'I've seen a deeper impact of the programme this year with the interest of the parents, the involvement of the students and parents and the changes in their behaviour; I've been more involved with students individually. I've had parents calling me after the workshops to ask question. Even when the parents don't turn up for the workshop, they would call to tell me why they couldn't make the workshop. I'm seeing more parent involvement. And I have a closer relationship with the parents this year.' Facilitator

'I see a difference in the children of parents who attend the workshop regularly.' Facilitator



'When I had the session on disciplining vs corporal punishment, I was able to separate the concepts of punishment versus discipline. They are now saying that they are praying more about a situation instead of beating their children.' Facilitator

'These children grow themselves. It is clear that their parents are no really involved with their children. Some of the parents don't even know that the programme is still going on. They don't monitor the children to ensure that they come to the programme.'" Facilitator

'At one of the workshops where the topic was 'Communicating with your Child', the parents who turned out openly shared how they communicated with their children and we gave them an alternative way. We encouraged them to listen to their children. I see where the workshops have really helped the parents.'

Facilitator

'The programme takes the entire family into consideration because when I told a father that I would be calling to follow up, he was very appreciative because he said he alone cannot grow the child. That motivated me to follow-up. The programme does have an impact, not only on the child, but on the family as well.'

Facilitator

'I've seen improvement with my daughter. She has a leadership spirit but she stays to herself. She not a rude or angry child. This programmes helped her self- confidence and in her socializing. She's come out of her shell. She would be highly disappointed if I didn't come to the workshop. It is working even in her schoolwork as well.'

Parent

'The teachers say my son has changed for the better. Sometimes mi just hug im up and kiss im.'

Parent

'We have a better relationship with our parents. We start helping them more.'

Children



Indicator (b): # of parents trained and reporting an increase in knowledge of appropriate discipline (not corporal punishment) and the prevention of physical abuse

Indicator (c): # of parents and guardians trained and reporting an increase in the use of appropriate forms of discipline

The baseline data shows **71%** of children saying that their parents discipline them in a non-violent way; while **13%** admitted that their parents inflicted harm while beating them; and **15%** confessed that their parents shouted and cursed expletives at them (Fig. 23).

Figure 23: Baseline and Exit Data: Programme Centres by Children’s Perception of Parent’s Mode of Discipline

	Children’s Perception of Parent’s Mode of Discipline (baseline)				Children’s Perception of Parent’s Mode of Discipline (exit)		
	Boys' Town	Kingston YMCA	Total	% Only	Boys' Town	Kingston YMCA	% Only
Non-violent- talks, spank, removes privileges	38	47	85	71	62	88	77
Beats & inflicts harm	11	5	16	13	8	8	8
Shouts and curses, threatens	11	7	18	15	30	4	15
Nothing	0	1	1	1	0	0	0
Total	60	60	120	100	100	100	100

The exit data collected at the end of the school year in June 2018 shows a **5% reduction in parents who inflict harm while punishing their children**; and a 6% increase in non-violent forms of discipline (Fig.23)

By the end of the school year in June, focus group discussions with children, guidance counselors, grade 5 teachers, parents and facilitators revealed that the **parents who attended the workshops gained valuable tips on the difference between appropriate discipline and corporal punishment; conflict resolution, anger management, gang prevention and displaying of affection. All parents who attended reported better control with their own anger.**



“I listen to the other parents at the workshop and how they deal with disciplining their children and it help mi. I try talking and when the talking don’t work nowadays mi just count from 1 to 10 or mi just leave him alone. Mi get aggressive wid de name-calling. I don’t want it in de house. Mi nah lik dem mi talk to him. Mi used to beat him and mi seh mi a go cool it down.’ Parent

‘ Me pray for my son. First time mi used to beat him but mi stop now because mi find out seh from mi not beating him, him tone down.’ Parent

“We have to educate the parents. Some of them are very abusive to their children which erode their children’s self-esteem. And the children bring their parent’s attitude to school with us teachers.’ Teacher

‘I’ve learned a whole lot from coming to the workshops. How to solve problems; and to pay more attention to my child. Coming here help me to deal with him a bit softer. That is why I try to come to these workshops. He appreciates when I come. He start to tell me about the graduation already.’ Parent

Indicator (d): Level of parental involvement and monitoring in supervising homework, attending parent workshops

The baseline data revealed almost 1/3 of parents are not involved in helping their children with their homework. **72%** of the children admitted that their parents and/or caregivers helped them with their homework (Fig.24). Some of the children confessed however, that their parents were not 'all that educated' and depended on them (their children) to explain their school work to them.

Figure 24: Baseline and Exit Data: Programme Centres by Parental Involvement in Monitoring Homework

		Parental Involvement in Monitoring Homework (baseline)				Parental Involvement in Monitoring Homework (exit)		
		Boys' Town	Kingston YMCA	Total	% Only	Boys' Town	Kingston YMCA	% Only
Children whose parents and caregivers help with homework	Yes	38	48	86	72	86	88	87
	No	18	10	28	23	14	12	13
	Sometimes	4	2	6	5			
Total		60	60	120	100	100	100	100

The exit data collected at the end of the school year in June 2018 **shows a 15% improvement** in parental involvement of homework (Fig.24)



By the end of the school year, focus group discussions with children, guidance counselors, grade 5 teachers, parents and facilitators revealed that **the parents who came to the workshops learnt the importance of more involvement in their children's life including supervising homework and school work in general.**

'The parents are not supervising their children's homework, so it's not the programme that is preventing them from doing their homework.' Teacher

'The interest the parents show in their children by attending PTAs and coming to the parent workshops, makes a big difference to the parent and the child.'
Facilitator

'It keeps the child accountable when they see their parents talking to the teacher.'
Facilitator

They don't check their children's homework book to see whether the homework is incomplete or not,' Teacher

'The parents who come regularly to the workshop have formed a bond with each other. These are parents across political borders. When the children see this, they are encouraged.' Facilitator



ACADEMIC SUPPORT TO INCREASE LITERACY

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;** to develop and motivate those already reading at functional grade level to achieve high academic standards; and to **foster a love for reading and learning**

OUTCOME #3 INCREASED ENGAGEMENT IN EDUCATIONAL ACTIVITIES

The baseline data shows that there is a need for increased engagement in educational activities. Fig.25 below shows **53%** of students were referred for *'requires additional reading support'*; while **40%** were referred for poor performance (Fig. 26); and **22%** were already taking part in literacy/extra lessons activities after school (Fig.20)

Figure 25: Baseline Data: Programme Centres by Number of Children Referred as Requiring Additional Reading Support

Baseline Data		Programme Centres		Total
		Boys' Town	Kingston YMCA	
Children referred as requiring additional reading support	Yes	32	31	(53%) 63
	No	28	29	(47%) 57
Total		60	60	(100%) 120

Figure 26: Baseline Data: Programme Centres by Number of Children Referred for Poor Performance

Baseline Data		Programme Centres		Total
		Boys' Town	Kingston YMCA	
Children referred for performing poorly	Yes	19	29	(40%) 48
	No	41	31	(60%) 72
Total		60	60	(100%) 120

Figure 20: Baseline Data: Programme Centres by Number of Children Involved in After School Programmes

Baseline Data		Programme Centres		Total
		Boys' Town	Kingston YMCA	
Number of children involved in after school programmes	Sport	9	18	(23%) 27
	Club	11	6	(14%) 17
	Academic/Extra lessons	15	11	(22%) 26
	Creative & Performing Arts	5	1	(5%) 6
	Not involved in anything	20	24	(36%) 44
Total		60	60	(100%) 120

Indicator (a): # of children showing an increase in literacy by one grade level

The baseline data captured the literacy levels of the students at entry into the Programme using graded sentences and a Pre-test. At Boys Town, **40%** of the children were found to be reading at Grade 2 level and below; 18% at Grade 3; 25% at Grade 4 level; and 17% at Grade 5. At the YMCA, **25%** read at Grade 2 level and below; 15% at Grade 3; 27% at Grade 4; and 33% at Grade 5 (Fig.27).

In summary, the vast majority of all children referred are reading below their grade level 5: **83%** at Boys Town and **67%** at YMCA.

Figure 27: Baseline Data: Programme Centres by Literacy Grade Levels at Entry

	Programme Centres			Total %
	Boys' Town	Kingston YMCA	Total	
Grade Level 1	(27%) 16	(12%) 7	23	19
Grade Level 2	(13%) 8	(13%) 8	16	13
Grade Level 3	(18%) 11	(15%) 9	20	17
Grade Level 4	(25%) 15	(27%) 16	31	26
Grade Level 5	(17%) 10	33%) 20	30	25
Total	(100%) 60	(100%) 60	120	100

At the end of the school year in June 2018, the same grade level test and the Grade 4 Literacy test were given to the children to assess their progress. The exit data collected shows a **14% decrease** in children **reading at Grade 2 level** and below; and a **17% increase** in children reading at **Grades 4 and 5 levels** (Fig.28).

Figure 28: Programme Centres by Literacy Grade Levels at Exit

	Programme Centres		
	Boys' Town	Kingston YMCA	% Only ⁵
	%	%	
Grade Level 1	14	5	10
Grade Level 2	7	8	8
Grade Level 3	10	18	14
Grade Level 4	14	8	10
Grade Level 5	55	61	58
Total	100	100	100

The Pre-Test baseline data shows 5% of children scoring **below 50% and 11% attaining a mid-range Grade 'C'** (Fig.29).

Figure 29: Programme Centres by Literacy Pre-test Performance

	Children's Literacy pre-test performance			
	Boys' Town	Kingston		% Only
		YMCA	Total	
A:80-100%	29	26	55	59
B: 65-79%	10	13	23	25
C:50-64%	4	6	10	11
D:36-49%	3	0	3	3
U:0-35%	2	0	2	2
Absent	12	15	27	-
Total	60	60	120	100

The exit data collected at the end of the school year in June shows only 2% of children receiving grades under 50%; and an **8% increase in students obtaining grades 65% and above** (Fig.30).

'She's more confident and polite with giving presentations in the class. She's following the instructions of a classwork and writing more fluently. She's now taking pride in her schoolwork, taking the time to make corrections.' Teacher

⁵ Exit data is from a sample of n=80 students.

Figure 30: Programme Centres by Literacy Post-test Performance

	Children's Literacy post-test performance		
	Kingston		
	Boys' Town	YMCA	% Only ⁶
	%	%	%
A:80-100%	64	64	64
B: 65-79%	28	28	28
C:50-64%	4	8	6
U:0-35	4	0	2
Total	100	100	100

Several techniques were used at the programme to stimulate the children in Literacy, including card games to spell words, crossword puzzles, reading, comprehension and quiz. Literacy was also taught through the use of computers which helped to increase the children's interest in the subject. Computer basics were taught as part of the process.



By the end of the school year in June, focus group discussions with children, guidance counselors, grade 5 teachers, parents and facilitators revealed the following:

⁶ Exit data is from a sample of n=50 students.

'The best part of teaching Literacy through the computer is that they don't see it as another classroom session. Learning through the computer helps them to pick up the concepts easily because it is audio visual and interactive.' Facilitator

'The computer allows them to open up towards learning. The first thing they learn is the basics of computer: turning it on, how to search for things on the internet, using the keyboard and the mouse properly and how to shut down the computer etc.' Facilitator

'I found the website 'Roomrecess.com' very useful in teaching the children. This website provides interactive games for each session, for example finding the main idea in a sentence or a passage. I also used software to test the children's knowledge called Socrative where I created a CRP classroom and each child logged on to do a test. It marked the tests immediately. They could see their grades and their progress. We had competitions to see who got the highest grades to make it fun. This way, I saw that the children had grasped the concepts being taught.'

Facilitator

'Literacy and literacy through computer taught us how to use the computer and helped us to read better.' Children

'One boy said he enjoyed the football and IT more than anything else and that boy was going through a really hard time so going to the programme was the best thing for him. He told me loves the Literacy and computer classes. I notice him at school. Normally I would see him fight. Now that is curtailed. He looks forward to going to the programme. His grandfather has seen the improvement as well. The father said that the boy has a different behaviour which he loves.' Teacher



'The programme has helped me with my schoolwork. Before, I wasn't getting the average that my teacher set for me and now I'm getting it.' Child

'I've seen improvement in the literacy of some children. One child who could not read, I asked him to just write down all the words he knew. When he was finished, he was surprised at how many words he could spell. I was marvelled. It motivated him and he wanted spelling the next day.' Facilitator

'He is more confident and participates more in class. If he has a problem with someone he now comes and tells me.' Teacher

'I have seen changes in my son. He loves to do his work now. He used to be lazy. He can't wait to come to the programme. He loves all the activities and he speaks about it every day.' Parent

'I give them games like bingo, crossword puzzles, short comprehension passages, words & meanings flash cards, scrabble. They prefer this than to sit and write. I see where they now understand what they are reading and realising that reading is not just calling words but understanding it as well. I will discuss the comprehension passage and we talk it through before they answer the questions.' Facilitator



Indicator (b): Extent to which children demonstrate an increased love for learning and reading.

Indicator (c): Level of attendance and engagement at school.

The exit data collected at the end of the school year in June shows a **10% increase** in the number of children who loves to learn and read (Fig.31).

Figure 31: Baseline and Exit Data: Programme Centres by Children's Love for Learning & Reading

Programme Centres Reporting of Children's Love for Learning & Reading (baseline)						Programme Centres Reporting of Children's Love for Learning & Reading (exit)		
		Boys' Town	Kingston YMCA	Total	% Only	Boys' Town	Kingston YMCA	% Only ⁷
Do you love to learn & read?	Yes	54	52	106	88	100	96	98%
	No	2	4	6	5	0	0	
	Sometimes	4	4	8	7	0	4	2
Total		60	60	120	100	100	100	100

'The programme has helped a girl in my class a lot, especially with her behaviour and responses in the class. She is more **confident**. She's a part of a club and at open day, she was vibrant, giving the parents tour, explaining the things on show. The visitors commented on how amazing the tour that was given by the student was. So whatever help she's getting at the programme is actually showing.' Teacher

'There was a little boy who would be teased for his writing so he didn't want to show anyone his work. He improved when I took him aside and showed him how. His last paper showed vast improvement'
 Facilitator

In addition, the exit data collected at the end of the school year in June 2018 shows a **19% increase** in participation in sporting activities after school (Fig.32).

⁷ Exit data is from a sample of n=63 students.

Figure 32: Baseline and Exit data: Programme Centres by Number of Children Involved in After School Programmes

Baseline Data	Programme Centres Reporting Children Involved in Afterschool Programmes (baseline)				Programme Centres Reporting Children Involved in Afterschool Programmes (exit)		
	Boys' Town	Kingston YMCA	Total	% Only	Boys' Town	Kingston YMCA	%Only ⁸
Sports	9	18	27	23	38	46	42
Clubs	11	6	17	14	5	8	6
Academic and Extra lessons	15	11	26	22	24	31	27
Creative & Performing Arts	5	1	6	5	3	4	3
Not Involved in anything	20	24	44	36	30	11	22
Total	60	60	120	100	100	100	100

'The girls are now part of the Red Cross at school. The boys are into the football. I know about the football and the cricket because they talk about it all the time. The children show off their medals and behavioural prizes. Their attitude has changed and I appreciate that. They are now willing to help me in the classroom.' Teacher



⁸ Exit data is from a sample of n=63 students.

At the end of the school year in June, focus group discussions with children, guidance counselors, grade 5 teachers, parents and facilitators revealed that **there was a noticeable increase in love for learning and reading among the children which positively affected their attitude, participation and grades at school.**



I see improvement in my schoolwork. I'm asking more questions in class and I'm showing more respect for my mother.' Child

'In Literacy we did a poster, drama, story writing, games.' Facilitator

'When some of the children came, they were withdrawn, having being told at school that they can't do anything, I've seen progress where they wrote their pieces and read them to the class; and they were open to a critiques of their pieces from the class. They corrected their papers themselves, some children moved from a 4 to 7 out of 10 in their writing.' Facilitator

'I have great hope for the future for the programme children in my class. They are poised for success.' Teacher

'Indiscipline used to hamper his performance but now that he's settled down, his schoolwork is improving. The class with all the programme children itself seems more settled. I don't get much complaint from the teacher anymore.' Guidance Counsellor

'She's reading the behavioural prize book that she received, all the time and want to tell me about the story.' Teacher

COMMUNITY COHESIVENESS AND INCLUSION

OUTCOME #4

IMPROVED COMMUNITY COHESIVENESS AND INCLUSION TOWARDS GREATER OWNERSHIP AND ENGAGEMENT IN ADDRESSING THE ISSUE OF COMMUNITY VIOLENCE, ABUSE AND NEGLECT.

Community cohesiveness and inclusion is critical to building resiliency hence the holistic nature of the CRPs intervention. This arm specially focuses on the sensitization and training of community personnel with a view to building partnerships in the community; keeping community personnel informed and involved; and allowing for shared decision making. These community personnel include: involved Principals, Teachers, Guidance Counselors, Pastor, Elders and relevant church personal, Police and other community personnel.



Indicator (a): Extent to which children have increased positive adult role models, perceived social support; and positive community connections.

The baseline data shows that teachers and security personnel (police and soldiers) are the two popular role models among the programme children, followed by kind, helpful individuals in the community who have had some impact on the children. **Police and soldiers were popular at 24%; teachers at 28%** and active community members at 18% (Fig. 33). In addition, **88% of the children felt that their teachers cared/looked out for them** (Fig. 34).

Figure 33: Baseline Data: Programme Centres by Children’s Perception of Role Models in their Communities

Baseline Data		Programme Centres		Total
		Boys' Town	Kingston YMCA	
Children’s role models in their communities	Teacher	13	15	(23%) 28
	Legal practitioner	1	0	(1%) 1
	Police/Soldier	17	12	(24%) 29
	Pastor	8	6	(12%) 14
	Medical practitioner	2	2	(3%) 4
	Kind/helpful person in Community	8	14	(18%) 22
	No one	5	5	(8%) 10
	Coach	6	2	(7%) 8
	Do Not Know	0	3	(3%) 3
	Fire Fighter	0	1	(1%) 1
	Total	60	60	(100%) 120

Figure 34: Baseline Data: Programme Centres by Children’s Perception of their Teachers’ Care

Baseline Data		Programme Centres		Total
		Boys' Town	Kingston YMCA	
Children who think their teachers care/look out for them	Yes	56	50	(88%) 106
	No	1	8	(8%) 9
	Sometimes	3	2	(4%) 5
Total		60	60	(100%) 120

The baseline data shows that for the most part, the children's vocational goal is influenced by their environment as **37%** wanted to be a Police Officer or a Soldier when they grew up to keep their community safe. Nurse/doctor and teacher follow at **19%** and **14%** respectively (Fig.35).

Figure 35: Baseline Data: Programme Centres by Children's Vocational Goal

Baseline Data		Programme Centres		
		Boys' Town	Kingston YMCA	Total
Children's Vocational goals	Police/Soldier	21	23	(37%) 44
	Don't know	0	1	(1%) 1
	Medical Practitioner	15	8	(19%) 23
	Teacher	8	9	(14%) 17
	Legal Professional	3	4	(6%) 7
	Aviation Professional	6	3	(8%) 9
	Sports Professional	1	4	(4%) 5
	Other	4	4	(7%) 8
	Performing Artiste	2	1	(2%) 3
	Business Person	0	3	(2%) 3
Total		60	60	(100%) 120

In addition, **65%** of the children said they attended church regularly and took part in church activities (Fig.36).

Figure 36: Baseline Data: Programme Centres by Children's Attendance at Church

Baseline Data		Programme Centres		
		Boys' Town	Kingston YMCA	Total
Do you attend church regularly?	Yes	33	45	(65%) 78
	No	9	5	(12%) 14
	Sometimes	18	10	(23%) 28
Total		60	60	(100%) 120

By the end of the school year in June 2018, focus group discussions with children, guidance counselors, grade 5 teachers, parents and facilitators revealed that **all children were exposed to positive adult role models in the facilitators as well as some of their teachers, family members and community members; that they felt socially supported at the programme and at school.**

'I'm watching a little boy who made marked improvement in his writing. He's from my neighbouring community so I'm going to be watching his progress now.' Facilitator

'I like how the aunties and uncles treat us like their own children and they love and care for us. I love them. They help us to stop fighting, cursing and to behave ourselves. I am excited to come to the programme because I learn a lot.' Child

Indicator (b): Extent to which community members feel a sense of ownership, are actively engaged and feel part of an inclusive, cohesive community in effectively addressing the issue of violence within communities. (Coaches, Teachers, Pastors, Police, Club leaders etc.)

At the end of the school year in June 2018, focus group discussions with children, guidance counselors, grade 5 teachers, parents and facilitators revealed that there was significant community inclusion at both centres. Since the Boys Town centre operates from the Boys Town Community Centre which is in walking distance to all the feeder schools, the CRP has become a known and welcomed intervention in the area. Some facilitators at the Boys' Town centre are either from the surrounding communities or teach at the feeder schools. This has fostered a deep bond and continuity between the children and their communities. Some of the children transferred the loving and caring attitude they were exposed to at the programme to their teachers/facilitators at their schools.

There was a sense of community cohesiveness at both centres. They employed the catering services of persons in both communities. At Kingston YMCA, external professionals were invited as guest speakers to give talks at parent workshops and at the end of term concerts.

Personnel from the Community Safety and Security Branch (CSSB) of the Jamaica Constabulary Force (JCF) have been engaged and plans are in place to strengthen this relationship in the coming year.



'It would be good to have a police youth club in Boys Town especially since most of the children want to become police and soldiers as a career goal. Have the police give career talks.' Facilitator

'Get more external speakers such as police from CSSB, pastors, noted sports persons, singer etc. to speak to and take pictures with the children because these children love good role models and it will motivate them. Past students of the programme doing well in society could visit as well,' Facilitator

'My hope is to see the Boys Town community centre providing mentorship for the children after they graduate from the programme.' Facilitator

The CRP has succeeded in increasing networks and partnerships since its inception and this year, it continued to benefit greatly from the strengthened partnership with the Joan Duncan Foundation, the Tourist Board and the American Friends of Jamaica. It continues to appreciate the invaluable contributions of other stakeholders, church members, private organisations and clubs: Sun Island T-shirts, The Japan Caribbean Ladies Association of the Jamaican Embassy in Japan, MoneyGram/First Books, and Grace Kennedy.



INCREASED VISIBILITY FOR COMMUNITY INVOLVMENT

The year saw the CRP enjoying increased visibility globally and nationally:

- **British Airways' In-flight showing of the Child Resiliency Programme** to raise funds: British Airways, through 'Flying Start', its global charity partnership with Comic Relief, produced two videos which endorse and promote the CRP to the global community. This has increased the visibility of the programme internationally.
- **Re-vamped CRP website which highlights the British Airways videos.** www.childresiliency.org . This has increased the programme's communication and visibility worldwide.
- **The Society for Adolescent Health Medicine (SAHM) 50th Anniversary Workshop**, 'Global Health Equity for Adolescents' Seattle, USA: 14-17 March 2018. Adolescent Health specialist from across the world convened to share their programmes and progress regarding violence prevention initiatives to build resiliency in pre-adolescents.
- **Joan Duncan Foundation: strengthened partnership with the Foundation through 'Conversations for Greatness'**, its three-part holistic Project to effect transformation of Jamaica's education system in support of the Ministry of Education's Operation Turnaround (OTA) initiative. CRP is named as the second part of this transformation project; and plans of national expansion of the CRP into all the OTA schools and possibly to all primary schools in Jamaica are in progress.
- **'Child Resiliency Programme Reaps Success'**, The Gleaner, Friday 11 May 2018
- **Peace Building Action Workshop**, Montego Bay: May 2018
- **Radio & TV Interviews: Executive Director** Dr. Kim Scott was interviewed on TVJs Smile Jamaica Morning Programme in May 2018. Various other media interviews were done with coordinators of the Kingston centres.
- **Jamaica Social Investment Fund (JSIF):** recognised CRP of the VPA as one of the main behaviour change interventions having a positive impact in Jamaica.
- **Termly facilitators' meetings**
- **VPA committee meetings:** which include approximately fifteen partner NGOs, government agencies and churches involved in violence prevention activities.

CRP of the VPA
Annual Evaluation
Kingston YMCA & Boys' Town
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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 and refreshment; 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.

‘I know that when she’s at the programme, she’s in good hands and she’s well fed. Because when she comes home at evening time, she nuh want my dinner again because she seh she eat at the programme.’
Parent

‘The children are well taken care of. I appreciate the fact that they get a meal at the end of the day because that’s dinner for some of them. They look forward to it so that is another motivation to go.’ Teacher



‘Him nuh have time fi idle after school. When im reach home, im do im homework and den is bed time, plus im get a meal at de programme.’ Parent

TEACHER TRAINING AND FEEDBACK

In addition to their families/caregivers, children spend the majority of their week with their teachers and in some cases, the teachers find themselves taking on parental roles especially in cases of neglect. An intervention for children therefore has to include the teachers. The aim of this arm of CRP is to:

- Help caregivers/teachers involved in the programme to better manage their stress
- Assist caregivers/teachers to become better equipped to cope with children with behavioral and emotional problems.
- Teach caregivers/teachers to pick up early warning signs of physical, sexual, emotional abuse and neglect.
- Review and agree on the referral criteria.

By the end of the school year in June, focus group discussions with children, guidance counselors, grade 5 teachers, parents and facilitators revealed that the relationship between the programme and its feeder schools was strengthened with the year-round presence and communication of the coordinators with the Principals and the Guidance counsellors.

All teachers and guidance counsellors were given an open invitation to visit the programme anytime as well as to attend special events such as sports day, concerts, parent workshops etc.; they were encouraged to have the children share what they learn at the programme, with other children in the class. The teachers were asked to identify programme children in their classes and ensure that they go to the programme.



'The programme is a good one. My challenge with the children is their comprehension. They can identify words but don't understand what they are reading. The programme could help in that way.' Teacher

'After some children are dropped at the school from the programme, they dilly dally on the way and when they reach home late, the parents think they're just coming from the programme.' Teacher

'We have a behaviour modification programme at our school and could put CRP as part of that programme where children in our programme are sent to CRP and the parents, school and CRP could keep a follow up on each child with checklists.' Teacher

'We could invite the CRP to attend the meeting of the grade 5 teachers and parents early in the school year. Get some of the past students of the programme to share about it: the interaction with other schools, the sports day and graduation.' Teacher

'I would like to see the children learning proper table etiquette. In their culture some of them don't use knives and forks, only spoons or the disposable forks that come with the box food they buy. Oftentimes they start eating from the box on their way home and just flick out the bones on the road.' Teacher

'The grade 5 curriculum has the children preparing a menu and ingredients for drinks. The programme could have a drink mixing competition among the houses, they could do a presentation telling of the ingredients they use and make menu cards etc.' Teacher



FACILITATORS' FEEDBACK

Both centres had team members who worked well together; and the operation of the centres went well.



As part of team building, motivation and rejuvenation, CRP treated the facilitators of both centres to a day at an all-inclusive hotel in April 2018. They greatly appreciated the initiative and the mission was accomplished.



'The children have a lot of energy and some of them are going around undiagnosed. This was a big challenge for some of the facilitators in maintaining composure and classroom control especially with large groups.' Facilitator

'We as facilitators have to be very careful in what and how we say things to the children because we don't know what they are walking around with. What and how we say things can damage them.' Facilitator

'We should have a swim-off every term as a competitive sporting event and don't peg it to sports day. The children would love that.' Facilitator

The programme also provides physical facilities such as working bathroom to expose the children to bathroom etiquette. Some of the children don't have a working bathroom at home.' Facilitator

'It would be good to arrange a trip for the children to a boxing ring to practice in the facility and possibly meet some Jamaican professional boxers who they may see on TV, take some pictures with them. Or have these personalities come to the centre. That should boost their confidence and motivate them.' Facilitator

CHALLENGES FACED

The year under review saw some attendance challenges at both centres some of which include:

- **Inconsistent attendance at feeder schools:** some children would be absent for weeks and then appear at school having just returned from visiting relatives overseas or in another parish.
- **Transportation issues:** e.g. bus arriving too late to pick up children due to a variety of reasons (heavy afternoon traffic; competing commitments of the driver; varying closure times of the schools (2:30 & 3:00)); the children would go home after waiting for an extended time after dismissal of school. Heavy peak hour traffic congestion in Montego Bay also delays the return of the children at their respective schools after the programme is finished.
- **Security concerns:** Parents were discouraged to send their children when they are reaching home after 6pm. Some students however, stopped on the way home which exacerbated the situation.
- **After-school sports training** for primary school parish competitions
- **Violence:** flares of violence in communities of the children and the feeder schools and the consequent State of Emergency in pockets of Kingston.
- **Children reaching home late: no homework done.** Some parents pulled their children because they were reaching home too late to do their homework.
- **Extra lessons to prepare for the Primary Exit Profile (PEP) Exams:** Some schools started extra lessons (after GSAT) for the grade 5 students in preparation for the primary schools' exit examination in March 2019.

The inconsistent attendance of some children compromised the impact of the programme on these children. The transportation issues were addressed and the coordinators of both centres were vigilant in minimising the effect of the other issues.

As a result of inconsistent attendance among some students, the guidance counsellors were encouraged to refer additional children to benefit from the programme. This was done in the second term.

Parental attendance at parent workshops remained a challenge although invitations were issued through notes sent home with children and personal phone calls to parents. Other creative strategies need to be explored.

11. RECOMMENDATIONS AND LESSONS LEARNT

- Maintain on-going 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 regular visits to the schools during the year to encourage on-going dialogue and strengthen the bond between the programme and feeder schools, and to stimulate consistent attendance of the children. This way, the programme and the teachers could feed each other on the progress of the children; and the teachers could give the children a spotlight to tell the non-programme children what they learn at the programme. Teachers should be encouraged to 'push' the children (i.e. ensure that they get on the bus to go to the programme in the afternoons). The schools (including their children) need to see more of CRP and the programme needs to see more of the teachers passing through the centres.
- 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.
- Strengthen the on-going training and rejuvenation of facilitators. The staff/facilitators/volunteers are mentors to the children and therefore are playing a critical role in providing alternate positive relationships. The children can be very challenging at times and on-going training can strengthen and equip the facilitators to maintain composure and classroom control and attend to the needs of the children. They require on-going training and support themselves. Make the lyme enjoyed by the facilitators this year, an annual event.
- Coordinators & Family Counsellors to actively use the referral and 'red flag' lists to follow up with these children and administer counselling where necessary.
- 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. CRP to be invited to the grade meetings at feeder schools to sensitise the parents to the Programme. Past students could share their experiences at that meeting.
- Continue to refer 'red flag' special cases to expert bodies eg. ADHD to the CDA etc. Some children who are deemed 'rude' may need to be assessed.
- Help with homework: this is a big 'pull' factor for parents and teachers. The parents will be encouraged to send their children when they see that their children's homework is completed when they reach home from the Programme. PEP, academic performance will be important in grade 5 because it assess the children's performance from grades 4-6.

- PEP & attendance: Because PEP assesses the children over grades 4-6, there may be some implication regarding consistent attendance of those grades to the programme.
- Chaperone for the buses: to oversee the inter-school behaviour; the address issues when the buses pick up or drop off children.
- Have a sensitisation session with grade 4 parents at the end of the school year to get them on board.as it is their children who will be the target participants of the programme.
- Continue to provide help for children reading well below their grade level
- Continue to engage more external / community personnel a s guest speakers/ & to do activities with the children

12. CONCLUDING COMMENTS

The Child Resiliency Programme impacts the nation at its core...its children. Resilient children mean resilient adults, and resilient adults equal a resilient nation.

By providing a safe haven for primary school children at risk for violence, exploitation, abuse and neglect, the Child Resiliency Programme nurtures their physical, emotional, psychological and social self; and nourishes their self-esteem, pro-social behaviours, love for learning and reading. The result? 'At risk' children blossoming into 'at promise' adolescents with resilient voices that hopefully, will impact their families, communities and the nation.



Our experience at the Child Resiliency Programme was an exceptional one. We have learnt a lot. Not just how to play carefully, but how to swim, dance, do Karate, football & boxing, Literacy, drumming and how to use the computer.

Apart from these, we have learnt how to respect others and ourselves. Most of us have had changes in our behaviour and in our school work. In addition, we have learned how to express ourselves and learned proper etiquette.

All of us would like to say A HUGE THANK YOU to all the aunties and uncles.

Thank you Child Resiliency Programme for the impact you have made in our lives. We have learned how to 'bounce back' from many of the problems we face in the inner city.

From September till now, you have provided us with an outlet where we can have fun, meet new friends, and express ourselves positively. To the aunties and uncles, thank you for your warmth, kindness and for sharing your knowledge. The programme would be nothing without all of you. 'Big up yourselves!'

We will miss you!

