

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



**EVALUATION REPORT
FALMOUTH
&
MONTEGO BAY
September 2017 – June 2018**



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EXECUTIVE SUMMARY

The Child Resiliency Programme (CRP) 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 Falmouth and Montego Bay Centres, 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 100 (Falmouth: 40) & (Montego Bay: 60) 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

- **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).
- **Termly Parenting Workshops in Falmouth** (average: 7-10 parents/session).
- **Monthly Parenting workshops in Montego Bay** (average: 10-15 parents/ session).
- **100 children** (76% males & 24% females) across both centres **attending afterschool activities three times per week.**

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 #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 #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 #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.)



PROGRAMME OUTCOMES 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



INTRODUCTION

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 the Tourism Enhancement Fund (TEF) with support from The American Friends of Jamaica and other small private donors to achieve its objective in a cohort of 100 pre and young adolescents in Falmouth (40 children) and Montego Bay (60 children) per year, starting September 2017 for 3 years in Montego Bay and 2 years in Falmouth.

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:

Referral Criteria of Children in the Child Resiliency Programme

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

The CRP of the VPA operates on the basis that involvement in afterschool sporting, academic, spiritual, social, creative/performing arts, mentoring and parent training 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 1 year period:

The Child Resiliency Programme's Theory of Change

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



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

PROGRAMME OPERATION

The CRP was delivered after school, three times per week at two centres: Falmouth All Age School and Sam Sharpe Teachers College, 3:00 p.m. to 5:00 p.m. The activities offered were rotated between 4 ‘houses’:

PROGRAMME CENTRES AND THEIR FEEDER SCHOOLS	
FALMOUTH CENTRE	MONTEGO BAY CENTRE
Falmouth All Age	Barracks Road Primary
Granville Primary	Flankers Primary
Hague Primary	Granville Primary
*Daniel Town Primary	Irwin Primary
*Salt Marsh Primary	Mt. Salem Primary

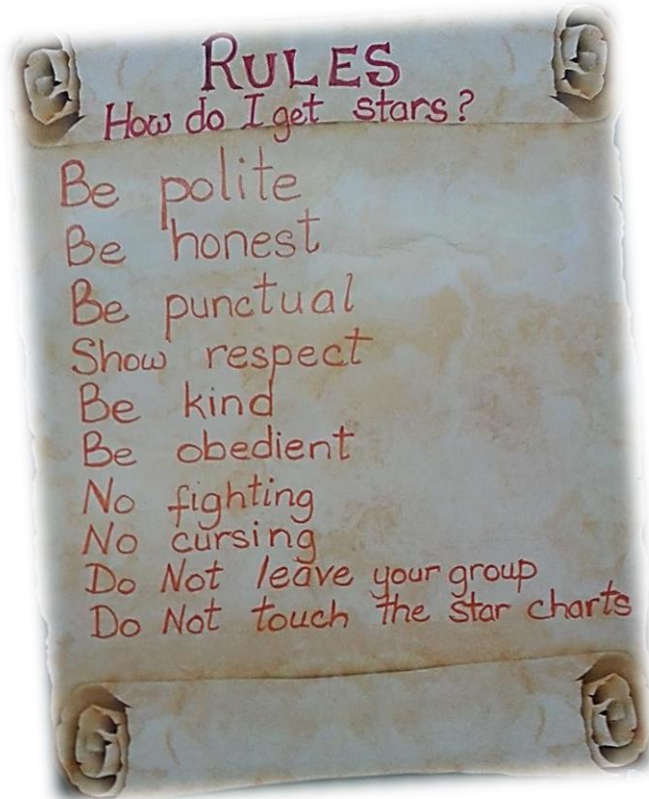
*Not active

ACTIVITIES PER CENTRE	
FALMOUTH	MONTEGO BAY
Meet: Mondays, Tuesdays and Wednesdays 3:00-5:00pm	Meet: Mondays, Tuesdays and Wednesdays 3:00-5:00pm
Literacy	Literacy
Life skills training via Circle Time	Life skills training via Circle Time
Life skills training via Art & Craft	Life skills training via Art & Craft
Life skills training via Drama	Literacy through Computer
Life skills training via Dance	Life skills training via Music
Life skills training via Sports: Cricket & Football	Life skills training via Sports: Kung Fu, Table Tennis, Football, Cricket, Gymnastics, Darts
Life skills training via Gardening	
Parent Workshop: once per term	Parent Workshop: once per 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 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 venues for the year under review are:

- Falmouth Centre – Bounty Bay Resort & Campbell's Egg Farm Ltd.
- Sam Sharpe Centre - Bellefield & Greenwood Great Houses



'They even want to come to the programme for the entire week! They want to be there because they feed off the loving and caring environment they experience at the programme. They hug you and they want the hugs and affirmation. The star system really works with them. At the end of the day when they are having their devotion and meals, we publically announce those who have earned stars for the day and why they earned them and this boosts their self-pride.' Facilitator



METHODOLOGY

Quantitative and qualitative data were collected from four primary sources (children, parents, teachers and facilitators) using questionnaires, focus group discussions, interviews and observations. Baseline data was collected from a credible and reliable convenience sample of 54 children across the centres from the referred population of 100 students, using questionnaires that were individually administered during October and November 2017 and included: background information, behavioural measures, home and family support measures, grade level Literacy assessments as well as level of exposure to violence, exploitation, abuse and neglect. Referral forms outlining CRPs criteria were completed by the Guidance Counsellors/ Grade five teachers in September 2017 to indicate why each child was chosen to attend the Programme. Pre and post Grade 4 Literacy tests were also completed by the referred children (October 2017 and June 2018) to assess their comprehension and other literacy skills; as well as to determine progress over the reporting period.

In addition, baseline questionnaires were completed by parents by November 2017, which included rating their communication level and discipline of their children. They were also asked to rate their children's pro-social behaviours.

Focus group discussions and interviews across both centres were held (June 2018) with a sample of 20 parents; 80 children; the facilitators; as well as the grade 5 teachers and guidance counsellors in 7 feeder schools. The Executive Director of the Programme was also interviewed.

In addition, observations were done during termly site visits to monitor attendance and 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.

PROGRAMME OUTPUT

- **Community Sensitisation Seminar:** 1 June 2017, Western Jamaica Conference Centre, Montego Bay (32 participants).
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- **Facilitators Training Workshop - Montego Bay Centre:** 6 September 2017, Sam Sharpe Teachers' College (25 facilitators).
- **Termly Parenting Workshops in Falmouth** (average of 7-10 parents).
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- **100 children** (76% males & 24% females) across both centres **attending afterschool activities three times per week.**



FINDINGS

ATTENDANCE

An average of 30 of the 40 referred children in Falmouth, and 40 of the 60 referred children in Montego Bay attended on a regular basis.

Fig. 1 Programme Centres by Gender				
		Programme Centres		Total %
		Falmouth Centre %	Montego Bay Centre %	
Gender	Male	61	87	76
	Female	39	13	24
Total		100	100	100

THE THEORY OF CHANGE

OUTCOMES & INDICATORS

LIFE SKILLS TRAINING VIA CIRCLE TIME, SPORTS & CREATIVE/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 CRP's objective is to foster the development of resilient attributes in its target population by using resiliency strategies and life skills training:

RESILIENT ATTRIBUTES & PRO-SOCIAL BEHAVIOURS

- **Resilient Attributes:** can identify a goal in life can identify someone who cares ● 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.

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:

LIFE SKILLS TRAINING THEMATIC APPROACH

Objectives:

- 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 behavior during school or in the Child Resiliency Program.

From the sample, the feeder schools referred 52% of their students for ‘fighting/ aggression/anger’ (Fig.2). In addition, the baseline data shows 61% of the sample of students across the Centres admitting to being reprimanded by their teachers for fighting and/or bullying (Fig.3). 85% of them say they fight back in response to being bullied or they bully others first to establish a ‘bad man’ image in order to avoid being bullied. 74% confessed to fighting with their fists. None reported fighting with a weapon (Fig.4).

Fig. 2 Programme Centres by Number of Children Referred for Fighting/ Aggression/ Anger				
		Programme Centres		Total %
		Falmouth Centre %	Montego Bay Centre %	
Fighting/Aggression/ Anger	Yes	26	71	52
	No	74	29	48
Total		100	100	100

‘The variety of cultures among the communities influenced the children’s behaviour so because two communities were not friendly, unfortunately the students took on that attitude.’ Facilitator

Fig.3 Programme Centres by Number of Children Reprimanded for Fighting/ Bullying at School				
		Programme Centres		Total %
		Falmouth Centre %	Montego Bay Centre %	
Has a teacher called to you for fighting/bullying?	Yes	52	68	61
	No	48	32	39
Total		100	100	100

Fig.4 Programme Centres by Children's Mode of Fighting				
		Programme Centres		Total %
		Falmouth Centre %	Montego Bay Centre %	
Mode of Fighting	Sharpened Pencils, Board, Nail etc	9	13	11
	Fights with hands & feet	65	81	74
	Not at all	26	6	15
Total		100	100	100

Most of these students live in gang-ruled, violence-prone communities. 80% 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 their own family members (Fig.5).

Fig.5 Programme Centres by Children's Witness of Murder and/or Domestic Violence				
		Programme Centres		Total %
		Falmouth Centre %	Montego Bay Centre %	
Children's witness of murder	Yes	91	71	80
and/or domestic violence	No	9	29	20
Total		100	100	100

'Safety' is very important in these volatile communities. 11% of the children across the centres report that they do not feel safe at home because of violence in their area (Fig.6). In addition, 31% of the children across the centres admit to being afraid at school but this had more to do with fighting and bullying than the violence in their communities (Fig.7). Almost all children (69%) said they felt safe at school.

Fig.6 Programme Centres by Number of Children Feeling Safe at Home				
		Programme Centres		Total %
		Falmouth Centre %	Montego Bay Centre %	
Children feeling safe	Yes	96	84	89
at home	No: Violence in the area	4	16	11
Total		100	100	100

Fig.7 Programme Centres by Number of Children Feeling Safe at School				
		Programme Centres		Total %
		Falmouth Centre %	Montego Bay Centre %	
Children feeling safe	Yes	74	65	69
at school	No	4	0	2
	No: violence in the community	18	6	10
	No: Bullying & fighting	4	29	19
Total		100	100	100

Other risk factors include level of exposure to use of drugs and alcohol. Whereas most denied smoking and drinking, 85% admitted to family or community members smoking cigarette, ganja and/or other drugs (Fig.8); 63% said they witness family and community members getting drunk very often (Fig.9); and 4% confessed to actually having had sex (Fig.10).

Fig.8 Programme Centres by Children's Exposure to Smoking/Drugs				
		Programme Centres		Total %
		Falmouth Centre %	Montego Bay Centre %	
Children's exposure to smoking/drugs	No	17	13	15
	Yes-cigarette, ganja & other drugs	83	87	85
Total		100	100	100

Fig. 9 Programme Centres by Children's Exposure to Excessive Use of Alcohol				
		Programme Centres		Total %
		Falmouth Centre %	Montego Bay Centre %	
Children's exposure to excessive use of alcohol	No	43	32	37
	Yes	57	68	63
Total		100	100	100

Fig. 10 Programme Centres by Children Who Have Had Sex				
		Programme Centres		Total %
		Falmouth Centre %	Montego Bay Centre %	
Children who have had sex	Yes	0	6	4
	No	100	94	96
Total		100	100	100

By the end of the school year in June, 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.

‘There was a handful of children who were minimally affected by the programme and when they were not at the programme the afternoon went smoothly and the other children relaxed, behaved better and were more receptive. When the disruptive ones were there, it put the other children in a defensive mode and they too acted up. They must be thinking: “If those children are not there, I don’t have to be defensive because I’m safe and I can relax.”’ Facilitator

‘There were inter-school conflicts on and off the buses. How the conflicts were managed by the facilitators was a very important part of the programme. These children are used to ‘a weh yuh do dis fa...yuh bad’ so we didn’t put on the same Band-Aid. Instead, when there was conflict, the parties would be pulled from their scheduled activities and had to share what happened including suggestions of a different way they could have handled the situation. Some students were receptive, but others were defiant: ‘lady move out a mi face’ ‘Uncle X nuh badda talk to mi’.’ Facilitator

‘The children are hurt and they develop their own coping mechanism to deal with their situation which deviates from the social norm. Seeing their level of violence and how they rationalise it, the answer to their situation sometimes goes beyond the prescription we teach them (eg count to 10/ ignore/ tell a responsible adult).’ Facilitator



'My daughter has her times. This minutes she's OK and the next she's very angry and flare up. Sometimes she will backchat but honestly, teachers used to call mi but I haven't heard anything lately.' Parent

'Mi used to fight but now mi stop de fighting an' mi learn to cool down mi temper.' Child

'Before mi start go a di programme me used to pick war wid people and dem tell us at the programme seh we nuh fi love war and from mi come back a school mi nuh pick war again.' Child

'One boy came to the programme very hard and used to curse his father, but as the programme progressed, there was more effort to get involved and tracing became less.' Facilitator

'The programme teaches you the better way of behaving instead of doing something bad. Whenever something bad happen to me in class, instead of cussing and behaving badly, I let it pass or I tell my teacher. I've learned how to control my anger. We learn from all the topics for each week.' Child

'Some cases stand out. The boys from a certain school were like monsters when they came to the programme and we witnessed a fight about to break out and one of the troublesome boys who is big in stature intervned and said 'Listen we not fighting it out, we talking it out.'" That is the impact of the programme.' Facilitator

'Sometimes there's a counter message from the parents telling them that if they don't fight back people will take advantage of them or see them as soft. So they will learn these skills at the Programme, know what to do when there's a conflict but when it comes to putting it into practice, sometimes there's a tendency to back away from what they know to be right.' Teacher

'We have learned how to control our anger, how to show respect, how to behave and perform better in the classroom. Every week, the programme focuses on a new topic. So one week we had anger management topic and we made a poster with words to help us control our anger.' Child



'As guidance counsellor, I see the children less for fighting. First time one little girl would be at the office every time but since going to the programme, I've not seen her. When she comes it's just to say hi.' Teacher

'Some of my students are very hyperactive. I have seen improvement in their behaviour mainly in the classroom. Most of my students fought a lot in the beginning and I'm not seeing the extent of the fighting anymore in class...maybe on the outside, but not in class. When it comes to learning, they've stopped fighting altogether.' Teacher

'One girl was very spicy and every minute she was in a fight and she has improved in her level of aggressive behaviour.' Teacher

'The temper that I had is not as bad as first time. Sometimes I ignore but if it is something out of bounds I tell my teacher.' Child

'He has a tendency to abuse other children verbally. I've seen a definite reduction in that. I've seen a marked improvement. I no longer hear him verbally abusing children and this other child still gives the arguments but he is now involved in less fights.' Teacher

'There are a variety of issues among the programme children: challenge with settling their disputes peacefully; others will argue persistently; some are violent and others are bullies. The Programmes has been somewhat successful particularly in terms of behaviour change but quite a few of the children still a lot of progress to be made. They are excited about being a part of the programme.' Teacher



'It depends on the child's mind set to embrace what is being taught at the programme. When one boy started, he was aggressive, and by the time he kept going through the programme, we saw the changes, the aggression just went down. When he got into a conflict we could talk to him and he would tell us that he's trying. So for some, we saw the changes.' Facilitator

'At the beginning of the programme, there were a lot of conflicts and the children would gang up. The schools are from various communities which have issues with each other and that spilled over into the psyche of the children. By the middle of the year, we saw a sense of community among them. They were mixing more across schools. By the end of the year, there were still little tiffs but nothing at the magnitude that I saw it at the beginning.' Facilitator

'As Guidance Counsellor I have seen improvement in some of the children because I don't get a lot of complaints from the teachers as before. Less fights and disputes among their peers.' Teacher

'When I played with them as a 'hugging monster' they squealed in childlike delight when it was their turn to be hugged. I saw the child coming out in these persons who, because of their harsh environment, were forced to grow up without the joy of childhood. Most were boys who were just talking about 'picking war' with each other.' Facilitator

'The programme children in my school are now friends. One boy had an anger problem and used to be sent to my office regularly, but since going to the programme, his behaviour has changed and he's more loving and will hug me now.' Teacher



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 52% 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 are oftentimes too busy or not at home for them to talk to.

15% felt they had no one who cared or to talk to for support; while others (30%) said they had friends, cousins or siblings in whom they could confide (Fig.11).

Fig.11 Programme Centres by Number of Children Having Someone to Talk to for Support				
		Programme Centres		Total %
		Falmouth Centre %	Montego Bay Centre %	
Number of children having someone to talk to for support	Yes-parent/guardian/teacher	49	55	52
	No	4	23	15
	Yes- God	4	3	3
	Yes- sibling/cousin/friend	43	19	30
Total		100	100	100

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. Baseline data shows only 30% of children living with both parents; and 63% living with a single parent of which, 82% are single mothers (Fig.12).

Fig.12 Programme Centres by Main Caregiver of Children				
		Programme Centres		Total
		Falmouth Centre	Montego Bay Centre	
		%	%	%
Main caregiver of children	Mother	53	52	52
	Father	13	10	10
	Both Parents	30	29	30
	Grand Parent or Parents	4	3	4
	Aunt and/or Uncle/ other relative	0	3	2
	Non-relative Guardian	0	3	2
Total		100	100	100

Only 41% of the children communicate with their absent biological parent, most of whom are their fathers.

Fig.13 Programme Centres by Level of Contact With Absent Parent				
		Programme Centres		Total
		Falmouth Centre	Montego Bay Centre	
		%	%	%
Level of Contact With Absent Parent	Very often= Sees/ Talks to/visits	22	26	24
	Often	22	13	17
	Hardly	13	6	9
	Not at all	4	13	9
	Not applicable	35	42	39
	No response	4	0	2
Total		100	100	100



By the end of the school year in June, 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 see whole heap a changes in my son and him learn a lot of things. He used to give a lot of talking and headache but since coming here he will do im work and ask mi fi help him and less TV. So he's very much improved.' Parent

'We respect the aunties and uncles at the programme. When we want to say something, we raise our hands and if someone is not feeling well they will comfort us and tell us good things. They also help us with our homework. They treat us very nice like we are their own children and we call them our parents.' Child

'The aunties and uncles take good care of us and treat us nice and let us have fun. They give us food to eat and they help us with our homework and help us to read.' Child

'When we fight, the aunties and uncles don't curse us, they talk it through with us and all get the same love from them. If we curse bad word, they call us one side and let us tell the person sorry because some of us are easy to shame.' 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, 52% 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 member or friend, especially the ones who have died (Fig.14). 24% of those interviewed confessed to thoughts of suicide, while 2% have tried to harm themselves by cutting etc (Fig.15). Included in this emotional distress is the trauma of having a parent murdered 9% (Fig.16).

Fig.14 Programme Centres by Number of Children Feeling Sad/Depressed				
		Programme Centres		Total
		Falmouth Centre	Montego Bay Centre	
		%	%	%
Children feeling sad/depressed	Feels sad sometimes	40	23	30
	Friends tease/ picked on/ bullied	22	29	26
	Death/ separation of relative or friend	4	16	11
	Parent curses/ harsh home environment	4	22	14
	No	30	10	19
Total		100	100	100

Fig.15 Programme Centres by Number of Children Who have Thought of Suicide				
		Programme Centres		Total %
		Falmouth Centre %	Montego Bay Centre %	
Children who thought of suicide	Yes	22	26	24
	No	78	71	74
	No-harms him/herself (cutting etc)	0	3	2
Total		100	100	100

Fig.16 Programme Centres by Absent Parents				
		Programme Centres		Total %
		Falmouth Centre %	Montego Bay Centre %	
Absent Parents	Died - illness etc	4	10	7
	Migrated/ Overseas	9	3	6
	Separated/ lives elsewhere in Jamaica	53	55	54
	Don't know	4	0	1
	Not applicable	30	29	30
	Died - murdered/ gun shot	0	3	2
	Total		100	100

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, 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.

'We learn that it's not good to keep something like if you were molested by someone, it's not good to keep it inside but to report it by telling a teacher or a guidance counsellor; but if it's something like someone steals your pencil you can let it pass and get a new one.' Child

'The programme absolutely has made an impact. There was one boy who was misbehaving and we tried to talk to a caregiver, but could not find one for him. The child was temporarily suspended from the programme but showed up at the programme every day. The programme provides a safe haven/home for the children: a peaceful environment where they feel loved and cared for; they see care in action (ie things can get done peacefully). There is something here that they have to come back to and it is not the food. What they see at the programme connects to a need that they are crying out for even if they don't realise it.' Facilitator

'The children from one school were intimidating the other children and we spoke to them and kept them together. They won on sports day which improved their self-confidence tremendously. They realised that they could succeed without having to fight with anyone. By the end of the programme, children from other schools were telling us that some of them were their relatives or friend. The other children were proud of them too and wanted to identify 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 behaviors.

The baseline data shows 39% 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.17). Added to this is the low level of children’s involvement in structured, after school activities to foster personal development and life skills training: only 35% at Montego Bay and 13% at Falmouth are involved in some form of afterschool sporting activity; while 7% are involved in clubs at both centres (Fig. 18).

Fig.17 Programme Centres by Number of Children Referred for Displaying Inappropriate Behaviour				
		Programme Centres		Total %
		Falmouth Centre %	Montego Bay Centre %	
Displays inappropriate behaviour	Yes	48	32	39
	No	52	68	61
Total		100	100	100

Fig.18 Programme Centres by Number of Children Involved in After School Programmes				
		Programme Centres		Total %
		Falmouth Centre %	Montego Bay Centre %	
Number of children involved in after school programmes	Yes-Sport	17	35	28
	Yes-Club	0	13	7
	Yes-Academic/Extra lessons	9	16	13
	No	74	36	52
Total		100	100	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.



At the end of the school year in June, 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.

'For Circle Time I used videos, art & craft and games as springboards to discuss issues but the most effective ones were the video because it held their attention. We followed the weekly theme of the programme as discussion topics. We used videos with songs, drama etc to get the points across.'

Facilitator

'Through these discussion, it came out that a number of the children were been physically abused. The children were very expressive. They didn't see anything wrong with what family members were doing and were loyal to them. So a discussion about what could happen to the family members helped put the situation into perspective for them.'

Facilitator

'Sometimes all 3 times fi di week di guidance counsellor used to call me because him used to fight a lot. Him have a terrible attitude and since him coming here I see that cut down a little and I don't get a call from the guidance counsellor about fighting. 'im neva a do no homework, 'im start come home wid homework now and im a do work at school now. 'im start tek pride inna im personal hygiene because sometime 'im very rugged. Mi wish im coulda gwan somemore here but wi have others out there that the programme can help. But I'm grateful for the year that he's been coming here.'

Parent

'The programme builds our interaction skills, team spirit, behaviour and manners.'

Child

'When the teacher steps out of the class the programme boys would do bad stuff and today when sir stepped out of the class, they were so quiet.'

Child

'Aunties and uncles teach us about body parts, manners and behaviour, personal hygiene. We like everything about the programme.'

Child



'They teach us about confidence, how to share and be friends with others.' Child

'Some of the things I used to do I do no more like skull class and curse badword.' Child

'Our aunties and uncles taught us that we should say good morning to people we see on the road and good evening after school.' Child

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.

'We take turns in leading devotions.' Child

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, netball, track, cricket, basketball, table tennis, kung fu, darts and gymnastics among others.

The baseline data shows that 28% of the referred children reported being involved in sporting activities; and 7% were involved in club activities such as boys' scout, dancing etc. prior to coming to the Programme (Fig. 18). Interestingly, 52% of students said they were not actively involved in an after school programme which indicated the need for constructive outlets for the children.



Fig.18 Programme Centres by Number of Children Involved in After School Programmes

		Programme Centres		Total %
		Falmouth Centre %	Montego Bay Centre %	
Number of children involved in after school programmes	Yes-Sport	17	35	28
	Yes-Club	0	13	7
	Yes-Academic/Extra lessons	9	16	13
	No	74	36	52
Total		100	100	100





At the end of the school year, 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.

'We enjoy learning and reading, to play football, to be something in life, sometimes we talk about planning about our future. Aunties and uncles calm us down.' Child

'We learn that if wi lose a game or competition, wi nuh fi go fight di person and we can try and try again like Usain Bolt...never give up.' Child

'My approach was using sports as a therapeutic tool so I exposed the children to a variety of sports and games to learn the skill but when the games were finished, we didn't talk sports, we talked 'self': asking probing questions of the children to help them realise that they were more successful playing as a team and working hard before, during and after the games. So in the team sports, instead of keeping the ball to themselves (as in football), they should pass the ball. I tried to use sports to help them to express themselves. It wasn't about the language, I just wanted them to express themselves.' Facilitator

'The girls loved the gymnastics because it gave them a creative chance to express themselves and it provided a healthier alternative to the whining they see in their communities. It made them feel important and helped to develop their confidence and pride in themselves.' Facilitator

'With Kung Fu, they wanted to fight. So we told them it is not about fighting but self-discipline.' Facilitator

'Sports: some children especially those who are not academically inclined express themselves and their emotions better on the football/cricket field or in any other sport. When we were doing the topic 'Who am I?' we did the lessons around FIFA. Cricket has impacted their lives positively in a lot of ways. In team sports the children learn that each person is important to the game and they can impact the game regardless of which side wins or loses.' 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.





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, music to name a few. The Falmouth team even made their own house banners for sports day.



CRP of the VPA
Falmouth & Montego Bay
Annual Evaluation
September 2017 – June 2018



At the end of the school year in June 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.

‘These children are creative and in order to teach self-discipline, the programme used what they could relate to in order to bring out their creative side: the music, the drama and the arts to engage them. When they can learn discipline, teamwork, self-expression through that medium, it helps them bounce back with the challenges they face.’

Facilitator

‘We incorporated of the Life Skills topics in music classes: We found songs that matched the themes, played them and talked about them: What does it mean to respect and love myself and others? We talked about some of the incidences of conflicts that they were in or witnessed. The children told about other songs that spoke the opposite message.’

Facilitator

‘We created an ensemble in the classroom so they had to do a lot of teamwork and relying on each other to build the relationships needed to make the performance of the music successful. They understood that if I want the drumming ensemble to be successful, I have to play my part. We facilitated a variety of genre of music: reggae, hip hop etc. Music helped them to relieve the stress and energy.’

Facilitator

‘The life skill training is equally important as the academics in behaviour change. Children who cannot read can express themselves beautifully through the life skills such as music or sports and a lot of them find their ‘voice’ through it. it brings out the ‘star’ in the child.’

Facilitator



'We had two children who were uncontrollable to other facilitators and yet they were little challenge in the music class because they were excited to explore and play in addition to the therapy of it. One child, who was very hyperactive and rude at times and was in a marching band in his community, gave no trouble in music class. He was able to practice on some marching band instruments and equipment and eventually became a star in music class. That helped his self-confidence and calmed him down. At the end, I gave him other responsibilities in music class. He was a challenge for other facilitators but music worked for him.' Facilitator

'There was a huge marching band competition at the stadium in Montego Bay on Labour Day and I was one of the judges at the event and I saw this little boy playing cymbals with his band. I went to him afterwards, shook his hand and congratulated him and his band for coming second. I told everyone about him at the next class and showed them the video of the boy's performance. That is a programme success story.' Facilitator

'We used music to discover our little 'rising stars' and 'magnums' by encouraging or helping them to discover their natural singing/DJ talents. They may be Jamaica's top singer in the future. When they saw us helping them to reach their goal in a singing career it motivated and built their self-confidence.' 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 there was **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 aunties and uncles are fun and they do not stop until we learn something.' Child

'For the graduation, there was no plan to do a march and one girl took control and led the other children in a two-step march, she was very confident unlike when she just came to the programme.' Facilitator

'You can see the difference in their attitude and the way they operate. They are more confident, more helpful, more positive, kinder, even more loving.' Facilitator

'The persons who work at the venue cleaning the bathrooms etc have told me they have seen changes in the children's behaviour from being boisterous and messy to being calmer and taking pride in themselves and their surroundings.' Facilitator

'Most of the programme children are seen as 'misfits' in their communities and at their schools. The programme helped them realize that they are of value, that they are not 'misfits' or 'dunce'.'
Facilitator

'The programme has achieved its objective with most children and with those who are still acting up I believe that seeds are planted because the fact that they look forward to coming, something is there and it will take some time to change behaviours that are embedded for 9 or so years especially when they return to their communities daily.' Facilitator

'Just the exposure to a different way of doing things, disciplining etc will leave a great impact on the children. To be hugged a lot instead of being shouted at, will give them a standard to strive towards for their own lives ...it will be etched in their memories and will never leave them even when they go back into the roughness of their communities.' Facilitator

'The programme has done a tremendous job in helping the children recognise that they have a purpose in society. There were changes in attitude which resulted in kindness.' Facilitator



'Relationship between child & parent: one programme boy's mom used to be called into school a lot because of his behaviour, but we don't have to call her now because his behaviour has improved.' Teacher

'Their self-confidence has improved, case in point, one boy did a musical performance at one of the programme's concerts and other programme children also wanted to perform. Before the programme, I don't think he would have done something like that because he's a shy child. Another boy's behaviour has changed gradually, he's understanding boundaries a little more and not running to classrooms and out of offices ... I don't see them standing outside so much now...I think they understand what it is to learn and what education is a little better. The fact that they have been exposed to other students and teachers has helped them to grasp the value of learning.' Teacher

'My daughter had an attitude problem now and then and she used to fight alot. Since she start coming to the programme I see changes in her. She listen to me, she correspond with her brothers and sisters more better. She don't talk back. She asking me now what mi want her to do for me. Normally she don't play with her brother and sister. She just change completely. Even the teachers at school seh she change. She always going to the guidance counsellor there. Them hardly calling me now. She has become more caring and her attitude tone down.' Parent

'My child has a problem with socialising and he has a temper. Everytime the guidance counsellor used to call me about him but since the programme, I can tell anybody, he has improved a lot, I realize he's socialising with other children and no teacher call me anymore. When I ask the teacher how he's behaving, she says she's not having any problem with him, he's behaving quite fine. So I see where it help him.' Parent

'I used to give a lot of trouble and my father tells me he has to give me a treat because I'm behaving better.' Child

'I want to become soldier to protect my community.' Child





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 parent workshops held termly (Falmouth) and monthly (Montego Bay) 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, or if further intervention and assessment was needed.

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. 11 above highlighted that only 52% of the children said they felt comfortable talking to their parents, teachers or guardians when they felt very sad, depressed or scared. 87% of the children said they felt loved and cared for by their mothers, while 80% felt loved and cared for by their fathers (Figs. 19 and 20). Some of these children however, admitted that their parents are oftentimes too busy or not at home for them to talk to.

Fig.19 Programme Centres by Number of Children Who Feel Loved and Cared For by Their Mothers				
		Programme Centres		Total
		Falmouth Centre	Montego Bay Centre	
		%	%	%
Children who feel loved and cared for by their mothers	Yes	91	84	87
	No	4	6	6
	Not Applicable (parent deceased)	0	3	2
	Sometimes	5	7	5
Total		100	100	100

Fig.20 Programme Centres by Number of Children Who Feel Loved and Cared For by Their Fathers

		Programme Centres		Total %
		Falmouth Centre %	Montego Bay Centre %	
Children who feel loved and cared for by their fathers	Yes	91	71	80
	No	5	16	11
	Not Applicable (parent deceased)	4	13	9
Total		100	100	100

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 7-10 parents per session in Falmouth, and 10-15 parents per session in Montego Bay.

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.**





‘Some children were pulled from the programme because some parents didn’t want their children on the same buss and in the same programme as children from a certain school. By the following term, the parents started sending back the children to the programme because they kept hearing about it from friends and relatives who were sending theirs. They were getting feedback about the programme and parents gave it a second thought.’ Facilitator

‘I’ve been in touch with the parents of some of the programme children and it seems as if they are impressed with the programme.’ Teacher

‘I saw Improvement in conflict resolution among the children. They come & complained instead of fighting it out. I also saw improvement in the parents’ involvement with their children.’ Teacher

‘I’ve learned to sit and listen to my children. Talk back to him and have a conversation with him. We don’t listen to them. When dem come to tell us something, we rush them and sen them one side to sit down. And I realise it’s working well for me instead of shouting at them. He start to come out of his shell and we are having conversations now. He don’t hide anything from mi now.’ Parent

‘First time I used to get call from the teacher dem at school. Him talk very much in class. But since he come here, I’m not getting any call from teacher and everything is kinda OK with him now. The teacher tell mi he’s picking up very fast now. And I’m communicating better with my son now.’ Parent

Get the parents more involved by helping them to understand the goal of the programme because a lot of them don't know how to solve problems in a peaceful way, so it's natural that they tend to counter what the programme is teaching the children. They need to learn resiliency themselves. This however will be very challenging because they always have excuses why they cannot attend parent workshops. If some of them can visit the programme and see it in action, maybe that will help to get them on board and maybe more supportive.' Teacher

'I see improvement in my Patience since coming to the parent workshop – and my communication with my child has improved.' Parent

'It takes a lot of understanding to understand my daughter more. I am now having conversations with her. We can talk through problems she is facing. It's a great programme and I appreciate it and hope she could continue with it.' Parent

You have to have time and patience and a lot of communication with your children. I never used to listen to my daughter because I always used to get negativity from her. But now, I can sit down and talk with her for the whole day. I learn from her and when I come here into the workshop they teach us how to pray with our kids. You have to do activities with them also. Cut down on the TV and games and have group talks like this with them. That is what I do with my 4 kids since coming to the parent workshop. They teach us a lot. You have to be their friend and listen to them for them to feel comfortable and to tell you a lot of things. A lot of kids don't talk to their parents. Sometimes tings a gwaan inna dem head and you don't know. I learn from her and I learn from the workshop. I think it's a very very good programme.' Parent



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 69% of children saying that their parents discipline them in a non-violent way; while 22% admitted that their parents inflicted harm while beating them; and 9% confessed that their parents shout and curse expletives at them (Fig.21).

Fig. 21 Programme Centres by Children’s Perception of Parent’s Mode of Discipline

		Programme Centres		Total %
		Falmouth Centre %	Montego Bay Centre %	
Children’s perception of parents’ mode of discipline	Non-violent- talks/beats/removes privilege	91	52	69
	Beats & inflicts harm	9	32	22
	Shouts/curses/ threatens	0	16	9
Total		100	100	100

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 try to be less angry with my son because I have a very angry temper. When you alone have to tek care of dem, father just relax and just scotch free; sometime the anger weh inna yuh, mi wi tek out it pan my son. So since coming here mi try to control mi anger more wid him and me and him talk more and we watch shows together more now.’ Parent

‘Better anger management with my daughter is what I’m taking away from these workshops. Sometimes she mek mi rush her still yuh know but at other times she will hear what mi she. She will get on in her school work and mi like that and mi will check her book and ask her about her homework. The workshop help me to communicate better with her as a father. This programme help me to be a better father to my children. Not because you are a parent you have to bully yuh youth dem. Is just to try hug dem each time.’ Parent

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

The baseline data revealed 11% of parents are not involved in helping their children with their homework. 76% of the children admitting that their parents and/or caregivers help them with their homework (Fig.22). 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.

Fig. 22 Programme Centres by Parental Involvement in Monitoring Homework

		Programme Centres		Total %
		Falmouth Centre %	Montego Bay Centre %	
Children whose parents/caregivers help with homework	Yes	82	71	76
	No	5	16	11
	Sometimes	13	13	13
Total		100	100	100

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 came to the workshops learnt the importance of more involvement in their children’s life including supervising homework and school work in general.**

‘De workshop teach me about helping with homework. If he don’t understand anything his mother and me will try to help him.’ Grandparent

‘Since the programme, I am seeing that a parent will help with homework; more interest and participation from the parents; and some spill over in parents’ interest from parent workshop.’ Teacher

‘My father goes up in the tree to fix the light just so I can see to do my homework.’ Child

'How the workshops are done is important. You have to understand these parents, where they are coming from: their socioeconomic background, to their intellect etc. the sessions were conducted at their comfort level, not too upper...to intimidate them. It shouldn't be a lecture. We played games, they got prizes. Other facilitators were invited to talk to them or to open in devotion; being creative; being flexible; have the parents actively involved in every aspect of the session, open discussion; have them lead/suggest choruses at devotions; icebreakers. Sometimes when you started the discussion, you sat there and they were leading the discussions, talking it out and sharing and learning from each other. They were having a conversation. It turned into a group therapy session of sharing.' Facilitator

'I found that the personal phone call was the most effective method of engaging the parents and getting them to come out to the parent workshops and other functions. It made them feel that they could always depend on/listen out for my call.' Facilitator

'The end of year ceremony was well supported by parents some of whom never attended any of the parent workshops. We were happy to meet them.'
Facilitator

'Some of us parents don't know how to speak to our kids; and some of our children try to rule us parents. Being here, speaking with the Family counsellor, and learning from other parents.' Parent

'They also sought counsel on a private, one-on-one basis most times after the workshops' Facilitator

'Although there were parents from several communities with tension between them, the parents showed no signs of animosity among themselves.' Facilitator

'This is what I liked with the parents that came, they were open and honest. No one sugar coated their child's behaviour. They were frustrated and took it out on the children and we suggested alternative methods of discipline; we helped them to step back and view the situation from a different angle; to look at how they were brought up; encouraged them to show an interest in what their child was doing; to play and laugh with their children; and they embraced the dialogue and said they would go home and try.' Facilitator



‘Some other facilitators were invited to address the parents at the workshops which gave us a chance to interface with the parents. I saw improvements in the parents as well. Each time they came to the workshop, they were more open and relaxed to share. We are building resiliency in the parents as well because some of them don’t know how to manage their own anger.’ Facilitator

‘For some of the parents, every day is a busy day for them. And these are some of the main ones that you wanted to see. Three of us facilitators tried calling them. Most of them are just not interested...maybe they are tired to get calls about their children or maybe they have given up. And when you check at the schools, they are the ones who are not going to the schools either. These children are left on their own so they have this adult life outside and now you come and put me in a uniform – this is the attitude that the children come with.’ 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. 23 below shows 59% of students were referred for *-‘requires additional reading support’*; while 54% were referred for poor performance (Fig. 24); and 22% were already taking part in literacy/extra lessons activities after school (Fig.18).

Fig.23 Programme Centres by Number of Children Referred as Requiring Additional Reading Support

		Programme Centres		Total %
		Falmouth Centre %	Montego Bay Centre %	
		Children referred as requiring additional reading support	Yes	
	No	48	34	41
Total		100	100	100

Fig.24 Programme Centres by Number of Children Referred for Poor Performance

		Programme Centres		Total %
		Falmouth Centre %	Montego Bay Centre %	
		Children referred for performing poorly	Yes	
	No	61	35	46
Total		100	100	100

Fig.18 Programme Centres by Number of Children Involved in After School Programmes				
		Programme Centres		Total
		Falmouth Centre	Montego Bay Centre	
		%	%	%
Number of children involved in after school programmes	Yes-Sport	17	35	28
	Yes-Club	0	13	7
	Yes-Academic/Extra lessons	9	16	13
	No	74	36	52
Total		100	100	100

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 (the Grade 4 Literacy test). At Falmouth, 22% of the children were found to be reading at Grade 2 level and below; 17% at Grade 3; and 30% at Grades 4 and 5 (Fig.25). At Montego Bay, 55% read at Grade 2 level and below; 16% at Grades 3 and 4; and 13% at Grade 5 (Fig.25).

In summary, the vast majority of all children referred are reading below their grade level: 73% at Falmouth and 87% at Montego Bay (Fig. 25).

Fig.25 Programme Centres by Literacy Grade Levels at Entry				
		Programme Centres		Total
		Falmouth Centre	Montego Bay Centre	
		%	%	%
Children's Literacy levels at entry	Grade 1 Level	13	39	28
	Grade 2 Level	10	16	13
	Grade 3 Level	17	16	17
	Grade 4 Level	30	16	22
	Grade 5 Level	30	13	20
Total		100	100	100

The Pre-Test baseline data shows 4% of children scoring below 50% and 15% attaining a mid-range Grade 'C' (Fig.26).

Fig. 26 Programme Centres by Literacy Pre-test Performance				
		Programme Centres		Total
		Falmouth Centre	Montego Bay Centre	
		%	%	%
Child's Literacy Pre-Test	A:80-100%	65	23	41
	B: 65-79%	22	23	22
	C:50-64%	9	19	15
	U:0-35%	0	6	4
	Absent	4	29	18
Total		100	100	100

Several techniques were used at the programme to stimulate the children in Literacy including Card games to spell words, reading, ring games, school challenge quiz and helping children with their homework. In Montego Bay, Literacy was also taught through the use of computers which helped to increase the children's interest in the subject. Computer basics was taught as part of the process.

At the end of the school year in June, the same grade level test and the Grade 4 Literacy test were given to the children to assess their progress. The sample below (Fig. 27) shows the **marked**

improvement of some children from Grade level 1 to 4 while others improved by one and two grade levels. The sample below (Fig. 28) also shows the **significant improvement of some children from a 'C' to a 'B' and a 'U' to a 'B' in one child.**

Fig. 27 Programme Centres by Sample of Children's Progress in Literacy Grade Level

Child	Child's Entry Reading Grade Level	Child's Exit Reading Grade Level
A B	5	5
A B	1	4
D H	5	5
D W	5	5
D T	1	3
J P	1	1
J R	3	5
K L	5	5
L M	5	5
L S	4	5
M C	4	5
M R	1	2
M R	2	3
O W	5	5
O D	1	2
O P	4	5
O L	4	5
R P	5	5
R G	3	3
S C	3	4
T B	1	4

Fig. 28 Programme Centres by Sample of Children's Pre & Post Literacy Tests

Child	Child's Literacy Pre-Test	Child's Literacy Post-Test
A B	A:80-100%	A:80-100%
A B	B: 65-79%	B: 65-79%
D W	A:80-100%	A:80-100%
D T	C:50-64%	B: 65-79%
E H	B: 65-79%	A:80-100%
J R	A:80-100%	A:80-100%
K L	A:80-100%	A:80-100%
L M	C:50-64%	A:80-100%
L S	A:80-100%	A:80-100%
M R	A:80-100%	A:80-100%
M R	C:50-64%	B: 65-79%
O W	A:80-100%	A:80-100%
O P	A:80-100%	A:80-100%
O L	A:80-100%	A:80-100%
R P	A:80-100%	A:80-100%
R W	U:0-35%	B: 65-79%
R G	A:80-100%	A:80-100%
S C	A:80-100%	A:80-100%
T B	C:50-64%	A:80-100%

'They help us with our homework and treat us nice.' Child

'Mi improve in my reading. My grades improve. Mi get 90% in my spelling.' Child



'My son was backward and since coming here he improved in his reading. He just don't like tek up im book but I tell him see God help yuh and since yuh coming here yuh improve so keep doing your best.' Parent

'Mi only get one daughter and she developing in her reading and attend to her books more and mi know seh a di programme a push her wid it so I'm very grateful to di programme.' Parent

'I see my classmate who is also in the Programme, behaving better. Like she was a slow learner and she is doing better in class. She only got about two wrong in a test today. She's doing her work all by herself now.' Child

'My grandson is very shy to ask for help with his reading. He don't fight but just de likkle reading 'im need fi kechup on. His reading and self confidence has improved.' Parent

'I have seen great improvement in the literacy of some children. One boy for example could not identify and write his name when he came to the programme. By the end of the year, he was able to write his name without help.' Facilitator



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

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

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 am now motivated and always striving for excellence,' Child

'We learned slavery and how to make molasses on the prize trip to the sugar plantation.' Child

'We use debating as a method of helping them to express themselves. This helps the facilitators understand their strengths and weaknesses eg their punctuation, spelling, pronunciation etc. and help them to improve in these areas. In 'Finding the person you are' 'Who am I?' the children had to debate/express what the best version of themselves can be. Verbally expressing themselves about themselves helped them a lot.' Facilitator

'We have spelling competitions in literacy. There is an improvement in their love for learning and reading because first time they would complain – 'Why do we have to do reading?' – because they wanted to play sports or music etc, but they've stopped complaining.' Facilitator

'They have developed a love for learning also which is why they are more quite in the classroom. So they are paying attention in class. Also, they complete their work neatly and on time in order to go to the programme in the evenings. They look forward to going to the programme so they do what is expected of them. These students are slow learners so there might not be a great improvement in their grades but the effort is there and they are participating more in class now.' Facilitator



'Mi do cricket and football at school since coming to the programme.' Child
'First time the boys in the programme used to say they're not doing any schoolwork in class and now, when the teacher gives classwork, they stand up and encourage the other children to listen and do their work. These were the same boys who were behaving very badly in class like cursing bad word after the teacher every day.' Child

'I used to bawl out in class and talk while the teacher is talking but I stop now because they tell us in the programme that if I listen in class I will be able to answer all the questions on a test and be able to pass and go to a good school. Aunty taught me that manners take you through life.' Child

'The programme helps us to try to write when you can't.' Child

'I have seen some improvement in the programme children: showing respect to others; managing their conflicts; more interest in completing their class work; completing their homework.' Teacher

**'WELCOME TO THE
CHILD RESILIENCY PROGRAMME
WHERE WE SOAR LIKE EAGLES
DEVELOP POSITIVE CHARACTERISTICS
FOR ACADEMIC EXCELLENCE.'** Falmouth centre



COMMUNITY 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 them. Both teachers and police/soldiers tied at 26% each; and active community members at 22% (Fig. 29). In addition, 87% of the children felt that their teachers cared/looked out for them (Fig. 30).

Fig. 29 Programme Centres by Children's Perception of Role Models in their Communities

		Programme Centres		Total %
		Falmouth Centre %	Montego Bay Centre %	
Children's role models in their communities	Teacher	35	20	26
	Legal practitioner	0	3	2
	Police/Soldier	35	19	26
	Pastor	9	16	13
	Medical practitioner	0	3	2
	Kind/helpful person in Community	17	26	22
	No one	4	10	7
	No response	0	3	2
Total		100	100	100

Fig. 30 Programme Centres by Children's Perception of their Teachers' Care				
		Programme Centres		Total %
		Falmouth Centre %	Montego Bay Centre %	
Children who think their teachers care/look out for them	Yes	96	81	87
	No	4	16	11
	Sometimes	0	3	2
Total		100	100	100

The baseline data also shows that for the most part, the children's vocational goal was influenced by their role models. 40% said they wanted to be a police officer or a soldier when they grew up; 15% wanted to be a teacher; and 17% a medical practitioner (Fig.31).

Fig. 31 Programme Centres by Children's Vocational Goal				
		Programme Centres		Total %
		Falmouth Centre %	Montego Bay Centre %	
Children's Vocational goals	Police/Soldier	41	44	41
	Don't know	0	3	2
	Scientist	0	6	4
	Medical practitioner	17	16	17
	Teacher	17	13	15
	Legal professional	4	3	3
	Aviation industry	4	0	2
	Sports Professional	0	6	3
	Other	8	6	7
	Performing Artiste	9	3	6
	Total		100	100

By the end of the school year in June, 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.**

'The aunties and uncles help us to learn, to read a lot, help to build our vocabulary and give us nice/fun activities; and help us to believe we can become someone we dream.'
Child

'We look up the aunties and aunties at the programme. They are our role models.' Child

'Aunty/ uncle (Police Officers) watches over us and takes away illegal stuff from us like scissors, pens and pencils that some use to stab after one another. Toy guns can still damage you. They put stone or pencil in it and pull the trigger.' Child

'It happened that one of the schools where I assess student teachers is one of the feeder schools and when I went there, the programme children run and drag me to meet their grade 5 teacher.' Facilitator



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, focus group discussions with children, guidance counselors, grade 5 teachers, parents and facilitators revealed that there was significant community inclusion at both centres. The facilitators were from the surrounding communities which included some teachers and guidance counselors at the feeder schools; and police officers from the Community Safety and Security Branch (CSSB) of the Jamaica Constabulary Force (JCF). This fostered a deep bond and continuity between the children and their communities. Some of the children could transfer the loving and caring attitude they were exposed to at the programme to their teachers/facilitators at school

In addition, there was a symbiotic relationship between the programme and the CSSB and the teachers' college in that, through working at the programme, the police officers and teacher trainers were exposed to the dire needs of the children in the community which strengthened their conviction to address issues of violence in their communities.

There was a sense of community cohesiveness at both centres. The Sam Sharpe Teachers' College is well known in Montego Bay, and most of the teachers in the feeder schools are past students of the college. This created an excellent background for further bonding between the programme and its feeder schools. Similarly in Falmouth, the neighbouring fishing village, the hotels etc. were engaged and in exposing the children. They (including extended members of the CSSB) were often invited to give talks and do activities with the children. The Falmouth CSSB department even attended the end of year ceremony.



'On my rounds in the communities, as a police officer, I will pass through the feeder schools to foster the relationship between the community and the programme.' Facilitator

'With this programme, the police will be better able to partner and foster greater trust, confidence and relationships in the communities even across political and other borders. Hopefully, this will break down the barriers of tension. One parent said she never knew police officers would be a part of a programme like this which is good for the JCF because it helps the JCF to foster better relationships in the communities.' Facilitator

'Other community members' involvement with programme: persons from the fishing village have given talks to the children about the pros & cons of fishing as a way of life; the craft market person gave talks and help with art & craft and other creative arts.' Facilitator

'As School Resource Officer (SRO) of the police force in Falmouth, we do talks in all the schools in the area; mediation; counselling; big brother/sister programmes. Our core function is to be involved daily in the schools. Our relationship with the schools has been great over the years. We often have other members of the CSSB coming to give the programme children motivational talksor volunteering at the programme during the school year. In fact the entire CSSB team attended the graduation ceremony of the programme in June.' Facilitator

'The programme definitely has a symbiotic relationship in the Granville community where Sam Sharpe is located: community music sessions; the food and transportation for the programme came from persons in the community; two of our workers are from the community who see the children on the road outside of programme hours and interface socially with their parents; even the police officer who is a facilitator, when the children sees her on the road, they call to her' Facilitator





'In Montego Bay, we have a good relationship with the guidance counsellors and the teachers in the feeder schools because most of them were students at the college and they know some of the facilitators who work at the college. Now that the teachers have seen the positive result of participating in the programme, it will encourage them to help the programme children more.' Facilitator

'At the college, we have a community music programme on a Saturday (4-6) and Sunday (3-5) and some of the programme children (up to 7 of them) come to play the wide variety of instruments we have.' Facilitator

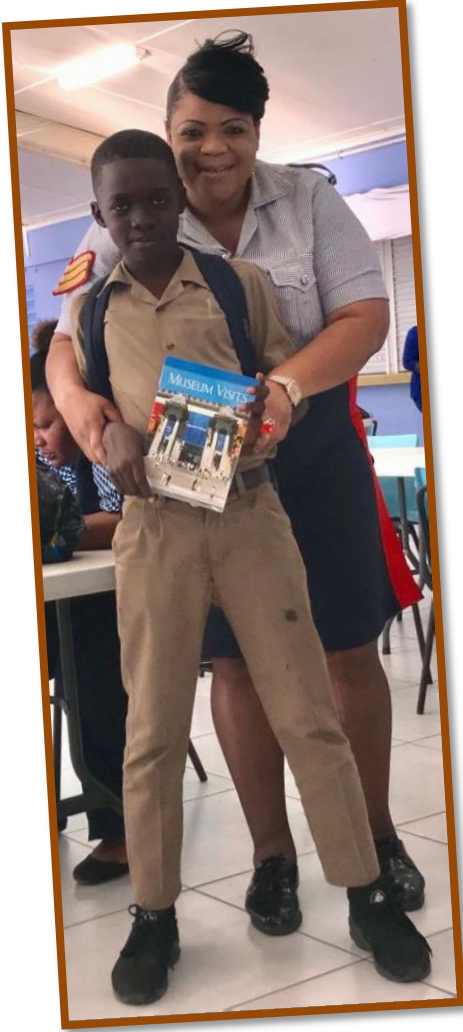


The CRP has succeeded in increasing networks and partnerships since its inception and this year, it continued to benefit greatly from the strengthened partnership with the Joan Duncan Foundation, the Tourist Board and the American Friends of Jamaica. It continues to appreciate the invaluable contributions of other stakeholders, church members, private organisations and clubs: Sun Island T-shirts, Rosehall Great House, the Falmouth Port, 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 3-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.



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.



‘We love the food at the programme.’ Child
‘They love the food and variety – some want pasta some want veg.’ Facilitator



TEACHER TRAINING & 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 awareness and bonding took place in Montego Bay between the programme and the feeder schools; while there was further strengthening of the programme in Falmouth with its feeder schools.

In addition, the teacher training workshop for the Montego Bay teachers not only sensitized them to the CRP, but helped them in to manage bullying and behavioural challenges in the classrooms including identifying early warning signs of physical and sexual abuse and risk for violence.

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.



'With the problem of crime that we have in Jamaica, this Programme is one way to tackle it from early because with some of these children, if we don't address their inability to solve problems peacefully they will grow up and contribute to the negative statistics in Jamaica. So my hope is that the seeds planted by the programme now will make a difference in the children in the future. It will show up when they are in high school and the high school teachers will reap the benefits from having well-adjusted children/adults. We won't see all the impact of the programme now.' Teacher

'I appreciate the support from the programme. Jamaica needs something like this. I wish it were in every school in the island to correct the behaviour of these 'at risk' children.' Teacher

'Some of the school teachers are crying out for support to handle the children...some teachers don't feel equipped. They are at their wits end and are very happy for a programme like CRP.' Facilitator

'When they come to school in the morning, they are already stressed and disturbed. Those children can't learn. It's difficult for me as their teacher. I'm not equipped. Something deep is happening to them and if we don't do something, we're going to lose them. My students can read but they're distracted. One boy just puts his head on the desk with an angry look on his face. I welcome the help from the Programme.' Teacher

'The children are very interested to go to the programme. Sometimes when the bus does not show up, they will wait, even if I say let us put out it off for today, they would say no. But the problem is in the home. We have to try in that area' Teacher

'I as the guidance counsellor call on the facilitator (Police Officer) at the programme to intervene with a programme child who was experiencing abuse at home. I can call them anytime I have a problem with a programme child at school.' Facilitator

'My concern is continuity in the schools after the children leave the programme. I would like to start a club in the school as an offshoot of the programme and let the programme children be leaders of the club; let them perform the music pieces with the musical instruments at school; let them do other things: drama, dance; invite the aunties & uncles to give talks to the children.' Teacher



‘Generally, with poor attendance at the programme and the resultant low contact hours along with the abusive situation in the home, this affects the rate of improvement of the children. And the parents don’t want the help. Another one’s mother is very sick and this makes him angry and he takes it out on the other children.’ Teacher

FACILITATORS’ FEEDBACK

Both centres had team members who worked well together; and the operation of the centres went well including close, on-going partnerships with the CSSB which added strong security to the operational and programmatic checklist

The CRP also recognizes management of the Falmouth All Age School and the Sam Sharpe Teachers’ College who willingly hosted the programme for its intervention in Trelawney and Montego Bay respectively.

As part of team building, motivation and rejuvenation, CRP treated the Falmouth team to an afternoon meal and drinks at their favourite restaurant in April 2018. They greatly appreciated the initiative and the mission was accomplished.



'The value of the academics is that the parents are more likely to send their children if they know that they will get help with their homework which follows the MOE curriculum. Although poor academic performance is one reason children are sent to the programme, if the parents do not see changes in the school report by the end of the first term, they are quick to pull their children and send them to extra lessons especially since these grade 5 children will be taking the PEP in grade 6.' Facilitator

'We, the facilitators at the MoBay centre benefitted greatly from the programme because it exposed us to what some of our primary children are currently facing and, by extension, what the teachers are facing in the schools. We as teacher trainers had no idea what to expect.' Facilitator

'The programme has to maintain a presence in the schools and develop a close, symbiotic relationship with the schools which hopefully will filter to the parents. CRP has to be represented at grade 5 parent meetings to sensitise them to the programme from early in the Christmas term.' Facilitator

'Majority of the parents are financially embarrassed and can't afford the taxi fare to come to parent workshop. Some of them may also feel threatened because they are not learned. They feel they'll be asked to do things they are not able to do. We have to go back to the drawing board to determine how best to attract them.' Facilitator

'The programme builds resilience in the facilitators as well. The facilitators who are teacher educators, we try to teach the trainee teachers the reality of the classroom and the year's experience at the programme showed us the reality of the modern day classroom and the real-life challenges that teachers and our own students that we have to assess are facing in the classrooms. It has helped us in our profession as teacher educators.' Facilitator

'I would like to see a structured session which includes the class teachers of the students like we do with the parents because they are huge influencers of the children as well. Maybe termly meetings? Get the teachers' vested interest.' Facilitator

'There were 3 children identified in Montego Bay as needing further intervention. Parents were contacted and suggestions made.' Facilitator

'I would love to have a meeting with all the GCs and G5/4 teachers at the beginning of the year to hear from them, their challenges and for us to sensitise and build up a bond and partnership with them going forward. And come up with a game plan for the year ahead.' Facilitator





'I have learnt patience in dealing with the programme children. The problem that most of these children are having is from the home. Oftentimes they are left on their own because the parents are out working or otherwise till late at night. So when he goes home and doesn't see anybody he tends to go out on the street and stays with his friends and goes to dance with them etc. I talk to him but I can't blame him because he wants company, he's going to go where his friends are going.' Facilitator

'I would love for the CRP to be implemented in high schools because as soon as the children reach the high school, peer pressure and other influences impact their behaviour. My dream is to see the CRP in the high schools which will impact Jamaica in a positive way moving forward.' Facilitator



CHALLENGES FACED

The year under review saw some transportation 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** and the consequent State of Emergency in Montego Bay
- **Children reaching home late: no homework done.** Some parents pulled their children because they were reaching home too late to do their homework.
- **Water lock** off in Falmouth
- **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.

RECOMMENDATIONS

&

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)
- 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. They require on-going training and support themselves. Make the lyme enjoyed by the facilitators this year, an annual event.
- 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.
- 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.

CONCLUDING COMMENTS

The Child Resiliency Programme provides a safe haven for primary school children at risk for violence, exploitation, abuse and neglect: to discover their childhood and experience a loving and caring environment they never realized they needed; where they are emotionally, psychologically and socially nourished into finding their voice of resiliency, a voice that hopefully, will impact their families, communities and the nation.

With the children's significant improvement in self-esteem and pro-social behaviours; increased love for learning and reading; and protection from violence and abuse, the Child Resiliency Programme has indeed met its objective of long-term and far-reaching impact.

