



# CHILD RESILIENCY PROGRAMME OF THE VIOLENCE PREVENTION ALLIANCE



KINGSTON YMCA & BOYS TOWN ANNUAL  
EVALUATION REPORT 2018-2019

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## Message from The Founder and Programme Director



The Child Resiliency Programme (CRP) was birthed in 2006 at the Hope United Church, out of a passion for the positive development of disadvantaged pre and young adolescents. Since 2014, under the umbrella of the Violence Prevention Alliance (VPA), it has grown to four centres supporting 220 children at risk per year.

CRP is a collaborative effort between schools, community organizations, churches, families and health services to build a broad network of protection for our youths. It is an after-school programme that integrates sports; cultural arts; and social and academic support as tools to affect change.

“Caring relationships, high expectations and meaningful participation in the home, school and community, prevent adolescents from becoming involved in multiple high-risk behaviour.”

2018-2019 began with 120 children surveyed, using our newly developed Child and Youth Resiliency Measure (CYRM), modified to suit our Jamaican context.

This innovative endeavour is showing great promise for building resilience in children and offering protection against violence. We are excited to share the results for this academic year.

Dr. Kim Scott  
Programme Director  
Child Resiliency Programme

**Resiliency:** 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 the children referred by offering protection against violence, abuse and neglect.



## INTRODUCTION

The **objective** of this **Annual Evaluation** is to assess the **IMPACT** of the Programme’s intervention in the year under review (2018-2019).

### Our Theory of Change

The CRP assumes that structured, after-school programmes for behavior change in children identified as ‘at risk’ for violence will be most successful **IF**

**Children** are:

- **Engaged in educational activities;**
- Supported to **strengthen their coping mechanisms and life skills** through sporting and cultural activities **delivered by caring, consistent adult mentors;**
- Receive **nutritional support;**
- Parents are supported to become better, **more involved parents;** and
- **Teachers are trained to refer and better cope** with these behaviorally challenged children.

**IF** children, parents and teachers are supported by the **arms of the Programme** (Fig.1), **AND** community cohesiveness is fostered, **THEN children participating in the program will display an increase in resilient attributes, coping mechanisms and life skills and in turn, be better protected from violence, exploitation and abuse.**

### What we do

Through international funding from UK organization Comic Relief; and support from the Joan Duncan Foundation of the Jamaica Money Market Brokers (JMMB) and other small private donors, the CRP of the VPA

partners with two non-profit organizations: Boys’ Town and Kingston YMCA (KYMCA),

**Fig.1 Arms of Child Resiliency Programme**

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

to identify and build resiliency in a cohort of 120 pre and young adolescents per year, ages 9-11 years, who are ‘at risk’ for violence, exploitation, abuse and neglect; while continuing to strengthen the centres’ capacity for long term impact. One hundred and twenty (120) children were referred from feeder schools in these communities to both centres.



**“Hug a child!”**

## CRP MODEL

The CRP was delivered after school, three times per week at two centres: KYMCA and Boys' Town, from 3:00 p.m. to 5:00 p.m. The activities offered were rotated among 6 'houses'.

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

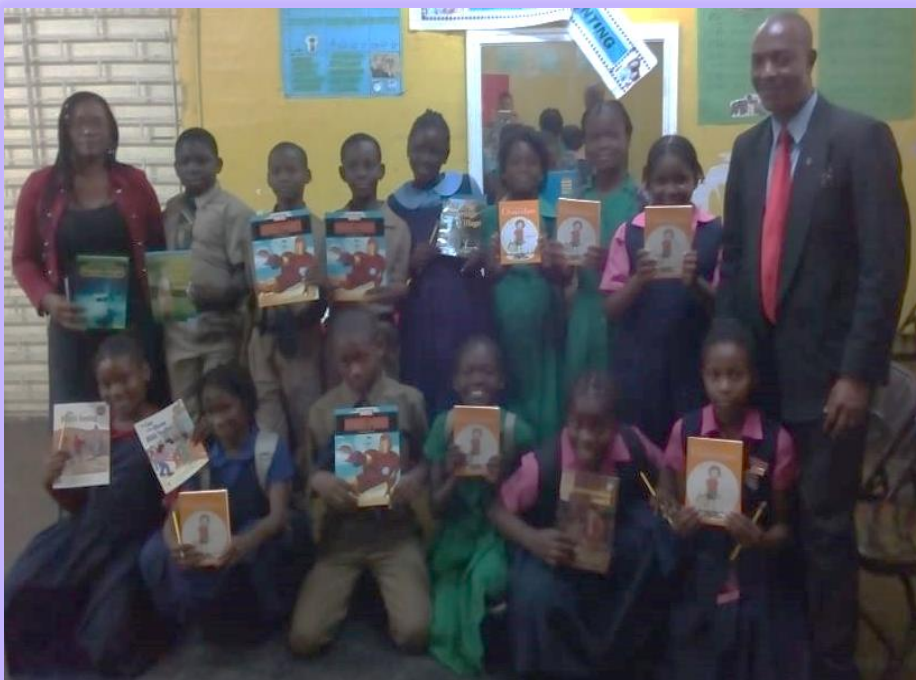
The prize field trip venue for the year under review was Castleton Gardens, St. Mary.

**“We've seen increases in the self-esteem & confidence of the children.”**  
Facilitator

ACTIVITIES PER CENTRE	
BOYS' TOWN	KINGSTON YMCA
<b>Meet:</b> Mondays, Tuesdays and Thursdays 3:00-5:00 pm	<b>Meet:</b> Mondays, Tuesdays and Wednesdays 3:00-5:00 pm
Literacy	Literacy
Circle Time	Circle Time
Art & Craft	Art & Craft
Literacy through Computer	Literacy through Computer
Football	Karate
Dancing	Dancing
Boxing	Drumming
	Swimming
<b>Parent Workshops:</b> last Wednesday of every month <b>Family Counselling &amp; Home Visits</b>	
<b>Teacher Training:</b> Biennial	
<b>Life Skills Training Thematic Approach:</b> Weekly life skills themes are used to guide the content of activities <b>Nutritional Support:</b> a meal is served every day	
<b>Annual Sports Day &amp; Mini Sports Competitions;</b> <b>Fun Day; End of term Field Trips;</b> End-of-term <b>Prize Giving &amp; Awards Ceremonies &amp; Concerts</b>	
<b>Reward &amp; Recognition Programme:</b> 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; <b>12 Individual Behavioural Prizes awarded every 5 weeks at each centre</b>	
<a href="http://www.childresiliency.org">www.childresiliency.org</a>	



**“My grand-daughter show me di star chart and how many stars she have beside har name. She tell mi which house she in, and dat she hope seh har ‘house get fi go pan de field trip. She get mi involve”  
Grandparent**



**“Most mornings, we hear everything that happens at the Programme the evening before: how many stars the children got, which house was ahead, who made them lose points ...everything. It motivates them.”  
Teacher**

## WHAT WE MEASURED

The analytical framework (Fig. 13) to assess where changes ought to take place, is outlined in CRPs Outcomes and Indicators (Fig.3)

Data was therefore collected to measure the following according to the Programme's Outcomes:

- The children's **level of aggression and exposure to violence.**
- **Protective factors/ level of the children's resilience**

### What data was collected and how?

Quantitative and qualitative baseline and post data were collected from 4 credible and reliable primary sources (children, parents, teachers and facilitators) using questionnaires, focus group discussions, interviews and observations as well as Literacy tests and referral information from feeder schools.

Pre-data was collected in October/November 2018 from 120 children (60 from each centre),

with 61% boys and 39% girls (Fig.2). Post-data was collected in May/June 2019 from 120 children, samples of parents, teachers and facilitators.

The Child and Youth Resiliency Measure (CYRM), a questionnaire of 26 statements, was implemented at the beginning of the school year in October/November 2018 and administered again in May/June 2019 along with other tools, to assess the overall change in the children.

All tools were administered by trained personnel to ensure confidentiality and to prevent re-traumatisation of children. The data was stored in the Statistical Package for the Social Sciences (SPSS) for analysis.

### Sample by Gender

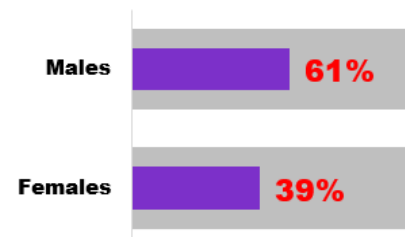


Figure 13: **Analytical Framework Measuring Change**



**Fig.3 OVERALL OUTCOME**  
**Greater Protection from and Prevention of**  
**Violence, Exploitation and Abuse by:**

**1 Strengthening resilient**  
**attributes, coping mechanisms,**  
**and life skills in project children**

**Indicators:**

- Extent to which children demonstrate an **increase in resilient attributes and pro-social behaviours.**
- # /percentage of children who report that they have an **adult** from the programme **who cares and to talk to for support**
- # of children **engaged in life skills training** through sports and cultural arts
- Extent to which children feel comfortable and **supported to express their emotions of grief, anger, sadness/depression.**

**2. Increased engagement in educational activities**

**Indicators:**

- Percentage of children showing an **increase in literacy by one grade level**
- Extent to which children demonstrate an **increased love for learning and reading.**
- Percentage of children showing a **positive attitude towards school.**

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

**Indicators:**

- # of **community representatives** who are a **part of the CRP model.**
- Extent to which **community members are involved in the programme**, cohesive community activities designed to effectively address the issue of community violence.

**3. Increase in positive**  
**parental involvement,**  
**communication and appropriate**  
**discipline**

**Indicators:**

- # of parents trained and reporting an **increase in knowledge of appropriate discipline** (not corporal punishment) and the prevention of physical abuse
- # of parents trained and reporting an **improvement in communication** with their children.
- Level of **parental involvement:** general monitoring and supervising homework, attending parent workshops, PTA etc.



## KEY FINDINGS

### 1 Background: Measure of the level of exposure to aggression and violence.

To understand how likely the children are to engage in aggression and violence, CRP explored their exposure to violence in their community and the level of their protection against the RISK for such behaviour.

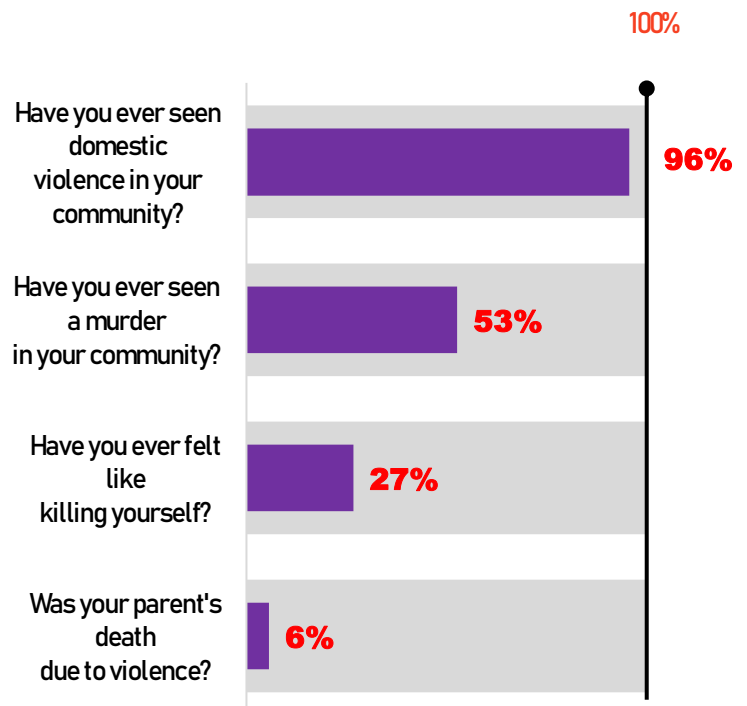
The baseline data showed that the children experienced high exposure to violence in that 96% of the children witnessed domestic violence daily and 53% saw at least one murder in their community (Fig.4).

**“Something is attracting them. They want to be at the programme. The extra love and attention has definitely made an impact on them.”**

**Facilitator**



Fig.4 **Student exposure: domestic violence and murder rank in the top two occurrences**

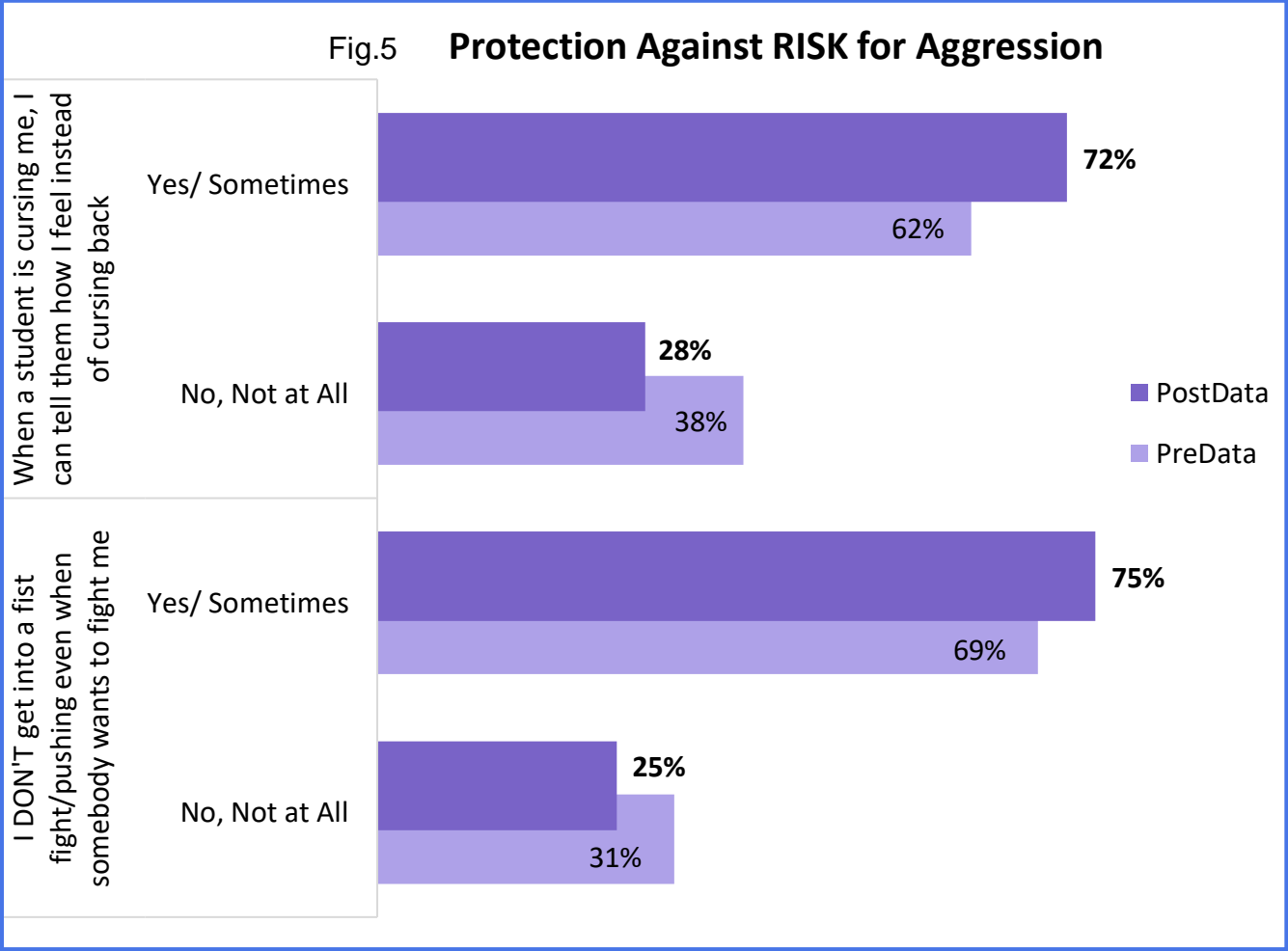


**“For some children, the programme is an oasis in helping them forget (and in most cases deal with) their problems. Whatever they’re going through, they’re able to channel it through the positive programme activities.”**

**Guidance Counsellor**

The children entered the programme with high levels of aggression: 38% saying that they could not resist cursing; and 31% could not resist fighting (Fig.5).

However, 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 improvement in anger management and conflict resolution among the children: 82% children said they were able to resist hurting themselves and others sometimes or all the time, if someone troubled them; 88% children reported they were not bullied at school or at the programme sometimes or all the time; 72% said they did not have to curse back all the time; and 75% said they did not have to fight back all the time (Fig.5).



**“He’s been improving in his schoolwork and him still fight but not so often ‘cause him learning to control him temper.”**  
**Parent**



**“There’s this child who came to the programme with no behaviour. His teachers didn’t know what to do with him. His parents showed no interest in him. Yet, he’s become so involved and helpful at the programme, getting awards and being asked to give out awards at the programme leaving ceremony for example.”  
Facilitator**



**“I feel safe at the programme”  
Child**

**“My son had dis loudness and anger ‘bout him and him learn to control di anger now.”  
Parent**

## 2 Child Selection

The children’s high level of exposure to violence and aggression contributed to the reasons they were selected for the 2018-2019 cohort. The Baseline Survey indicated that the top reasons for referring the students from their feeder schools included:

88% for performing poorly and requiring reading support; and 48% for inappropriate behaviour (Fig.6).

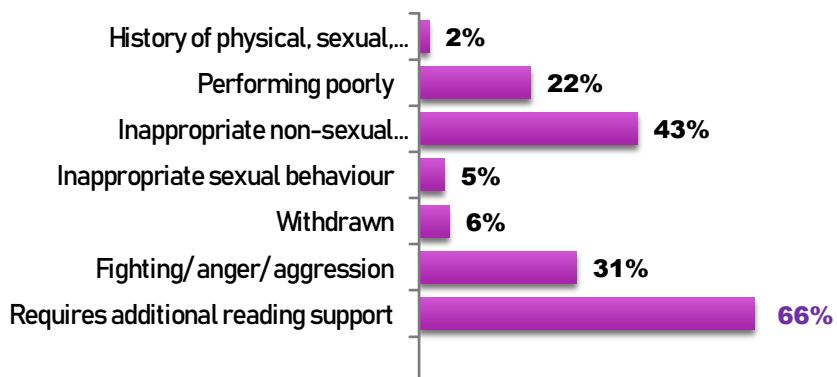
### Attendance

An average of 45 and 50 (out of 60) children attended the KYMCA and Boys Town Centres respectively on a regular basis, with 15 (KYMCA) and 10 (Boys Town) attending less regularly at both centres.

Fig.6

### Top Reasons Schools Referred Students:

**88% for reading support & poor performance**  
**48% for inappropriate behaviour 31% for aggression**



**“I see improvement in some of them. They’re making the effort to stick to what they learn at the programme such as conflict resolution and anger management, instead of getting into a fight.”**  
**Guidance Counsellor**

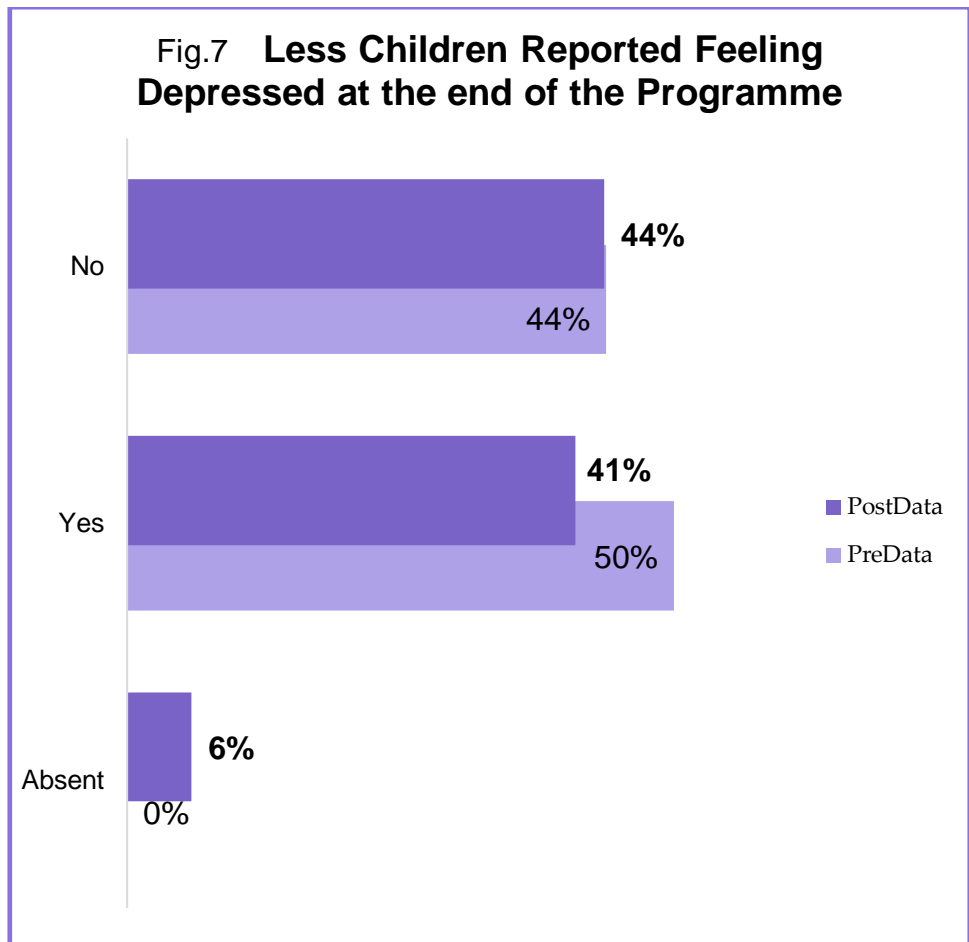
**“De programme is doing him good. If something don’t interest him, him nah go, but him cyan wait till Monday fi go a de programme.”**  
**Parent**

### 3 Life Skills Training to Impact Behaviour Change

The children took part in a wide variety of activities to stimulate resilient attributes and pro-social behaviours. Each activity re-inforced the weekly themes of the Life Skills Training such as Conflict Resolution, Teamwork, Problem Solving.

In addition to the 48% of children entering the programme for inappropriate behaviour and 31% for aggression (Fig.6), the baseline showed 50% of students felt depressed at registration.

By the end of the school year, less children reported feeling depressed (41%) (Fig.7)



### Spiritual Development to Reinforce Life Skills

Spiritual Development took place for 15 minutes each afternoon. The children spent some quiet time, sang favourite choruses and read bible passages. Faith in God is seen as a key survival tool.



**Sports to Reinforce Life Skills**

“Sports was used as a powerful tool for engaging these ‘at risk’ children in activities that inspired behaviour change and taught important life skills such as anger management, conflict resolution, team spirit, building self-esteem, decision making and self- discipline.

The children learnt cooperation, trust and how to win and lose gracefully.”

**Dr. Kim Scott, Programme Director**



**Fig.8 More children felt a sense of belonging/togetherness at their schools and after-school programmes**

	Boys Town		YMCA	
	Pre %	Post %	Pre %	Post %
No, Not at All	8.3	4.2	8.1	5.4
Yes/ Sometimes	91.7	95.8	91.9	94.6

“De star charts help motivate dem, Mek dem push more and participate more in everything...boxing, football, dancing... him learn a lot.”  
**Parent**



**“They are less aggressive, and they’ve become friends. They now understand team sports; that it’s not about them, it’s a team effort; it’s not any one person who wins but the entire team wins.”  
Facilitator**



**“Sports Day highlighted resilient attributes and values in the children: obedience, showing respect, handling disappointment, good sportsmanship etc.”  
Facilitator**



**“Is not only food dem serve at the programme, dem do sports. Mi see my daughter do football. Is not just learning alone, dem do other activities too. Me go there and see what dem do. Mi did go a di graduation an see my daughter get her certificate. She was excited that her colour get to go on the trip and it mek me proud of har”  
Parent**



**“De programme helping him wid him anger. It nah go weh bup so, but mi si seh it a tek time likkle likkle a go out of him.”**

**Parent**

**“When they’re finished punching the bag, and relieving their stress and the anger, we talk.”**

**Facilitator**



**“All sports played used the life skills learned. Karate for example, stressed self-control, self-discipline and to refrain from violent behaviour; while football built tenacity, courage and teamwork; all ingredients of a resilient character.”**

**Facilitator**





**“They are now taking part in activities at school. Especially sports. Some of them are now on the school’s sporting teams and they want to enter national competitions.”**

**Teacher**

At the end of the school year in June, focus group discussions and interviews with children, guidance counselors, grade 5 teachers, parents/caregivers and facilitators revealed that **sports easily became a top motivator in building resilient attributes and pro-social practices.** It was an avenue for them to build self-confidence, self-esteem; **encouraged good team spirit and sense of belonging and gave them an avenue to release stress.**

**Circle Time to Reinforce Life Skills Training**

**Circle time gave the children** the tools to figure out their feelings/ emotions; explore alternative ways of responding to challenges; encouraged self-expression; and re-enforced positive behaviour. **Topical issues following weekly life skills themes were discussed using methods such as videos, debates, art and craft, role play, music and games.**



**“Circle time is when we get to speak for ourselves. Our aunts and uncles help us when we are shy to speak up.”**  
**Child**

**Fig.9 93% children said Circle Time helped them to express themselves and feel better about themselves**

By the end of the school year, some children expressed love for circle time where issues, such as anger management, conflict resolution, healthy sexuality problem solving decision making and goal setting were discussed.

	BT		KYMCA	
	Pre %	Post %	Pre %	Post %
No, Not at All	33.3	6.3	24.3	8.1
Yes/ Sometimes	66.7	93.8	75.7	91.9

**“The programme has helped the children to express their emotions. Many of these students were thought of as slow and unable to function normally, behaviourally and otherwise.”** Facilitator

## IMPACT FINDINGS BY OUTCOMES

### 1 Strengthening resilient attributes, coping mechanisms and life skills in project children

#### Indicators

- Extent to which children demonstrate an **increase in resilient attributes and pro-social behaviours.**
- # / percentage of children who report that they have an **adult from the programme who cares and to talk to for support**
- # of children **engaged in life skills training** including sports and cultural arts.
- Extent to which children feel comfortable and **supported to express their emotions of grief, anger, sadness & depression.**

27% of the children entered the programme saying they did have an adult to talk to when they felt bad and 36% reported not being involved in any after-school activities and life skills training (2017-2018 baseline report).

By the end of the school year, **more children (especially at the KYMCA Centre) said they had adults who cared and to whom they could talk when they felt bad (95%); and that their self-image improved: 96% of the children said people thought they were fun to be with; and the Boys Town children especially said that their friends supported them (100%) (Figs.10-12).**

Fig.10 **11% increase in KYMCA children who can identify an adult to talk to when they felt bad most of the time**

	KYMCA	
	Pre %	Post %
No, Not at All	16.2	5.4
Yes/ Sometimes	83.8	94.6

Fig.11 **96% children said people think they are fun to be with most of the time**

	KYMCA & Boys Town	
	Pre %	Post %
No, Not at All	11.0	4.0
Yes/ Sometimes	89.0	96.0

Fig.12 **All Boys Town children felt supported by their friends most of the time**

	Boys Town	
	Pre %	Post %
No, Not at All	6.3	0.0
Yes/ Sometimes	93.8	100.0

## **Creative Expression to Reinforce Life Skills**

According to focus group discussions with teachers facilitators and children the **Creative Expression** helped the children gain a positive, meaningful self-image, and self-confidence; develop team work; leadership and relationship skills; conflict resolution, anger management and re-enforced a sense of belonging.



**“They learnt a new skill with each sport and creative/ cultural activity. They learnt to listen, focus, follow instructions, and enjoy themselves. Music and rhythm are a part of them. They talk, feel and dance music. It stimulated teamwork. That’s success. They love it.”**  
**Facilitator**



**“Skills training at the programme can be as basic as teaching some children how to use a pair of scissors.”**  
**Facilitator**



**“The programme children from my school have formed a strong friendship among themselves and with children from other schools. Before the programme, they wouldn’t talk to each other. Now, they walk to and from the programme together”  
Teacher**

**“They can now better identify a goal in life. Most of them want to become police, soldiers, teachers and nurses.”  
Guidance Counsellor**

**“Sometimes they just want someone to listen to them, speak with them and give them some guidance. They have the ability and the potential to go very far.  
The programme gives them an avenue to shine.”  
Facilitator**

**“She’s more polite and more willing/obedient. I used to have to talk to her plenty time before she get up and do anything.”  
Parent**



By the end of the school year in June, focus group discussions and interviews 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 for support, and to share their grief**, including programme facilitators and their guidance counselors. In addition, 96% of the Boys Town children said they respected themselves and others more. **The programme environment also made, them feel safe to express their emotions, desires and goals.**



Each child is considered to be  
‘at promise’.”

## 2 Increased engagement in educational activities

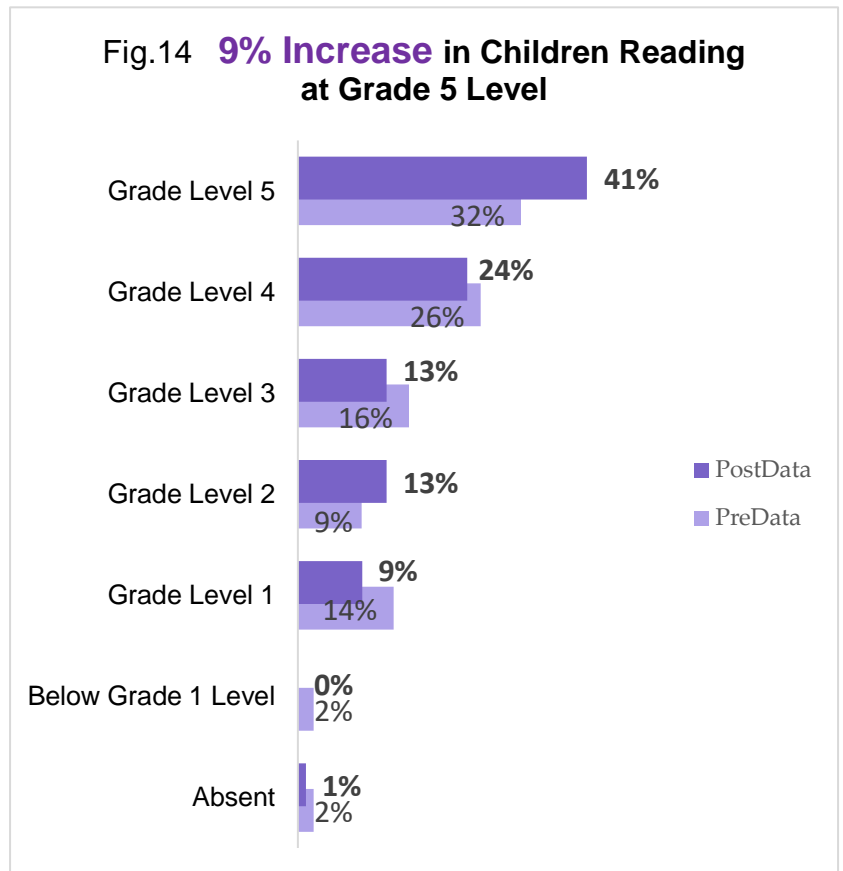
### Indicators

- Percentage of children showing an **increase in literacy by one grade level**
- Extent to which children demonstrate an **increased love for learning and reading**.
- Percentage of children showing a **positive attitude towards school**.

Children who are unable to read effectively have shown to be more likely to engage in high risk behaviours such as 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; and to foster a love for reading and learning**

The cumulative data show a **10% reduction in children scoring below 60%** between the pre and post Literacy tests; and a **9% increase in those reading at their Grade 5 Level**. (Figs.14&15).

Comprehension proved challenging among the children.



**“For some children, illiteracy affects their self-image, especially the boys and they are teased by their classmates. They just need someone to pay attention to them and teach them at their pace. They get emotional about it.”**

**Facilitator**

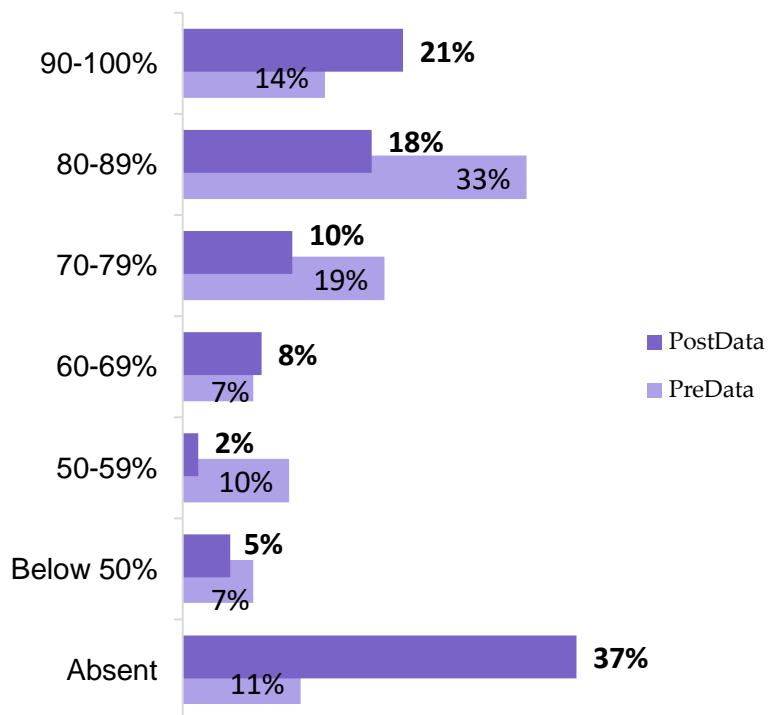
Several techniques were used in the Literacy classes, including spelling card games, crossword puzzles, reading, comprehension and quiz. **Homework help** also became a useful part of the Literacy classes.

### Literacy through Computers

Computers were also used to teach Literacy. In addition to giving the children a basic grasp of the computer, the computer provided interactive learning/teaching websites and games to stimulate interest in the children for reading, comprehension, and problem solving.

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 (especially in Boys Town - 97%) among the children which positively affected their attitude and participation at school.**

Fig.15 **10% Reduction in Children Scoring Below 60% in Literacy Test**



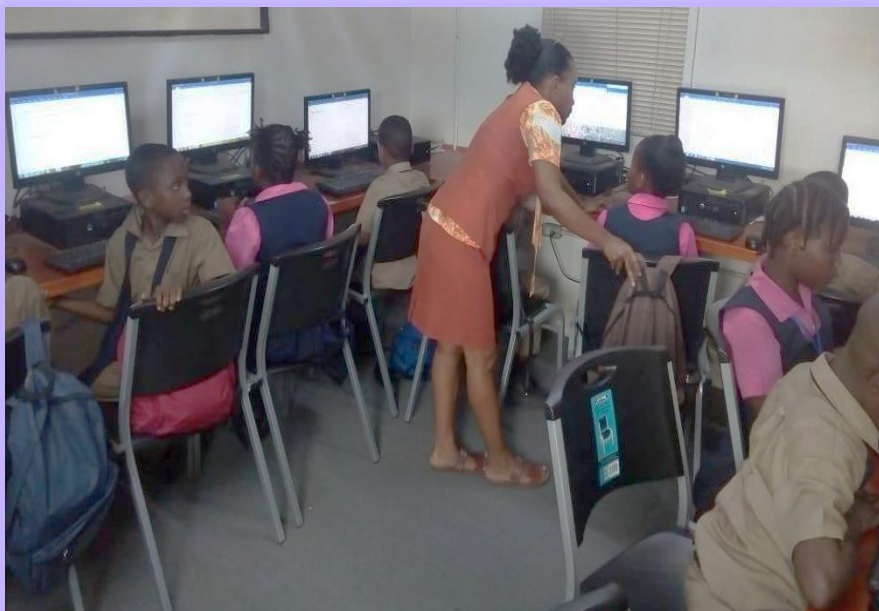
**“The children love the Literacy through computer classes because it’s not another classroom session but an interactive, audio visual activity that is interesting to them. They find they can learn concepts easily”**  
**Facilitator**



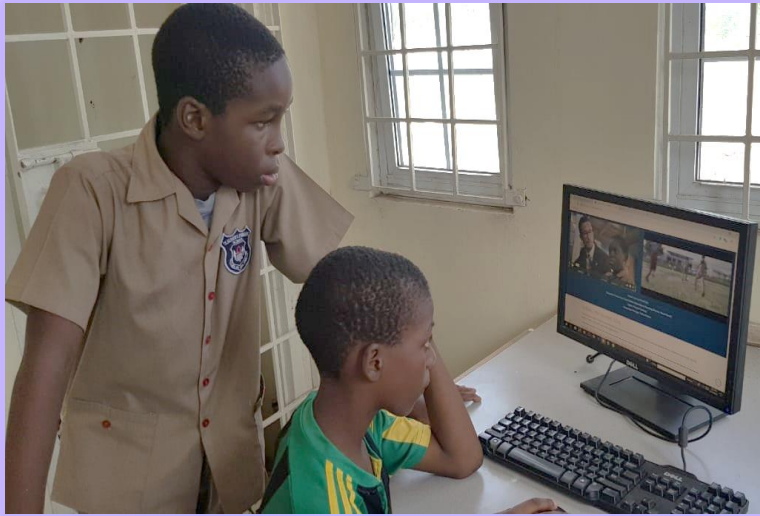




**“My daughter used to have bad attitude and I don’t see it again. She improve in her behaviour a lot. She’s doing her homework now.”  
Parent**



**“They are showing interest and participating more in class. They are realizing that they can actually figure out their schoolwork. The programme has helped to improve their attitude to schoolwork.”  
Teacher**



**“Dem get de opportunity to hook up on de computer, to know the (social) graces, and to talk tings out.”**

**Parent**



**“I want to be a reader. I want to be able to read well.”**

**Child**

**“Di programme teach yuh alot. My daughter reading did low and she pick up inna di reading and she a read di book dem now weh de programme give her fi prize.”**

**Parent**

**“Jamaican children are the definition of resilience.”**

### 3 Increase in positive parental involvement, communication and appropriate discipline

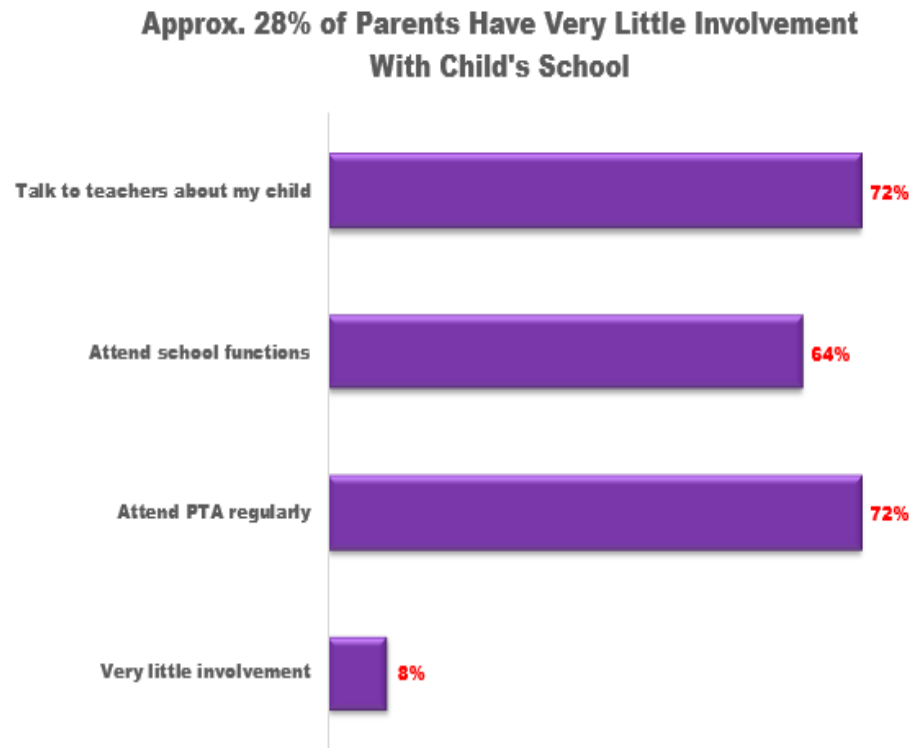
#### Indicators

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

- # of parents trained and reporting an improvement in communication with their children.

- Level of parental involvement: general monitoring and supervising homework, attending parent workshops, PTA etc.

Fig.16



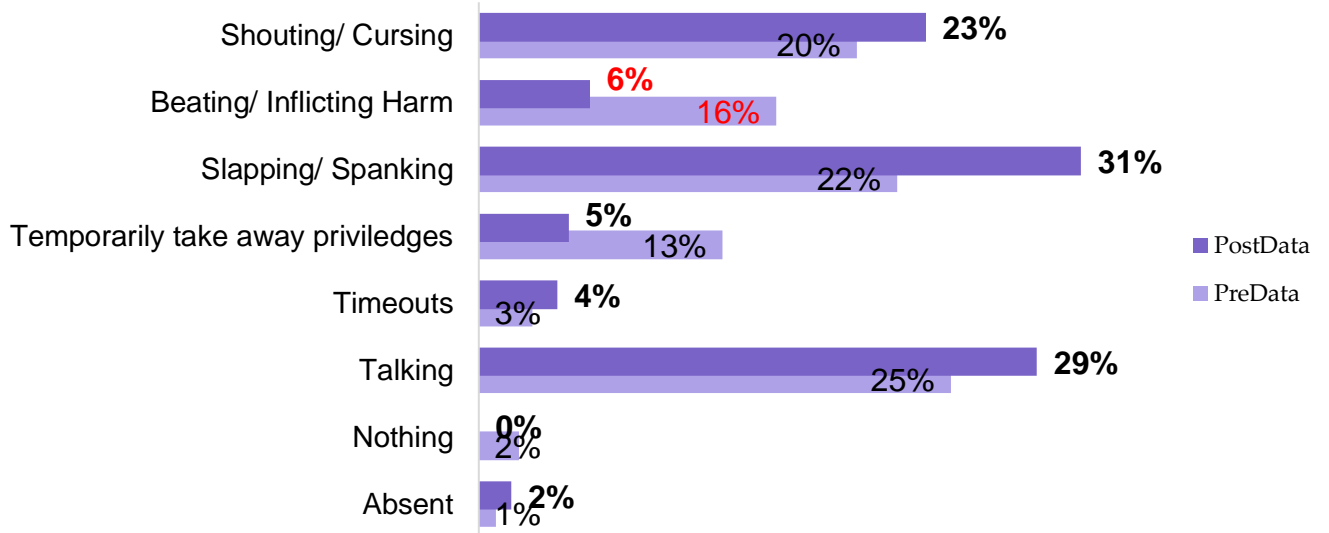
The Baseline data shows that approximately 28% parents admitted that they hardly get involved with their children’s school (Fig.16). An average of 21% parents reported that they hardly helped with homework; while 28% parents said they did not communicate with their children all the time (Figs.18). By the end of the school in June, interviews with those parents who attended parent training seminars reported a slight increase in helping with homework and being more involved in their children’s life at school.

The children reported Pre/Post Data trend showed a 10% decline in corporal punishment and an increase in talking (Fig.17.).

**“Mi nah tell no lie mi used to buff and lik him regular, but from mi start go a de programme mi seh ‘no sah, beating is not always de solution’. We learn to get to de problem and not to de person.”**

**Parent**

Fig.17 **Children Reported a 10% Decline in Corporal Punishment**



**28% Parents do not talk with their child often**  
**20% Parents hardly help with homework**

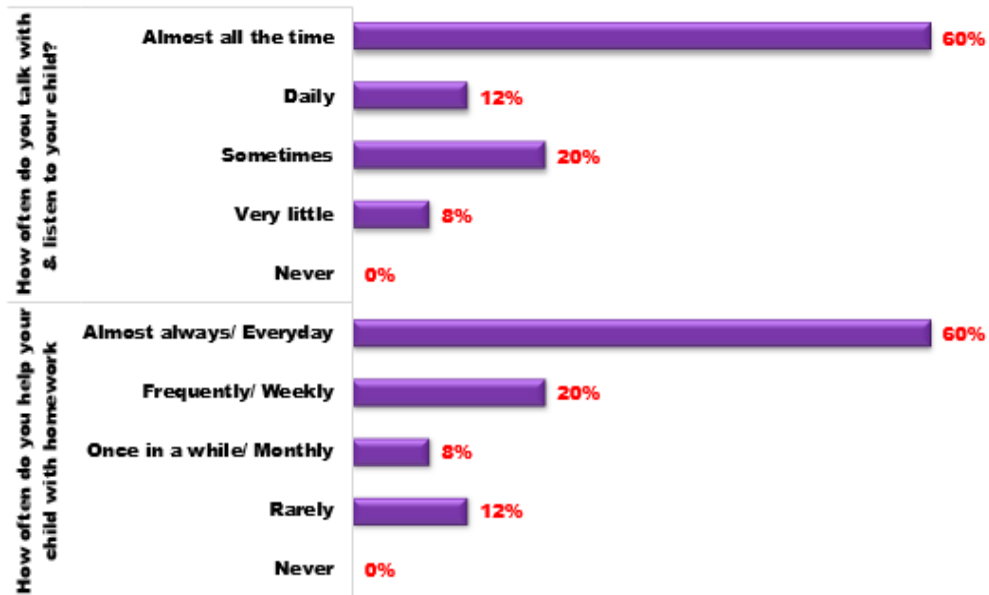


Fig.18



**“I learn in de programme not to get too angry and harsh on the children dem. Sometimes it’s not about beating, it’s about reasoning...tek away the somethings weh you know dem love. My grandson nuh want the tablet go weh and im no want the TV lock off.”**

**Parent**

**“I use to lik my son and tek out mi anger pan him sometimes, but ah nah lik im now. I jus’ draw ‘im ears and give him a slap pan him han.”**

**Parent**

**Fig.19 All Children Said Their Families Cared for Them**

	Boys Town		KYMCA	
	Pre %	Post %	Pre %	Post %
No, Not at All	2.1	0.0	2.7	0.0
Yes/ Sometimes	97.9	100.0	97.3	100.0

**“De programme teach yuh a lot. My daughter a listen more now and do what mi tell her fi do. Mi learn dat sometimes you have to sit down and have a conversation with your child. If they have any problem we can talk ‘bout it. De programme mek a big difference in a lot of children.”**

**Parent**

**“I find this programme very very good towards my two grandchildren. I try to go to the parent workshop because we get to interact with each other and get to know and support one another”**

**Parent**



**“We get to interact with the Aunties and uncles also. They are very loving, caring and always have time for us. They’re never too busy to talk to us. They always welcoming us and that mek us feel good. They don’t mek us feel like we are nothing.”**  
**Parent**

**“We learn how to help the children with their anger issues; and how to be patient with them.”**  
**Parent**

**Fig.20 98% Children Said Their Parents Watched Them Closely**

	Boys Town		KYMCA	
	Pre %	Post %	Pre %	Post %
No, Not at All	6.3	4.2	5.4	0.0
Yes/ Sometimes	93.8	95.8	94.6	100.0

**“De programme was good for my son. Him behaviour and schoolwork improve. Him doing more homework now and mi a check seh him doing him homework.”**  
**Parent**

The parents who attended the monthly parent workshops benefitted from the training which covered topics such as discipline versus corporal punishment; sexual and reproductive health; communicating with their children; problem solving; anger management and conflict resolution and the importance of being actively involved in their children’s school and activities

The Parent and Family Counselors spent more in-depth time counseling with a total of 27 of the 120 children referred; and made the necessary recommendations some of which included having their children assessed.

## 4 Improved community cohesiveness and inclusion in addressing the issue of community violence, abuse and neglect in the programme children

### Indicators

- # of **community representatives** who are a **part of the CRP model**.
- Extent to which **community members are involved in the programme**, and concerned/interested in addressing the issue of community violence.

Currently, there are approximately **15 community facilitators and 3 volunteers from the Boys Town and YMCA communities who are a part of the CRP model**. Coupled with this are the 3 caregivers volunteered and the community chefs who catered at both centres on a weekly basis. In addition, speakers from the wider community addressed the parents at their workshops including police personnel and a nurse, The Boys Town Centre participated in a VOX Pop Radio programme which was aired online. Other stakeholders including British Airways visited and took part in the Programme during the September – December period.

Findings of the 2017-2018 Monitoring and Evaluation Report were shared at the annual Facilitator's workshop in September 2018 and Teacher Training Session in March 2019 as well as at quarterly staff/facilitator meetings to address issues that arose throughout the year.



## Nutritional Support

**“Nutrition and resilience are co-dependent and mutually re-enforcing”** FAO. Children cannot focus and be productive if they are hungry or malnourished. One objective of the programme is to provide weekly nutritional meals and refreshment; to reinforce life skills during meal time including proper table etiquette.

The meals were served with water as a policy of the Programme to promote health, proper hydration and to balance the sugar intake. Juice however, was served on special occasions such as parent workshops, staff meetings and prize giving.



**“De children cyan learn pan hungry stomach.  
So I am thankful that they get something to eat at the programme.”  
Parent**

**“Him always a show me di food im get at de programme. Mi know de meal prepare proper. Sometimes him give mi some a de meat.”  
Parent**



## CONCLUDING REMARKS

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

By the end of this review period, less children were fighting; more children were feeling safe and supported in expressing their grief; more children were able to identify someone who cared; more children were managing their anger better; and less were depressed. The children's literacy levels have increased and their attitude to learning and reading has improved. Parents were better able to discipline with less beating; and they became more involved in their children's lives. Community members were taking more active interests in these vulnerable children and offering protection.

As we continue to provide a supportive environment for these children at risk (or rather "at promise"), we can continue to hope for a better future, with less crime and violence.



## ANNEX

### 1.

#### **Programme Output for 2018-2019**

- **120 children** across both centres **attending afterschool activities three times per week.**
- **Monthly Parenting workshops** (average: 5-10 parents per session).
- **Teacher Training Session for Guidance Counsellors & Grade 5 Teachers – Kingston:** 14 March 2019, Alhambra Inn. Teachers trained in building resiliency in children and sensitized to the CRP.
- **Facilitators Training Workshop - Kingston Centres:** September 2018, Alhambra Inn (25 facilitators).

## 2.

### The Child and Youth Resilience Measure CHILD RESILIENCY PROGRAMME

NAME:	SCHOOL:		DATE:
To what extent do the sentences below describe you? Circle ONE answer for each statement.	NO Not at All	Sometimes	YES A Lot
	1	2	3
1. I have people I admire/respect in my community (e.g. teacher, police, guidance counsellor, pastor, coaches, programme facilitator)			
2. I respect myself and others			
3. I love to learn and read			
4. My parent(s) watch me closely			
5. My parent(s) help me with my homework			
6. If I am hungry, there is enough food to eat			
7. My faith in God is a source of strength for me			
8. I am proud to be a Jamaican			
9. People think I am fun to be with			
10. I have an adult I can talk to when I feel bad (other than my parents)			
11. My family cares about me			
12. I'm NOT bullied at school or at the programme			
13. I know what I am good at			
14. I go to church			

1

### The Child and Youth Resilience Measure CHILD RESILIENCY PROGRAMME

NAME:	SCHOOL:		DATE:
To what extent do the sentences below describe you? Circle ONE answer for each statement.	NO Not at All	Sometimes	YES A Lot
	1	2	3
15. I feel safe when I am at home			
16. I can talk to my parents when I feel bad			
17. Circle time helps me			
18. I DON'T carry a weapon (i.e., gun, knife, sharp object, broken glass, stone)			
19. My friends support me			
20. I feel safe when I am at school			
21. I feel a sense of belonging/togetherness at my school and after-school programme			
22. I DON'T get into a fist fight / pushing even when somebody wants to fight me			
23. When someone troubles me, I can deal with it without hurting myself or others			
24. When students are cursing me, I can tell them how I feel instead of cursing back			
25. Doing well in school is important to me.			
26. Personal hygiene is important to me (e.g. bathing, brushing teeth, smelling fresh, dressing neatly)			

2

### 3.

#### Child Resiliency Programme Individual Profile

<b>DATE</b>				
<b>SCHOOL NAME</b>				
<b>GENDER</b>	<b>Male</b> <input type="checkbox"/>	<b>Female</b> <input type="checkbox"/>	D.O.B.: / /	
Who do you live with?			Address/ Name of Community:	
<b>PARENTS' /MAIN CAREGIVER'S NAME</b>	Mother:	Tel #:		
	Father:	Tel #:		
	Other:	Tel #:		
How many persons live in your house?				
<b>For those living with single parent, where is your other parent?</b>				
Lives elsewhere in Jamaica: Kingston/other parish	Migrated	Incarcerated	Deceased	Other
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			Was death due to violence?	Don't know:
How often do you see or talk to him/her?	<b>Not at all</b>	<b>Seldom</b>	<b>Often</b>	<b>All the time</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### ACADEMIC PROFILE: LITERACY SKILL ASSESSMENT\*

Tick the last sentence the child is able to read properly:

SENTENCE TO READ	Sept	June	Comments
1. The big boy can play.			
2. On Sunday we dress for church.			
3. Yesterday my sister baked a cake. We all enjoyed it very much.			
4. Our family likes to listen to music on the radio. We usually do this in the evening.			
5. The coach showed us the book and explained the drawing. When I looked at them, they appeared to have been scribbled on the paper.			

1

#### RISK BEHAVIOURS ASSESSMENT

1. Do you feel really sad or depressed a lot?	<b>Yes</b>	<b>No</b>
	<input type="checkbox"/>	<input type="checkbox"/>
If no, skip to next question, if yes....		
When friends tease/ they pick on me	<input type="checkbox"/>	<input type="checkbox"/>
Due to death/separation of relative or friend	<input type="checkbox"/>	<input type="checkbox"/>
When parent curses/ harsh home environment	<input type="checkbox"/>	<input type="checkbox"/>
2. Have you ever felt like killing yourself?	<b>Yes</b>	<b>No</b>
	<input type="checkbox"/>	<input type="checkbox"/>
3. Have you ever witnessed a murder in your community?	<b>Yes</b>	<b>No</b>
	<input type="checkbox"/>	<input type="checkbox"/>
4. Have you ever witnessed domestic violence in your community?	<b>Yes</b>	<b>No</b>
	<input type="checkbox"/>	<input type="checkbox"/>
5. How do your parents discipline you? Please mark all that apply:		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talking	Time outs	Temporarily take away privileges
		Slapping and Spanking
		Beating to inflict harm
		Shouting / Cursing
		Nothing
1	2	3
		4
		5
		6
		7

2

# 4.

## PARENT QUESTIONNAIRE

1. How often do you show your love and affection to your child(ren). Please mark only one?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Never	Very little	Sometimes	Daily hugs, praises	Almost all the time
1	2	3	4	5

2. How often do you talk with and listen to your child?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Never	Very little	Sometimes	Daily hugs, praises	Almost all the time
1	2	3	4	5

3. Describe your involvement with your child's school. Please mark all that apply

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Very little involvement	Attending PTA meetings regularly	Attending school functions	Talking to teachers (personally, by phone, or other media)	All of the above
1	2	3	4	5

4. How often do you help your child with homework? Please mark only one.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Almost never	Rarely	Once and a while Monthly	Frequently Weekly	Almost always, everyday
1	2	3	4	5

5. How often is your child involved in church? Please mark only one.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Almost never	Rarely	Once and a while, during holidays	Frequently, once per month	Almost always, every Sunday
1	2	3	4	5

6. How have you been disciplining your child recently? Please mark all that apply:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talking	Time outs	Shouting	Temporarily take away privileges	Slapping and Spanking	Nothing	Other
1	2	3	4	5	6	7

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## SOCIAL BEHAVIOUR OF CHILD

Date: \_\_\_\_\_

Name of Child: \_\_\_\_\_

School: \_\_\_\_\_

Rate from a scale of 1-4: (1=Bad, 2=Fair 3=Good 4=Excellent)

	Parent	Teacher	Comments
Politeness/ Courteous Please, thank you, etc.			
Obedience- Follow instructions			
Helpful and cooperative Offer to help?			
Well groomed and proper hygiene			
Honesty			
Using appropriate language			
Handling Anger			
Ask questions/ participate			
Number of times caught fighting in the classroom			

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5.

PROGRAMME CENTRES AND THEIR FEEDER SCHOOLS	
BOYS TOWN	KINGSTON YMCA
Boy's Town All Age	New Providence Primary
Denham Town Primary	Tarrant Primary
Jones Town Primary	Seaward Primary
Maxfield Park Primary	St. Jude's Primary
St. Alban's Primary	St. Patrick's Primary
St. Anne's Primary	*Balmagie Primary
Trench Town Primary	*Mona Heights Primary
*St. Andrew Primary	*Not Active

6.

**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, death and involvement in gangs;*
- *History of sexual, emotional, physical abuse and/or neglect; and*
- *Exposure to drugs and other substances.*

## 7.

### RESILIENT ATTRIBUTES AND PRO-SOCIAL BEHAVIOURS

- **Resilient Attributes:** can identify a goal in life can identify someone who cares ● has good self- esteem ● self-discipline ● sense of purpose and belonging ● good relationship with peers, teachers and parents ● sensitive to feelings and experiences of others ● cares about others ● has insight to one's strengths & weaknesses ● resistance skills i.e. ability to resist negative peer pressure ●
- **Pro-social Behaviours:** – common courtesies: 'please & thank you', 'I'm sorry' ● polite, ●honest ●obedient ●use of appropriate language ●helpful ●proper hygiene ●participative ●optimistic about future.

## 8.

### 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.

## 9.

### OBJECTIVES: LIFE SKILLS TRAINING THEMATIC APPROACH

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

#### Core Topics – 10 Adolescent Development Tasks:

##### 1. Self-Development

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

##### 2. Emotional & Social Development

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

##### 3. Cognitive Development

- Decision Making & Problem Solving
- Goal Setting

#### Special Topics – The Prevention of:

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



## 10.

### **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