



CHILD RESILIENCY PROGRAMME

OF THE VIOLENCE PREVENTION ALLIANCE

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RESILIENCE

The human capacity and ability to face, overcome, be strengthened by, and even be transformed by experiences of adversity.
The ability to **'BOUNCE BACK'** from life's challenges.

The CRP's objective is to foster the development of resilient attributes and pro-social behaviours in the children referred, by facilitating protection against violence, abuse and neglect.

PROGRAMME DIRECTOR'S MESSAGE

The 2019/2020 Child Resiliency Programme's academic year was quite eventful because the COVID-19 pandemic forced the closure of all Jamaican schools and by extension, the Program's four centres island-wide (which supports 220 children at risk per year) in March 2020, just before our Annual Sports Day. By then however, we had two full terms of contact intervention with the children and their parents in our usual manner of delivery.

In an effort to provide continued care to our children and their families referred in the final term, we conducted a parent needs assessment by way of a phone survey in March 2020; and our team immediately and effectively, transitioned into rolling out a 'Feeding and Reading' Initiative based on its analysis. The families were beyond grateful!

We are happy to share this modified monitoring and evaluation report for a very different, yet resilient academic year!

Dr. Kim Scott



“HUG A CHILD!”

INTRODUCTION

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.**

Fig.1 Arms of The Child Resiliency Programme



What We Do

Through international **funding from** UK organization **Comic Relief**; **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 (BT) and Kingston YMCA (KYMCA)**, 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. The **children are referred from feeder schools in the communities** of both centres.

CRP MODEL

ACTIVITIES PER CENTRE

BOYS' TOWN	KINGSTON YMCA
Meet: Mondays, Tuesdays and Thursdays 3:00-5:00 pm	Meet: Mondays, Tuesdays and Wednesdays 3:00-5:00 pm
Literacy	Literacy
Circle Time	Circle Time
Art & Craft	Art & Craft
Literacy through Computer	Literacy through Computer
Football	Karate
Dancing	Dancing
Boxing	Drumming
	Swimming
Parent Workshops: last Wednesday of every month Family Counselling & Home Visits	
Teacher Training: Biennial	
Life Skills Training Thematic Approach: Weekly life skills 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 10 children each. The leading 'House'/team wins a prize field trip at the end of each term; 12 Individual Behavioural Prizes awarded every 5 weeks at each centre	
www.childresiliency.org	

The CRP model takes a **holistic approach** to building resilience in a fun and nurturing environment as it caters to the whole person.

The programme 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 are rotated among 6 'houses'/ teams.

Every child started each term with five stars and gained or lost stars for themselves and their 'house'/team based on their behaviour/performance. The students who showed exemplary behaviour were publicly recognised with behavioural prizes twice per term; and the winning 'house'/ team was rewarded with a field trip at the end of each term.

The prize trip venue was Castleton Gardens, St. Mary

'I see a change in my son since him start go a de programme. He used to be easily distracted, couldn't concentrate. Now, him know how to explain himself more.'

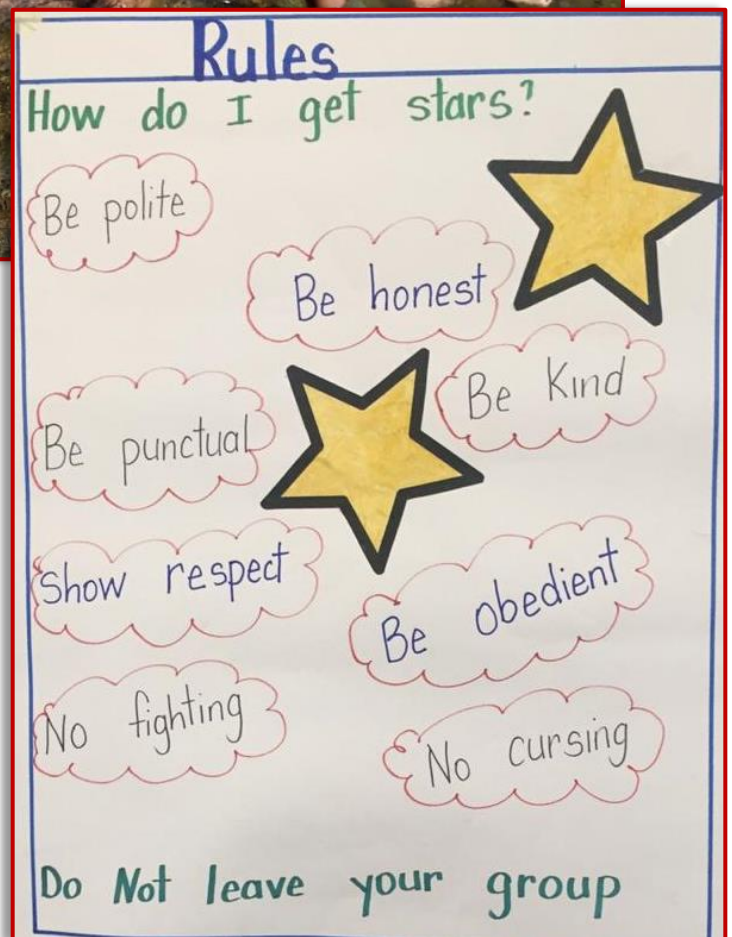
parent

'I really appreciate how the aunties and uncles bend over backwards to assist me and my granddaughter in our times of need. They are really nice people!'

parent

'Before the programme, my son used to love tell lies and get into trouble every minute at school, but he's cutting down on all the lies and troublemaking.'

parent



WHAT WE MEASURED

The analytical framework (Fig.2) to assess where changes ought to take place, is outlined in CRPs Outcomes and Indicators (Fig.4)

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

- **Risk:** the children's **level of aggression and exposure to violence.**
- Resilience: **protective factors/ level of the children's resilience**

What Data Was Collected and How

Quantitative baseline data was collected from 120 referred children (60 from each centre), in October/November 2019, using questionnaires, interviews, reading assessments and referral forms from feeder schools. **The sample included 69% males and 31% females** (Fig. 3).

As a result of the COVID-19 pandemic, a quantitative needs assessment parent survey was conducted in April 2020 (78 parents); and only qualitative post data was collected in May/June 2020 from a sample of 30 parents and children by telephone interviews.

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

FIG.3 CRP SAMPLE BY GENDER

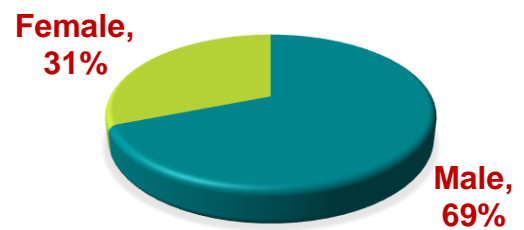


FIG.2 ANALYTICAL FRAMEWORK MEASURING CHANGE

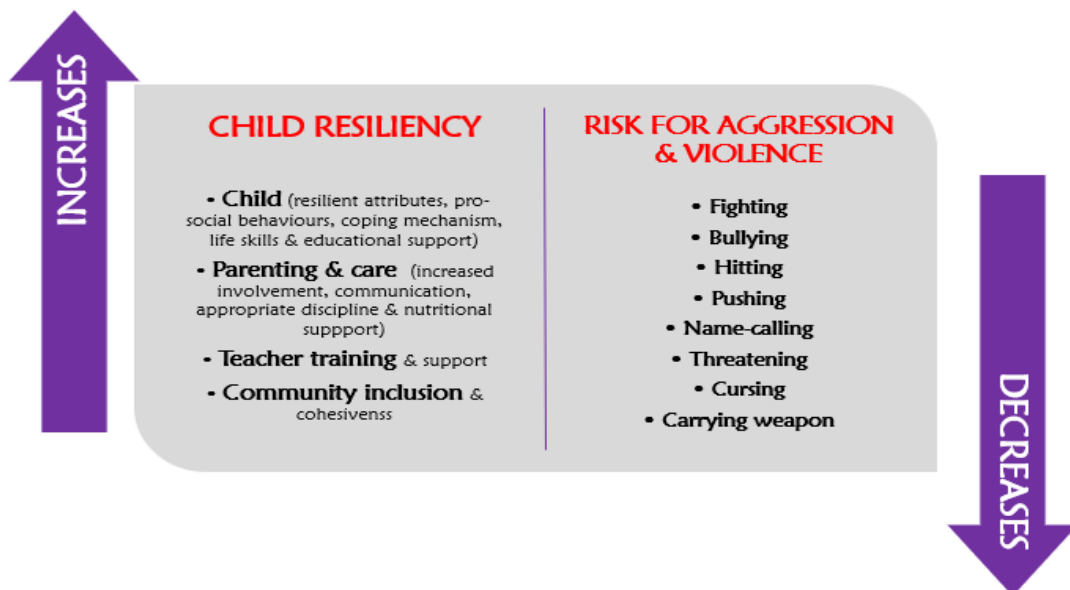


Fig.4 **OVERALL OUTCOME**

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

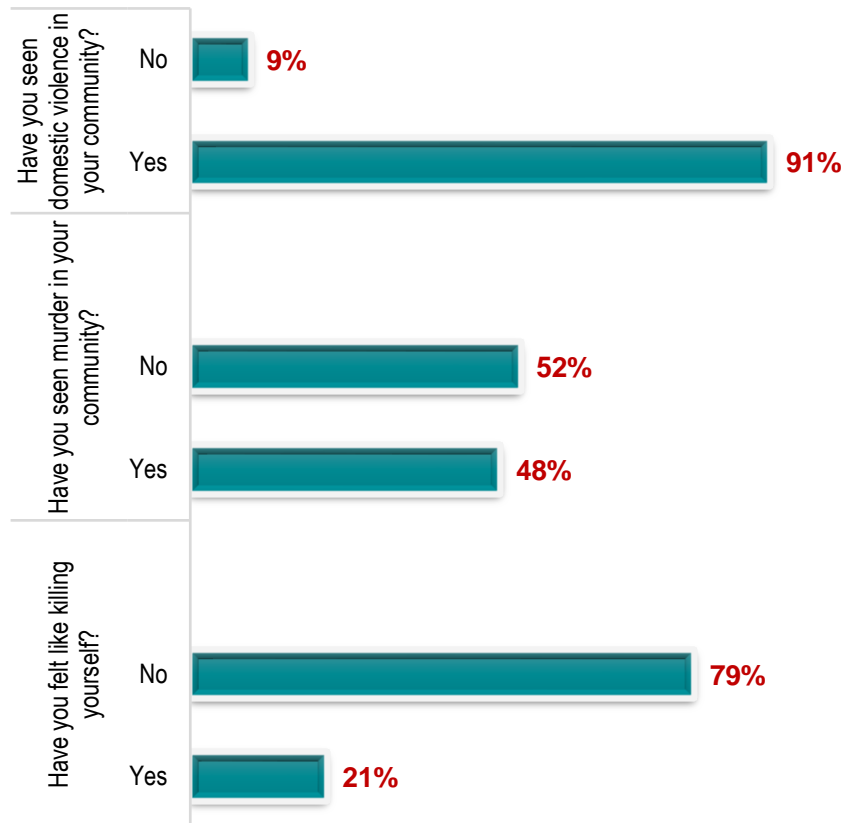
1 Background

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 show that the children experienced high exposure to violence in that **91% of the children witnessed domestic violence regularly; 48% had seen murder** in their communities and **21% felt suicidal** (Fig.5).

Fig.5 Exposure To Violence: Domestic Violence & Witnessing Murder



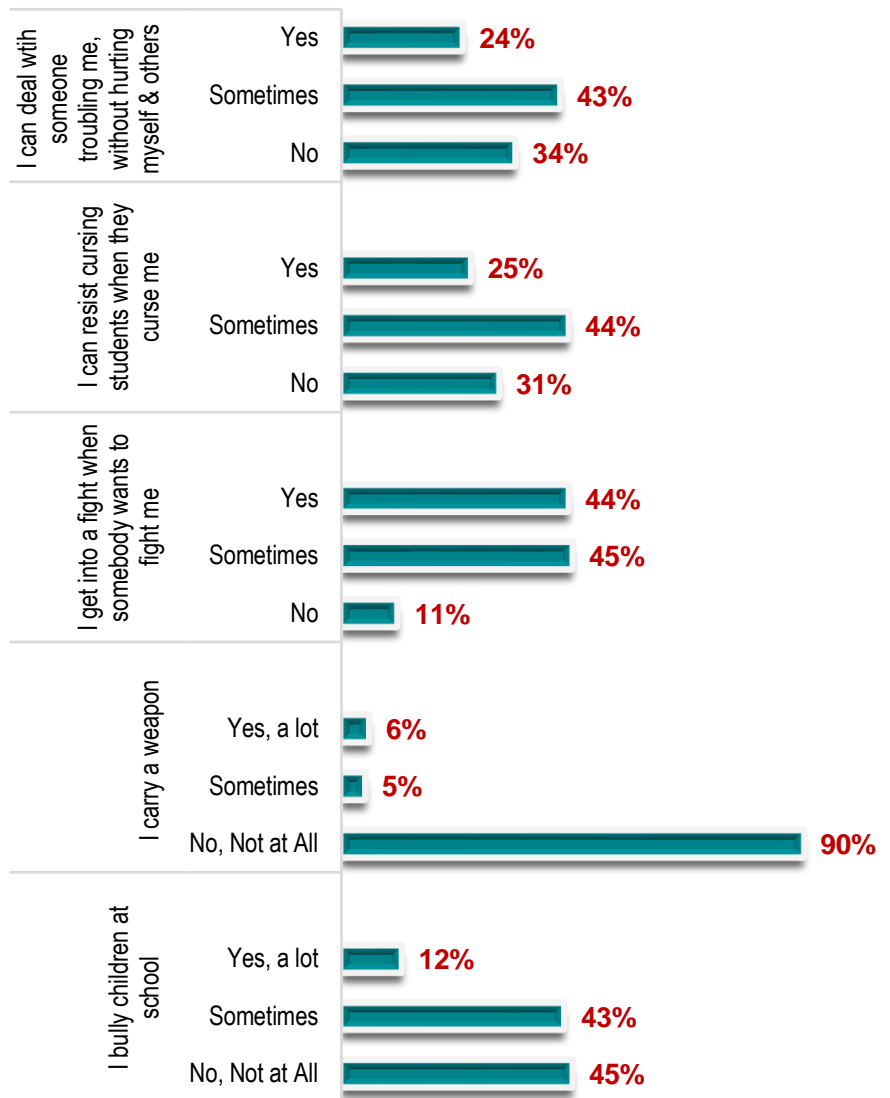
‘I learn to listen to my granddaughter more because sometimes we don’t really give them the chance to really explain themselves. And I learn about controlling my own anger in dealing with her.’ guardian

The children entered the programme with high levels of aggression: **89%** said they **could not resist fighting back** sometimes or all the time; **88%** said they **bullied children** sometimes or all the time; **75%** said they **could not resist cursing back** sometimes or all the time; and **77%** **could not resist troubling someone** back (Fig.6).

However, near the end of the second term in March, programme facilitators, parents and their children confessed to commendable reduction in conflicts among some children: hitting, pushing, name-calling, threatening and bullying; and improvement in anger management and conflict resolution among some children.

‘Him always a fight. It nuh tek nutt’n fi him an’ him frends dem start to fight. I realise that whatever group sessions or whatever a gwan ova de programme a help him. ‘Cause him will argue now but him nuh fight as much.’
parent

**Fig.6 High Level of Aggression:
44% Will fight back
31% Cannot resist cursing back**



‘If we don’t offer some supportive intervention, which we are doing after school, it pushes these children into the risk of entering into a life of crime and violence later on.’

Dr. Kim Scott

'My son had a little ignorancy 'bout him. An' him not ignorant like before. Him don't have outburst again. He's calmer now.'
parent



'First time I always have behaviour problem with agriness and I don't see that now so the programme is helping him very well. I don't know what you guys do down there but I will recommend anyone to go down there.'
Parent



'I like the aunties and the uncles at the programme because if they see somebody fighting, they just talk to them'
Child



'We planted lots of resilient seeds in the first two terms and had started to see changes in quite a few of the children.'
facilitator

2 Child Selection

For the 2019-2020 cohort, the baseline survey indicated the feeder schools' top reasons for referring their students:

62% children referred for requiring **reading support**; **40%** for **poor performance**; **38%** for **inappropriate behaviour**; and **37%** for **fighting & aggression** (Fig.7).

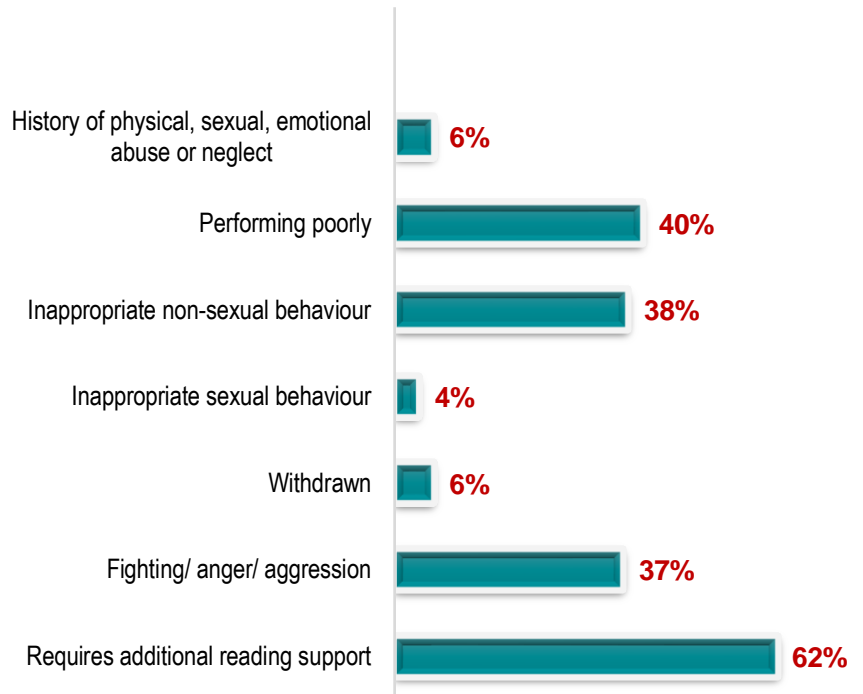
Attendance

An average of 40 and 55 children attended the KYMCA and Boys Town Centres respectively on a regular basis, with 20 (KYMCA) and 5 (Boys Town) attending less regularly at their respective centres.

'Him get angry easily that's why the teacher put him inna de programme. When mi talk, him vex an' go kick the chair and slam door. Now, 'im know how fi hol' him anger and showing me more respec'.'
parent

Fig.7 Top Reasons School Referred Students:

62% for Reading Support
40% for Poor Performance
38% Inappropriate Behaviour
37% Fighting & Aggression



'We don't see them as 'problem children' but as 'children with problems' facilitator

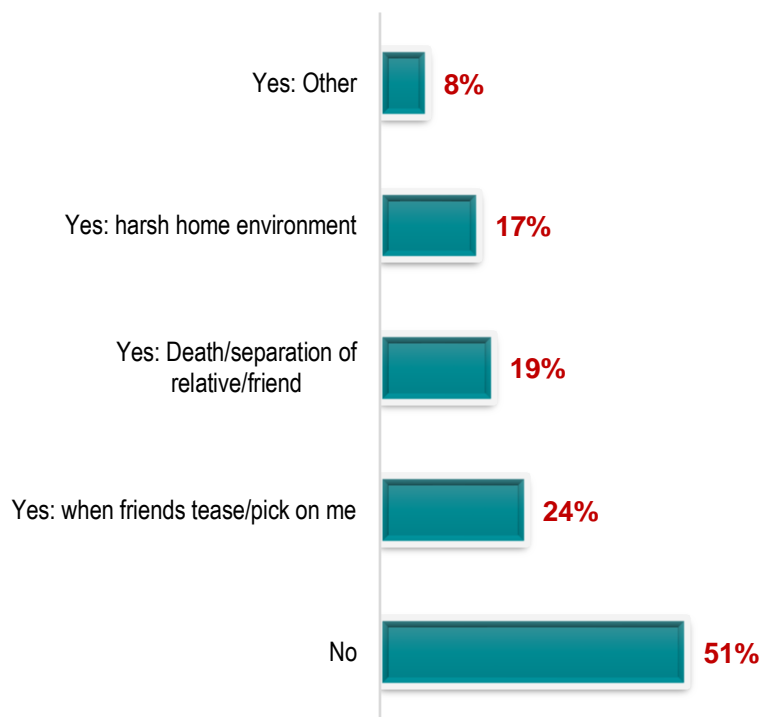
3 Life Skills Training to Impact Behaviour Change

The thematic approach of Life Skills Training (Annex 10) dictated the ‘topic of the week’ which guided the focus of each activity, geared towards stimulating resilient attributes and pro-social behaviours in the children. Topics included Conflict Resolution, Teamwork, Problem Solving to name a few.

The baseline shows that of the **49%** children who said they were **depressed**, **24%** cited **bullying** as the reason; **19%** said it was due to the **death or separation of a loved one** and **17%** said it was because of a **harsh home environment** largely due to domestic violence (Fig.6).



Fig.8 Students' Level of Depression



Interviews with parents and their children revealed that by the end of the second term in March, there were clear indications that **most children could identify a goal in life; their self-confidence and self-esteem had improved; they were better able to express themselves; had a greater sense of belonging; and demonstrated teamwork and more appropriate social graces such as showing respect and saying ‘Please’ and ‘Thank you’.**

‘I think the programme is a changer with the children. My daughter have attitude problem, lying and all that. That’s why they put her in the programme. And now, she’s a changed person. She has a better attitude and not telling so much lies. She change totally.’ Parent

Sports to Reinforce Life Skills

Sports bring communities together, install positive thinking and the value of hard work; develop listening and problem-solving skills; teach discipline, respect and teamwork; and **foster life-long skills that are transferable off the field/court.** Sports is essential for both physical and mental health as a therapeutic stress-reliever; and champions gender equality at the programme.

‘All the sporting activities brought out the competitive side of the children and taught them how to deal with winning and losing.’ facilitator

‘She loves the swimming. I think the counselling has helped her to change and meeting other children like her help her too because seeing their behaviour motivated her to change hers.’ parent

‘The programme provided a good opportunity for the children to learn to mix with children from other schools and across political borders; to have fun, to compete and learn together.’ facilitator





**‘I like karate and swimming and I learn how to respect people and how to control my anger. I want to be a soldier because it is very important.’
Child**



‘My grandson enjoyed coming to the programme especially for the karate and the swimming class, an’ when him come home, he would always showing off the karate skill, so I know he enjoyed de programme.’ parent

Spiritual Development to Reinforce Life Skills

Spiritual Development took place for each afternoon as **Faith in God is seen as a key survival tool to build resiliency.** The children, sang favourite choruses and read bible passages related to the Life Skills theme of the week

'Him more wiser and God fearing now. He's posting a lot of things about God on my mother's WhatsApp.'
Parent



Circle Time to Reinforce Life Skills

Circle time explored topical issues guided by weekly Life Skills themes (Annex 10).

It equipped the children with the tools to express their emotions and opinions on a variety of topics. They learned the value of social graces, gender equality, mental health, goal setting, healthy sexual behaviour, etc. Delivery methods included **videos, debates, art and craft therapy, role play, music and games.**



'I liked the swimming, drumming, computer, relaxing and Circle Time: talking about things that make you be responsible, to be careful and to help each other.' Child

Creative Expression to Reinforce Life Skills

Creative expression is a therapeutic resource for coping with stress and helping children gain a positive, meaningful self-image, and self-confidence. It develops teamwork; leadership and relationship skills; and re-enforces a sense of belonging.

'De programme teach yuh a lot an it teach yuh to dance. That's what I love at the programme. I'm more confident in myself.' Child

'I see a whole heap a change in my son. Him is learning more an' him talk to mi more decent now an' him nuh wa go walk street.' parent

He had bad anger issues, but him improve a lot. Him change a lot. De programme really help him.' parent





'He was excited about the swimming and drumming. The programme helped to calm him down.' parent



'His schoolwork has improved but he likes to draw over the reading.' parent



The children are stimulated to learn, and they are attracted to the caring environment at the programme.' facilitator



'My daughter have more interest in taking part in activities since the programme and her behaviour is improving.' parent

FINDINGS BY OUTCOMES

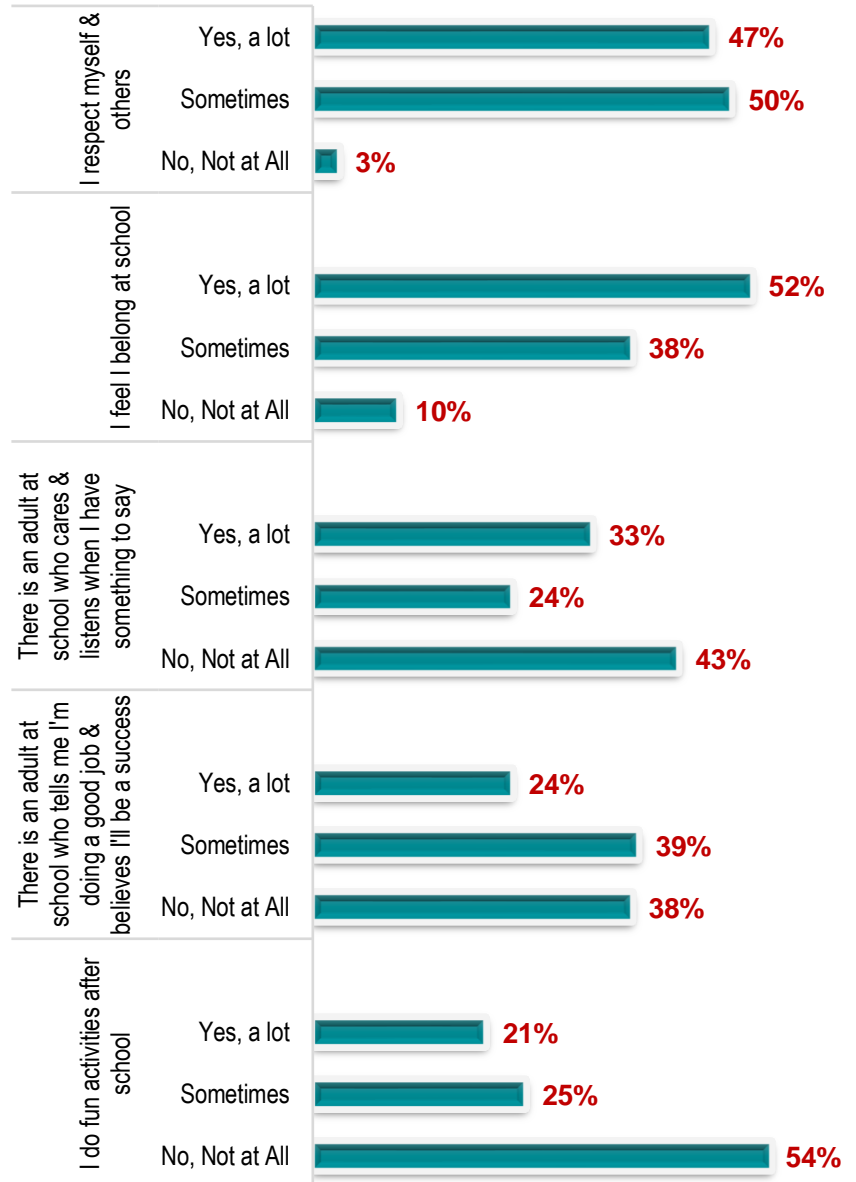
1 Strengthening resilient attributes, coping mechanisms and life skills in project children

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**.

The baseline shows that **43%** of the children said they **did not have an adult to talk to at school** who cared and listened to them for support; **54%** reported **not being involved in any after-school activities** and life skills training; **38%** said there were **no adults at school who encouraged them**.

Fig.9 Children's Level of Coping Mechanism and Support



By the end of the school year in June, **the children said they loved the aunts and uncles at the programme because they cared for them and they helped them to talk about their feelings.**



'He used to love go on the road but now I see him staying at home more because the aunties and uncles tell him not to do it.' Parent



'I feel comfortable to talk to the aunties and uncles sometimes when I'm happy or sad.' Child



'I have no complaint about the programme – the caring, safety everything is great.' Parent



'My daughter is very shy, and she open up a lot since the programme. She had a lot of fun. She keep a smile on my face because the people in it are really caring and mi really like that.' Parent



‘He’s expressing his feelings more and is sharing more with his sister. He looked forward to going to the programme every week.’ parent

‘Him more able to control himself from being irritable and ignorant. I really see a lot of changes in him since he start going to the programme.’ parent



‘The programme helped my son because he’s paying more attention now and he calm right down because he was too talkative. He’s more respectful and him self-confidence improve.’ parent



‘These are children who are often labelled as ‘dunce’, ‘rude’ and ‘out-of-order’ who now have the opportunity to become ‘at promise’ rather than ‘at risk’. facilitator

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.**

Exposure to violence and aggression in homes and communities contribute to reduced academic progress; and increased disruptive/unfocussed classroom behaviour in children. This arm therefore aims to help the programme children become functionally literate through small group teaching; and foster a love for reading and learning as being literate boosts self-confidence and opens up a world of exploration and possibilities in the children.

The baseline data shows **60% of the children reading below Grade 3 level; including 13% at Primer level and below** (Fig.11).

FIG.10 DOING WELL IN SCHOOL IS IMPORTANT TO ME

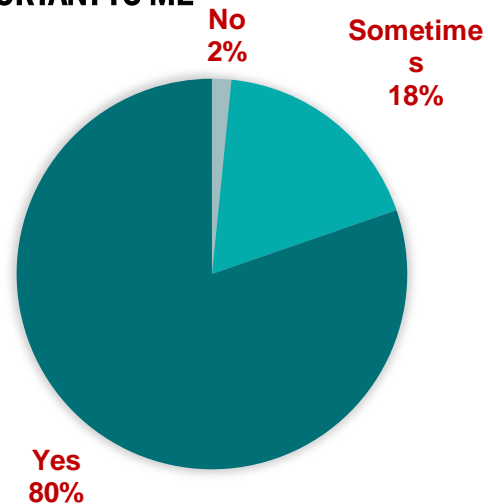
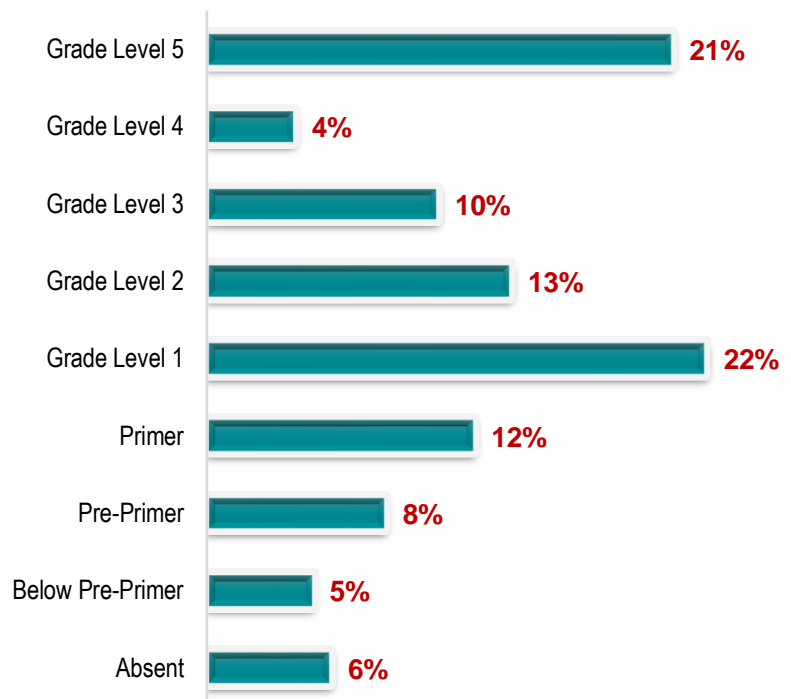


Fig.11 Reading Assessment of Children

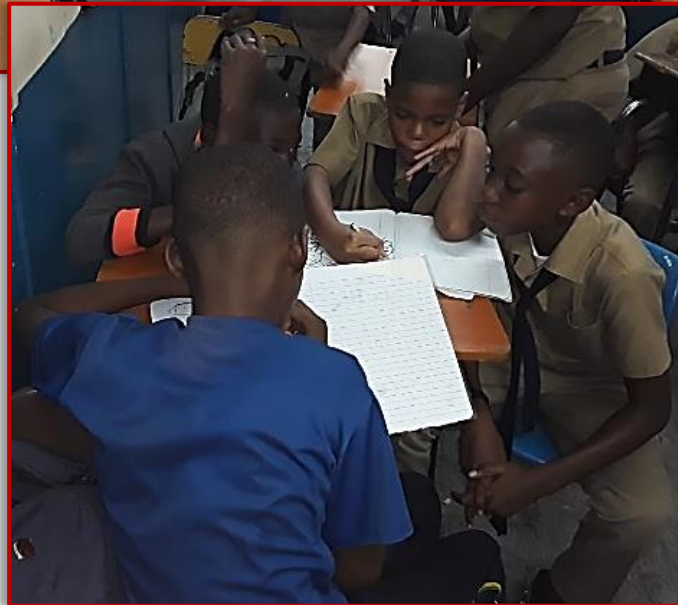


'We've found tremendous impact on the children - better impulse control and less fighting in the classroom.' facilitator

Interviews with parents and their children revealed that by the end of the school year in June, there was significant improvement in the children's love for learning and reading as well as their attitude to schoolwork.

'Mi si change in har. She do har work more. De programme cause har to move betta. One time she neva did interested inna de work. Now since de programme, she interested in har work an she play school by harsef.'
parent

'I see a lot of changes in my son. Him reading attitude is up. His communication is up. When he comes home, he explain everything that he did and that is a big improvement because he can express himself. I thank you very much and may God bless you all for doing the great work with my son and with others.'
parent



**‘It’s the first time my son doing boxing and taking computer class. So it was good for him.’
parent**



**‘The programme help me with my schoolwork and I love to learn and read more now.’
child**



**‘He’s reading more now and can help himself on the computer.’
parent**

**‘I’m not getting any complaint so far from school. She’s being more obedient and respectful. Her attitude to her schoolwork has improved.’
parent**



**‘The programme help me to read very well’
child**

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

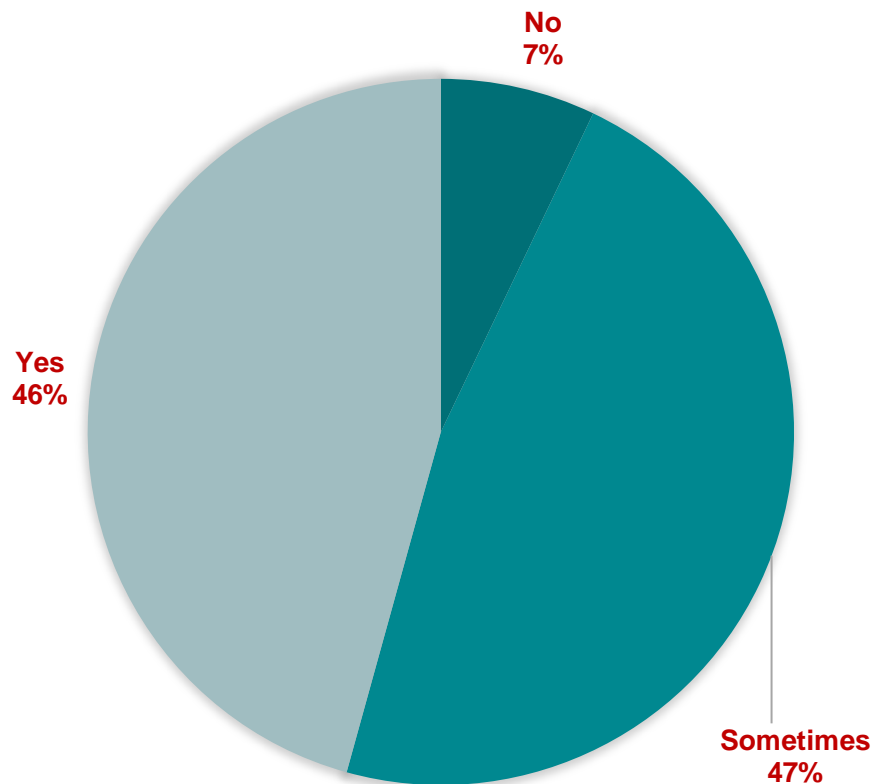
- # of parents trained and reporting an **improvement in communication with their children.**

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

The baseline data shows that **54% of the children** said that their **parents/caregivers did not show an interest in their schoolwork** sometimes or none at all (Fig.12)

'I want to say 'nuff love and respect to the aunties and uncles...real nice people!'
parent

FIG.12 Parents' Interest In Schoolwork



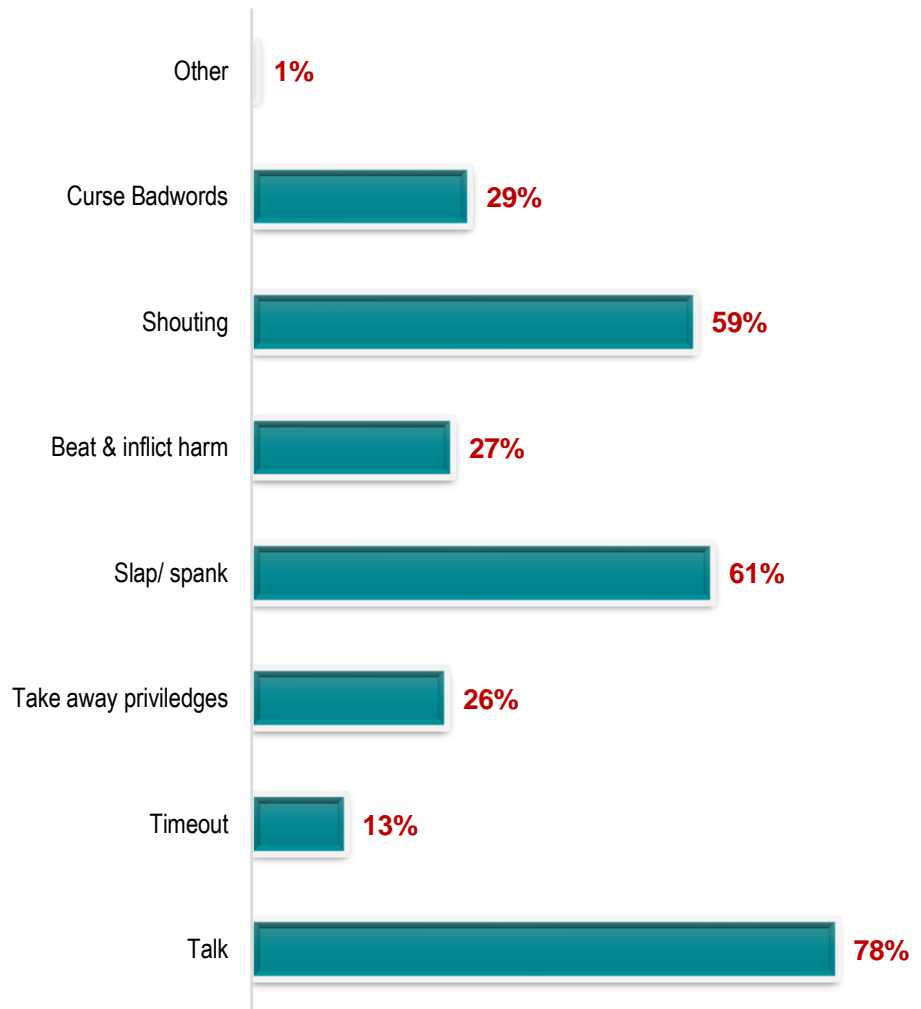
Most of the children reported that their parents/caregivers **disciplined** them by **talking (78%); slapping (61%); and shouting (59%). 29% and 27%** of children said their parents/caregivers **cursed bad words at them and inflicted harm while beating them respectively** (Fig.13).

The parents who attended CRPs monthly Parenting Workshops and its Christmas concert, benefitted greatly as they themselves became more resilient: better anger management, use of appropriate, non-violent discipline, improved communication, and a positive attitude towards their children’s schoolwork.

Contributing to this change was the increased facilitator/parent interaction in the final term (see the ‘Feeding and Reading’ Initiative report below).

Fig.13 Top Forms of Parental Discipline:

78% Talk
61% Slap/Spank
59% Shout



‘The programme help mi nuh fi rush him sometimes, he’s communicating better, and I help him with his homework when I have the time.’ parent

‘The parent workshop teach you how to cope with your child; to tek time and to listen to them; to try to understand their behaviour and mood, observe them; and certain things like shouting and licking don’t really help’ parent

'I learned how to communicate better with my child, how to understand dem more.' parent

'I learn about different parenting styles. It was helpful because sometimes when yuh feel like a yuh alone inna de worl' a go through someting an' den you sit down in a setting and realize seh ah nuh you alone a go through it. That others can help you go through your problems.' Parent

'I got a lot of counselling, motivation, support and encouragement from the aunties during a very difficult time in my life.' parent

'Dem teach you how to have patience and listen to yuh chile' parent



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.

Twenty-four (24) community facilitators and 9 additional personnel were part of the CRP model; which included catering and transportation services as well as personnel from the Jamaica Constabulary Force (JCF). This fostered a deep bond between the children and their communities. The CRP Boys Town centre for example, is a well-known fixture in the community. In addition, speakers from the wider community were invited to address parents and children at the Christmas parties and Parent Workshops. Visitors included executives from: **VPA, End Violence, the American Friends of Jamaica and the JMMB Foundation.**



Nutritional Support

'Nutrition and resilience are strongly interlinked: nutrition is both an input to and an outcome of strengthened resilience because well-nourished individuals are healthier, can work harder and have greater physical reserves.' FAO

One objective of the programme is to provide weekly nutritional meals and refreshment; to reinforce life skills during mealtime including proper table etiquette.

The meals were served with water as a policy of the Programme to promote health and proper hydration. Juice however, was served on special occasions such as the parent workshops, and Christmas parties.

'I think feeding the children was a good thing because sometimes leaving school early, and going to another activity, they need something in their stomach.' parent



COVID-CARE RESPONSE

'FEEDING & READING' INITIATIVE

April-June 2020

As mentioned in the Programme Director's Message above, CRP responded to the COVID-19 Pandemic with a 'Feeding & Reading' Initiative.

Care packages consisting of basic food items and reading materials were distributed to 200 children and their families across its four centres: Boys Town (BT), Kingston YMCA (KYMCA), Falmouth All Age School (FAA) and Sam Sharpe Teachers' College (SSTC).

In addition to the care packages, the facilitators of the programme connected with each child over the phone every week, with reading and creative activities.

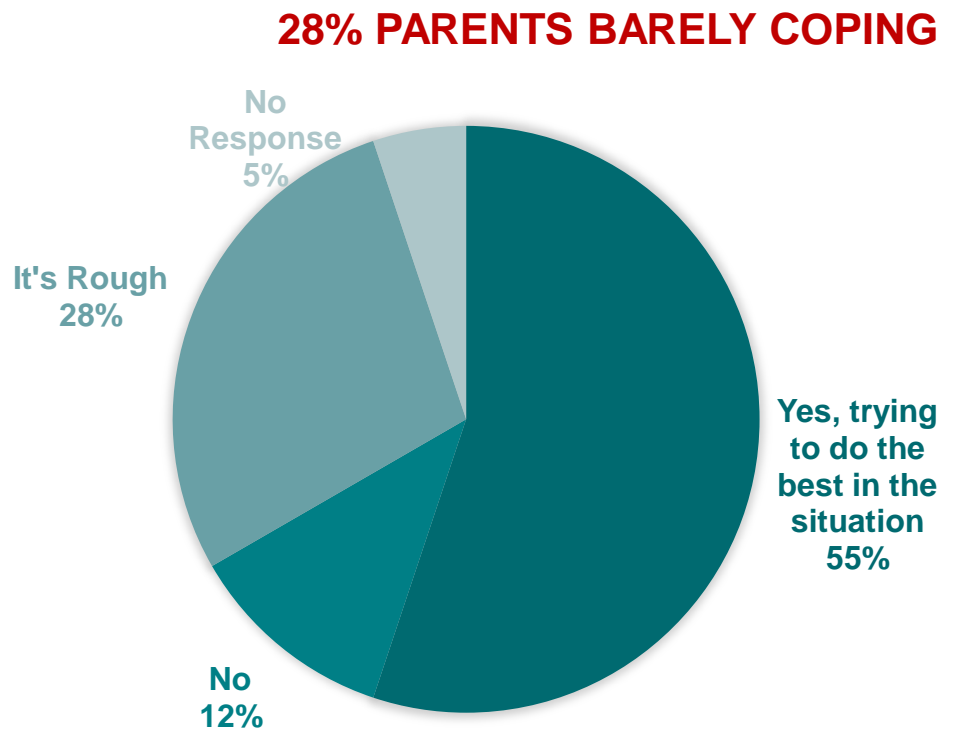


Fig.1

To inform this modified form of the programme's intervention model, CRP conducted a Parent Survey (78 of 100 Kingston parents) to assess the needs of its registered families. This report outlines the findings.

Whereas 55% of responders said they were trying to do the best they could under the circumstances, 28% confessed to feeling under extreme stress; and 12% said they were not coping at all. (Fig.1)

Added to the pressure is that 57% parents were laid off because of the pandemic; and 35% faced reduced income due to less working hours or decreased sales for the self-employed (Fig.2).

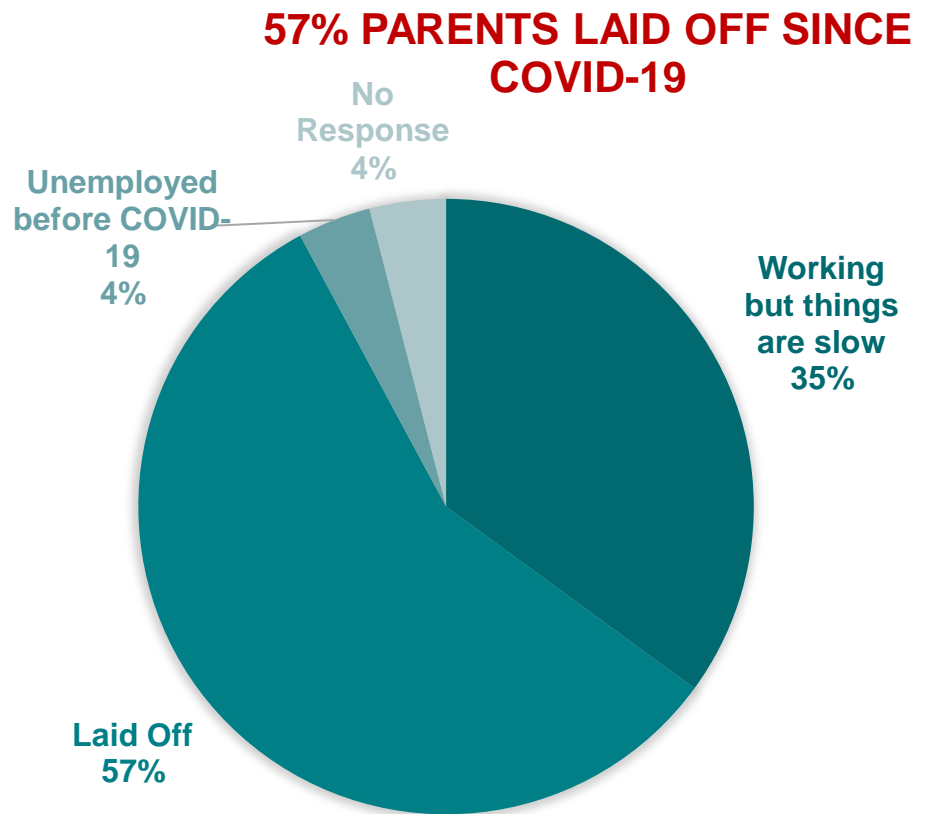


Fig.2

In addition, 60% of families said they were not benefitting from the Programme of Advancement Through Health and Education (PATH) or any other form of government welfare being distributed during the COVID-19 pandemic.

The other 40% however, benefitted from PATH distribution of cash or kind on a regular basis (Fig.3)

Regarding home schooling, 74% of the parents said they coped with helping their children technologically and academically with the help of family members and the children's teachers.

Some children spent the weekdays with aunts or grandmothers who were better able to help with understanding the schoolwork and who may have Wi-Fi. Other children relied on help from older siblings or did the work on their own; while 5% did not follow up with getting work from their schools and did not do much work.

On the other hand, 17% of parents said they were not coping with home-schooling largely because they did not have ongoing access to Wi-Fi, as they had to purchase DATA which was expensive and most times they had to choose between purchasing the DATA and providing food (Fig.4 & 6).

60% FAMILIES NOT BENEFITTING FROM WELFARE

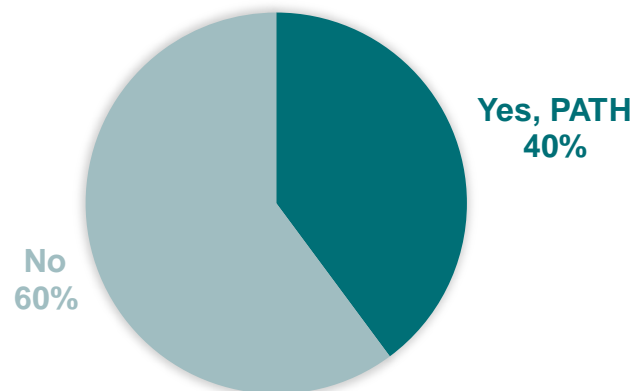


Fig.3

17% PARENTS STRUGGLING WITH HOME-SCHOOLING

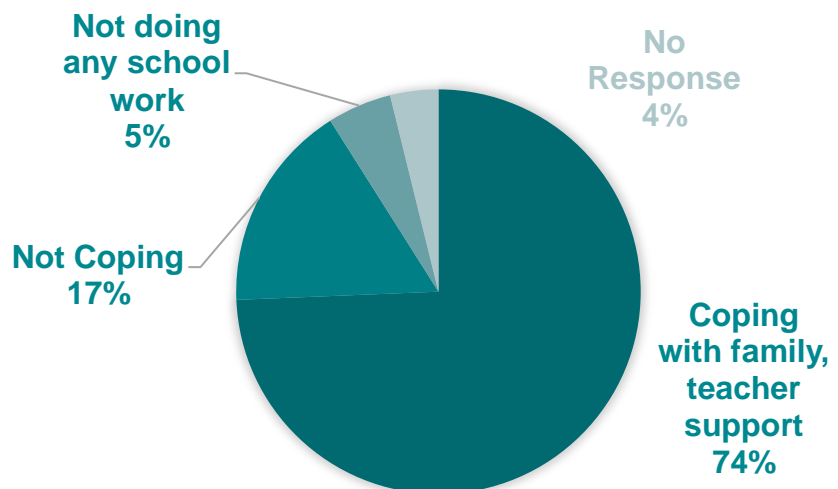


Fig.4

Access for some children apart from Wi-Fi /DATA access, meant actual use of the phones themselves. While some children had their own phones, others used those of other family members (parents, aunts, grandmothers or older siblings).

Those who used their parents' phones were dependent on when their parents were at home.

In some cases, one phone was shared between several children for home schooling and was therefore in high demand.

Those who had neither a smart device (39%) nor access to WhatsApp (18%) said they would accept direct calls for weekly interactions to stay connected (Fig.5 & 6)

61% CHILDREN HAVE ACCESS TO A SMART DEVICE

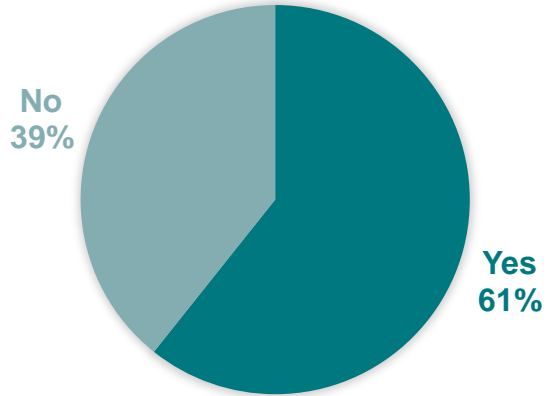


Fig.5

OVER 18% DO NOT HAVE CONSISTENT ACCESS TO WHATSAPP

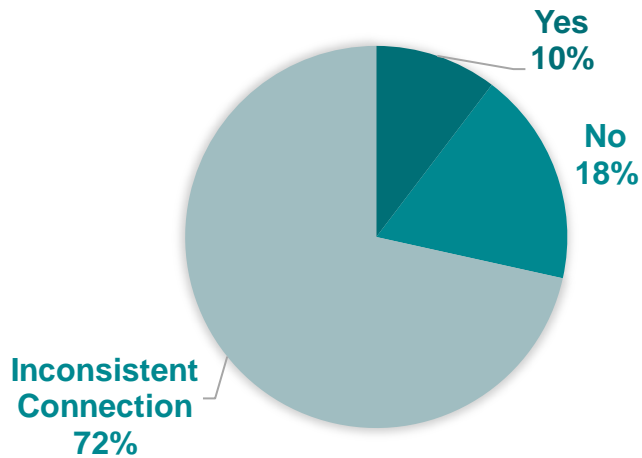


Fig.6

In addition to the above, 100% of the parents said they were doing their best to stay healthy and safe by staying at home, washing their hands regularly and practicing social distancing.

Also, 99% of the parents opted for a care package instead of a cooked meal because they felt they could make the basic food items in a care package last longer for the entire family (Fig.7)

74% of the parents expressed interest in a hotline for support and counselling for issues related to or outside of COVID-19 (Fig.8)

Twenty-two (22%) of parents were not accessible at the time of the survey.

99% PARENTS OPTED FOR CARE PACKAGES

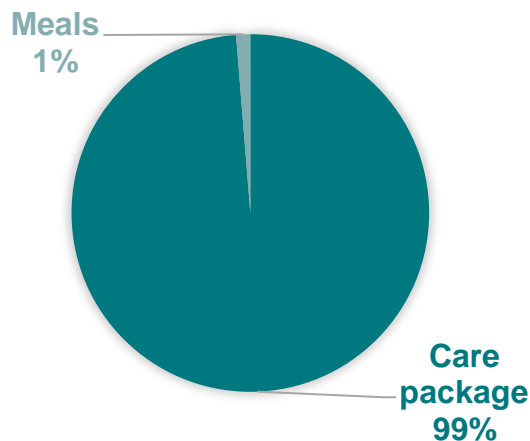


Fig.7

74% PARENTS INTERESTED IN SUPPORT HOTLINE

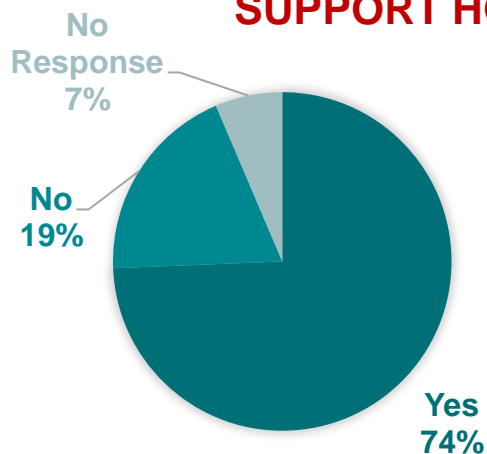


Fig.8

ROLL OUT OF 'FEEDING & READING' INITIATIVE

With the advent of the COVID-19 pandemic world-wide, the CRP brought its intervention into the homes and communities of the children, parents, guardians and families it served: communities such as Olympic Gardens, Jones Town, Molynes Road, Barbican, Boys Town, Trench Town, Denham Town, Jones Town, Maxfield Park to name a few.

Care packages consisting of basic, non-perishable food items such as rice, flour, cornmeal, sugar, tin meats etc. were packaged and distributed once per month during the summer term.



The finished packages (Boys Town: 60 & KYMCA: 40) were labelled with the children's names and also contained reading books and special treats for the children.

'Since the COVID, I see the real greatness from everybody at the programme. They call and check-up, care packages, bookwork, mi really love it.'
Parent

'The packages helped in this environment when people losing jobs. He got a mask which I thought was a good initiative.'
Guardian



Community spirits 'tun up' during the distribution as CRP staff members met with over 90% of parents, caregivers and children at central locations. KYMCA centre: Seaward Primary and Providence Primary schools

This provided an avenue for the 'Aunties' and 'Uncles' of the programme and the parents/caregivers and get to know each other and talk about the children.

Children were gifted with masks to help support the national drive to stem the spread of the CORONA virus.

'The mask represents who I want to be...a soldier to help the citizens by looking out for them and keeping them safe' child



The Boys Town Centre distributed its care packages at the Phillip Sherlock Community Centre in Boys Town and at one of its feeder schools, Maxfield Park Primary.

The Boys Town centre engaged the Jamaica Constabulary Force (JCF) personnel as part of the normal delivery of its programme. This person was able to visit with some of the Programme children as he patrolled the Boys Town community.

'De programme care package is a blessin' 'cause nobody nah look out for nobody nowadays yuh undastan'? So mi really grateful an' tenk God fi dat.'
Parent



'I got packages from the programme which was good because it came at a time when I really needed it as I was in short supply of food. I was very grateful for them.' Parent



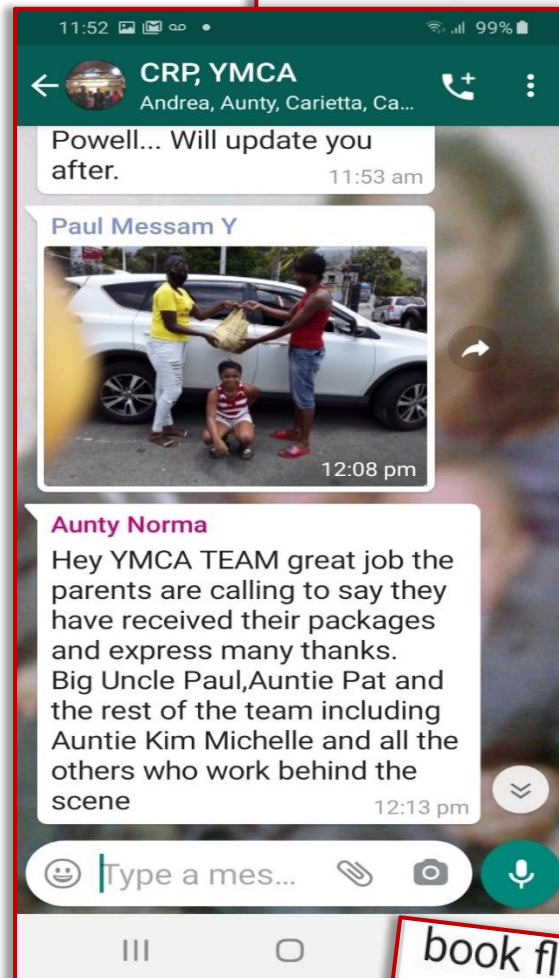
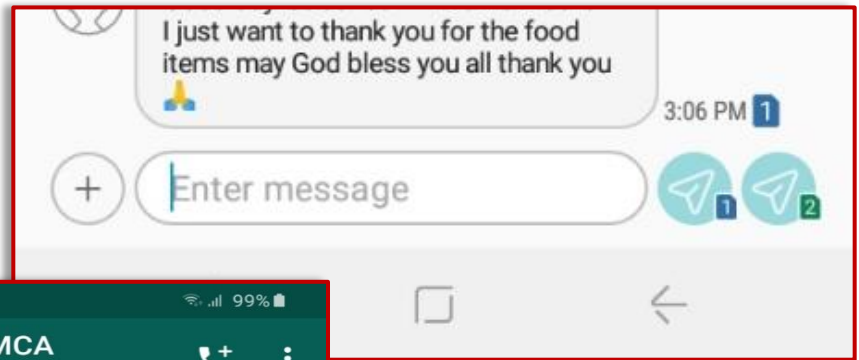
The children and their families were most grateful for the Programme's practical, academic and emotional care and support amid the devastating economic downturn resulting from the pandemic.

Communication was kept active with the parents/ guardians through cell phone and WhatsApp calls; and coping tips and ideas were shared with them on a regular basis, through telephone counselling and courtesy calls.

A close bond developed between the parents/caregivers and the aunts and uncles of the Programme. The parents knew them by their names.

In addition to the family guidance counselling provided to the programme children and their families, parent support helpline numbers were given to parents for additional expert support.

'I'm grateful that the programme took the time to render assistance to me and my grandson because this COVID not easy.' guardian



'When I run out of things sometimes that is the very time I get a call to collect a care package so it really help me.' parent

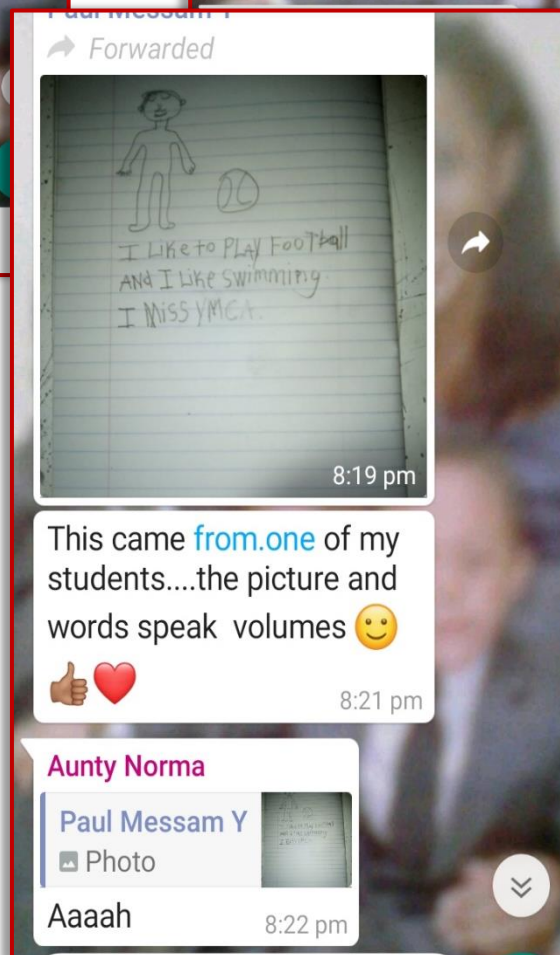
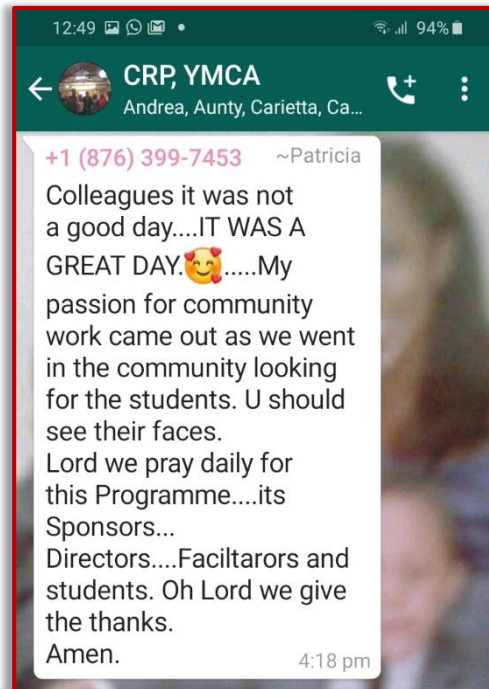
book fluently. Activity she got was to plant a seed and must be Optimistic that it will grow. Her mother was very active in the reading process and congratulated the programme.

It was not just the children and their parents/caregivers who were thankful for CRPs COVID-CARE Response, the 'Aunties' and 'Uncles' were beside themselves with gratitude.

'I feel comfortable talking about my problems to the aunties and uncles. It lift my spirit. They really look out for me and help in any way they can. So thanks.'
parent

'I really appreciate the programme reaching out because as a single mother without a job, sometimes mi nuh know weh mi a go get it from, worse in COVID time when nobody a go give you nutt'n.'
parent

'Mi neva did expect seh de programme would go over an' beyond an' consider dat de children an' dem family might a need some stuff. So it surprise mi an' mi appreciate di help.'
parent



100 children (BT: 60 & KYMCA: 40) were engaged in reading and other activities by direct and WhatsApp calls, voice recordings and video sessions; as well as in person while following the Government's Risk Management protocols.

CRPs thematic approach guided the activities and discussions:

The acronym CORONA was used.

Each facilitator was assigned 6 children with whom to communicate on a weekly basis guided by the theme of the week.

The children were encouraged to remain active during the quarantine.

'My grandson sees that the aunties still interested and care about him. Yuh can see the beam in his eyes when him get the call.'
guardian

Week 2 **C**are for self / care for others, connect
Week 3 **O**ptimism - keeping a positive mindset
Week 4 **R**ead and Learn
Week 5 **O**ur Father who art in Heaven
- keep faith strong
Week 6 **N**utrition - Healthy eating and Drinking water ++
Week 7 **A**ctive - Keep moving and exercising

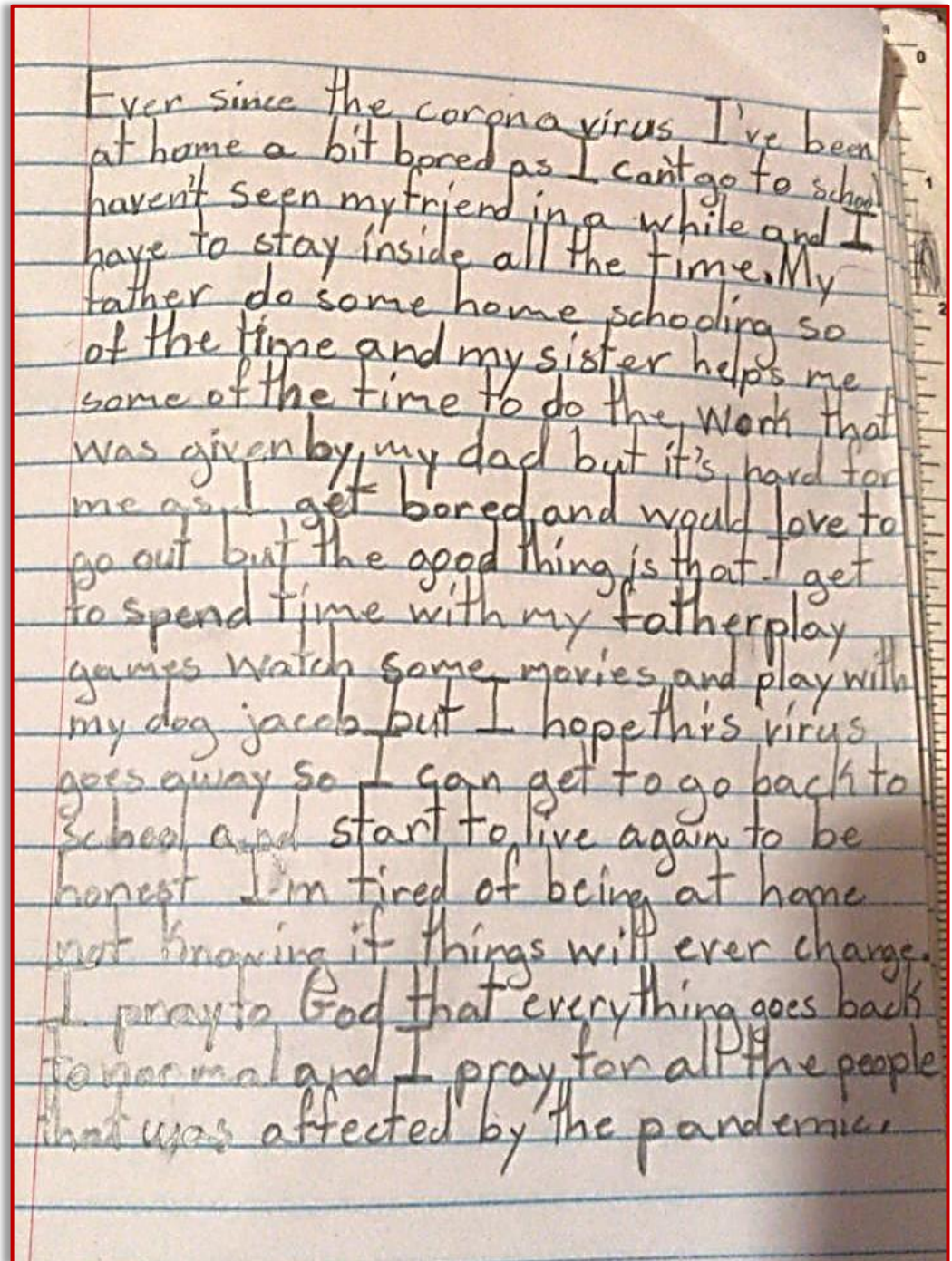


CRPs creative and interactive approach stimulated the children's literacy levels. This included essay, poetry and song writing in addition to reading. All of which boosted their self-confidence.

In addition to reading the books sent in the care packages, the children wrote, recorded or videotaped themselves reading, reciting or singing their essays, poems or songs respectively and sent them to their CRP 'Aunties' and 'Uncles'.

'The aunties help me with my homework, and they help me with my reading.'
Child

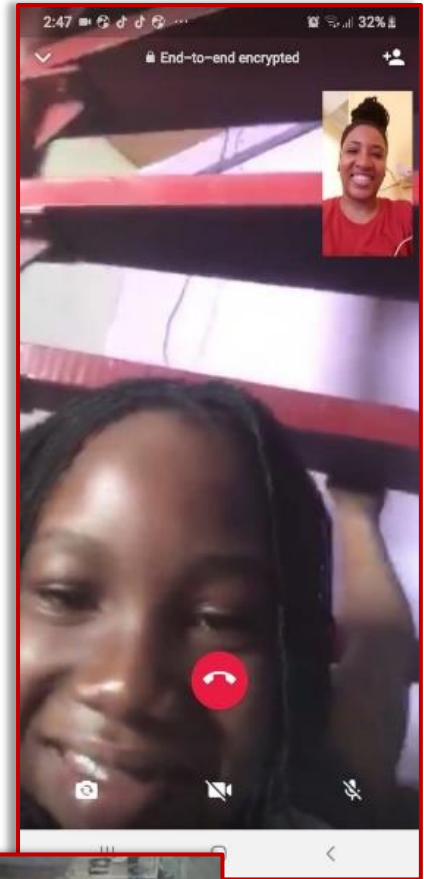
'Since COVID I like the fact that somebody reached out and provide work to keep my daughter's brain active.'
parent



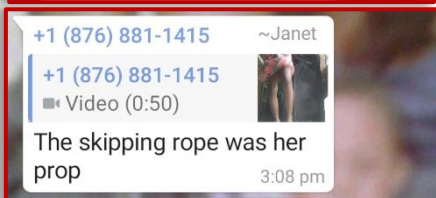
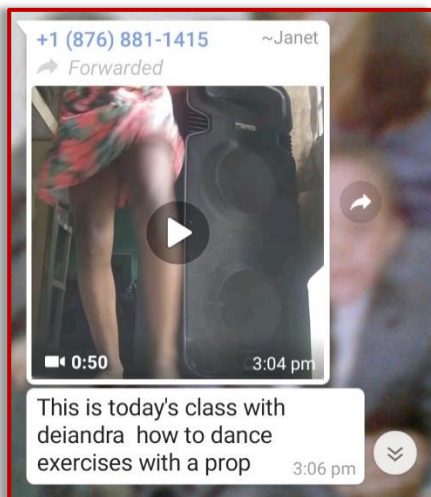
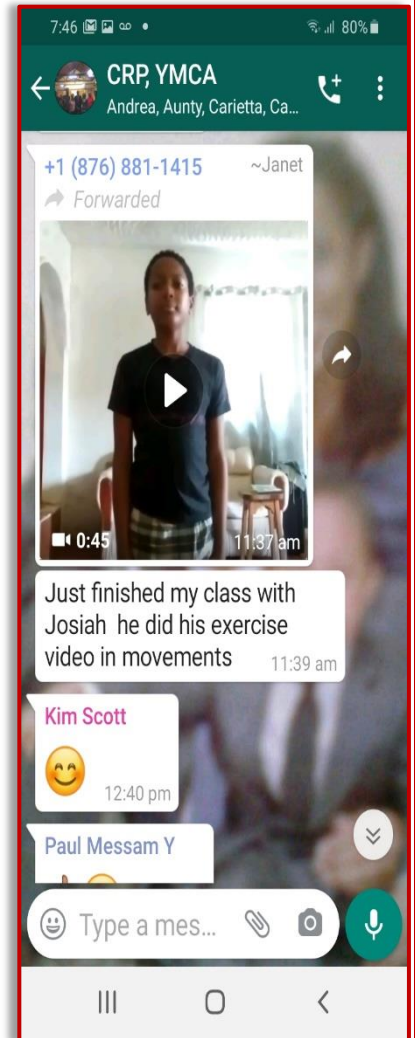
WhatsApp (group) video calls gave the children the opportunity to see and interact with their friends, 'Aunties' and 'Uncles' from the programme...much to their delight!

'I like the video call where I saw my friends and talked to them. I looked forward to the activities. I like everything about the care packages – the books and the masks.'
Child

'The aunties and uncles help me with any problems and they talk to me so I feel comfortable sharing stuff with them.'
child



Dance, exercise and art and craft were a part of the creative mix of activities...



The impact of the 'Feeding and Reading' Initiative...

- There was a general increased love for learning and reading
- The children were motivated by the 'Aunties' and 'Uncles' on a daily basis.
- All children at their various levels were engaged and stimulated.
- The parent/facilitator communication was greatly improved.
- Practical needs such as nutrition were met.

'The programme help me because I feel comfortable knowing that the aunties are interacting with my child when I'm not there and helping her with her homework and giving her activities like planting seeds and watching it grow. I really like the programme. Thank you!'
parent

Kevaughn



Good morning aunty Michelle
I planted 4 cummber seed 3
started growing. One big plant
and two small ones

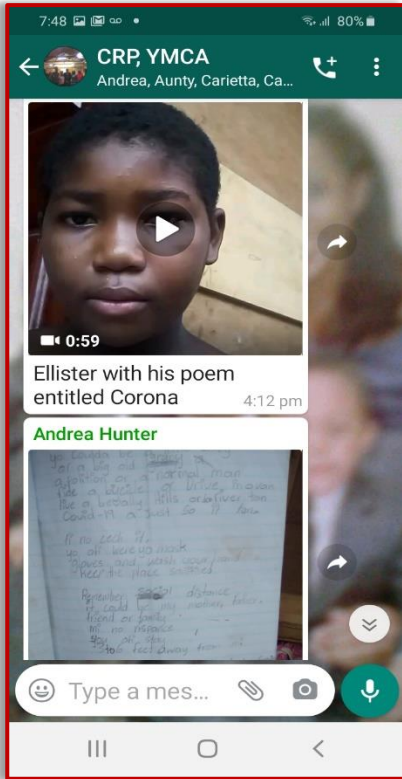
8:48 AM

Kevaughn

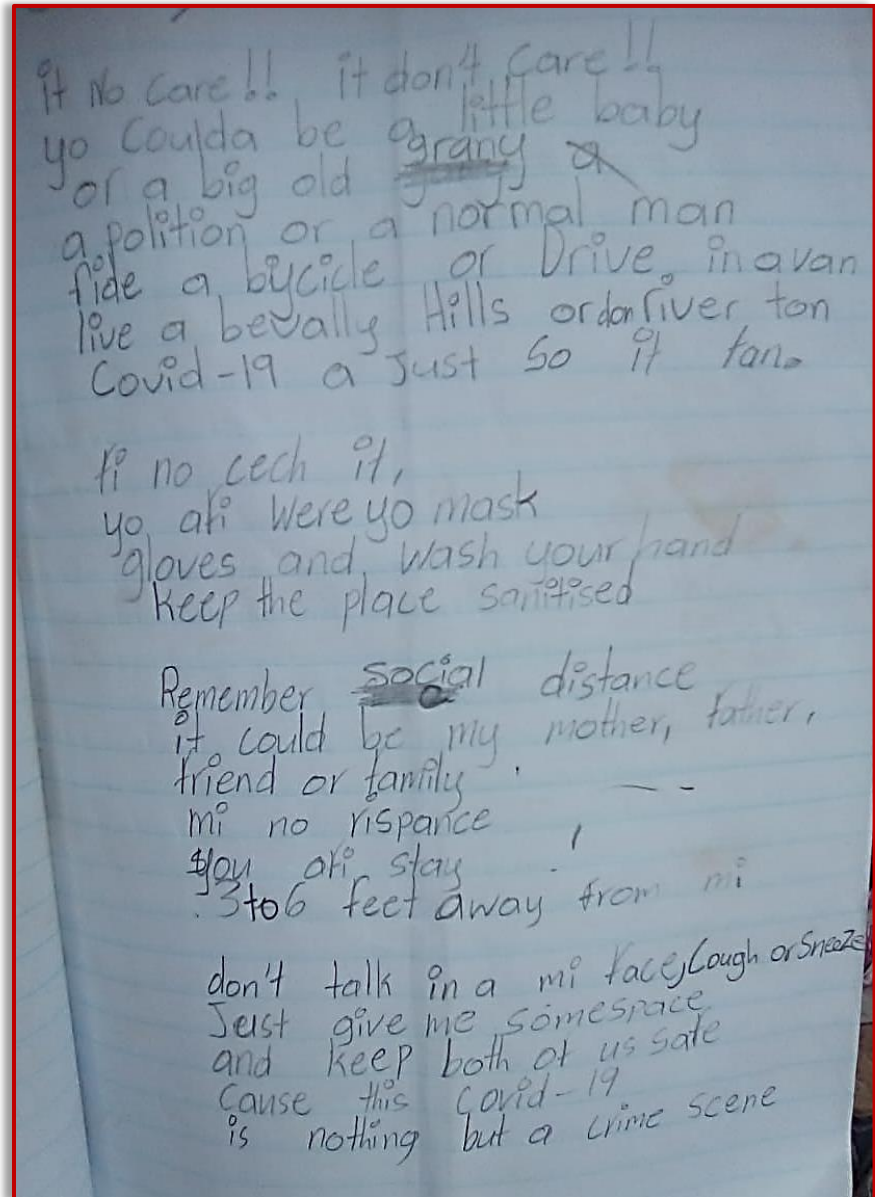


My daddy says I have transplant
soon because my cucumber plant
getting big

7:07 AM



'It makes me feel comfortable knowing that he's engaged with something constructive instead of just watching TV or playing video games. The aunties calling and reading with him helps him to be creative and to think outside the box.'
parent



End of School Year Interview...

'I loved the activities my aunty gave me especially the end of year interview. I look forward to talking with aunty every week' child

MY END of SCHOOL YEAR Interview
Big Life Journal

✓ **Kericecia Brown**
My name

I am **11** years old

Favorite color: **Green**

Favorite song: **God's Plan**

Favorite animal: **Dog**

Favorite subject: **Social Studies**

What did you practice and get better at this year?
Sewing

What new skills or talents did you develop this year?
Entering a pageant

What was your proudest moment this year?
Doing Spanish

What will you remember most about this school year?
Swimming Lessons

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My end of the school year Interview

Name: Rojaughn Stephens AGE: 11

FAVOURITE color = blue
song = believer
animal = cat

What did you practice and get at it this year?

I was unable to ride a bicycle and ~~to~~ now I am able to do so.

What skills or talents did you develop this year?

I'm writing and communicating much better this year.

3. What was your proudest moment this year?

My proudest moment was when Uncle Karl was impressed with my essay and said it was going to be in the booklet.

4. What will you remember most about this year?

I ~~am~~ will always remember the COVID-19 pandemic how it affected me and how many people it ^{has} killed.

'The programme's COVID response help to relieve stress.' child

End of school year 'Graduation' care packages: KYMCA

Each child was gifted with a Programme T-Shirt, a Certificate of Participation, a water bottle memorabilia and a pack of seeds to start their backyard garden.

'De care package help him a lot 'cause sometimes mi don't have it to give him. A di makerel and rice mi get from the package yesterday mi cook fi dinner fi me an' him.'
parent

'The care packages saved a lot of lives and thank God for the programme. As he came home yesterday, he start trying on his T-shirt and tell me I have to give him a container to plant the peas in. He's very motivated.'
parent



'I like the water bottle, certificate and the t-shirt. I going to plant my callaloo seeds tomorrow with newspaper and plastic cup' child



'Nuff time when mi de pan mi last an mi in need, the programme come through. It's a big help. De aunties always call and check up and ask how mi a cope. Mi a go help him plant him callaloo seed tomorrow.' parent



'Him like him t-shirt. Him can wear it to Sunday school. Him appreciate the certificate and him like him water bottle. It inna 'im draw - that means 'hands off!' We talk about how wi going to plant the seed. Wi ago tek picture an sen' to Aunty.' parent



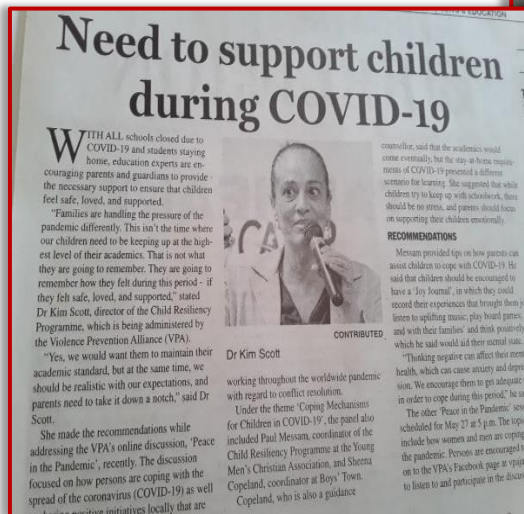
'Ah now him miss de programme. Him collect him certificate yesterday and a water bottle and nobody can touch the water bottle.' parent

CRPs COVID-CARE Response 'Feeding & Reading' Initiative not only made the news, it achieved the programme's objectives:

Greater Protection from and Prevention of Violence, Exploitation and Abuse by:

- Strengthening resilient attributes, coping mechanisms, and life skills in project children
- Increased engagement in educational activities
- Increase in positive parental involvement, communication and appropriate discipline
- Improved community cohesiveness and inclusion towards greater ownership and engagement in addressing the issue of community violence, abuse and neglect.

It also demonstrated the flexibility of the Programme's model in being able to make an impact in adverse circumstances; and highlighted some features that can be continued in the future such as the unexpected benefit of in-home intervention via video and direct calls on a regular basis.



CONCLUDING REMARKS

The impact of the Child Resiliency Programme was most evident this year for several reasons:

- It helped to bolster the self-confidence/esteem of a significant number of children and stimulated their love for learning.
- It helped to prepare the children for the COVID-related trauma of being pulled from life as they knew it by meeting practical and therapeutic needs.
- It exposed the children and their families to a more nurturing way of life: caring relationships resulting in appropriate discipline, increased parental involvement; and children learned to express themselves to trusted adults at the programme.
- Its flexibility to adapt in adverse and other situations.



- Its in-home intervention via WhatsApp video and direct phone calls and home visits, which engaged the caregivers regularly, hinted at the solution to increased parent/family engagement.

No doubt, the **Child Resiliency Programme has demonstrated its protective effect as a tool to the prevention of crime and violence across Jamaica.**

ANNEX

1

Programme Output for 2019-2020

- **110 children** across both centres **attending afterschool activities three times per week.**
- **Monthly Parenting workshops** (average:10 parents per session) October 2019 - February 2020.
- **Facilitators Training Workshop - Kingston Centres:** September 2019, Alhambra Inn (25 facilitators).
- **COVID-CARE 'Feed & Read' Project:** 100 children and their families received care packages and remote intervention with children - April-June 2020.

CHILD RESILIENCY PROGRAMME
MONITORING & EVALUATION QUESTIONNAIRE

NAME:	DATE:	SCHOOL:					
To what extent do the sentences below describe you? Circle ONE answer for each statement.		NO Not at All		Sometimes		YES A Lot	
		Pre	Post	Pre	Post	Pre	Post
1. I do fun and interesting activities after school in my community or at the programme (e.g. sports, cultural arts, clubs)		1		2		3	
2. There is an adult at school or at the programme who tells me when I am doing a good job and believes I will be a success		1		2		3	
3. There is an adult at school or at the programme who cares (hugs etc.) & listens to me when I have something to say (when feeling bad or good, sad or happy, angry)		1		2		3	
4. I feel I belong at school		1		2		3	
5. Doing well in school is important to me		1		2		3	
6. I respect myself and others		1		2		3	
7. My parent/caregiver shows interest in my schoolwork & homework		1		2		3	
8. I bully children at school and at the programme (hit, push, name-calling, threaten, spread mean rumours, tease about body)		1		2		3	
9. I carry a weapon (i.e. gun, knife, sharp object, broken glass, stone)		1		2		3	
10. I get into a fist fight / pushing when somebody wants to fight me		1		2		3	
11. I can resist cursing students back when they curse me		1		2		3	
12. I can deal with someone troubling me, without hurting myself or others		1		2		3	

CHILD RESILIENCY PROGRAMME
MONITORING & EVALUATION QUESTIONNAIRE

NAME:	DATE:	SCHOOL:					
To what extent do the sentences below describe you? Circle ONE answer for each statement.		NO Not at All		Sometimes		YES A Lot	
		Pre	Post	Pre	Post	Pre	Post
13. Circle time helps me to try to understand what other people go through (consider another person's feeling)		1		2		3	
POST INTERVENTION ONLY							
14. I feel I belong at the programme		1		2		3	
15. Since being in the programme, I feel more motivated to do well and to never give up		1		2		3	
16. Since being in the programme I feel better about myself		1		2		3	
17. Since being in the programme I get into trouble less		1		2		3	
18. Since being in the programme I love to learn and read more		1		2		3	
19. Since being in the programme I feel more confident		1		2		3	
20. I feel safe when I am at the programme		1		2		3	
21. If I am hungry, there is something to eat at the programme		1		2		3	
22. Circle time helps me to solve conflicts without fighting		1		2		3	
23. Circle time helps me to think before I act		1		2		3	

CHILD RESILIENCY PROGRAMME

INDIVIDUAL PROFILE

NAME			
SCHOOL		DATE	
GENDER	Male <input type="checkbox"/>	Female <input type="checkbox"/>	D.O.B.: / /
Who do you live with?	<input type="checkbox"/> Biological mother only <input type="checkbox"/> Biological father only <input type="checkbox"/> Both parents <input type="checkbox"/> Other		How many persons live in your house?
Parents' /Main Caregiver's Name	Mother:	Tel #:	
	Father:	Tel #:	
	Other:	Tel #:	
Address/ Name of Community:			

Where is your other parent?
For those living with single parents/ or caregiver.

Lives elsewhere in Jamaica: Kingston/another 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? <input type="checkbox"/> Yes <input type="checkbox"/> No	Don't know <input type="checkbox"/>
How often do you see or talk to him/her?	Not at all	Seldom	Often	All the time
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

RISK BEHAVIOUR ASSESSMENT

1. Do you feel really sad or depressed a lot?	Yes	No
	<input type="checkbox"/>	<input type="checkbox"/>

2. If no, skip to next question, if yes, why? Please mark all that apply:	Yes	No
When they tease/ pick on me/ bully 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"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>

3. Have you ever felt like killing yourself?	Yes	No
	<input type="checkbox"/>	<input type="checkbox"/>

4. Have you ever experienced or seen a murder in your community?	Yes	No
	<input type="checkbox"/>	<input type="checkbox"/>

5. Have you ever experienced or seen violent fighting in your community (fist, stone, gun, broken bottle etc.)?	Yes	No
	<input type="checkbox"/>	<input type="checkbox"/>

6. How do your parents discipline you? 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"/>	<input type="checkbox"/>
Talk	Time outs	Take away privileges (no TV, video games etc.)	Slap and Spank	Beat with hand or object to harm	Shout	Curse Bad words	Other
1	2	3	4	5	6	7	8

PARENT QUESTIONNAIRE

1. How often do you show 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/ Now & then	Weekly	Daily hugs, praises
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/ Now & then	Weekly	Daily
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	Attend PTA meetings regularly	Attend school functions	Talk 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"/>
Talk	Time outs	Shout	Take away priviledges	Slap and Spank	Nothing	Other
1	2	3	4	5	6	7

SOCIAL BEHAVIOUR OF CHILD

Name of Child:	School:
Date:	

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

	Parent	Teacher/ Facilitator	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			

Rate Scale:				
Never	Rarely	Sometimes	Usually	Always
1	2	3	4	5
How often is this student/your child?				
	Parent	Teacher	Facilitator	
Able to regain control of behavior when given a warning				
Displaying aggression – hitting, pushing, name calling, threatening and bullying				
Has the programme helped your student/child in any way				

SUMMER TERM PHONE SURVEY FOR CHILD RESILIENCY PROGRAMME PARENTS

COVID -19 April 2020

CHILD'S NAME & SCHOOL _____

CAREGIVER'S NAME & NUMBER _____

Relationship with Child: _____

PLEASE JOT DOWN ANSWERS TO THE FOLLOWING:

- 1) How are you coping? _____
 - a) Do you have access to any form of welfare like PATH or Poor Relief?
YES _____ NO _____
 - b) Are you able to help your child with home-schooling (timewise/ Literacy level/ technologically savvy)?
YES _____ NO _____
 - c) Are you working/ laid off? _____
- 2) a) What have you been doing to keep well and safe from Covid-19? (encourage staying home, Social distancing, hygiene practices, eating healthy, exercise)

- b) Where are you and your child currently located (staying outside parish)?

- 3) a) Would you be interested in a meal or care package
b) Where would be convenient for you to pickup? (the programme centre/your child's school)

- 4) Would you like to have access to a telephone hotline for support and counselling Mondays-Wednesdays from 3-5 pm? YES _____ NO _____
- 5) Do you have a smart phone or other device that your child can use for learning during programme days & time?
YES _____? NO _____ when _____?
If not, if one was made available to your child to use will it be safe/ or you monitor?
YES _____ NO _____
- 6) Is there anything you would like to ask us at this time?

6

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	St. Peter Claver
Trench Town Primary	
St. Andrew Primary	

7

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.*

RESILIENT ATTRIBUTE & PRO-SOCIAL BEHAVIOURS

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

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

RESILIENCY STRATEGIES

● **Caring relationships:** Supportive relationships at home, school & community

● **Provide Opportunities for Meaningful Participation:** at home, school & community

● **Have High, yet Realistic Boundaries & Expectations:** clear rules, high expectations, sense of safety & structure at home school & community.

LIFE SKILLS TRAINING THEMATIC APPROACH

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

Core Topics – 10 Adolescent Development Tasks:

1. Self-Development

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

2. Emotional & Social Development

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

3. Cognitive Development

- Decision Making & Problem Solving
- Goal Setting

Special Topics – The Prevention of:

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

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

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