

FINAL EVALUATION

THE CHILD RESILIENCY PROGRAMME OF THE VIOLENCE PREVENTION ALLIANCE



**Child Resiliency Programme
of the Violence Prevention Alliance
13 Gibraltar Camp Way
Institute of Sustainable Development
The University of the West Indies, Mona
Kingston, Jamaica**



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PREFACE

PREFACE

The Child Resiliency Programme (CRP) of the Violence Prevention Alliance (VPA) engaged the independent evaluation services of Manitou, Inc., based in New York, to produce this final evaluation.

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This project, funded by Comic Relief, is the expansion of the CRP of the Violence Prevention Alliance (VPA) to two Community Organisation Sites (in Kingston, Jamaica), namely the: (1) Boys Town (BT) and (2) Kingston YMCA. The duration of the project is over six years from 1st September 2014 to 30th June 2020.

ABBREVIATIONS

BT	Boys Town
CSJP	Citizen Security and Justice Programme
CRP	Child Resiliency Programme
ECE	Early Childhood Education
FGDS	Focus Group Discussions
HIV / AIDS	Human immunodeficiency virus infection and acquired immune deficiency syndrome
KMA	Kingston Metropolitan Area
NPCSS	National Crime Prevention and Community Safety Strategy
NPACV	National Plan of Action for an Integrated Response to Children and Violence: 2018-2023.
OECD-DAC	Organisation for Economic Co-operation and Development's Development Assistance Committee
PASS	Programme for Alternate Student Support
RISE	Children First and Rise Life Management
TOC	Theory of Change
STI	Sexually Transmitted Infection
USAID	United States Agency for International Development
UWI	University of the West Indies
VPA	Violence Prevention Alliance
WROC	Women's Research and Outreach Centre
YMCA	Young Men's Christian Association

EXECUTIVE SUMMARY

INTRODUCTION

Jamaica launched an ambitious reform programme to stabilize its economy, reduce debt, and elevate growth. As a result, inflation decreased, and there was strong economic performance, including a record-low unemployment rate. Significant infrastructure was also built to improve child education outcomes and reduce exposure to violence, but Jamaican children still live in conditions that make them vulnerable and put them at risk of not achieving their full potential. (UNICEF, 2019)

It is within this context that the Child Resiliency Programme (CRP) works, and its model is aligned with the constellation of strategies and interventions designed to protect children. CRP operates under the Violence Prevention Alliance (VPA) with two community organisation sites in Kingston, namely: (1) Boys Town (BT) and (2) the Kingston YMCA. This report is the final evaluation of CRP and fulfills grant conditions for an independent assessment of programme activities funded by Comic Relief. The objective and scope of this evaluation is to **demonstrate that objectives have been met and that the project in BT and the YMCA was sufficiently implemented to achieve the desired outcomes.**

CRP aims to nurture children's self-esteem and to create an environment that supports resilience. Specifically, the **objective** is *"to foster the development of resilient attributes in its target population by using resiliency strategies and life skills training."*

Since CRP's model places heavy emphasis on creating a supportive environment with healthy interpersonal relations with friends and adults from the community and school, these activities are not only consistent with national strategies, but CRP is included in Jamaica's National Plan of Action for Violence Against Children. UNICEF has also acknowledged CRP as a "model intervention".

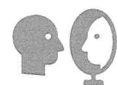
There are different integrated interventions which form part of the CRP: (1) Life Skills Training including mentorship and spiritual development; (2) Sports and Creative Activities; (3) Academic Support to increase literacy; (4) Nutritional Support; (5) Parenting and Family Counseling and training; (6) Teacher Training; and (7) Community Cohesion and Inclusion. Note that these components **intentionally** overlap with each other.

From these interventions, four desired outcomes should result. The CRP's Theory of Change (ToC) includes:

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

KEY FINDINGS

Qualitative and quantitative evidence, gathered through the programme, helped determine the extent to which each outcome was realized and whether the programme met its objective.



STRENGTHENING RESILIENT ATTRIBUTES

To better understand the extent to which the first outcome was achieved, several evidence sources were consulted. Ideally, the children were supposed to demonstrate an increase in resilient attributes and pro-social behaviours, and these were explored under categories: (1) behavioural change; and (2) attitudinal change. **This programme has contributed toward change in its participants on both levels.**

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The resiliency measure administered to children in both BT and the YMCA in June 2019 included statements that represented areas where the children are expected to express themselves (i.e., anger, sadness, hunger, and self-expression). Specifically, the attitude statements are about: (1) Circle Time helping them; (2) having someone to talk to when feeling bad; (3) having food to eat when hungry; and (4) respecting themselves and others. In



all of these measures, on average, the children's responses were **63% affirmative**, indicating strong promise. The positive results of the children's attitudinal

statements are presented in table below.

RESILIENCY MEASURE STATEMENTS	BT	YMCA
	% affirming 'yes'	
<i>Circle Time helps me.</i>	65%	62%
<i>I have someone I can talk to when I feel bad.</i>	67%	57%
<i>If I am hungry, there is enough food to eat.</i>	67%	70%
<i>I respect myself and others.</i>	73%	49%

Rich qualitative evidence also substantiated the evidence, underscoring that this programme strengthens resilient attributes, coping mechanisms, and life skills. The children's violent tendencies also showed improvement over time; an observation linked to participating in sports. A facilitator highlights that sports "*brings together the children from different schools. [They have to] interact and play with each other. It creates a bond between them.*"



A large number of the entering children read at or below grade 3 level. For instance, in 2016-2017, 86 out of 113 children, or 76%, read at grade 3 **or lower. Such findings were consistent in all of the years reviewed.** "One teacher explained that "Reading is really a problem with some of these children [referring to the CRP entering or registering students]; They slip through grades 1 and 2 with no

foundation and it's in grade 3 that's when we start to see the problem. It's not that they are dunce...it's that they have not grasped the foundation." After participating in the programme, however, the results show that the children increase their literacy levels by **at least one grade level.**



Across the globe, many parents and caregivers consider corporal punishment an acceptable and desirable feature of the child socialization process, and it is therefore engrained in the culture. Indeed, many Jamaican parents use corporal punishment as a form of discipline. Baseline figures collected from incoming children in 2019 and 2020 report that talking, slapping or spanking, shouting, and cursing are the most prevalent disciplining practices that their parents use. After participating in the CRP, however, parents report that they find themselves with more "patience" and better control with their own anger by counting from one to ten, being able to "handle" their children, listening, and hugging their children more often. Qualitative data links attending the workshops to **an increase in knowledge of appropriate discipline (not corporal punishment).**



The involvement of community members in the programme are designed to effectively address the issue of community violence. While CRP is not expected to be held accountable for community cohesiveness, as several influential factors are beyond their control, both sites have become well-known fixtures within their respective communities and locations in Kingston. CRP has also been recognized with several awards, demonstrating the extent to which there is community appreciation for the work. For example, CRP received the 40th National Prayer Breakfast Award and was in the End Violence Country Spotlight for its response to COVID 19. In fact, with the pandemic, the families have

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shown an even stronger appreciation for the CRP's efforts.

CHALLENGES

All programmes experience challenges which adversely affect programme effectiveness and efficiency, and qualitative data indicates that they are: (1) neighbourhood violence, (2) children reaching home too late without completing their homework; (3) absenteeism due to studying for the exit exam; (4) absenteeism in general from school; (5) limited attendance at parent workshops linked to work schedules and parental incarceration; and (6) transportation issues. This last challenge was effectively addressed.

Interviews with CRP leadership revealed that though fundraising is an essential part of its operations, it has been sustaining itself with limited financial contributions from various funders. However, this programme needs additional financial and human resources in order to continue its operations and remain sustainable. **Ideally, this programme ought to be adopted by the Ministry of Education.**

LESSONS LEARNED

CRP's leadership valued a research-based measure for resilience and wanted to administer a questionnaire to adolescents. The Evaluation Advisor worked closely with the CRP leadership to not only prioritize evaluation questions but also to select the child-youth resilience measurement (CYRM)¹ with the intent of modifying it to align with the Jamaican cultural context. It should be made clear that **CRP's adaptation of the CYRM-28 is the first of its kind for eleven and twelve-year-olds.**

This tool was originally developed in English by experts from different countries who sought to design an instrument with broad cultural applicability. The most meaningful lesson learned

from this project was the realization that research-based tools take several different trials before observing a consistent score. It was expected that CYRM would perform its intended function and that externalities would not influence the observed results. Yet, challenges persisted. The CYRM's mean score administered in the Fall 2018 was 65.82 (pretest), and the score for Spring 2019 was *slightly lower* at 65.01 (posttest).

The main explanation for this observation was an influential **attrition bias**.² Specifically, a total of 134 children took the pretest in the Fall of 2018, but only 94 children were available in the following Spring 2019 to take the posttest.

SWOT AND RECOMMENDATIONS

The **purpose** of the strengths, weaknesses, opportunities and threats (SWOT) analysis is to identify enabling and constraining factors. While the full analysis is presented in this report, essentially, there is an **opportunity** to continue to counteract the effects of the culture of violence that permeates Jamaica. Without continued investment in CRP, the **threat** is that cohorts of 120 children at-risk children (and their parents) may likely continue to fall victim to violence within their communities, schools, and homes **each year**. These parents will suffer, as they are not likely to engage in positive behavioural practices with their children.

In sum, it has been evidenced that CRP's interventions has effectively fulfilled the objective of contributing to the development of resilient attributes among targeted children, and therefore it is **recommended that this programme secures additional financial investment**. Since CRP's adaptation of the CYRM-28 is the first of its kind in Jamaica, this work **also ought to be continued in the future**.

¹ There are several instruments, but the tool with 28 items was selected.

² Attrition bias is when the study participants prematurely exit the study, and the remaining sample of children are,

then, fundamentally different from the original sample. It was this experience that led to the development and use of a different, more relevant tool, which is easier to understand and shorter.

SECTION 1 INTRODUCTION

This report is the final evaluation of the Child Resiliency Programme (CRP). Many components implemented under this programme are funded by an external donor, and so in fulfillment of grant conditions, it is necessary to have an independent assessment. Although project implementation is monitored through regular reporting mechanisms, the CRP leadership deemed it necessary to validate annually reported results and to substantiate that the CRP contributes to resilience in children. The scope of the evaluation is therefore for accountability, mainly determining whether: (i) the overall programme objectives were being met; and (ii) the project was sufficiently implemented to achieve the desired outcomes.

Therefore, this evaluation report presents an overview of the country context and how the evaluand fits within Jamaica's overall efforts to curtail the negative impact that violence has on children's lives, assuming that the audience may be unfamiliar with the policy-level context of Jamaica's social and education systems. Further, as part of understanding CRP's mandate, the Theory of Change (ToC) is further elaborated. The discussion of programme results is highlighted, as the evidence presented was derived from systematically collected primary and secondary data sources.

1.1 The Evaluand

The foundational stage(s) of this programme is pinpointed in 2006 in the Hope United Church. Since September 2014, the CRP operated under the Violence Prevention Alliance (VPA) with two community organisation sites in Kingston, namely: (1) Boys Town (BT) and (2) the Kingston YMCA. Two additional sites were established afterwards with Falmouth All Age School in 2015 and the and the Sam Sharpe Teachers College in Montego Bay in 2017. Under the Comic Relief grant, the CRP was implemented in Boys Town and the Kingston YMCA, involving up to twelve feeder schools, supporting roughly 120 children per year.³ Essentially, the aims of the programmes are to:

- Build resiliency;
- Promote non-violence and peaceful conflict resolution; and
- Provide protection for children from violence, exploitation, and abuse.

The model includes a tested ToC, which highlights an approach of bringing together the contributions of the school, community organisations (e.g., fire and police), church, families (parents/guardians), and health services providers. From the outside, it appears that the overall structure is a community-based services delivery model, yet the overall approach to engaging the children may be defined as **child-centred**.⁴ More information about the approach is presented under the section which explains the ToC.

³ In the two other locations, Falmouth All Age School and the Sam Sharpe Teachers College in Montego Bay, there were up to ten feeder schools involved and 100 children per year. **This part of the programme was not funded by Comic Relief.**

⁴ The definition of this term has evolved considerably over the years, as it has pedagogical associations with different value systems. In this report, however, it is defined in two ways: First, it refers to the idea that "Children are active participants in their own education and development." (Penny Munn, 2010). Second, it denotes that "it is **assumed that**

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1.2 Country Context

In 2013, Jamaica launched an ambitious reform programme to stabilize the economy, reduce debt, and elevate growth. As a result, inflation decreased, there was strong performance of tax revenues, and the rate of unemployment fell to a historic low of 7.2% in October 2019⁵, which is almost half the rate at the start of the reform programme.^{6,7} While the “prevalence of poverty [is] lower in the urban areas of Jamaica compared to rural areas, in the Kingston Metropolitan Area (KMA), the prevalence of poverty in 2015 was 14.3%.⁸

During this time, it was also recognized that Jamaica made impressive investments to improve child education outcomes and reduce their exposure to violence. For example, regarding education, the gross enrollment rate in primary education, approximately 96% for girls and boys combined, evidences the deliberate efforts to deter absenteeism, although it is acknowledged that there still remain challenges for boys to complete the transition to secondary level education.⁹ In relation to minimizing the exposure to violence, a multitude of policy initiatives and community-level interventions have been put into place. Starting from the national level, the Jamaica’s Vision 2030 National Development Plan (passed in 2009), National Crime Prevention and Community Safety Strategy (2010), the Unite for Change Initiative (2013),¹⁰ and the National Plan of Action for an Integrated Response to Children and Violence (NPACV)¹¹ constitute part of the

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Jamaican children still live in conditions that make them vulnerable and put them at risk of not achieving their full potential.

UNICEF’s Situation Analysis of Jamaica, 2018

children may be vulnerable to neglect and abuse or exploitation from within their family and from individuals they come across in their day-to-day lives. These threats can take a variety of different forms, including sexual, physical and emotional abuse; neglect; exploitation by criminal gangs and organized crime groups; trafficking; and online abuse. Whatever the form of abuse or neglect, practitioners would then put the needs of children **first** when determining what action to take. Sourced and adapted from <https://www.workingtogetheronline.co.uk/index.html>

⁵ Statistical Institute of Jamaica (2019) Statistics; UNICEF, Situation Analysis of Jamaica, Kingston, Jamaica, 2018, page 9; International Labour Organization (2015) Social Protection for Children: Key Policy Trends and Statistics. Social Protection Policy Papers; Government of Jamaica, Ministry of Economic Growth; Job Creation (2016) National Policy on Poverty – National Poverty Reduction Programme; and Pottinger, A. M. (2012) Children’s Exposure to Violence in Jamaica: Over a Decade of Research and Interventions. *West Indian Medical Journal*, 61(4), 369 – 371.

⁶ The World Bank in Jamaica. Sourced at: <https://www.worldbank.org/en/country/jamaica/overview>.

⁷ Government of Jamaica (2020) Fiscal Policy Paper: FY 2020/21, page 2.

⁸ The Statistical Institute of Jamaica (STATIN). (2018). Jamaica- Voluntary National Review Report on the Implementation of the 2030 Agenda for Sustainable Development: Statistical Annex. Kingston, Jamaica: Statistical Institute of Jamaica.

⁹ UNICEF (2018) Situation Analysis of Jamaica, Kingston, Jamaica, page 31.

¹⁰ Government of Jamaica (2014), Ministry Paper 93, *Unite for Change Initiative*.

¹¹ Government of Jamaica (2019), Ministry Paper 26, Ministry of Education, Youth, and Information: National Plan of Action for an Integrated Response to Children and Violence: 2018-2023. According to CRC/C/JAM/Q/3-4/Add.1 of 11 December 2014, States Party Report to the Committee on the Rights of the Child, para 18: “The Ministry of Youth and Culture and the Child Development Agency is currently spearheading work towards the final approval of the National Plan of Action for an Integrated Response to Children and Violence. The goal of the NPACV is to create and maintain a protective environment, supportive of and responsive to the issues of violence, child abuse and maltreatment of children in Jamaica. The core objective is to reduce the impact of violence against children through an integrated approach to prevention, control, intervention responses, monitoring and evaluation so that the rights of children may be preserved, and the creation of an environment that stimulates their positive growth and development into productive citizens of Jamaica.”

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infrastructure designed to coordinate crime prevention and community safety.¹² There are a range of committees, units, and programmes implemented by the crime prevention community that also form part of this overarching infrastructure. These activities vary in size and scope, including programmes that focus on improving parenting skills, helping youth foster positive identities and follow positive role models, helping children develop skills and attitudes that prevent bullying and conflict in schools, and building networks of positive leaders who speak out against gender-based violence.¹³

1.3 CRP Programme Objective

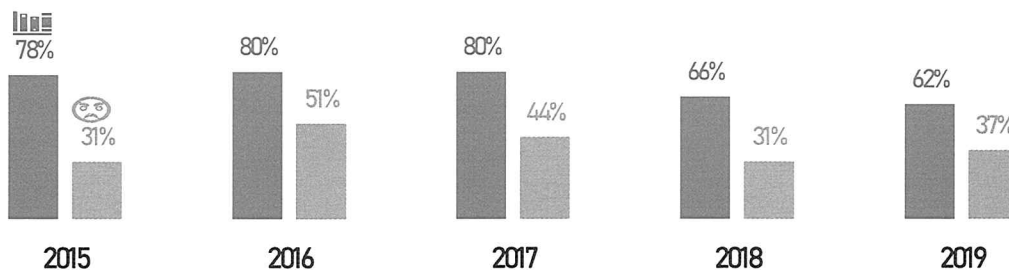
The CRP model aligns with this extensive constellation of interventions designed to nurture children's self-esteem and create an environment that supports resilience. The **objective** of the CRP is *"to foster the development of resilient attributes in its target population by using resiliency strategies and life skills training."*

There are only a limited number of openings available, and so the children who fulfill the referral criteria (see text box) must be vulnerable and exposed to extremely high levels of violence domestically and in their communities. The guidance counsellors and teachers in feeder schools refer the children to the programme, and the main criteria has been directly linked to **academics** and, more specifically, requiring reading support. **Aggression** has been another high-ranking reason for being referred into CRP from 2015 to 2019 (see figure 1).

REFERRAL CRITERIA

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

Figure 1: Most of the children are referred because they need reading support and show aggression.



Source: Baseline figures from children's referral applications upon entering the programme (2015-2019).

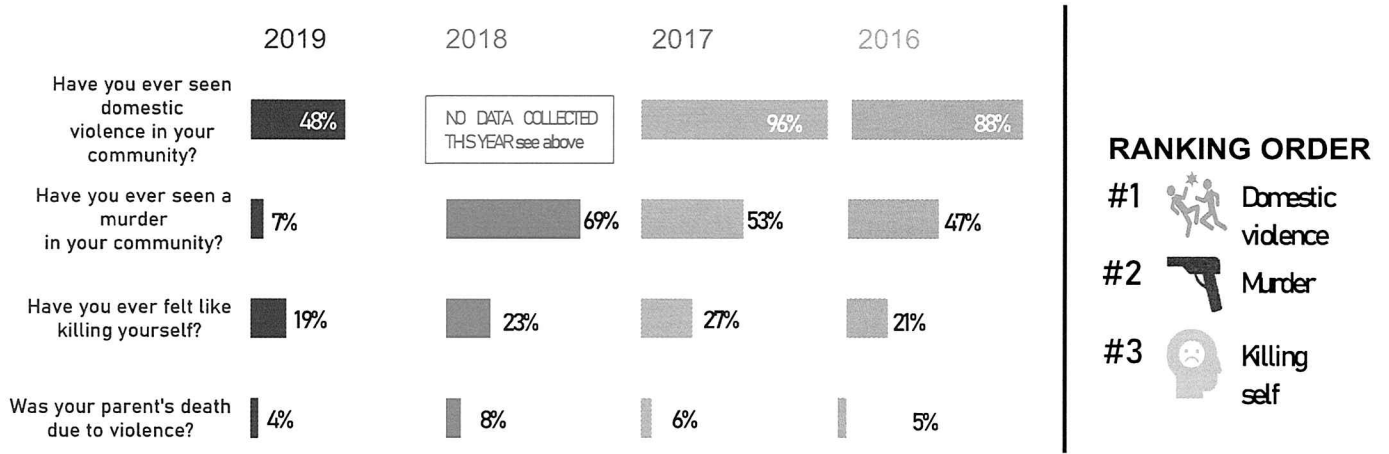
¹² Harriott, A. and Jones, M. (2016) Crime and Violence in Jamaica: Inter-American Development Bank (IDB) series on Crime and Violence in the Caribbean, Institutions for Development and Country Department Caribbean Group, Technical Note No. IBD-TN 1060, page 63.

¹³ Examples of these types of programmes include the August Town Crime Prevention Programme, Children First's Caribbean Youth Empowerment and Male Awareness Programmes, Police Youth Clubs, the Ministry of Education's Behaviour Modification Programme, the Health and Family Life Programme, and programmes sponsored by the SISTREN Theatre Collective and the Women's Research and Outreach Centre (WROC). The Citizen Security and Justice programmes (CSJP) by design have individual crime prevention for both individuals and communities with different implementing partners (e.g., Children First and Rise Life Management (RISE)). There are many sports-based programmes such as the August Town Crime Prevention Programme which targets early delinquency and violent behaviour. The Ministry of Education also has the Educate Access and Socialize Youths Initiative under the Programme for Alternate Student Support (PASS), which focuses on students who are particularly vulnerable and in need of therapy.

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As evidenced in the above figure, requiring reading support and having inappropriate, non-sexual behavior, aggressive behaviour are high and serve as key determinants for being referred to the programme. However, children’s exposure to violence at home, in the schools, and in the community is also very common. Baseline statistics collected by CRP from 2016 through 2019 illustrate that witnessing a murder in the community and domestic violence ranked extremely high among new entrants into the programme in **2019, 2017, 2018, and 2016.**¹⁴

Figure 2: Exposure to domestic violence and murder are high ranking among programme entrants.



Source: Baseline figures from children’s referral applications upon entering the programme (2016-2019).

Figure 2 also illustrates approximately one in four children have thoughts about killing themselves. While CRP collects a large amount of baseline data, not all information was presented in this report. Nonetheless, the logic was to demonstrate with the evidence available that the children targeted for CRP the years share the same characteristics of: (i) poor academic performance and aggression; and (ii) substantial exposure to violence in the home and community.

1.4 Producing the Theory of Change

CRP’s curriculum is research-based with the underlying assumption that even in the face of adversity, a child may continue to “be ok” or demonstrate positive behaviour. This is the definition of resiliency.¹⁵ With this concept in mind, the elements of this after-school programme work to increase protective factors¹⁶ and decrease risk factors,¹⁷ and both factors occur at three levels: (1) environmental level; (2) interpersonal level;

¹⁴ In 2017/2018, there is missing data because, the data collected for witnessing domestic violence was not separated from witnessing a murder. Specifically, the question was “Have you seen murder or domestic violence in your community?”

¹⁵ Luthar, S. (Ed.) (2003) Resilience and vulnerability: Adaptation in the context of childhood adversities. Cambridge, United Kingdom: Cambridge University Press; and Masten, A. (2011) Resilience in children threatened by extreme adversity: Frameworks for research, practice, and translational synergy, *Development and Psychopathology*, 23, pp. 493–506.



¹⁶ Protective factors are attributes or characteristics that lower the probability of an undesirable outcome.

¹⁷ Risk factors are individual, school, peer, family, and community influences that increase the likelihood of problem behavior (e.g., dropping out of school or engaging in violent behaviour).

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and (3) individual level. Table 1 below provides examples of protective and risk factors at the three different levels which are relevant to the Jamaican context.

Table 1: The risk and protective factors for adolescents by factor levels¹⁸ refer to the Jamaican context.

FACTOR LEVELS	RISK FACTORS 	PROTECTIVE FACTORS 
ENVIRONMENTAL	Laws and norms favorable to anti-social behaviour; Poverty and economic deprivation; Low economic opportunity; Neighborhood disorganization; Low neighborhood attachment;	Opportunities for education, employment, and other pro social activities; Caring relationships with adults or extended family members; Social support from non-family members;
INTERPERSONAL	Family communication and conflict; Poor parent-child bonding; Poor family management practices; Family alcohol and drug use; School failure; Low commitment to school; Rejection by conforming peer groups; Association with antisocial peers;	Attachment to parents; Caring relationships with siblings; Low parental conflict; High levels of commitment to school; Involvement in conventional activities; Belief in pro social norms and values.
INDIVIDUAL	Sensation-seeking orientation; Poor impulse control; Attention deficits; Hyperactivity.	Social and problem-solving skills; Positive attitude; Temperament; Low childhood stress.

Building on the above theoretical framework, CRP’s ToC¹⁹ and Outcome Indicators (see annex A) have several assumptions which include that:

The structured after school programmes for behaviour change in children identified as at-risk for violence will be most successful IF:

- 1) Children are engaged in educational activities;
- 2) Children are supported to strengthen their coping mechanisms and life skills through sporting and cultural activities delivered by a caring, consistent adult mentor; and

¹⁸ JM Jensen & MW Fraser (2005). A risk and resilience framework for child, youth, and family policy, Social policy for children and families: A risk and resilience perspective. Chapter 1, Thousand Oaks, Calif.: Sage Publications, pages 1-11.

¹⁹ With the assistance of Manitou, Inc.’s proposals for changes in the ToC format, wording, and layout, the CRP’s ToC is now consistent with the organisation’s goals (mission), objectives, and activities.

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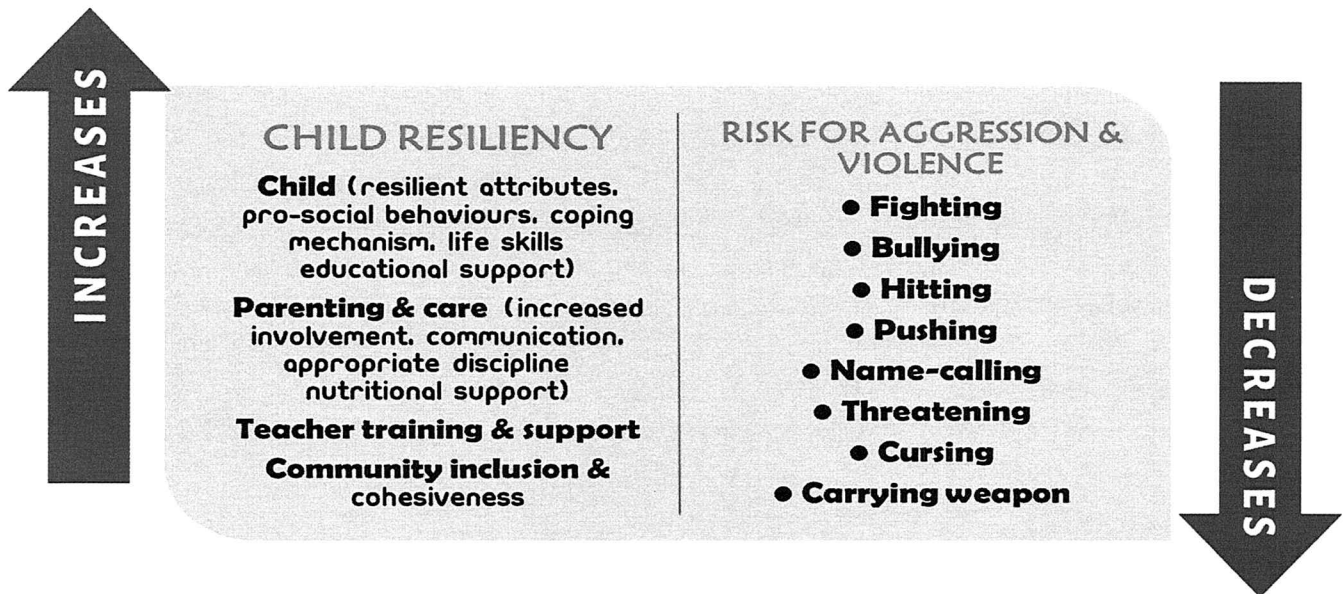
- 3) Parents are supported to become better, more involved parents; and
- 4) Teachers are trained to better cope with behaviourally-challenge children.

In order for this change or vision to succeed, there must be strengthened partnerships among local authorities, voluntary organisations, faith-based groups, feeder schools to ensure the greatest potential for owning the process of managing children at risk for violence and abuse. The programme's contribution is to **facilitate** this change and stimulate further engagement, so that there is cohesiveness among all relevant stakeholders.

If the above assumptions are met, **THEN:**

The children will display an increase in resilient attributes, coping mechanisms, and life skills (i.e., impulse control, expression of emotions, and productive social communication). The pathways of change with relationships with parents, teachers, and community stakeholders are illustrated in the figure below as well as the desired impact.

Figure 3: The pathways to change through CRP increase protective factors and decrease risk factors.



Source: Figure accessed from CRP Staff (in 2019).

1.5 Programme Organizational Structure

The programme *builds on* the strengths of the following competences for each child: (1) physical; (2) social; (3) cognitive; (4) vocational; and (5) morale and spiritual.

Figure 4 presents the organizational structure which consists of the:

1. Management level with the Founder and Programme Director, Dr. Kim Scott, Programme Assistant and Administrative Director, Mrs. Marilyn Lee; the Monitoring and Evaluation staff member, Mrs. Judith Taylor; and Programme Operations Executive, Mrs. Michelle Miller PhD.; and

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2. Coordinators, Assistant Coordinators and Facilitators for the following four sites: BT, Kingston YMCA, Falmouth, and Sam Sharpe Teachers College.

All programme staff are dedicated professionals who manage different components of the life skills training thematic approach.

Figure 4: The organizational structure of the CRP includes staff located in all sites.

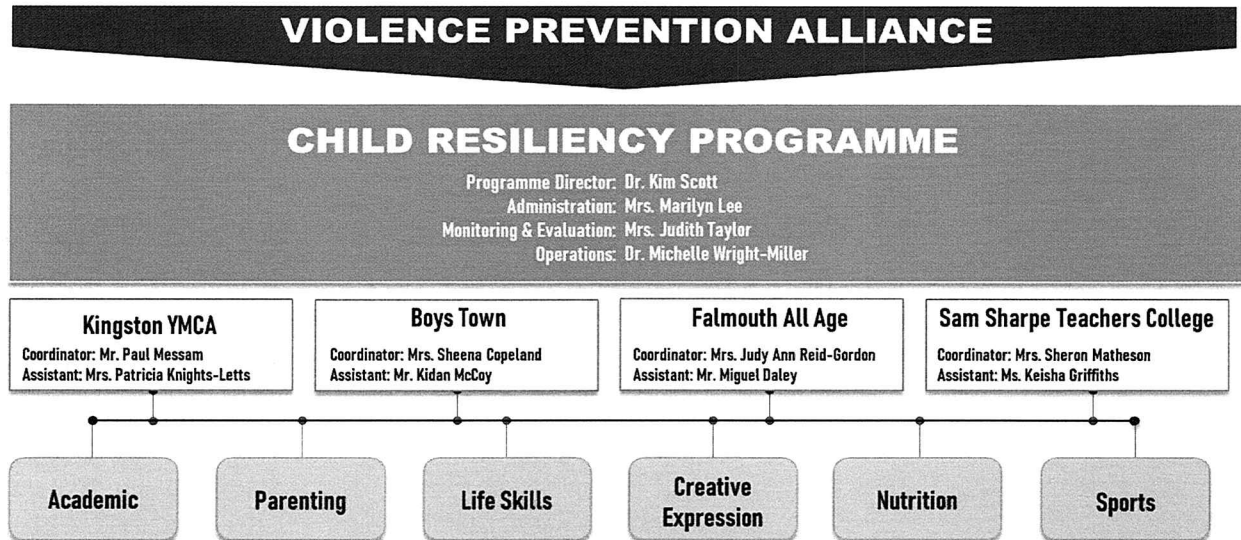
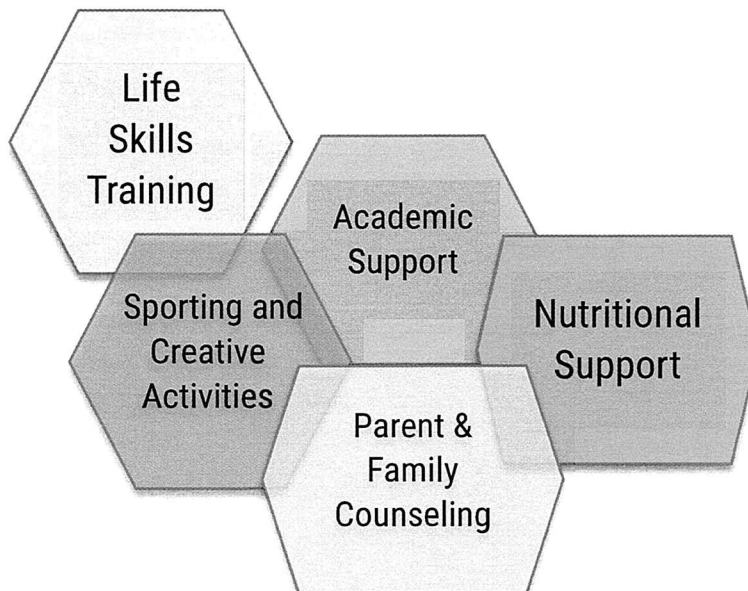


Figure 5: The arms of the CRP overlap intentionally.



Source: CRP website for Figure 4 and Figure 5.

1.6 The Arms of the Programme Services

There are different integrated interventions which form part of the CRP, as illustrated in figure 5, and they are: (1) Life Skills Training including mentorship and spiritual development; (2) Sports and Creative Activities to reinforce Life Skills; (3) Academic Support to increase literacy; (4) Nutritional Support; (5) Parenting and Family Counseling and training; (6) Teacher Training; and (7) Community Cohesion and Inclusion. Note that these components *intentionally* overlap with each other. This section briefly describes the

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activities in each programme component as well as other efforts to support teachers and to facilitate community cohesion. All programme descriptive information presented in this section comes from CRP programme documents. See Annex B for Documents Consulted for further details.

1.6.1 Life Skills Training

Each week, special topics are discussed to expose the children to life skills training and help them develop the characteristics of resilient and pro-social behaviours. Through **Circle Time**, the children have the opportunity to express themselves about personal matters and topical issues which follow the life skills themes. Each 'Topic of the week' is further reinforced through the other arms of the programme.

There are a variety of methods used, including videos, debates, arts and craft, role playing, music and games. In general, these activities equip the children with the tools to search within themselves to understand why they act and react the way they do and to explore alternative ways of responding to challenges. The main **objectives** of the life skills training include: (i) helping young people to gain knowledge, insight, and a meaningful perspective of themselves; (ii) helping adolescents successfully navigate all the major tasks associated with healthy living (i.e., prevention of HIV/AIDS/STIs and pregnancy); (iii) adolescent development; and (iv) encouraging socially acceptable behaviour.

Spiritual development also takes place for 15 minutes of each afternoon and is led through song and or reading specific bible passages. Life skills may guide the devotions topic(s). The text box details the core topics covered.

1.6.2 Sporting and Creative Activities to Reinforce Life Skills

Sports is recognized as all forms of physical activity that contribute to physical fitness, mental well-being, and social interaction, such as play, recreation, organized and or competitive sport and games. Indeed, sports is a powerful tool for engaging at-risk children in activities and is used as a diversionary approach to tackling crime, inspiring behaviour change, and teaching important life skills. Examples of this positive development include anger management, conflict-resolution, team spirit, building self-esteem, decision-making and self-discipline, cooperation, trust, and how to win and lose gracefully.

Given that sports is viewed as 'the best school for life', it is intentionally integrated into the programme. It also brings the children together, regardless of their, background, religious beliefs, or economic status and **is designed to incite a sense of belonging**. Physical activity sessions include football, track and field, swimming,

CORE TOPICS OF ADOLESCENT DEVELOPMENT

Self-Development

Who am I?
Moral and Spiritual Development
Roles & Responsibilities
Sexuality

Emotional & Social Development

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

Cognitive Development

Decision Making & Problem Solving
Goal Setting

Special Topics – The Prevention of:

HIV/AIDS/STI/Pregnancy
Drug Use & Abuse
Violence & Crime
Child Abuse.

Source: CRP website. Link is [here](#)

INTRODUCTION

cricket, table tennis, boxing, and Karate. Sports day, one of the big events for the year, always has full participation from all the children, as they compete through “houses” in sports and other mini competitions.²⁰

Moreover, creative arts activities help the children to: (i) gain a positive, meaningful perspective of themselves; (ii) build on team work; (iii) develop leadership and relationship management skills; and (iii) engage in conflict resolution and anger management, among other socially healthy behaviours. These activities include art and crafts, modern dance, singing, drumming and drama. Concerts held at the end of terms are designed to showcase the creative skills of the children, which may entail reading poems, singing songs, expressive dance, and drumming, which also reinforce the sense of belonging (and confidence-building activities).

1.6.3 Academic Support

As illustrated earlier, low academic performance is prevalent. It is also an indicator of poor mental concentration which may be linked to the violent and abusive environment in which the children are expected to thrive. The inability to read effectively has also been associated with a higher likelihood to engage in high-risk behaviours, including fighting, aggressiveness, getting involved in gangs, and displaying inappropriate behaviour. This arm therefore aims to: (i) help children become functionally literate through small group teaching; (ii) develop and motivate those already reading at functional grade level to achieve high academic standards; and (iii) foster a love for reading and learning. Several techniques are used to stimulate, and later, reinforce literacy, and they are:

- card games to spell words;
- crossword puzzles;
- reading and comprehension;
- quizzes; and
- computer games and activities.

All of these activities are presented as co-curricular activities.

1.6.4 Nutritional Support

Children cannot focus and be productive if they are hungry or malnourished. The **objectives** of this programme component are to: (i) provide weekly nutritional meals and refreshments; (ii) offer parents and children practical advice on cost-effective healthy eating habits; and (iii) reinforce life skills during mealtime, including proper table etiquette. The meals were a major pull factor of the programme, as they provided the children with proper nutrition, and in some cases, the only meal for the day.

1.6.5 Parent & Family Counselling and Teaching

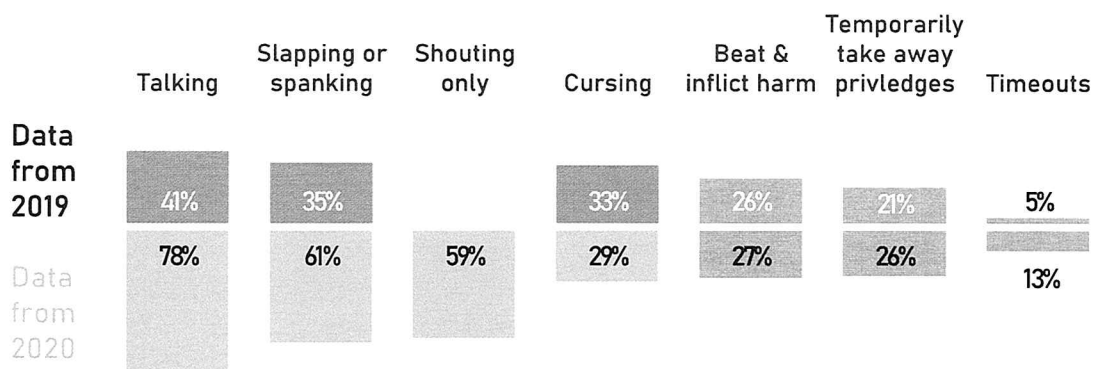
Across the globe, many parents and caregivers consider corporal punishment an acceptable and desirable feature of the child socialization process, and it is therefore engrained in the culture. Indeed, many Jamaican

²⁰ A “house” is a team, and there are six teams differentiated by colours (e.g., red, yellow, blue, orange, purple, green). There are 10 children on six teams which totals 60 children, which is the maximum number of children targeted. The children are randomly placed on each team to encourage a “mixing” of the feeder schools, and ultimately, teamwork across feeder schools. Once the teams are organized, there is a **Reward and Recognition Programme**, where each child begins each term with five stars which go towards his or her team. The child loses or gains stars throughout the term as consequence or reward for his or her individual behaviour. This loss or gain is also reflected on the team’s total number of points (stars), and the team with the most points at the end of term gets to go on a day-long field trip.

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parents use corporal punishment as a form of discipline.²¹ Baseline figures collected from incoming children in **2019** and **2020** report that talking, slapping or spanking, shouting, and cursing are the most prevalent disciplining practices that their parents use. Timeouts are one the lowest ranking disciplinarian methods (see figure 6) at five and 13% respectively.

Figure 6: Disciplining practices reported by children.



Source: Baseline figures from children’s referral applications (2019-2020).

Considering this context, the primary objective of this programme’s arm is to improve parental involvement by increasing resilience, knowledge, and confidence in the parents and caregivers, so that they will, in turn, encourage positive behavioural practices in their children. The aim is to equip parents with better communication tools, so that they may have fruitful discussions in the areas of: (i) sexual and reproductive health practices; (ii) violence prevention; (iii) conflict resolution; and (iv) drug abuse prevention practices. It encourages appropriate discipline methods as opposed to corporal punishment; and increased involvement in their child’s schoolwork. Parent workshops are monthly, and they expose the parents to a comprehensive curriculum over a one-year period. This curriculum includes the following elements: (i) reflections about the type of parent that they want to be; (ii) promoting self, emotional social and cognitive development of adolescents²²; (iii) STI/HIV and pregnancy prevention; (iv) preventing abuse and violence at home and in the community; (v) helping the adolescent resist drugs and alcohol; and (vi) handling grief and building resilience.

This part of the programme is also responsive to emergencies. For example, CRP facilitated family visits and meetings particularly in ‘red flag’ cases where children needed extra support, and if additional intervention and assessment is needed. According to CRP staff, recommendations are also made to the necessary authorities. Typically, there may be up to ten cases of family counseling across both centres each year.

²¹ Smith, D.; Mosby, G. Jamaican child-rearing practices: The role of corporal punishment. *Adolescence*, Roslyn Heights Vol. 38 (150), Summer 2003: 369-81; and Smith, D. Corporal punishment of children in the Jamaican context. *International Journal of Child, Youth, & Family Studies* (2016) Vol 7 (1), pp: 27–44.

²² The lessons include: 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; re-negotiating roles and responsibilities; and setting and achieving goals.

EVALUATION OBJECTIVE, SCOPE, & APPROACH

1.6.6 Teacher Training

Apart from the home, the child's environment includes the adults from school. As these adults are quite influential, CRP also includes efforts to support teachers and guidance counsellors. The aims of this CRP arm are to:

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

All teachers and guidance counsellors are given an open invitation to visit the programme anytime as well as to attend special events such as sports day, concerts, and parent workshops. They are also encouraged to have the children share what they learn through programme participation.

1.6.7 Community Cohesion

Community cohesiveness and inclusion is critical to building resiliency, and so it is also an integral component within CRP. This arm specially focuses on the sensitization and training of the community with the intension of: (i) building partnerships in the community; (ii) keeping community personnel informed and involved; and (iii) allowing for shared decision-making. In this case, the community consists of active principals, teachers, football organizations, guidance counselors, pastors, elders and relevant church personnel, police, sports and entertainment personnel among other important community members. Finally, the private sector plays a notable role by giving donations and other materials to the programme.

The CRP includes a model of when and how often the programme implements different activities, and these are presented in Annex C which is located at the end of this report.

SECTION 2 EVALUATION OBJECTIVE, SCOPE, & APPROACH

2.1 Objectives

CRP is funded by an external donor, and so the **objective** of this evaluation is to **demonstrate that objectives have been met and that the project was sufficiently implemented to achieve the desired outcomes**. The intent is also to look at the extent to which the programme has contributed to the development of resilient attributes. To explore this, the following questions will be examined:

- a. How well does the programme model work?
- b. What are the factors that enhance and obstruct the achievement of programme outcomes?

2.2 Scope

Pursuant to *most* of the Organisation for Economic Co-operation and Development (OECD) Development Assistance Committee (DAC) programme evaluation criteria²³, the **scope** of this evaluation is the assessment of the:

- relevance of the CRP model with the ongoing interventions designed to minimize violence in Jamaica;
- effectiveness of planned activities within the six arms of CRP and the extent to which their fulfillment has contributed toward change (i.e. the development of resilient attributes) in the children; and
- sustainability of CRP or the continuation of programme benefits after the assistance has been completed.

This report does not assess programme impact or establish a causal link between CRP's activities and community cohesion. In addition, this evaluation only reviews the activities funded by Comic Relief. However, this evaluation documents lessons learned, good practices and challenges, and this information may be used to inform future work in measuring how resilience is nurtured in children through afterschool programmes.

The intended users of the evaluation are: Comic Relief; stakeholders based in Jamaica including, those working in the Ministries of (1) Education, Youth and Information, (2) Health and Wellness; and (3) National Security; VPA, the CRP staff and parents, among others interested in the social protection work for children.

2.3 Evaluation Approach & Design

This evaluation's design follows four principles:

2.3.1 A Developmental Evaluation Approach²⁴

In order to determine the extent that the programme has contributed toward change in the children, CRP's leadership believed that using a research-based instrument would be most appropriate. The Evaluation Advisor worked closely with the CRP leadership to not only prioritize evaluation questions but also to select the child-youth resilience measurement (CYRM)²⁵ with the intent of modifying it to suite the Jamaican cultural context. This tool was originally developed in English by a group of experts from different countries who sought to design an instrument with broad cultural applicability, and it had already been applied in different regions throughout the world (e.g., Canada, Palestine, South Africa).

In addition, the results generated from the application of the CYRM-28 were jointly interpreted with the CRP leadership, which is also consistent with the Developmental Evaluation Approach. These tools were, in turn, adjusted to better respond to the children's capacity and CRP's information needs.

2.3.2 A Mixed-Methods Design

This evaluation used an *Integrated Mixed Methods Design*, and as quantitative methods were primarily used (the CYRM-28 as well as other baseline survey data), this design is classified under the "nesting or embedded" category. The qualitative data from stakeholder interviews, Focus Group Discussions (FDGs), and a

²³ Organisation for Economic Co-operation and Development (OECD) Development Assistance Committee (DAC) (2019) Better Criteria for Better Evaluation Revised Evaluation Criteria Definitions and Principles for Use. DAC Network on Development Evaluation.

²⁴ Patton, M. Q. (2011) *Developmental Evaluation: Applying Complexity Concepts to Enhance Innovation and Use*. New York: Guildford Press.

²⁵ There are several instruments, but the tool with 28 items was selected.

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secondary data analysis from a document review were then combined with the quantitative data during the analysis stage to produce *a joint analysis*.²⁶

2.3.3 A Multilevel Theoretical Framework

The evaluation's design was also informed by the substantive and theoretical works from resilience²⁷ and Urie Bronfenbrenner's *Ecological Models of Development*.²⁸

2.3.4 A Capacity-Strengthening Approach

The cadre of Manitou, Inc.'s team (Dr. Tristi Nichols and Ms. Sarah Boeckmann) provided evaluation technical assistance and worked with the CRP leadership to formulate different versions of Theories of Change, select and modify the CYRM-28, and update the monitoring and evaluation data collection systems.²⁹

Please see the evaluation methodology in Annex D, located at the end of this report.

SECTION 3 FINDINGS

3.1 Relevance

This section answers the question:

To what extent does CRP's objective of strengthening child resiliency in extreme adversity relevant to national strategies designed to protect children?

To what extent does the CRP model address the needs of the children?

In the country context section, it is explained that there is a wide range of interventions designed to minimize the exposure to violence, and the CRP "fits" within this rubric of policy-level strategies administered under the Ministries of Education, Youth, and Information; Health and Wellness; Finance and the Public Service; Labour and Social Security; and National Security, among others. However, assessments of the challenges within the Jamaican education system have highlighted specific factors which limit the effectiveness of these crime and violence prevention efforts, and they are:

1. some parents are ill-equipped for their role as caregivers and to provide a supporting environment for the development of their children.³⁰

²⁶ Greene, J. (2007) *Mixed Methods in Social Inquiry*, San Francisco: Jossey-Bass, page 129.

²⁷ Ungar, M. (2008a) Resilience across cultures, *British Journal of Social Work*, 38, pp. 218-235; Luthar, S. (Ed.) (2003) *Resilience and vulnerability: Adaptation in the context of childhood adversities*. Cambridge, UK: Cambridge University Press.

²⁸ Bronfenbrenner, U. (1994). Ecological models of human development. *Readings on the Development of Children*, 2(1), pp. 37-43.

²⁹ Evaluation capacity-building activities included day-long meetings, where the Evaluation Advisor travelled to Jamaica in September 2018 and June 2019. The Evaluation Advisor also developed a three-part adult-learning module with accompanying exams in **EVALUATION MEASUREMENT AND SURVEY ADMINISTRATION** for Ms. Judith Taylor, the M&E staff member, for which a **Certificate of Achievement** was issued in 2018.

³⁰ Planning Institute of Jamaica (2009) *Jamaica medium term socio-economic policy framework 2009-2012: Building the foundation for achieving Jamaica's Long-term goals*, Chapter 3: National Outcomes, World Class Education and Training, page 58;

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2. insufficient investment in violence prevention, including the use of specialized in-school and after-school behaviour modification programmes;³¹
3. lack of comprehensive policy interventions linking education to (private sector) employment for youth;³²
4. limited attention being given to the situation of vulnerable children;³³ and
5. Corporal punishment as a main form of discipline still remains prevalent in primary and secondary schools and in the homes. This still needs to be addresses at the national and policy levels.

As a consequence, violence against children and youth in the schools, communities, and in home continues. As presented earlier, the children targeted by the CRP are regularly exposed to violence at multiple levels. For example, although education is viewed as the key to better life opportunities, Jamaican schools tend to be violent, chaotic environments. Students commonly carry weapons while in school,³⁴ including knives, guns, scissors, and self-defense and peer protection are some reasons for engaging in school violence.³⁵

For the children living in inner-city communities, exposure to violence is an everyday experience. One study found that the most common experience of poor children who attended primary school was the loss of a family member or close friend to murder, an event that is reported to have profound psychological consequences.³⁶ To recall, the CRP baseline data substantiates this study's findings. Moreover, as illustrated earlier, disciplining practices such as corporal punishments are prevalent. Separately, and perhaps also linked to the exposure to violence at multiple levels, school attendance in Jamaican schools tends to be inconsistent.³⁷

Since CRP's model places heavy emphasis on creating a supportive environment with healthy interpersonal relations with friends and adults from the community and school, **these activities are consistent with national strategies designed to protect children.** Indeed, CRP is included in the National Plan of Action for Violence

³¹ Bailey, C. and Coore-Desai, C. The effect of exposure to community violence on levels of aggression: Evidence from a sample of Jamaican children, 201, *Childhood*, Vol. 19, No. 2, page 168; Crawford-Brown, C. (2016) Understanding Violence Prevention in the Jamaican Educational System, *Caribbean Journal of Education*, Vol. 38 No. 1, page 115; and

³² Planning Institute of Jamaica (2009) Jamaica medium term socio-economic policy framework 2009-2012: Building the foundation for achieving Jamaica's Long term goals, Chapter 3: National Outcomes, World Class Education and Training, page 58-67; Government of Jamaica (2010) National Crime Prevention and Community Safety Strategy, Ministry of National Security, Crime Prevention and Community Safety Unit; and Planning Institute of Jamaica (2009) Jamaica medium term socio-economic policy framework 2009-2012: Building the foundation for achieving Jamaica's Long term goals, Chapter 3: National Outcomes, World Class Education and Training, page 59.

³³ UNICEF, Situation Analysis of Jamaica, Kingston, Jamaica, 2018, page 2; and Crawford-Brown, C. (2010). *Children in the line of fire: The impact of violence and trauma on families in Jamaica and Trinidad and Tobago*. Arawak.

³⁴ Noyes, S. (2014) A Program Evaluation of an Intervention Program Targeting Bystanders to Promote a Positive School Climate in a Jamaican School, ProQuest LLC, Psy.D. Dissertation, William James College, page 45.

³⁵ Carolyn Gentle-Genitty, Jangmin Kim, Eun-Hye Yia, Douglas Slater, Beverly Reynolds, and Natasha Bragga, Comprehensive assessment of youth violence in five Caribbean countries: Gender and age differences, *Journal of Human Behavior in The Social Environment*, 2017, Vol. 27, No. 7, page 747.

³⁶ Samms-Vaughan, M., Jackson, M., Ashley, D. Urban Jamaican children's exposure to community violence. *West Indian Medical Journal*, 2005, Vol. 54, No. 1, pp.14-21; and Bailey, C. and Coore-Desai, C. The effect of exposure to community violence on levels of aggression: Evidence from a sample of Jamaican children, 201, *Childhood*, Vol. 19, No. 2, pp. 168-186. See programme referral criteria for data which supplements this claim.

³⁷ Noyes, S. (2014) A Program Evaluation of an Intervention Program Targeting Bystanders to Promote a Positive School Climate in a Jamaican School, ProQuest LLC, Psy.D. Dissertation, William James College, page 67; Bailey, C. and Coore-Desai, C. The effect of exposure to community violence on levels of aggression: Evidence from a sample of Jamaican children, 201, *Childhood*, Vol. 19, No. 2, pp. 188-203.

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against Children and was recommended as a model intervention by UNICEF. The extent to which the programme model meets the needs of the children, or helps to create meaningful interpersonal relationships (with families, friends, communities, and schools),³⁸ and reinforces self-esteem is further examined in the next section.

3.2 Effectiveness

This section answers the question:





To what extent has CRP achieved it's its activities or planned outputs?

To what extent were the activities effective, and how has the fulfillment of these objectives contributed toward change in the children?

3.2.1 Achievement of Planned Activities





Table 2 presents the extent to which the planned programme activities were accomplished. **It is evident that all planned activities were successfully completed**, and almost all of the number of persons to which CRP planned to reach was met. The key message is that 120 children are normally targeted at two centres, and they were reached, but there were a few challenges in their attrition. This is discussed later in this section.

Table 2: Summary of planned activities.





MAIN ACTIVITIES THAT WERE PLANNED FOR THE PAST YEAR	PLANNED NUMBER OF PEOPLE TO BE REACHED	MAIN ACTIVITIES DELIVERED IN THE PAST YEAR	NUMBER OF PEOPLE WHO WERE REACHED
			
Participatory stakeholder meetings: Principals, Guidance Counsellors, church and other community representatives, and mental health officer.	33	Participatory Stakeholder meetings: Principals, Guidance Counsellors, church and other community representatives, and mental health officer.	33
One-day training workshop for implementers. The key persons per organization: Family and	25	Two-day training workshop for implementers. The key persons per organization:	24

³⁸ Gardner, A. and Webb, H. (2019) A contextual examination of the association between social support, self-esteem, and psychological well-being among Jamaican adolescents, *Youth & Society*, Vol. 51, No. 5, page 711.

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MAIN ACTIVITIES THAT WERE PLANNED FOR THE PAST YEAR	PLANNED NUMBER OF PEOPLE TO BE REACHED	MAIN ACTIVITIES DELIVERED IN THE PAST YEAR	NUMBER OF PEOPLE WHO WERE REACHED
			
parenting, Academic and Creative and Life Skills.		Family and parenting, Academic and Creative and Life Skills.	
Deliver to cohort of children: three times weekly academic support activities, life skills training activities, devotional sessions, sporting activities, creative activities, cooked meals.	120	Delivered to cohort of children: three times weekly academic support activities, life skills training activities, devotional sessions, sporting activities, creative activities, cooked meals.	110
Conduct monthly parent training seminars, home visits as needed, as well as counseling for: <ul style="list-style-type: none"> • Individuals; • Parents / children • Families (as needed) 	60	Conducted monthly parent training seminars, home visits as needed, Counseling for: <ul style="list-style-type: none"> • Individuals • Parents & children • Families (as needed) 	25 parents attended monthly parent training seminars (20%); 20 families were engaged in ongoing family counselling (10 per centre).
<ul style="list-style-type: none"> • 2 Christmas concerts; • 4 Sports Day; and • 2 Programme Leaving Ceremonies. 	600	<ul style="list-style-type: none"> • 2 Christmas concerts; • 4 Sports Day; and • 2 Programme Leaving Ceremonies. 	600
Three (3) Field trips	60	3 Field trips held (1 per term)	60 children
12 Behaviour Prize-giving ceremonies	288 (24 per ceremony)	12 Behaviour Prize-giving held (6 per centre)	240 children

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MAIN ACTIVITIES THAT WERE PLANNED FOR THE PAST YEAR	PLANNED NUMBER OF PEOPLE TO BE REACHED	MAIN ACTIVITIES DELIVERED IN THE PAST YEAR	NUMBER OF PEOPLE WHO WERE REACHED
			
Six (6) Staff Development Sessions	25	12 Staff Development Sessions Held (6 per centre)	25 persons
One (1) Teacher training workshop	50	Teacher training of all Grade 5 teachers of feeder schools	43 teachers

Source: CRP monitoring reports.

3.2.2 What are the effects of these efforts?

The intent of this section is to gain a better understanding of the effectiveness of aforementioned activities. First, the ToC includes four outcomes to measure programme effectiveness, and they are that “Greater protection from and prevention of violence, exploitation and abuse occurs by”:

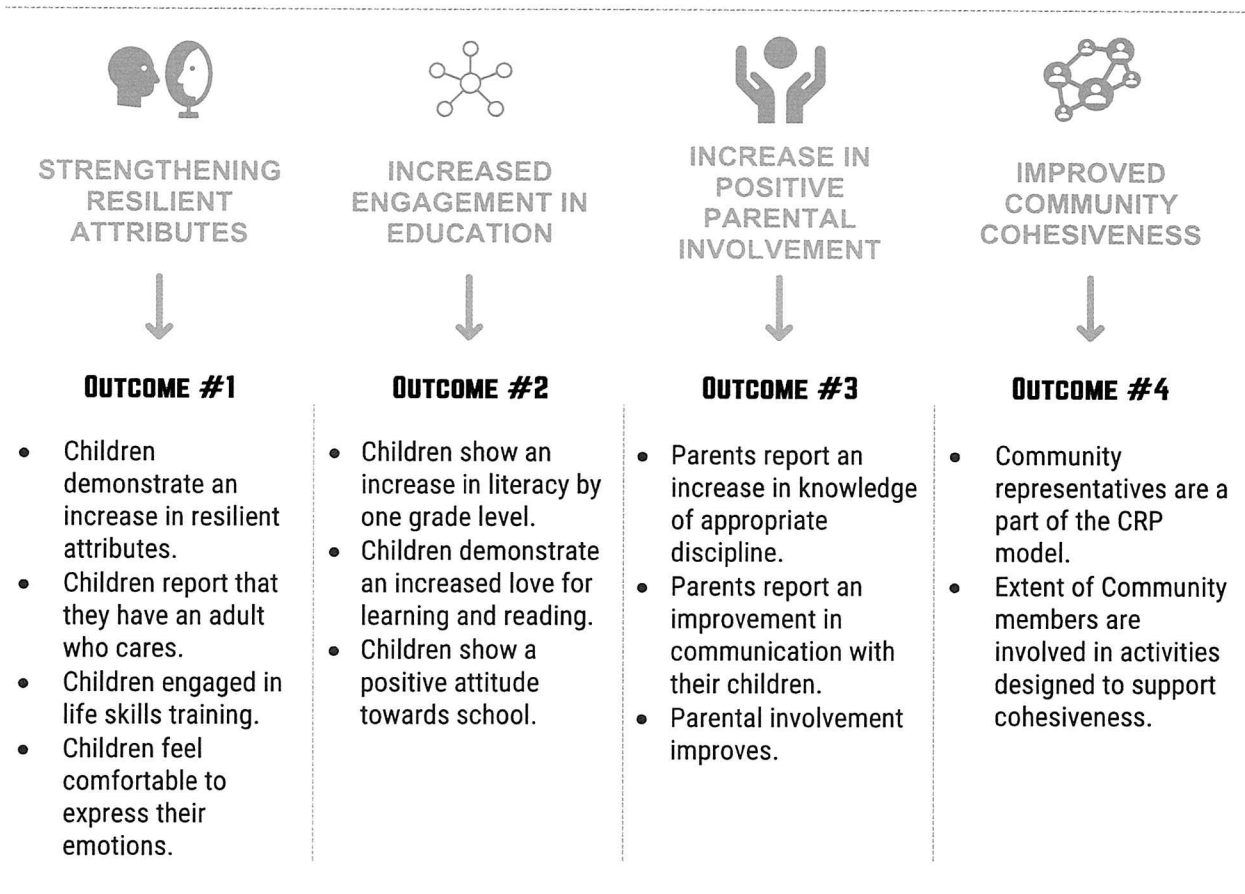
1. **Strengthening resilient attributes, coping mechanisms, and life skills in project children;**
2. **Increased engagement in educational activities;**
3. **Increase in positive parental involvement, communication, and appropriate discipline; and**
4. **Improved community cohesiveness and inclusion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

Second, each outcome is defined with the indicators of achievements (see figure 7³⁹), and with the data from quantitative and qualitative methods, the results for each indicator are further explored in this part of the report.

³⁹ The precise text of the indicators in this figure is not complete. Please see Annex A for the exact wording of each indicator.

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Figure 7: Indicators of Achievement of Four Outcomes.



3.2.3 Achievement of Outcomes



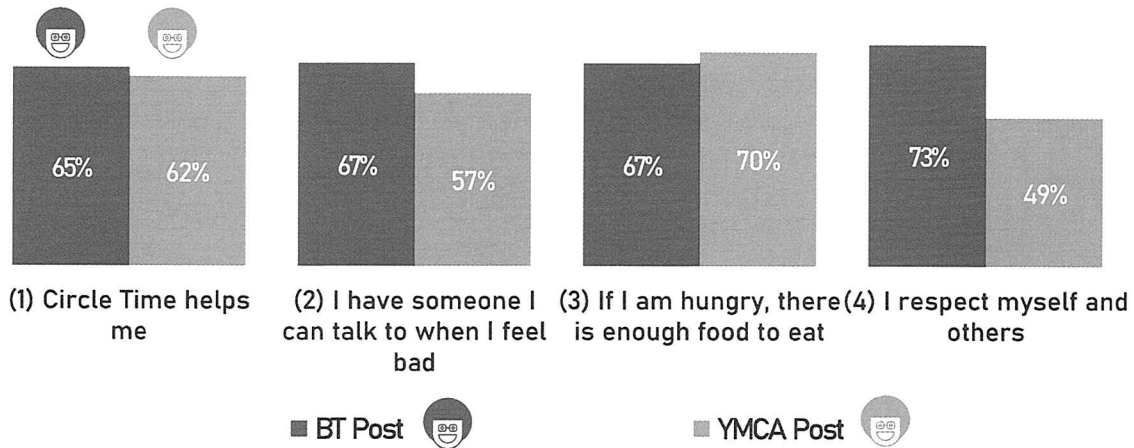
Strengthening resilient attributes, coping mechanisms, and life skills in project children.

Several areas evidence the extent to which the children demonstrate an increase in resilient attributes and pro-social behaviours, and they are categorized under: (1) behavioural change; and (2) attitudinal change. **This programme has contributed toward change in its participants on both levels.** For instance, one of the indicators that was measured was that the children would feel sufficiently comfortable and supported to express their emotions of grief, anger, sadness, and depression. The figure below illustrates the results from the CYRM administered to children in both BT and YMCA in June 2019. The statements represent areas where the children are expected to express themselves (i.e., anger, sadness, hunger, and self-expression). Specifically, the attitude statements are about: (1) Circle Time helping them; (2) having someone to talk to when feeling bad; (3) having food to eat when hungry; and (4) respecting themselves and others. Each of these areas will be examined in this section, drawing from both quantitative and qualitative methods.

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As seen, the majority of the children, **65% (at BT)** and **62% (at YMCA)**, confirmed that “Circle Time helps me”. From the qualitative data, one child noted that Circle Time helped him express himself and “speak up when someone is abusing us.”

Figure 8: The results from the CYRM-28 at BT and YMCA show positive gains in four areas.



Moreover, the programme’s facilitators provided first-hand observations of how the children respond to Circle Time. For example, one person explained that “gradually [the children see] the importance of Circle Time, but that *“you **have to sell** Circle Time to them. Tell them its benefits. Tell them that they need to be able to express themselves and communicate. They need to see the connection with their lifestyle.”* Another facilitator noted,

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

The interactive discussions focus on various topics (bullying, family, sexuality) and give the children the opportunity to share with other children about issues that are bothering them. One facilitator described how one boy lost both his dad and uncle in the same incident, and this weighed very heavy on his heart. Those attending the Circle Time that day “consoled him, telling him not to give up and that they were THERE for him. It was marvellous seeing them giving him solid advice. The boy felt much better.” Another facilitator continued this notion, adding that “the positive re-enforcement [the children are] exposed to in the programme help the children to “find their voices” or express themselves. In the figure, the majority, **67% (BT)** and **57% (YMCA)**, responded positively to “I have someone I can talk to when I feel bad.”



‘De programme relax me from the tiredness from school.’

Quote from a child

In addition, the majority of the children, **67% (at BT)** and **70% (at YMCA)**, affirmed that “If I am hungry, there is enough food to eat”, which demonstrates that the programme’s nutritional support component is contributing to children’s needs in this area.

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Finally, most of the children, **73% (at BT)**, and just under half of the children **at YMCA, 49%**, responded positively to “I respect myself and others”. Interestingly, the content analysis of the qualitative data showed that there were three different inter-related attitudinal changes related to respect for self and others, namely: (i) perceptions about how people talk to me; (ii) perceptions about how people treat me [with respect]; and (iii) perceptions about how I respond [to others].⁴⁰ The first theme, the perceptions about how people talk to me, was evidenced by a facilitator who noted ‘I remember one group said to me *‘Aunty, how yuh talk to us so soft?’* which says they’re not accustomed to the firm yet gentle way of speaking. This is a different mind-set for them: ‘this person is getting our attention and she’s not shouting!’ This quote illustrates that a child is recognizing that this person is treating him/her with respect. To reinforce this point, a child describes the respect that he or she gets while in the programme with “The aunts and uncles at the programme are not rough. They hug instead of shouting and cursing. When we do something wrong, they correct us.”

The second theme, perceptions about how people treat me [with respect], was first revealed in Circle Time when a facilitator described how the children “were jokingly sharing of how their fathers ‘slap them up’.” He continued with “They saw nothing wrong with being punished in that way.” This experience is very different compared to how the children are treated in the programme. One child explained, “**I enjoy when the teachers treat us like their own children.**” Further, the children acknowledge this different treatment and demonstrate that they are learning how to change their ways. One child stated, “The programme **teaches you to behave yourself** and the aunts and uncles will help you and you can tell them anything.” A child gives the example that she is learning manners from the programme by saying “good morning.”

The final third theme, perceptions about how I respond [to others], is connected to two overlapping areas, namely self-respect and self-esteem. Self-respect refers a self-care in a physical sense. For instance, a facilitator noted that “I remember speaking with two children about their comportment and sometime later, **I saw one of them cleaning his shoe, and his shirt was neatly tucked into his pants...and I realised that he was trying.** Learning is actually taking place....” Relatedly, self-esteem is linked to “coming outside of the shell” or having sufficient self-assurances to express oneself. For example, a teacher also explains a change in behaviour she observed in one of her students who attended the programme: “He’s looking at you **now, trying to focus and listening to what you are saying.** When you ask him a question, he tries to respond now.” Another facilitator explained, ‘One girl came to the programme with no self-esteem at all. **Her parent came to the workshop and her self-esteem grew to the point where she did a solo performance at the programme leaving ceremony.**”

All of the above elements are simply illustrious of how this programme strengthens resilient attributes, coping mechanisms, and life skills. A few of these CYRM-28 results show that the children in **BT** and the **YMCA** have realized *change within themselves*.

Finally, another important theme from the quantitative data is the reduction in violent tendencies observed among the children. Figure 9 shows that before being exposed to the programme, during the pre-test, the proportion of children providing a negative response to not carrying a weapon is **29% (BT)** and **22% (YMCA)**. After being exposed the programme, however, this figure increases by **nine percentage points (BT)** and **10 percentage points (YMCA)**. In the qualitative data, this behavioural change is linked to participating in sports. For example, a facilitator stated that “*Boxing teaches discipline and self-control. You have to control your anger in boxing. There are rules to follow and the moment you get angry in boxing you lose the competition.*”

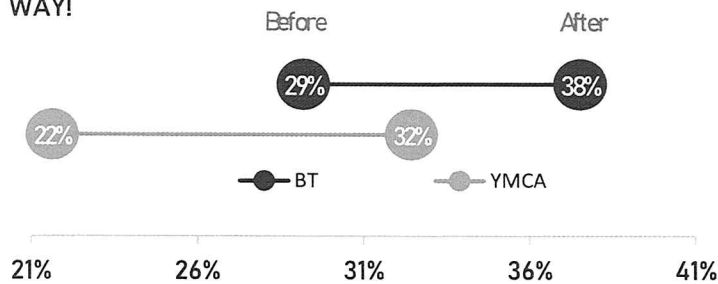
⁴⁰ The “with respect” and “to others” are added text to allow for better understanding of these complex concepts.

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Another facilitator highlights that sports “brings together the children from different schools. [They have to] interact and play with each other. It creates a bond between them.” In addition to learning self-control and cooperation (team playing) the content analysis of interview data with children reveals that participating in sports also builds self-confidence. One child noted that “I’m not being shy anymore.”

Figure 9: BT and YMCA pre-post results where children state “NO WAY!” to carrying a weapon.

I don't carry a weapon (i.e., gun, knife, sharp object, broken glass, stone). Response is NO WAY!



Anytime he got into conflict with a student, he used to curse and take off his shirt and threaten to harm persons. From he has been in the programme, he is a different child so different. He expresses himself differently. If he gets angry to the point where he wants to throw a tantrum, he now comes to me and says ‘Miss, yuh need to talk to X because dem a get mi upset’ and when I ask him what is getting him upset, he sits and tells me and by the time he’s finished, he calms right down!

-Guidance Counsellor

Therefore, given the above evidence, it appears that CRP’s activities are not only consistent with national strategies and policies but also, these activities have contributed toward positive change in behaviour and attitudes in the children in multiple areas related to self-expression, self-esteem, and violent tendencies.

One Main Challenge

While the achievements described above are notable, challenges persist which obstruct the effectiveness of the programme’s services. One key theme noted was that some children may not be properly diagnosed with special needs. For example, one parent described how “some children in the classrooms that need to be assessed” but that “some parents live in denial and ignore some signs.” Children with special needs may have difficulty “sitting quietly,” and even though it is not their fault, their behavior may be disruptive. It should be recognized that CRP’s model embraces children with special needs, although CRP’s current cohort of children does not include children with special needs.



Increased engagement in educational activities.



As demonstrated in the beginning of the report, the selection criteria for participating in the programme is linked to academics, and more specifically, requiring reading support. After reviewing the CRP baseline data from 2015 through 2019, it appears that a large number of the entering children read at or below grade 3 level. For instance, in 2016-2017, 86 out of 113 children, or 76%, read at grade 3 **or lower. Such findings were consistent in all of the years reviewed.**⁴¹ “One teacher explained that “Reading is really a problem with some of these children [referring to the CRP entering or registering students]; They slip through grades 1 and 2 with

⁴¹ The children who read at or below grade 3 level in **2015** was 86 out of 119, or 89%; in **2017** (59 out of 120 or 49%), in **2018** (29% of the students reading below Grade 3 level), and **2019** (60% of the children reading below Grade 3 level, including 13% at Primer level and below).

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no foundation and it's in grade 3 that's when we start to see the problem. It's not that they are dunce...it's that they have not grasped the foundation." After participating in the programme, however, the results show that the children increase their literacy levels by **at least one grade level**. While one may claim that attending school throughout the year would effectively increase the reading level as well, it is important to highlight that the direction of the trend is positive.

Table 3: Stakeholder quotes linking improvement in reading to increased self-expression.

 IMPROVEMENT	 BETTER SELF-EXPRESSION
<p>"I see a lot of improvement in her. 'cause she reading more better now and she learn to spell words more clearer now." Parent</p> <p>"The programme has helped me with my schoolwork. Before, I wasn't getting the average that my teacher set for me and now I'm getting it." – Child</p> <p>Indiscipline used to hamper his performance but now that he's settled down, his schoolwork is improving -Parent</p>	<p>"When some of the children came, they were withdrawn, having being told at school that they can't do anything, I've seen progress where they wrote their pieces and read them to the class. Teacher</p> <p>"She's reading the behavioural prize book that she received, all the time and want to tell me about the story." Teacher</p>

In support of this positive observed trend, the qualitative data (see table 3) from multiple stakeholders (i.e., the children, guidance counsellors, teachers, parents, CRP staff) confirms that the children show more interest in reading and other school-related work, which ultimately leads to (1) **an overall improvement in reading, and then (2) increased self-expression**. The table provides a few quotes that illustrate these conclusions.



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

Baseline data from of the 2017, 2018, and 2019 school years show that parents hardly got involved with their child's school. Additionally, as noted earlier, the top three modes of parental discipline are: (1) talking; (2) shouting, (3) and cursing with timeouts located at the bottom of the list (see figure 6: Disciplining practices reported by children).

While 21% parents in 2018⁴² reported they hardly helped with homework, and the 40% of the children reported that they don't feel comfortable talking to their parents, parental involvement changes significantly after receiving training through CRP workshops. The one-hour workshops, typically attended by different caregivers, including mothers, fathers, and grandparents, are intended to help parents share their reflections

⁴² CRP (2018) Kingston YMCA & Boys Town Baseline Report 2018-2019, page 15.; and CRP (2018) Year Two Annual Evaluation, September 2018 – June 2019, page 27; CRP (2016) Year Two Annual Evaluation, September 2015 – June 2016, page 37; CRP (2018) Year Two Annual Evaluation, September 2018 – June 2019, page 27; CRP (2017) Year Three Annual Evaluation, September 2016 – June 2017, page 37.

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about how they are parenting (i.e., communications styles and relating to their children), and how they can improve upon their practices.

According to one facilitator, “when the parents come, they listen, they ask questions, they participate, it’s very interactive and they leave with a sense of belonging and awareness.” Parents have reported making friends (see text box), and other qualitative data indicates that parents find themselves with more “patience” and better control with their own anger by counting from one to ten, among other techniques. Other qualitative data links attending the workshops to **an increase in knowledge of appropriate discipline (not corporal punishment)** with being able to “handle my son, to be patient,*listen rather than bully him,*” and “hug them more”. One parent sums up their learning with “no sah, *beating is not always de solution....We learn to get to de problem and not to de person.*” They also claim to “support [their children] more (general supervision, supervising homework and attending PTAs).” This intervention ultimately helps parents to be more effective and “guide” their children.



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

The involvement of community members in the programme are designed to effectively address the issue of community violence. One non-conventional community member, British Airways, visited and took part in the Programme during the September – December 2018.

Moreover, BT has become a known and welcomed fixture in the Boys Town community. Further to this endorsement, as noted earlier, CRP is included in the National Plan of Action for Violence Against Children; received the 40th National Prayer Breakfast Award; and was in the End Violence Country Spotlight for its response to COVID 19.⁴³ While different networks of community representatives contribute to the programme and the CRP staff facilitate these partnerships, CRP is not expected to be held accountable for community cohesiveness, as several factors beyond the control of CRP would shape the community coherence. Nonetheless, the communities themselves show appreciation for the work of CRP, *especially during the pandemic of COVID 19*. One facilitator noted that “*Working with children during this period was a different and new experience. There was distance between us and yet it was the closest I have ever been to some of them [children and their families]. I was able to enter their homes see and interact with parents I’ve never seen before. I felt like I was building friendships not just helping people. I felt like I was needed and making a meaningful difference in people’s lives and that means so much to me. Thank you all for this opportunity. Blessings..*”

3.2.4 Programme Challenges

Based on the Annual Reports, several challenges have been noted that adversely affect programme effectiveness and efficiency, and they are below in order of priority:

“

THE PARENT WORKSHOP WAS GOOD!!

‘I made friends at the workshop and me and for that parent, workshop don’t miss us none at all. Mi cyan find the exact words fi describe the Programme. Mi love it! Mi really love it. Mi love how dem care fi de children dem. Especially by talking with dem and feeling dem out. ‘Cause sometimes some children have sometings bundle up inside of dem and by talking with them, it just come out.’

Parent-2015/16 Report

⁴³ Source from the website <http://www.childresiliency.org/news-events/>.

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Table 4: List of challenges which reduce the effectiveness of the programme.

- 1** **NEIGHBOURHOOD VIOLENCE & SECURITY CONCERNS.**
Parents voice concerns when their children come home after 6pm when community violence is most likely to take place. These valid concerns are examples of the operating dynamics of the programme in Kingston. The children are prevented from coming to the programme during these volatile times.
- 2** **CHILDREN REACHING HOME LATE: NO HOMEWORK DONE.**
The parents with concerns about their children coming home too late (and then being unable to do their homework) pulled their children out of the programme.
- 3** **EXTRA LESSONS TO PREPARE FOR THE PRIMARY EXIT PROFILE (PEP) EXAMS.**
Normally, during the Spring, parents and some schools provide extra lessons for the Grade 5 students to prepare for the primary schools' exit examination held in March. This is one of the biggest obstacles and main causes for absenteeism.
- 4** **INCONSISTENT ATTENDANCE AT FEEDER SCHOOLS.**
Absences at the feeder schools tend to create challenges for the programme. This issue is salient and even has compromised the administration of the CYRM-28, and therefore its effectiveness (to be explored in the following section).

A strategy that CRP used to minimize the effect of this issue was to encourage guidance counsellors to refer additional children to benefit from the programme.
- 5** **PARENTAL ATTENDANCE AT PARENT WORKSHOPS.**
This has been an intermittent challenge through the years. Though invitations are issued through notes sent home with children, texts and personal phone calls to parents, these methods are only somewhat effective. Workshop attendance is often linked to other issues ongoing in the parents' lives which includes being involved in the "hustle" to feed their families. Limited attendance is also linked to parental incarceration.
- 6** **TRANSPORTATION ISSUES.**
Kingston is plagued with heavy afternoon traffic, and so the bus may arrive too late to pick up children. The closure times of schools are also variable with limited advance notice. The result is that the children would eventually go home after waiting for an extended time after dismissal of school. The heavy traffic may also create delays when returning children to their respective schools after the programme is finished. **However, through the years, the transportation issues have been effectively addressed.**

3.3 Sustainability

As seen, this report has presented the extent to which CRP's model is relevant to Jamaica's social and policy framework. The previous section evidences that planned activities were implemented, and the arms of the programme have in fact contributed to the development of resilient attributes among targeted children. Now, this section addresses the question of sustainability, namely:

How sustainable are the programme achievements?

Interviews with CRP leadership revealed that fundraising is an essential part of running CRP, and as a consequence, CRP has been sustaining itself with limited financial contributions from various funders. The modest funding has not reinforced the longer-term sustainability of CRP, however. To address this obstacle,

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a nominal participation fee to be collected for attending the programme was considered. However, this sum would not likely cover the real costs associated with the delivery of such a high caliber programme.

In spite of this reality, however, interviews with the CRP leadership and staff indicate that the staff have been resilient in times of acute human resource constraints. Many staff have such high commitment to the children that they accept volunteering their time and energy without financial remuneration.

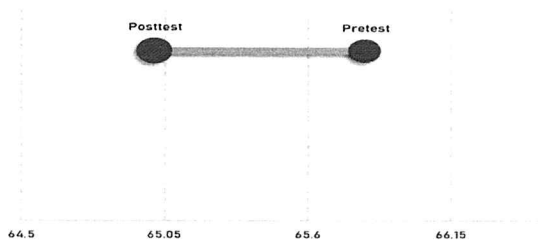
CRP may not be financially sustainable despite the staff commitment unless additional financial and human resources are mobilized. Ideally, this programme ought to be adopted by the Ministry of Education.

SECTION 4 LESSONS LEARNED

4.1 Negative Trend Observation

To recall, the CRP leadership valued a research-based measure for resilience and wanted to administer a questionnaire to adolescents. While there has been an attempt to measure resilience among teenagers in Jamaica, **CRP's adaptation of the CYRM-28 is the first of its kind for eleven and twelve-year-olds.**⁴⁴

Figure 10: The initial results from the CYRM were unexpected.



Therefore, one of the main lessons learned from this project was the realization that research-based tools take several different trials before observing a consistent result or score. It was expected that CYRM would perform its intended function and that externalities would not influence the observed results. Yet, challenges persisted. As illustrated in figure 10, the CYRM's mean score administered in the Fall 2018 was **65.82** (pretest), and the score for Spring 2019 was slightly *lower* at **65.01** (posttest).⁴⁵

There are several explanations for this observation. First, an influential **attrition bias** was observed. A total of 134 children took the pretest in the Fall of 2018, but only 94 children were available in the following Spring 2019 to take the posttest. **Attrition bias** in research is when the study participants prematurely exit the study, and the remaining sample of children are, then, fundamentally different from the original sample. In other words, the remaining 94 children could be fundamentally different from the original 134 children who took the pretest. This phenomenon is well documented.⁴⁶

⁴⁴ A Jamaica Youth Risk and Resiliency Behaviour Survey was undertaken in 2006. This was a collaborative effort of the University of the West Indies (UWI), Mona, the MoH, and United States Agency for International Development (USAID) with technical assistance from the Measure Evaluation Project. The survey was island-wide administered to a total of 1,318 participants (599 males and 721 females) to the 15–19-year-old population stratum. In addition, an UNICEF-sponsored evaluation of the Health and Family Life Education was conducted in 2010 to a total of 1,116 participants (525 males and 591 females) also island-wide to the 11-13-year-old stratum. While some resilience measures were used in their survey, and the results of this evaluation were somewhat inconclusive.

⁴⁵ This result was not significant when tested using the t-test.

⁴⁶ Ahern, K., & Le Brocque, R. (2005). Methodological Issues in the Effects of Attrition: Simple Solutions for Social Scientists: *Field Methods* Vol 17(1) Feb 2005, 53-69.

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Second, the factor of motivation was considered. It was noted under the challenges section that parents deliberately remove the children from the afterschool programme, so that the children may prepare for the primary exit exams.

Third, the attrition factor of morbidity, or illness also influenced a child's ability to take the posttest. A total of five children who experienced some illness did not take the pretest at the same time as the remaining children. There is no evidence that suggests that other factors which point to attrition, including mobility or mortality, are likely.

When this unexpected negative pattern was detected, the Evaluation Advisor undertook a separate test, assessing the means of the matched samples. This signifies that the groups observed were identical, eliminating any factors related to attrition. The children who took the pretest also took the post test. In BT, the sample was 48, and the YMCA sample of children was 37. From this additional review, it became clear that YMCA and BT are two different groups of children, naturally. However, this slight difference in the two groups *may have accounted for the observed inconsistencies in the t-test results.*

However, it was this experience that led to the development and use of a different, more relevant tool. The new tool is easier to understand, is shorter, and has elements where potential gains are overt and unambiguous. While a pretest of the new instrument was administered in the Fall 2019, the posttest could not be done due to the Covid 19 pandemic.

SECTION 5 SWOT ANALYSIS

The **purpose** of the strengths, weaknesses, opportunities and threats (SWOT) analysis is to identify enabling and constraining factors that ought to be taken into consideration when considering future prospects. Other after-school programmes operating in similar contexts may also learn lessons from this analysis.

Strengths (internal):

1. CRP's model **closely aligns with Jamaica's social and policy framework.** As CRP is mentioned in the National Strategic Plan;
2. The CRP has a good track record of completing its activities on time. The programming has also become more solidified over the years;
3. The model has benefited from a fairly large network of community members;
4. The model is holistic, child-centred, and flexible to adapt to adverse and other situations
5. The activities are very effective as evidenced with the use of quantitative and qualitative data; and
6. The staff are highly motivated to invest and even volunteer their time and energy in this programme.

Weaknesses (internal):

CRP's **financial sustainability is weak**, despite valiant efforts over 13 years to mobilize resources from donors, the government, among others.

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Opportunities (external):

As Caribbean scholar notes that “the general framework of the [Jamaican] society at this time supports a culture of crime and violence on a broad continuum,”⁴⁷ **there is an opportunity to continue to counteract the effects of this culture of violence with the continued investment in CRP.**

“A lot of work has been done and more needs to be done.” The modified CYRM-28 *could now be used* and further adapted for other child-focused afterschool programmes on-going in Jamaica and the wider English-Speaking Caribbean countries.

Threats (external):

Violence against children and youth in the schools, communities, and in the home continues to persist despite the development of the crime prevention community in Jamaica, as well as the overarching policy-level infrastructure. Therefore, without CRP:

1. **cohorts of 120 children at-risk children residing in the KMA may likely continue to fall victim to violence** within their communities, schools, and homes **each year**;
2. cohorts of parents and caregivers are not likely to engage in positive behavioural practices with their children **each year**;
3. there is a strong likelihood that the fully-established network of “community”, consisting of active principals, teachers, guidance counselors, pastor, elders and relevant church personnel, and police, will fall into disarray.

SECTION 6 CONCLUSIONS AND RECOMMENDATIONS

This report has presented Jamaica’s policy response to minimizing the effects of violence on children and how the CRP’s model fits within this overall framework. As CRP’s objective is “to foster the development of resilient attributes in its target population by using resiliency strategies and life skills training,” the programme arms are consistent with national strategies designed to protect children.

CRP’s arms aim to build up a child’s competencies in the following areas: (1) physical; (2) social; (3) cognitive; (4) vocational; and (5) morale and spiritual. These components are fully elaborated in CRP’s ToC, which outlines the pathways through which the associated activities are expected to lead to positive (desired) change in the children. This report presents quantitative and qualitative data to evidence the extent to which the programme model meets the needs of the children. For example, the majority of the children **65% (at BT)** and **62% (at YMCA)** confirmed that “Circle Time helps me”, which confirms that the programme helps children to express their emotions (i.e., anger, sadness, hunger, and self-expression). The CRP is also associated with improvements in reading which also reinforces self-expression.

Moreover, most responded positively, **67% (BT)** and **57% (YMCA)**, to the statement: “I have someone I can talk to when I feel bad”, which supports the notion that the CRP helps them to create meaningful interpersonal relationships (with families, friends, communities, and schools). Most respondents also affirmed that “If I am hungry, there is enough food to eat”, which demonstrates that the programme’s nutritional support

⁴⁷ The ever-increasing burden of crime and violence by Donna P Hope, Jamaica Observer, published on Thursday, January 09, 2020. Source: http://www.jamaicaobserver.com/opinion/The_ever-increasing_burden_of_crime_and_violence?profile=1096

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contributes to the children's nutritional needs. Several examples were drawn from qualitative data about how CRP fortifies self-esteem, other resilient attributes and pro-social behaviours. Sports and culture are particularly relevant to the Jamaican context, as the evidence has demonstrated that these two have been critical elements in: (i) the process of engaging the kids; and (ii) supporting the children to express their emotions (i.e., anger in a constructive way, losing gracefully, teamwork and accountability to others, self-respect, etc.) .

In sum, the interventions within the programme have in fact contributed to the development of resilient attributes among targeted children, and therefore it is **recommended that this programme secures additional financial investment**. It should also be recognized that CRP's adaptation of the CYRM-28 is the first of its kind in Jamaica although previous attempts of similar initiatives measuring resiliency yielded somewhat inconclusive results. This work **also warrants further exploration in the future**, particularly if the culture of crime and violence is endemic within Jamaican society.

SECTION 7 ANNEX A: THEORY OF CHANGE AND OUTCOME INDICATORS

Child Resiliency Program Theory of Change

The Child Resiliency Program is based on building resilience in children. The program design is supported by an ever growing body of evidence that reveals that sport and the introduction of positive role models and enabling of social networks can have a pro-social impact and counter some of effects of Adverse Childhood Experiences (ACEs) seen in the children that are referred. Given this evidence, the Child Resiliency Programme is based on the assumption that structured after school programs for behaviour change in children identified as at risk for violence will be most successful IF

Children are

1. Engaged in educational activities
2. Supported to strengthen their coping mechanisms and life skills through sporting and cultural activities delivered by a caring, consistent adult mentor
3. Fed (receive nutritional support)

Parents are

4. Supported to become better, more involved parents and encouraged to be part of making decisions around the welfare of the children.

Teachers are

5. Trained to refer and better cope with these behaviourally challenged children

AND

If there is improved cohesiveness, trust, engagement and a sense of ownership for children's care between and among all stakeholders involved in the implementation of the program including teachers, guidance counsellors, local authorities, voluntary organisations, faith-based groups, community organisations, and feeder schools through

- Increased visibility (e.g., website, radio, TV interviews and public meetings)
- Regular stakeholder consultation
- Increased social interaction among stakeholders (e.g., end of term sporting and other events)

IF children, parents and teachers are supported by the five arms of the program.

AND community cohesiveness is fostered.

THEN children participating in the program will display an increase in resilient attributes, coping mechanisms and life skills including:

- Impulse control (ability to resist engaging in conflict and violent behaviour)
- Ability to express emotions, both positive and negative
- Ability to engage in productive, social interactions with peers, siblings and other authority figures
- An increased sense of belonging

IF children display an increase in these resilient attributes.

THEN they will have greater protection from, and reduced risk of, violence, exploitation, and abuse.

ANNEX A: THEORY OF CHANGE AND OUTCOME INDICATORS

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

- 1.** Strengthening resilient attributes, coping mechanisms, and life skills in project children
 - Extent to which children demonstrate an increase in resilient attributes and pro-social behaviours.
 - # or 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
 - 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.
- 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.
- 4.** Level of parental involvement: general monitoring and supervising homework, attending parent workshops, PTA etc.
 - Improved community cohesiveness and inclusion towards greater ownership and engagement in addressing the issue of community violence, abuse and neglect.
 - # 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.

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ANNEX B: DOCUMENTS CONSULTED

7.4 Noteworthy Internet Sites

American Evaluation Association Guiding Principles (2016): <https://www.eval.org/p/cm/ld/fid=51>

CRP: www.childresiliency.org

Working Together to Safeguard Children, Guidance: www.workingtogetheronline.co.uk/index.html

Resilience Research Centre website: www.resilienceresearch.org

SECTION 9 ANNEX C: PROGRAMME 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
Arts & Crafts	Arts & Crafts
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 and 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' of up to 12 children each. The leading 'house' wins a prize field trip at the end of each term; 12 Individual Behavioural Prizes awarded every 5 weeks at each centre	

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.

SECTION 10 ANNEX D: EVALUATION METHODOLOGY

Sampling

This section presents the procedures undertaken to sample the children and other relevant stakeholders (school-related stakeholders, parents, and CRP staff) when collecting the quantitative and qualitative data.

Quantitative Sampling for CYRM-28

TWO SITES		TWO SITES	
YMCA- Pre-Test Fall 2018	YMCA- Post-Test Spring 2019	Boys Town-Pre-test Fall 2018	Boys Town-Post-Test Spring 2019
Total= 60	Total= 35 (with 25 replacements)	Total: 74	Total: 55

The above table presents the sampling when administering the CYRM-28 in 2018 and 2019.

Qualitative Sampling

STAKEHOLDER GROUP	NUMBER OF KIIS	NUMBER OF FGDS
Programme Stakeholders (Facilitators, Responsible for Service Delivery)	6	2
School Stakeholders	6 teachers or guidance counselors per centre	12
Parents	Approximately 30 telephone interviews with parents. It should be noted that these interviews were informal.	2 (at the last parent workshop for the school year in May – one per centre)

The above table indicates the sampling undertaken when gathering reflections about CRP in preparation of the Annual Reports for 2016, 2017, 2018, and 2019.

Data Collection

Quantitative Data Collection

Several steps were taken to modify the original CYRM-28 in 2018, including pretesting with eleven and twelve-year-olds and three interviews with students examining the clarity of the wording of different statements. The CRP M&E staff member, and internal evaluator, was then responsible for administering the survey to each child in the Fall 2018 and Spring 2019. She ensured that the students were able to read the statements independently, and if there were difficulties, she would read the statements to the child and allow for them to write in their own response(s). This procedure worked well in her view. It should be noted that there were several cases where a student would respond with two answers to one statement, and this either: (1) revised if the child could confirm his or her answer; or (2) marked as a non-response.

Qualitative Data Collection

The Evaluation Advisor from Manitou, Inc. conducted interviews with the CRP M&E staff member to discern the procedures used to garner qualitative data. Indeed, the evaluator follows standard procedures for qualitative data collection, including administering consistently the appropriate instrument to each stakeholder group, recording each conversation with stakeholders, and transcribing all information. Except

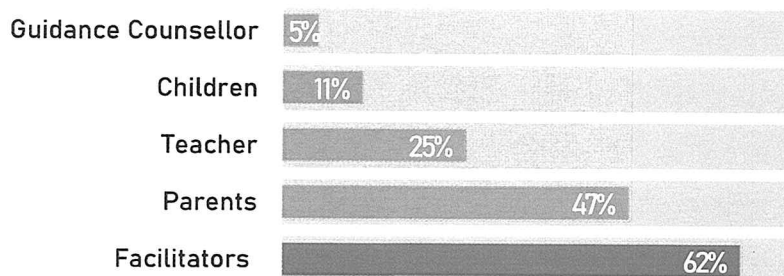
Annex D: EVALUATION METHODOLOGY

for a few quotes, all of the qualitative data assessed in this report was gathered from the vignettes included in past Annual Reports (also produced by the CRP M&E staff person) from 2015 through 2020. The summary of the proportion of statements by stakeholder, illustrated in figure 11, shows that most of the statements come from the **CRP facilitators (62%)** followed by **parents, teachers, and the children**. This observation is to

be expected, as the CRP M&E staff person has the most interaction with the CRP staff, including the facilitators. FGDs were mainly with children. FGDs were mainly conducted with children, parents at final parent workshops in May, and with teachers and guidance counsellors at all feeder schools (also during the same time). KIs were mainly conducted with the facilitators and additional parents, depending on the number of persons present at the FGDs.

Figure 11: Qualitative Database: Statements from stakeholders.

Most of the stakeholder statements about the programme were gathered from the CRP facilitators



Data Analysis

The quantitative software SPSS was used to generate frequencies for statements and sets of statements (as needed). The Evaluation Advisor also used: (1) paired t-test and (2) Analysis of Variance to calculate the observed resiliency measure.

A qualitative data analysis software was used to generate codes from the stakeholder statements gathered from Annual Reports. The data coding process was inductive, and the following major themes were extracted: (1) behavior change; (2) attitudinal change; (3) relevance of the programme; and (4) descriptions of the approaches used for the different programme arms.

The sorting and arranging information was then undertaken within each major them, and connections were made with the CYRM statements, thereby creating a *joint analysis*.

Challenges and Limitations

As noted in the report, there was a 70% attrition rate which created difficulties in drawing conclusions with the CYRM measure.

Quality Assurance

The Evaluation Advisor adhered to the 2018 American Evaluation Association Guiding Principles which include the principles of impartiality, confidentiality (and ensuring informed consent), and protection.

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