



CHILD RESILIENCY PROGRAMME

OF THE VIOLENCE PREVENTION ALLIANCE

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RESILIENCE

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

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

PROGRAMME DIRECTOR'S MESSAGE

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

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

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

Dr. Kim Scott



“HUG A CHILD!”

INTRODUCTION

Our Theory of Change

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

Children are:

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

IF children, parents and teachers are supported by the **arms of the Programme** (Fig.1),

AND community cohesiveness is fostered,

THEN **children participating in the program will display an increase in resilient attributes, coping mechanisms and life skills and in turn, be better protected from violence, exploitation and abuse.**

Fig.1 Arms of Child Resiliency Programme



What We Do

Through international **funding from UK organization Comic Relief**; **support from the Joan Duncan Foundation** of the Jamaica Money Market Brokers (JMMB); and other small private donors, the **CRP of the VPA partners with two non-profit organizations: Falmouth All Age School (FAA) and Sam Sharpe Teachers’ College (SSTC)**, to identify and build resiliency in a cohort of **100 pre and young adolescents per year (FAA:40 & SSTC:60), ages 9-11 years**, who are **‘at risk’ for violence, exploitation, abuse and neglect**; while continuing to strengthen the centres’ capacity for long term impact. The **children are referred from feeder schools in the communities** of both centres.

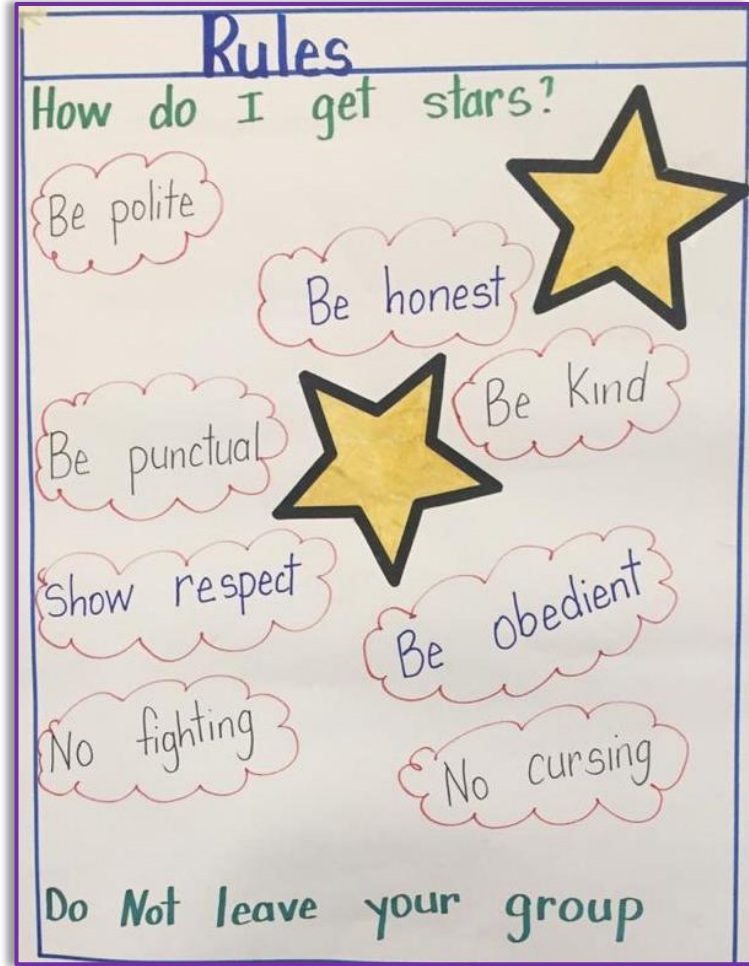
CRP MODEL

ACTIVITIES PER CENTRE	
FALMOUTH ALL AGE	SAM SHARPE TEACHERS' COLLEGE
Meet: Mondays, Tuesdays and Wednesdays 3:00-5:00 pm	Meet: Mondays, Tuesdays and Wednesdays 3:00-5:00 pm
Literacy	Literacy
Circle Time	Circle Time
Art & Craft	Art & Craft
Drama	Literacy through Computer
Sports: Cricket & Football	Sports: Kung Fu, Table Tennis, Football, Cricket, Gymnastics, Darts
Dancing	Music
Parent Workshops: once per term	Parent Workshops: once per month
Family Counselling	
Teacher Training: Biennial	
Life Skills Training Thematic Approach: Weekly life skills themes are used to guide the content of activities Nutritional Support: a meal is served every day	
Annual Sports Day & Mini Sports Competitions; Fun Day; End of term Field Trips; End-of-term Prize Giving & Awards Ceremonies & Concerts	
Reward & Recognition Programme: 6 different coloured 'houses'/teams of 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	
www.childresiliency.org	

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

The programme was delivered **after school, three times per week at two centres:** FAA and SSTC, from 3:00 p.m. to 5:00 p.m. The activities offered were rotated among 6 'houses'/ teams.

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



'Welcome to the Child Resiliency Programme where we soar like eagles, develop positive characteristics for academic excellence.'
children

WHAT WE MEASURED

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

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

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

What Data Was Collected and How

Quantitative baseline data was collected from 90 referred children (FAA: 40 & SSTC: 50), in October/November 2019, using questionnaires, interviews, reading assessments and referral forms from feeder schools. The FAA and SSTC sample included 64% and 82% males; and 36% and 18% females respectively (Fig. 3)

As a result of the COVID-19 pandemic, a quantitative needs assessment parent survey was conducted in April 2020 (83 parents); and only qualitative post data was collected in May/June 2020 from a sample of 20 parents and children by telephone interviews.

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

Fig.3 Sample by Gender

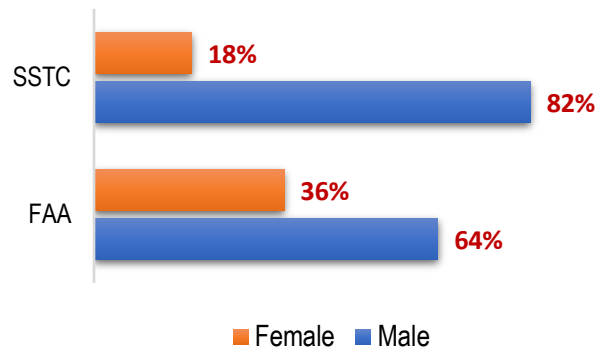


FIG. 2 ANALYTICAL FRAMEWORK MEASURING CHANGE

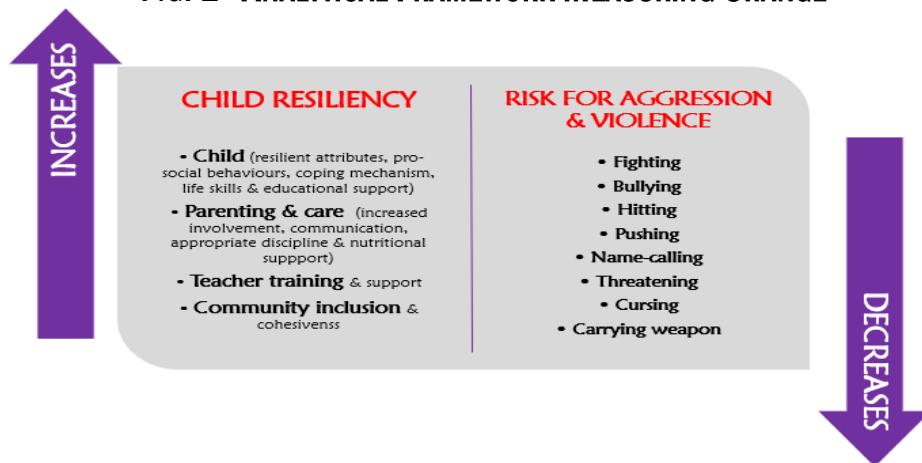


Fig.4 **OVERALL OUTCOME**

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

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

Indicators:

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

2. Increased engagement in educational activities

Indicators:

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

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

Indicators:

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

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

Indicators:

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

KEY FINDINGS

1 Background

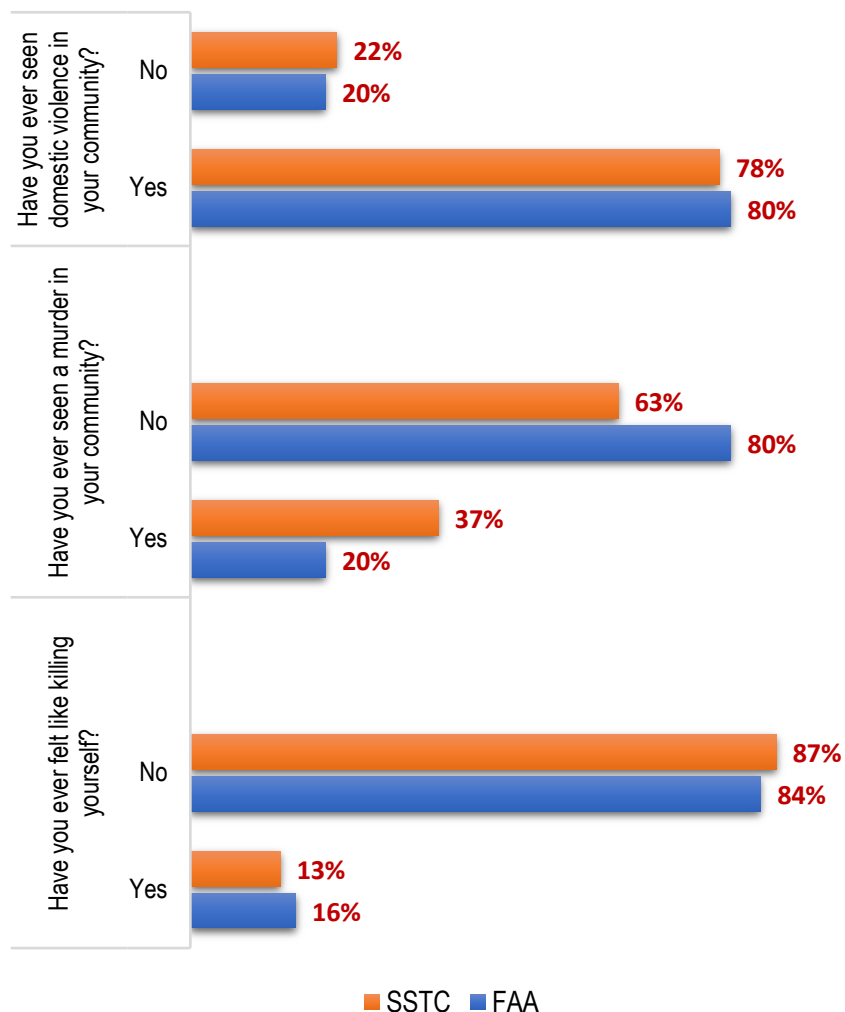
Measure of the level of exposure to aggression and violence.

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

The baseline data showed that the children experienced high exposure to violence in that **78% (SSTC)** and **80% (FAA)** of the children **witnessed domestic violence regularly**; and **37% (SSTC)** and **20% (FAA)** had **seen murder** in their communities (Fig.5).

The baseline data also revealed that **66%** children from both centres **did not live with their fathers** because the latter either migrated (14%), were deceased (9%) or lived elsewhere in Jamaica (39%); and **13% (SSTC)** and **16% (FAA)** children **felt suicidal**.

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

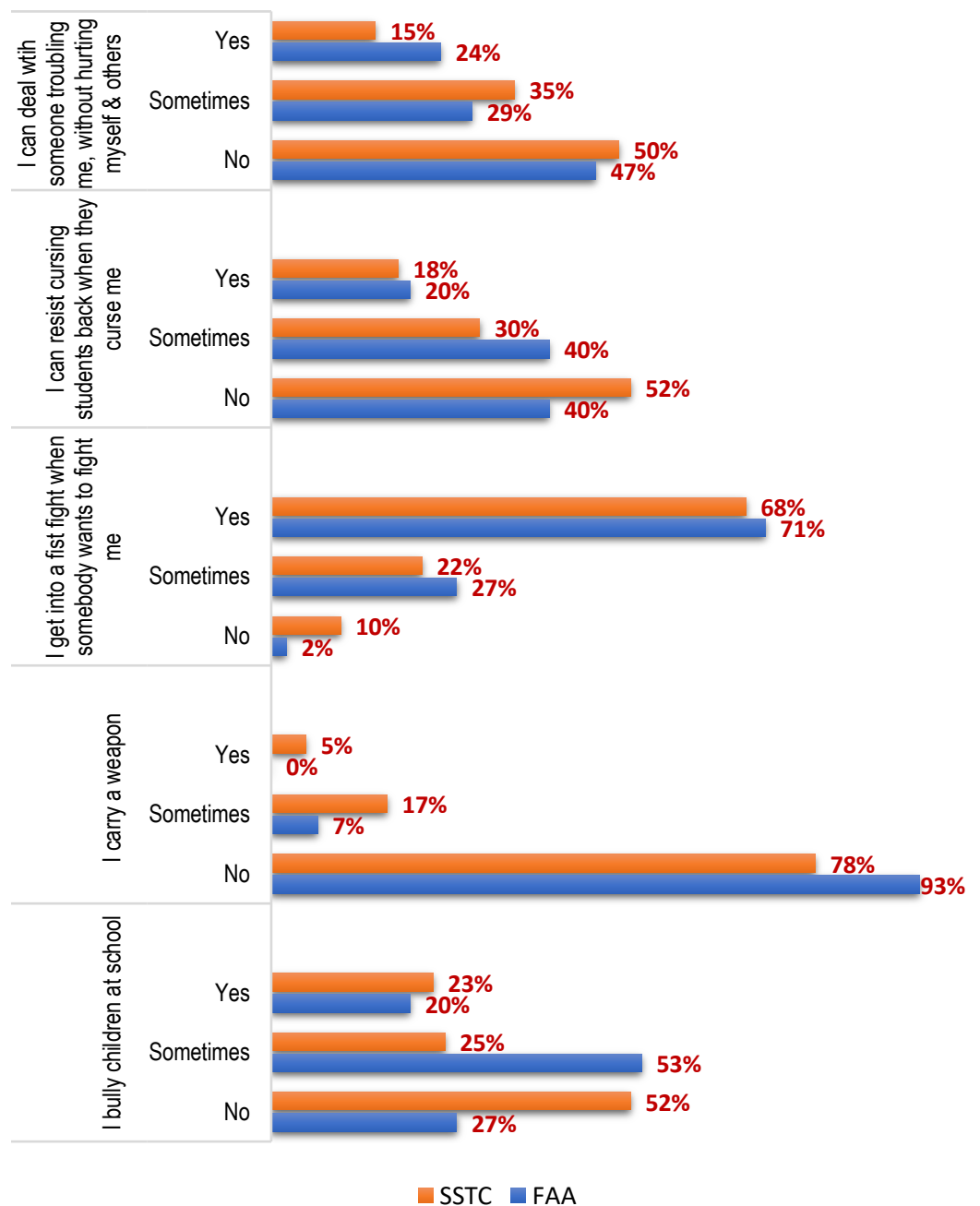


‘The programme has done a great job in caring for the children and making them pretty comfortable.’ parent

The children entered the programme with high levels of aggression: **68% (SSTC), 71% (FAA)** said they **could not resist fighting back**; **23% (SSTC), 20% (FAA)** said they **bullied children**; **52% (SSTC), 40% (FAA)** said they **could not resist cursing back**; and **50% (SSTC), 47% (FAA)** could not resist troubling someone back (Fig.7).

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

**Fig.7 High Level of Aggression:
71% Will fight back (FAA)
52% Cannot resist cursing back (SSTC)**



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

Dr. Kim Scott

'There have been drastic improvements in my son in many areas. His behaviour has changed. He's more responsible, taking on certain roles and chores in the home. His attitude to schoolwork has definitely improved without me having to be in him back.'
parent



'He was very easy to get ignorant, but I haven't seen that lately and his self-esteem has improved.'
parent



'He's not getting angry so often now.'
parent

2 Child Selection

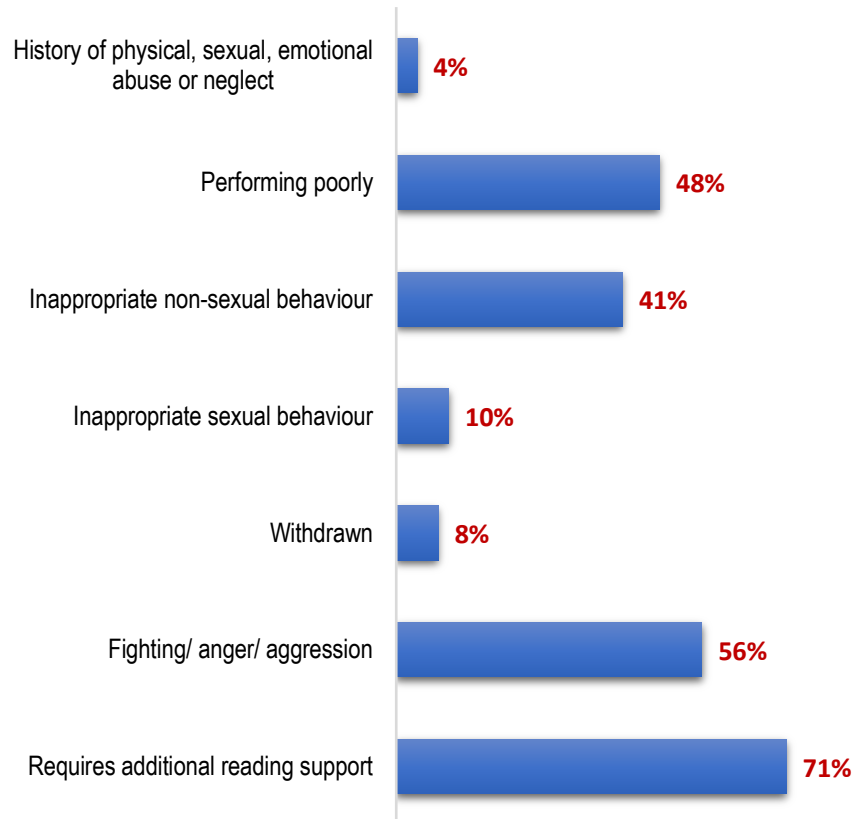
For the 2019-2020 cohort, the baseline survey indicated the feeder schools' top reasons for referring their students:

71% for requiring reading support;
56% for fighting and aggression;
48% for poor performance; and
41% for inappropriate behaviour;
(Fig.8).

Attendance

An average of 35 and 40 children attended the FAA and SSTC Centres respectively on a regular basis, with 5 (FAA) and 10 (SSTC) attending less regularly at their respective centres.

**Fig.8 Top Reasons School Referred Students from Both Centres:
71% for Reading Support
56% Fighting & Aggression**



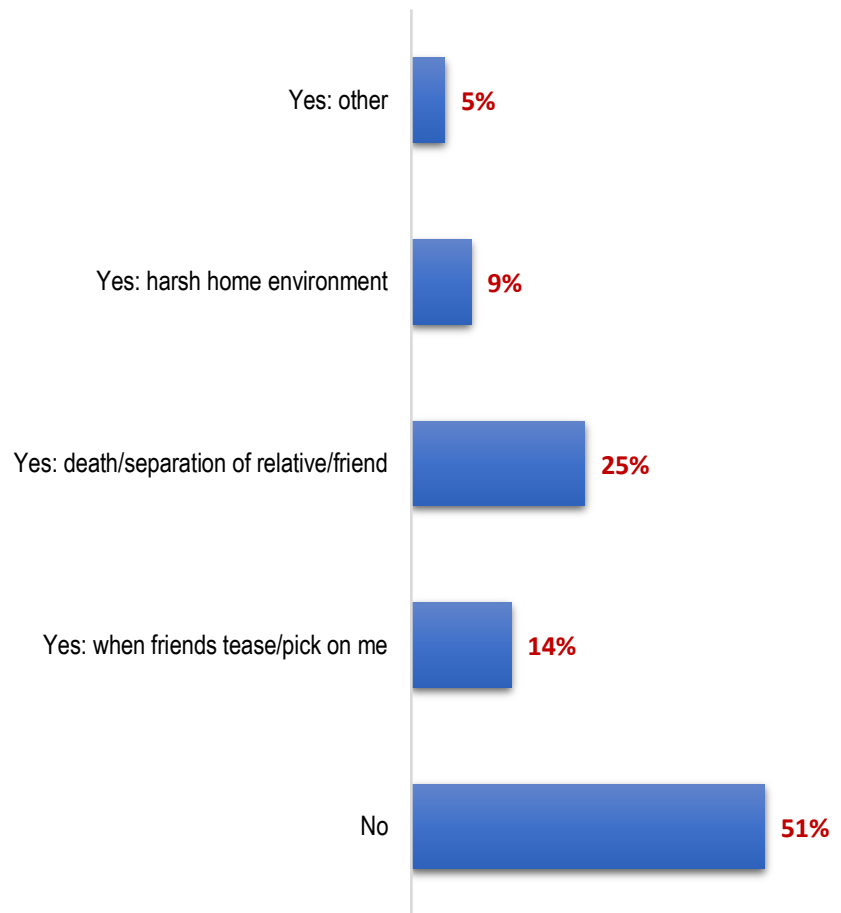
'We don't see them as 'problem children' but as 'children with problems' facilitator

3 Life Skills Training to Impact Behaviour Change

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

The baseline data showed that of the **49%** children across both centres who said they are **depressed**, **14%** said it was because of **bullying**; **25%** said it was due to the **death or separation of a loved one** and **9%** said it was because of **harsh home environment** largely due to domestic violence (Fig.6).

Fig.6 Students' Level of Depression



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

Sports to Reinforce Life Skills

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

‘The programme helped her with her schoolwork. She’s more cooperative and she realized that she works well in a team, like competitions and sports.’ parent

‘The programme teach me not to get ignorant easily. I enjoyed the programme and I wish I could continue in it. I learned how to have fun.’ child

‘I like everything ‘bout de programme. Mi like how de aunties an’ uncles teach. Dem nice and caring.’ child

‘Karate, football, art and craft are fun.’ child



Spiritual Development to Reinforce Life Skills

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



Circle Time to Reinforce Life Skills

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

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

'My daughter looked forward to the programme every evening. I can't stop her from going. It has helped in building up her self-confidence and self-esteem.'
parent

'Circle time discuss how to be kind, not to fight and pay attention in school. Have goals for the future like aiming to become a teacher, lawyer etc.'
child



Creative Expression to Reinforce Life Skills

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

‘We love art and craft at the programme and we like the aunties and uncles who teach us.’ child

‘It helped my daughter’s development and communication with her peers. It helped her to be more involved and brought out her creativity. She really liked the art and craft.’ parent

‘You learn more at the programme. You get more discipline there and it is fun.’ child



FINDINGS BY OUTCOMES

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

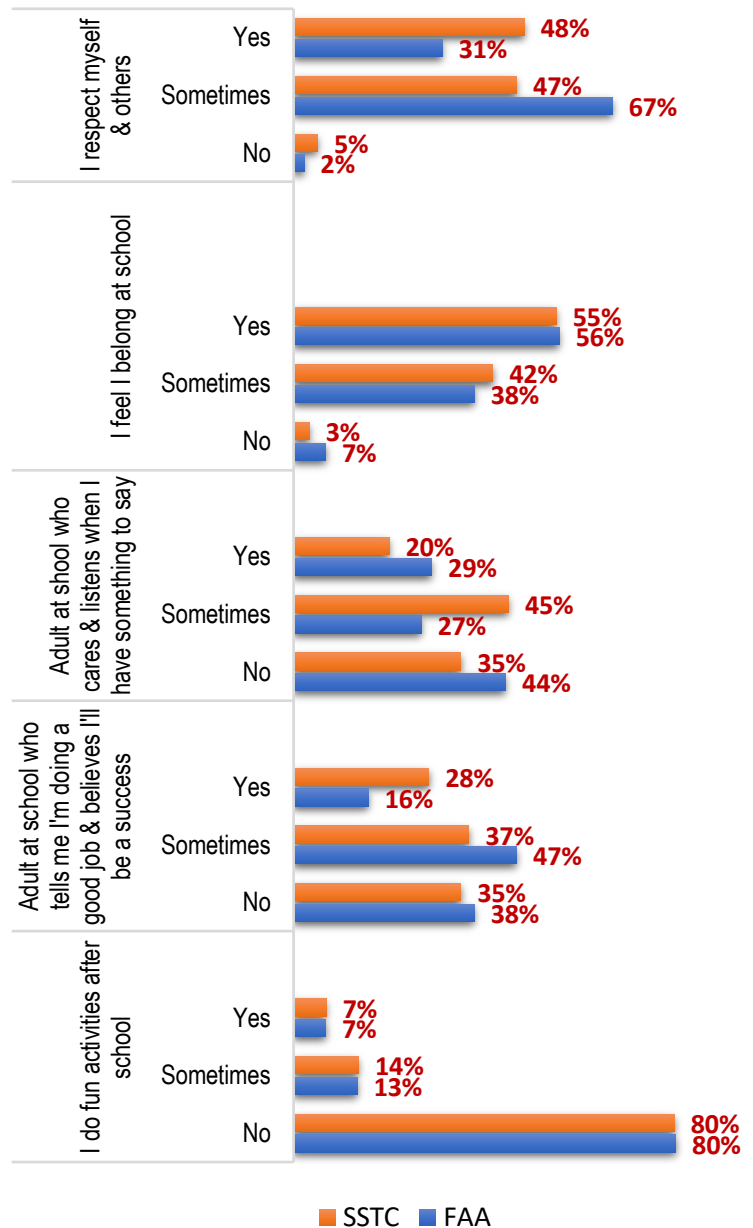
Indicators

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

According to the baseline data, **35% (SSTC)** and **44% (FAA)** of the children said they **did not have an adult to talk to at school** who cares and listens to them **for support**; **80% from each centre** reported **not being involved in any after-school activities** and life skills training; while **35% (SSTC)**, **38% (FAA)** said there were **no adults at school who encouraged them** and believed they would be a success.

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

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



'The aunts and uncles are very nice and kind. I feel comfortable talking to them' child

2 Increased engagement in educational activities

Indicators

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

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

The baseline data showed **46% (SSTC) and 49% (FAA) children reading below Grade 3 level**; including **24% (SSTC) and 18% (FAA) at Primer level and below** (Fig.11).

FIG.10 DOING WELL IN SCHOOL IS IMPORTANT TO ME

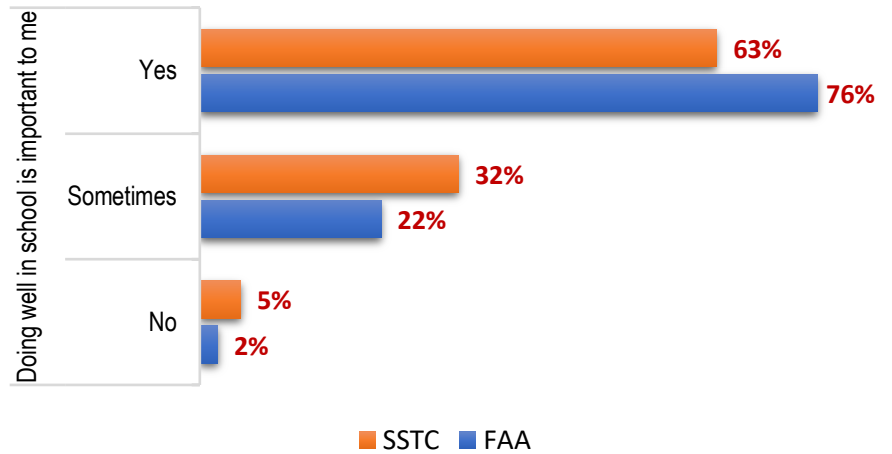
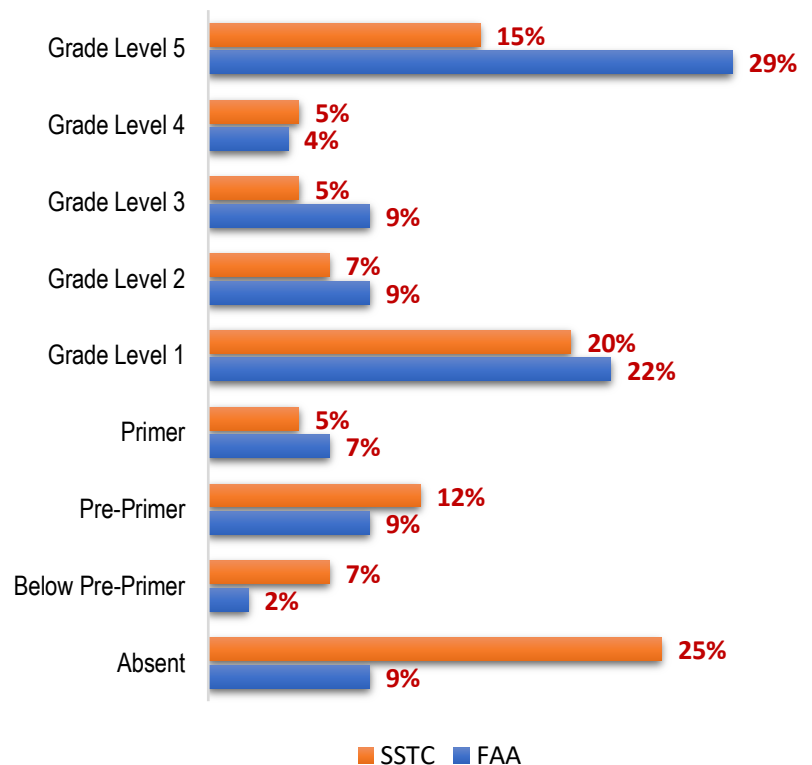


Fig.11 Reading Assessment of Children



'Him pick up a lot especially in the reading.' parent

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

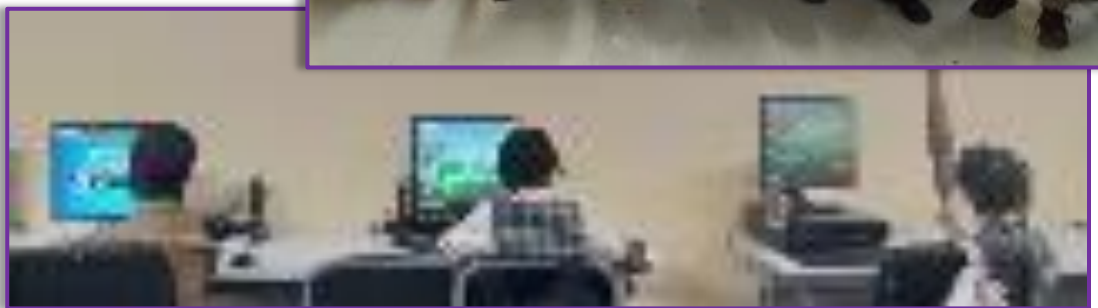
'My son always tell me dat he enjoy the programme. It is very nice because it help the children to read a lot.' Parent

'My daughter improve because she's making the effort to read. She reads everything now. She read off all the books she get from the programme.' Parent

'I like the aunties and uncles. They help us with our spelling, and they help us to pronounce words properly. I like to get 'very good' when they mark my work.' child



'He show a little more interest in his schoolwork and he participate more when it come to his schoolwork.' parent



3 Increase in positive parental involvement, communication and appropriate discipline

Indicators

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

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

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

The baseline data showed **70% (SSTC) and 69% (FAA)** children said that their **parents/caregivers did not show any interest in their schoolwork** sometimes or none at all (Fig.12)

Most of the children from both centres reported that their **parents/caregivers disciplined them by talking (80%); slapping (65%); and shouting (58%).** While **40% and 30%** of children respectively, said their parents/caregivers **cursed badwords at them and inflicted harm while beating them** (Fig.13).

Fig.12 Parents' Interest In Schoolwork

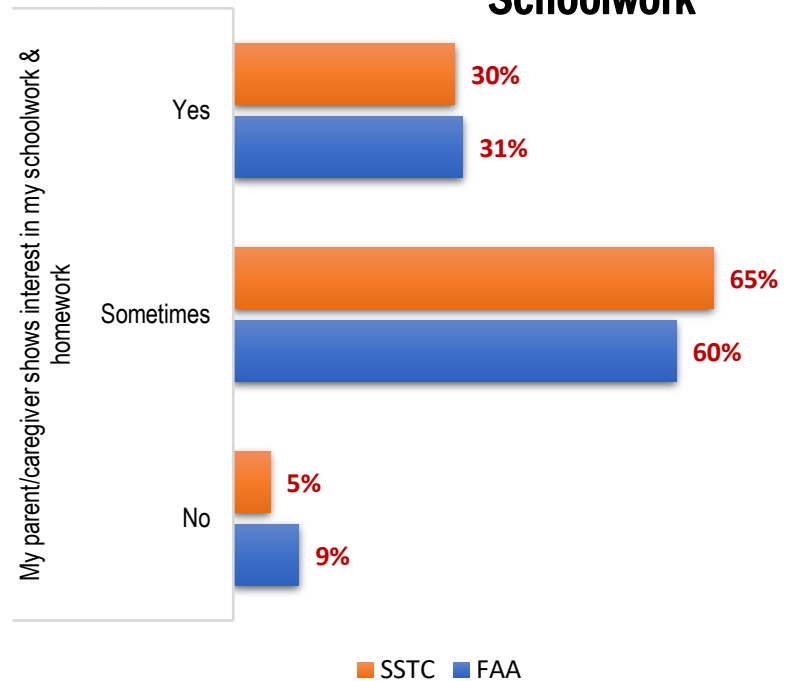
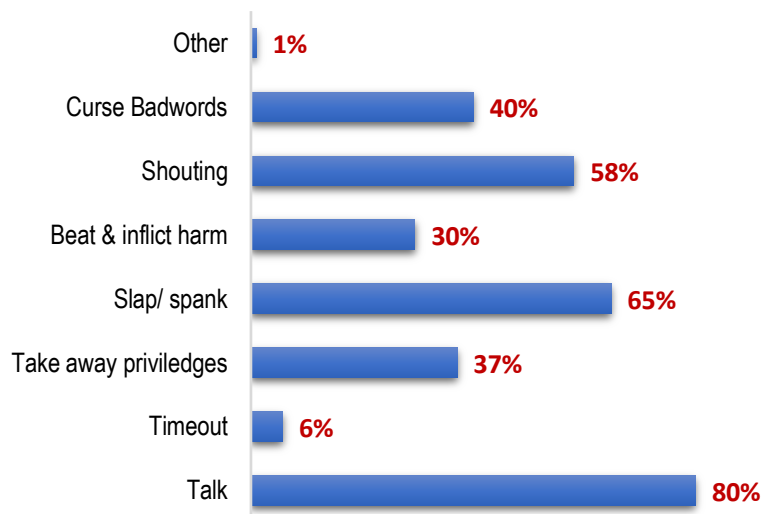


Fig.13 Top Forms of Parental Discipline:

80% Talk
65% Slap/ Spank
58% Shout



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

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

'I learned a lot from the speaker at the parent workshop. She gave us some strategies to deal with our children: to be more attentive and encourage them to do their schoolwork.'
Parent

'I learned not to get angry with my child but to sit down and talk to him; and to teach him to share with his sisters.' Parent



'Helping my child to talk about situations we are facing at home and see how we can adjust/cope with changes. That's what I learned at the workshop' parent



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

Indicators

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

Approximately 15 facilitators from the FAA and SSTC communities were a part of the CRP model.

Coupled with this were personnel from the Jamaica Constabulary Force (JCF) who chaperoned the children; as well as community chefs who catered at both centres on a weekly basis. In addition, speakers from the wider community were invited to address parents and children.



Nutritional Support

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

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

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

‘I liked the programme it was fun especially art and craft and the food was great.’ child

‘When I’m hungry, I eat at the programme. I enjoyed it. Wish I could get more of those foods.’ child



COVID-CARE RESPONSE

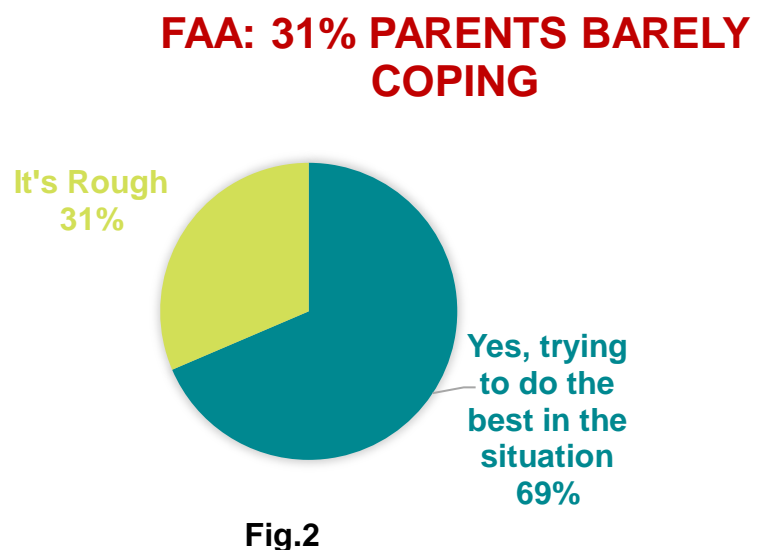
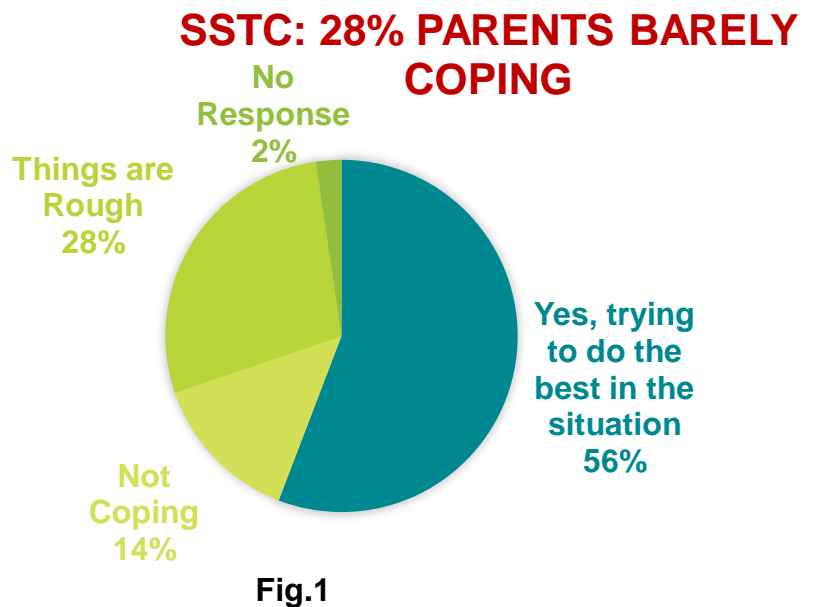
'FEEDING & READING' INITIATIVE

April-June

As mentioned in the Programme Director's Message above, CRP responded to the COVID-19 Pandemic with a 'Feeding & Reading' Initiative. Care packages consisting of basic food items and reading materials were distributed to 200 children and their families across its four centres: Boys Town (BT), Kingston YMCA (KYMCA), Falmouth All Age School (FAA) and Sam Sharpe Teachers' College (SSTC).

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

To inform this modified form of the programme's intervention model, CRP conducted a Parent Survey (83 of 90 FAA and SSTC parents) to assess the needs of its registered families. This report outlines the findings.



Whereas 56% (SSTC) and 69% (FAA) of responders said they were trying to do the best they could under the circumstances, 28% (SSTC) and 31% (FAA) confessed to feeling under extreme stress; and 14% SSTC parents said they were not coping at all (Figs.1&2).

Added to the pressure is that 44% (SSTC) and 57% (FAA) parents were laid off because of the pandemic; and 42% (SSTC) and 12% (FAA) faced reduced income due to less working hours or decreased sales for the self-employed (Figs.3 & 4).

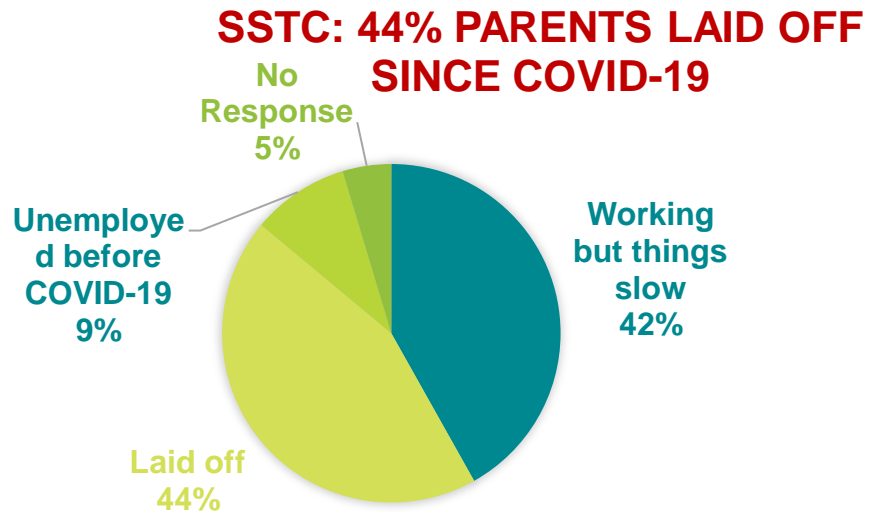


Fig.3

FAA: 57% PARENTS LAID OFF SINCE COVID-19

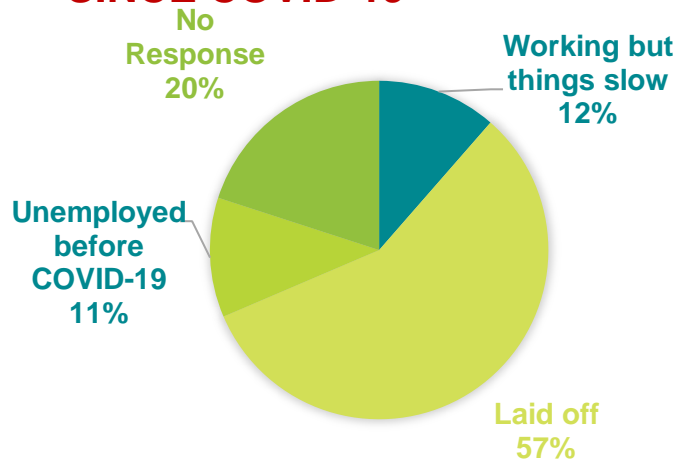


Fig.4

In addition, 60% (SSTC) and 37% (FAA) of families said they were not benefitting from the Programme of Advancement Through Health and Education (PATH) or any other form of government welfare being distributed during the COVID-19 pandemic.

The other 33% (SSTC) and 32% (FAA) however, benefitted from PATH distribution of cash or kind on a regular basis (Figs.5 & 6).

SSTC: 60% FAMILIES NOT BENEFITTING FROM WELFARE

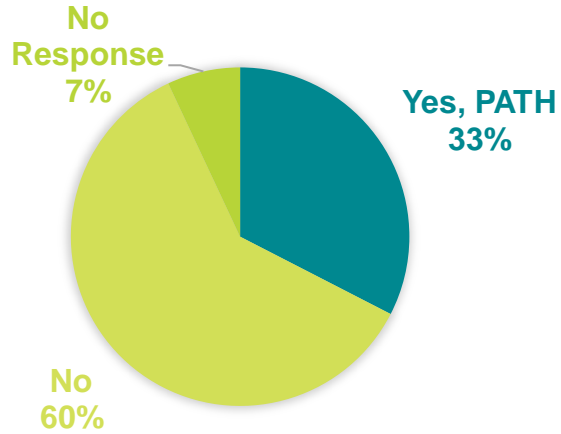


Fig.5

FAA: 37% FAMILIES NOT BENEFITTING FROM WELFARE

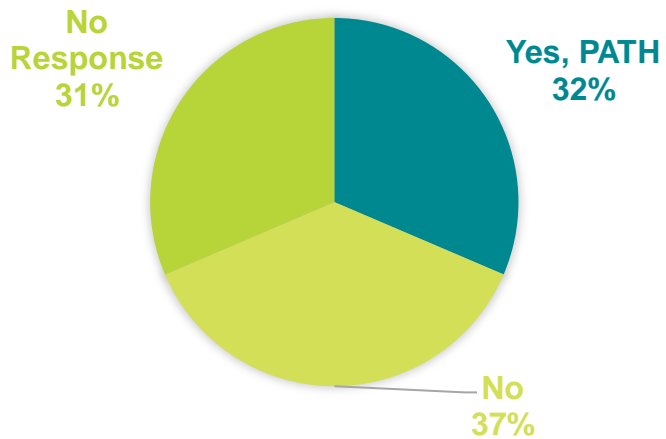


Fig.6

Regarding home schooling, 75% (SSTC) and 69% (FAA) of the parents said they coped with helping their children technologically and academically with the help of family members and the children's teachers. Some children spent the weekdays with aunts or grandmothers who were better able to help with understanding the schoolwork and who may have Wi-Fi.

Other children relied on help from older siblings or did the work on their own; while 9% (SSTC) did not follow up with getting work from their schools and did not do much work.

On the other hand, 7% of SSTC parents said they were not coping with home-schooling largely because they did not have consistent access to Wi-Fi, as they had to purchase DATA which was expensive and most times they had to choose between purchasing the DATA and providing food (Figs. 7 - 10).

SSTC: 75% PARENTS SUPPORTED WITH HOME SCHOOLING

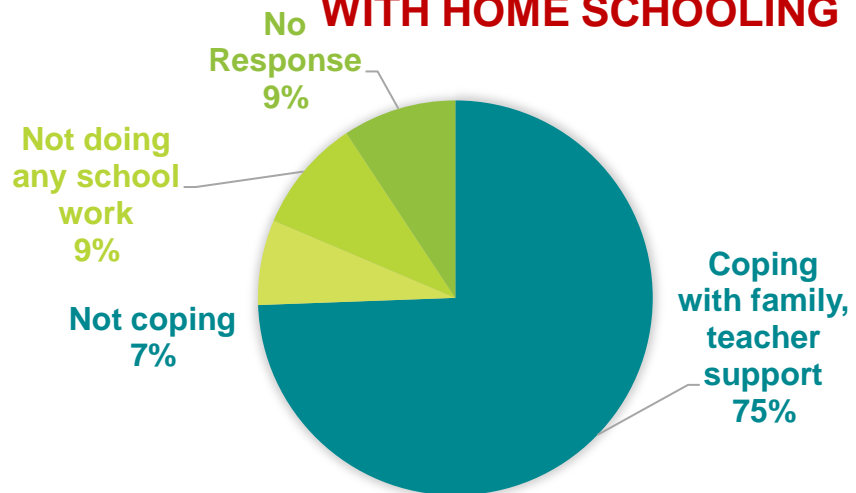


Fig.7

FAA: 69% PARENTS SUPPORTED WITH HOME-SCHOOLING

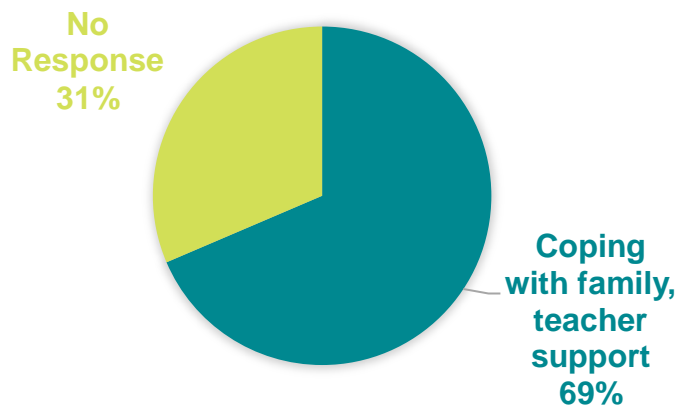


Fig.8

SSTC: 14% DO NOT HAVE ACCESS TO WHATSAPP

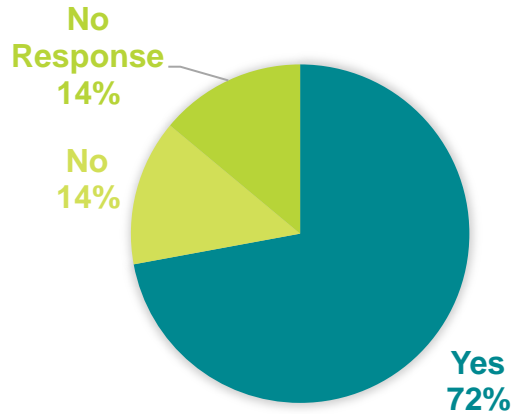


Fig.9

FAA: 23% DO NOT HAVE ACCESS TO WHATSAPP

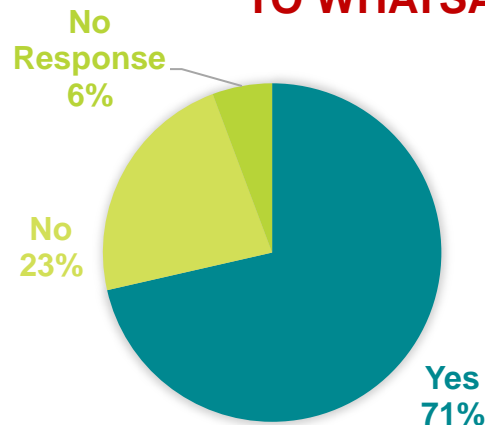


Fig.10

Whereas 72% (SSTC) and 71% (FAA) of the parents said they had WhatsApp; over 14% (SSTC) and over 23% (FAA) said they did not have access to WhatsApp neither by Wi-Fi nor DATA.

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

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

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

Those who had neither a smart device (SSTC:14% and FAA:20%) nor access to one, said they would accept direct calls for weekly interactions to stay connected (Fig.11 & 12).

In addition to the above, all parents at both SSTC and FAA centres said they were doing their best to stay healthy and safe by staying at home, washing their hands regularly and practicing social distancing.

Further, they all opted for a care package instead of a cooked meal because they felt they could make the basic food items last longer for the entire family; and most (97% across both centres) expressed interest in a hotline for support and counselling for issues related to or outside of COVID-19.

Eight percent (8%) of parents were not accessible at the time of the survey.

SSTC: 14% CHILDREN DO NOT HAVE ACCESS TO SMART DEVICE

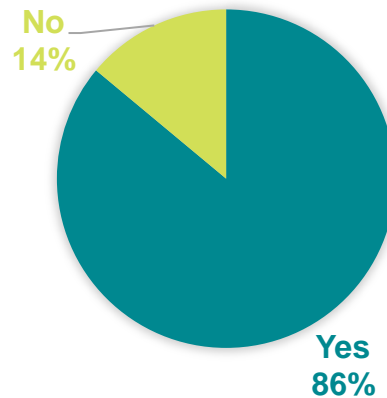


Fig.11

FAA: 20% CHILDREN DO NOT HAVE ACCESS TO A SMART DEVICE

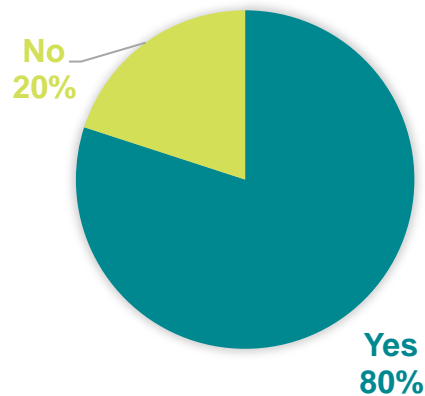


Fig.12

ROLL OUT OF 'FEEDING & READING' INITIATIVE

With the advent of the COVID-19 pandemic world-wide, the CRP brought its intervention into the homes and communities of the children, parents, guardians and families it served: Montego Bay communities such as Barracks Road, Albion, Granville and John's Hall; and Falmouth communities such as Duncans, Granville and Hague.

Care packages consisting of basic, non-perishable food items such as rice, flour, cornmeal, sugar, tin meats etc. were packaged and distributed once per month during the summer term. The finished packages (FAA: 40 & SSTC: 50) also contained reading books and special treats for the children.



Community spirits 'tun up' during the distribution as CRP staff members met with over 90% of parents, caregivers and children at central locations.

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

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



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

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

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

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



'The children and their families were very impressed with the care packages they got and I hope the programme continues to touch the lives of our students.'
Community leader

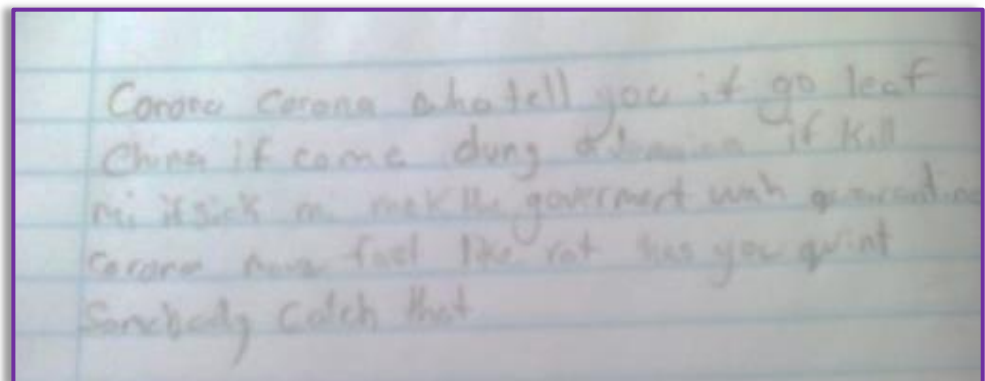
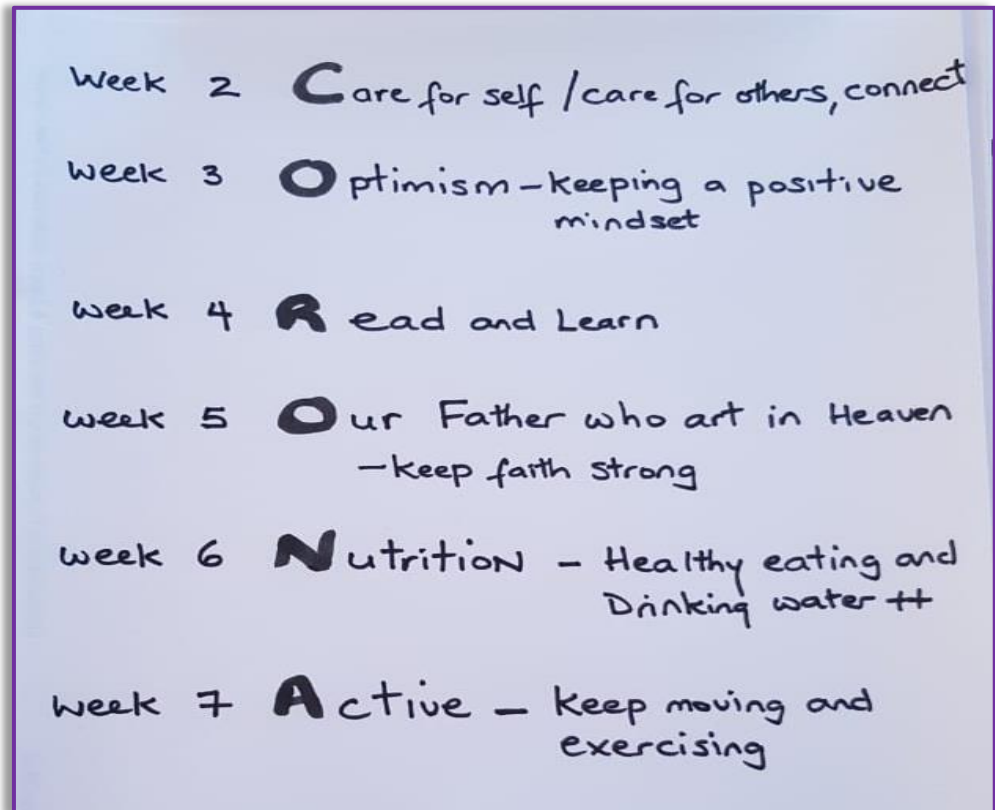


90 children (FAA: 40 & SSTC: 50) were engaged in reading and other activities by direct and WhatsApp calls, voice recordings and video sessions; as well as in person while following the Government's Risk Management protocols.

CRPs thematic approach guided the activities and discussions: the acronym CORONA was used.

Each facilitator was assigned 6 children with whom they communicated on a weekly basis.

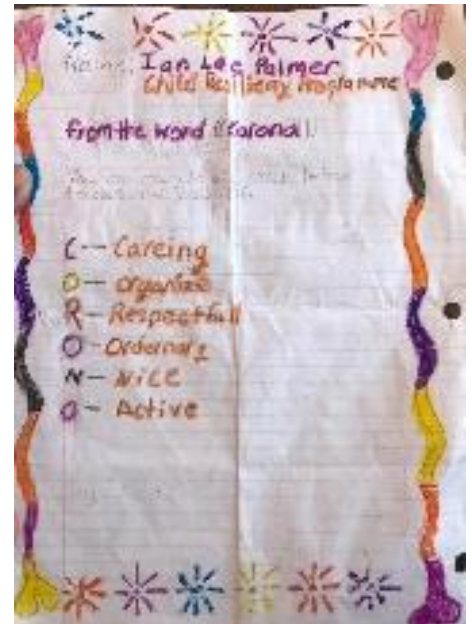
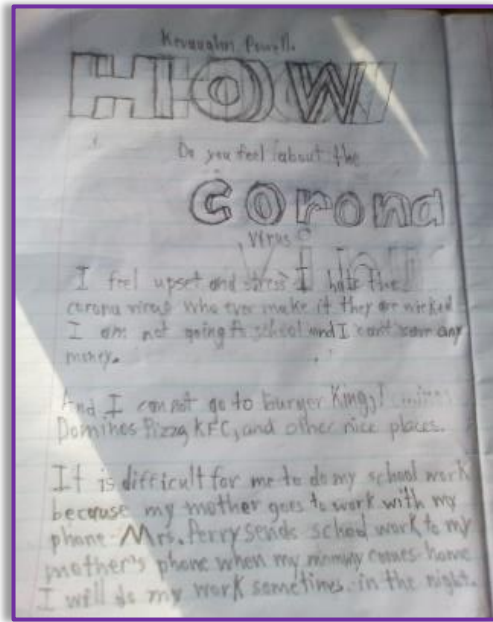
The children were encouraged to remain active during the quarantine.



'I enjoyed the programme. I learned a lot of things about COVID and safety and I enjoyed the packages. Thank you Child Resiliency!' child

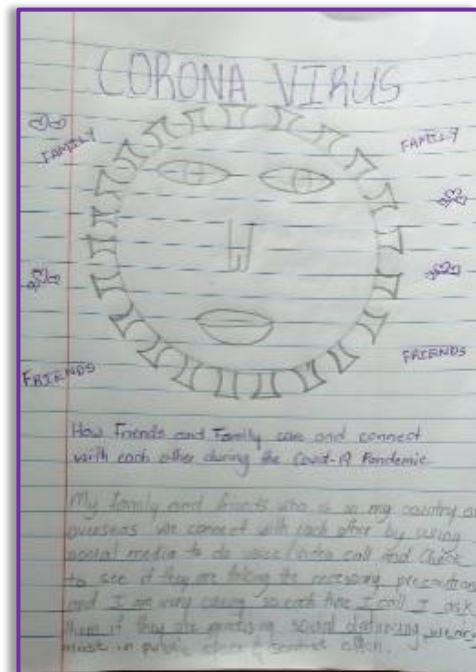
CRPs creative and interactive approach stimulated the children's literacy levels. This included essay, poetry and song writing in addition to reading. All of which boosted their self-confidence.

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



'The books I got helped me out a lot and I enjoyed the care packages. Thank you, aunties and uncles!'

'Him pick up with the reading. The aunties and uncles are very nice because they always call and check up on us.' parent

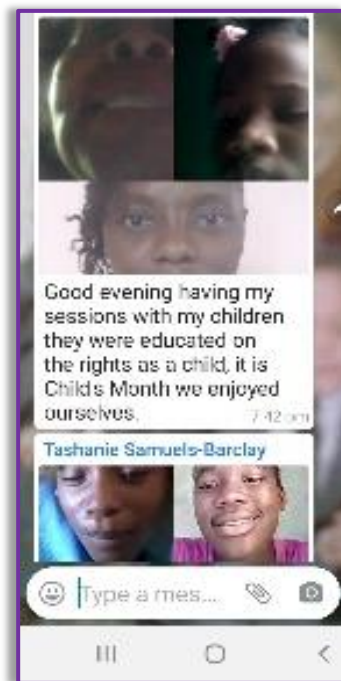
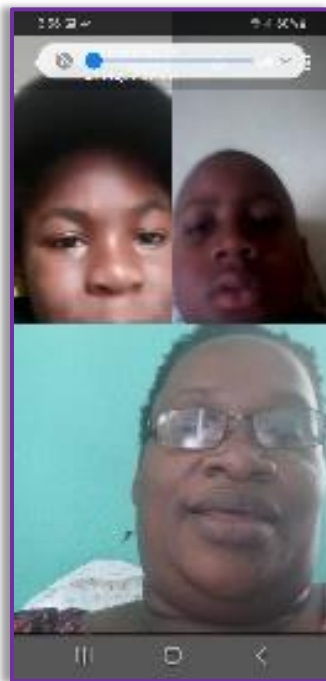
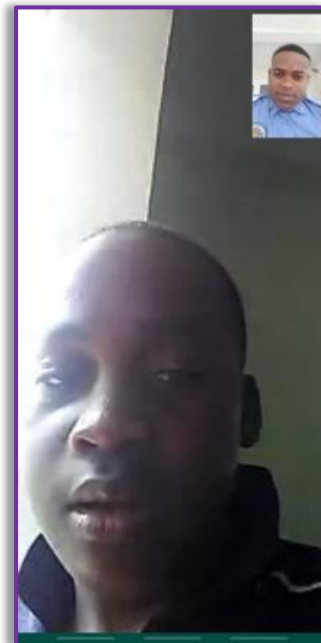


WhatsApp (group) video calls gave the children the opportunity to see and interact with their friends, 'aunties' and 'uncles' from the programme...much to their delight!

'Even in times of adversity, there is hope. During the pandemic, the children enjoyed seeing their friends via video chat. They were excited about the care packages and they took great interest in the activities.'

'As expected, they longed to be outside and being able to be in the same space with their friends and of course, being at school.' facilitator

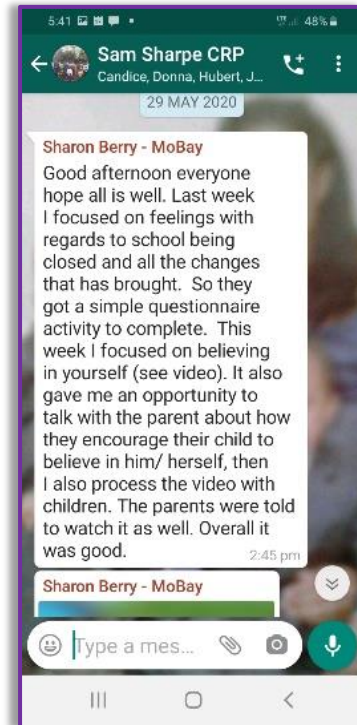
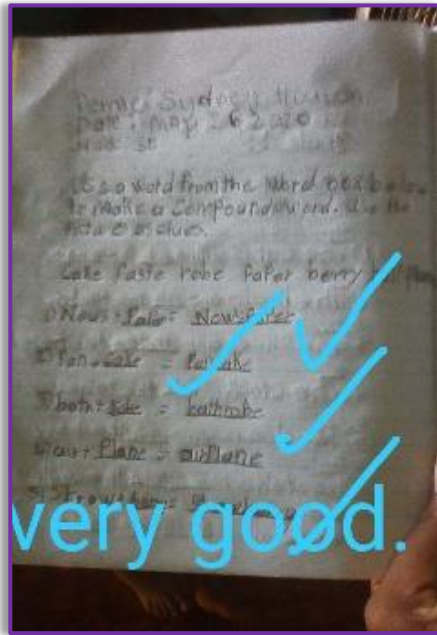
'I took part in some of the video group chats and enjoyed them.' parent



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

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

'It's the little things that really count and I appreciate the programmes care. It also helped my daughter to be more attentive and It helped her cope with some family issues we are going through.'
parent



'I don't just like the things in the packages...I love them!' child

End of school year 'Graduation' care packages.

Each child was gifted with a Programme T-Shirt.

'Thank you very much for taking the time to reach out and extend care to us, spending time with the children to let them feel more important during the COVID period.'
parent

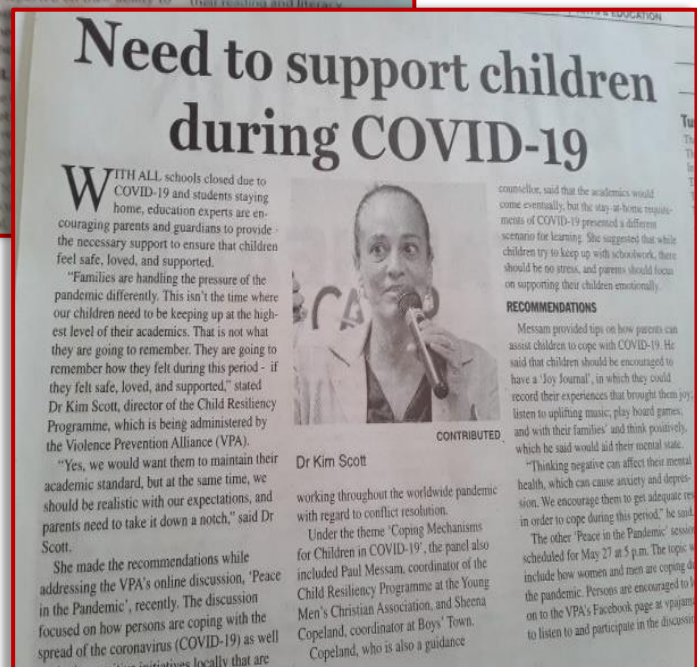


CRPs COVID-CARE Response 'Feeding & Reading' Initiative not only made the news, it achieved the programme's objectives:

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

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

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



CONCLUDING REMARKS

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

- It helped to bolster the self-confidence/esteem of a significant number of children and stimulated their love for learning.

- It helped to prepare the children for the COVID-related trauma of being pulled from life as they knew it by meeting practical and therapeutic needs.

- It exposed the children and their families to a more nurturing way of life: caring relationships resulting in appropriate discipline, increased parental involvement; and children learned to express themselves to trusted adults at the programme.



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

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

ANNEX

1

Programme Output for 2019-2020

- **90 children** across both centres **attending afterschool activities three times per week.**
- **Monthly Parenting workshops** (average:10 parents per session) October 2019 - February 2020.
- **Facilitators Training Workshop – FAA & SSTC Centres:** September 2019, Alhambra Inn (24 facilitators).
- **COVID-CARE ‘Feeding & Reading’ Initiative:** 90 children and their families received care packages and remote intervention with children - April-June 2020.

CHILD RESILIENCY PROGRAMME
MONITORING & EVALUATION QUESTIONNAIRE

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

CHILD RESILIENCY PROGRAMME
MONITORING & EVALUATION QUESTIONNAIRE

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

CHILD RESILIENCY PROGRAMME

INDIVIDUAL PROFILE

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

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

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

RISK BEHAVIOUR ASSESSMENT

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

2. If no, skip to next question, if yes, why? Please mark all that apply:	Yes	No
When they tease/ pick on me/ bully me	<input type="checkbox"/>	<input type="checkbox"/>
Due to death/separation of relative or friend	<input type="checkbox"/>	<input type="checkbox"/>
When parent curses/ harsh home environment	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>

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

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

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

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

PARENT QUESTIONNAIRE

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Never	Very little	Sometimes/ Now & then	Weekly	Daily hugs, praises
1	2	3	4	5

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Never	Very little	Sometimes/ Now & then	Weekly	Daily
1	2	3	4	5

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

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

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

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

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

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

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talk	Time outs	Shout	Take away priviledges	Slap and Spank	Nothing	Other
1	2	3	4	5	6	7

SOCIAL BEHAVIOUR OF CHILD

Name of Child:	School:
Date:	

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

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

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

SUMMER TERM PHONE SURVEY FOR CHILD RESILIENCY PROGRAMME PARENTS

COVID -19 April 2020

CHILD'S NAME & SCHOOL _____

CAREGIVER'S NAME & NUMBER _____

Relationship with Child: _____

PLEASE JOT DOWN ANSWERS TO THE FOLLOWING:

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

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

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

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

PROGRAMME CENTRES AND THEIR FEEDER SCHOOLS	
FALMOUTH ALL AGE	SAM SHARPE TEACHERS' COLLEGE
Duncans All Age	Barracks Road Primary
Falmouth All Age	Granville All Age
Granville Primary	Irwin Primary
Hague Primary	John's Hall Primary
	Mt. Salem All Age
	Albion Primary & Junior High

6

7

REFERRAL CRITERIA OF CHILDREN IN THE CHILD RESILIENCY PROGRAMME

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

8

RESILIENT ATTRIBUTE & PRO-SOCIAL BEHAVIOURS

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

9

RESILIENCY STRATEGIES

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

LIFE SKILLS TRAINING THEMATIC APPROACH

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

Core Topics – 10 Adolescent Development Tasks:

1. Self-Development

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

2. Emotional & Social Development

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

3. Cognitive Development

- Decision Making & Problem Solving
- Goal Setting

Special Topics – The Prevention of:

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

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

A CURRICULUM FOR PARENTS OF ADOLESCENTS

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