



## **USAID – MoEYI Partnership for Improved Safety and Security in Schools**

# **FINAL REPORT**



**USAID – MoEYI Partnership for Improved Safety and  
Security in Schools  
FINAL REPORT**

Submitted  
Under Development Objective Grant Agreement (DOAG, No. 532-DOAG-2013-JM) for the  
Caribbean Basin Security Initiative (CBSI) Activity  
to  
**USAID/Jamaica**  
142 Old Hope Road,  
Kingston 5 Jamaica

By  
National Education Trust  
on behalf of  
**Ministry of Education, Youth, and Information, Jamaica**  
2 National Heroes Circle,  
Kingston 4, Jamaica.

**November 2019**

## ACRONYMS

CAS	Country Assistance Strategy
CBO	Community Based Organization
CDA	Child Development Agency
COR	Contracting Officer's Representative
CSSB	Community Safety and Security Branch
EO	Education Officers
FBO	Faith Based Organization
GOJ	Government of Jamaica
HFLE	Health and Family Life Education
MOEYI	Ministry of Education Youth and Information
MoFPS	Ministry of Finance and Public Service
MONS	Ministry of National Security
NET	National Education Trust
NPSC	National Parenting Support Commission
PTA	Parent Teachers Association
RO	Regional Offices
SDC	Social Development Commission
SSSO	Safety and Security Support Officers
SWPBIS	School Wide Positive Behaviour Intervention System
UNDP	United Nations Development Programme
USAID	United States Agency for International Development
USG	United States Government
YIC	Youth Information Centre

## Table of Contents

EXECUTIVE SUMMARY .....	5
Monitoring and Quality Control .....	8
PROJECT BACKGROUND .....	11
ACHIEVEMENTS AND PROGRESS BY OBJECTIVES .....	17
<i>OBJECTIVE 1: REDUCE VIOLENCE</i> .....	17
Controlling Access to Schools.....	17
Controlling Possession of Weapons and Other Contrabands in Schools .....	18
Safety and Security Support Officers (SSSO).....	20
Safety and Security Capacity Building Training Workshops.....	21
School Safety and Security Guidelines .....	22
<i>OBJECTIVE 2: REDUCE ANTI-SOCIAL BEHAVIOURS</i> .....	22
Health and Family Life Education (HFLE) Curriculum .....	22
<i>School-Wide Positive Behaviour Intervention Support (SWPBIS) Framework</i> .....	23
Behaviour Change Media Campaign.....	26
<i>OBJECTIVE 3: ENGAGE AND EDUCATE PARENTS</i> .....	28
Best Practices in Parenting Media Campaign .....	28
Parent Mentor Training .....	29
Community-based Parent Places .....	30
School-based Parent Places .....	31
Parent Engagement Activities.....	32
<i>OBJECTIVE 4: ENGAGE YOUTH WITH CO-CURRICULAR ACTIVITIES</i> .....	33
Community-based Homework Centre .....	33
Security and Safety Network through Uniform Groups .....	34
Youth Engagement Initiatives .....	37
Camp Triple C .....	39
PERFORMANCE INDICATORS.....	42
FINANCIAL REPORT.....	46
CONCLUSION .....	52

## EXECUTIVE SUMMARY

One of the concerns of the Ministry of Education Youth and Information (MoEYI) is the continued exposure of children to violence, especially when this violence occurs in the school environment and in other spaces where they should have been protected. The Ministry is cognizant of the need to create an environment that will reduce the vulnerability to violence that children experience and create safer learning environments that will facilitate the cognitive and emotional development of children and youth. The partnership with the USAID, the USAID/MoEYI Partnership for Improved Safety and Security in Schools project is a response to initiate and implement effective strategies to curtail the exposure of children and youths to violence. The strategies employed under the project will initiate the process of behaviours modification that will result in the reduction of anti-social and violent behaviours among youths and provide opportunities for parents to develop positive parenting practices.

The USAID and the Government of Jamaica partnership, valued at US\$4 million with the prime objective of implementing the necessary measures to transform schools and their immediate surroundings into safe zones through a multi-layered, multi-sectoral approach commenced implementation in July 2017. *Disbursement from USAID amounted to US\$2,946,775 (J\$382,334,663), which represented 98% of the USAID commitment to the Project. The Government of Jamaica (GOJ) contributed US\$1,111,137 (J\$144,447,800), which represented 111% of the GOJ commitment to the Project.*

The Partnership for Safety and Security in Schools project was segmented into six (6) interrelated components:

- The reduction of violence and critical incidence among youths in schools and communities islandwide.
- The reduction of anti-social behaviours among youths and students through the implementation of behaviour modification programmes.
- The engagement and education of parents, communities, and the wider society in the behaviour modification process through the establishment of parent places.
- The provision of co-curricular through uniformed groups, sporting activities, and behaviour modification camps to allow youths and students to be fully engaged, build social and life skills, reduce dysfunctional behaviours, and improve school performance.
- Conduct on-going monitoring, evaluation, and data collection on existing and new safety and security programmes. Analyze data and provide reports to inform project decisions on safety and security sustainability activities in schools.

- Capacity building in the MoEYI and its agencies, FBOs and CBOs to facilitate sustainability of the initiatives.

Activities undertaken under each component contributed to the achievement of the overall goal of the project. To implement the project activities, strategic partnerships were established with the following organizations, agencies, and programmes external to the MoEYI, namely, Community Safety and Security Branch of the Jamaica Constabulary Force (JCF), the We Transform Youth Empowerment and Reintegration Programme of the Ministry of National Security; Youth Crime Watch of Jamaica (YCWJ) and Dispute Resolution Foundation (DRF).

Key achievements for the stated period include:

## Objective 1

### Reduce violence:

- ❖ The improvement of the boundary wall or perimeter fencing in eleven schools.
- ❖ The procurement of thirty-five (35) walk-through metal detectors and six hundred and thirty (630) hand-held (mobile) metal detectors.
- ❖ Selection, training, and deployment of eighteen (18) Safety and Security Support Officers to primary schools.

US\$636,135 (J\$83,969,782) was expended for this component. The initial budgetary allocation was US\$505,750 (J\$65,639,684).

## Objective 2

### Reduce Anti-Social behaviours:

- ❖ The provision of training and capacity building opportunities for eight hundred and seventy-six (876) educators from two hundred and eighteen (218) schools in the School-Wide Positive Behaviour Intervention Support Framework (SWPBISF).
- ❖ Development of an Integrated Service Delivery Handbook for Social Support Services to Children in Schools and Institutions.
- ❖ Provision of training and capacity building opportunities in the area of Safety and Security for Principals, Deans of Disciplines, Guidance Counselors, and Senior Teachers.
- ❖ Printing and distribution of one thousand (1,000) sets of the MoEYI School Safety and Security Guidelines.

US\$290,115 (J\$ 38,263,284) was expended for this component, initial budgetary allocation was US\$290,115 (J\$38,263,284).

## Objective 3

### Engage and Educate Parents:

- ❖ Establishment of ten (10) community-based parent places and the provision of capacity-building support to sixty (60) school-based parent places.
- ❖ The training of seventy-five (75) parent mentors and one hundred and eighty-eight (188) parent place facilitators.

US\$254,345.15 (J\$33,545,630) was expended to support activities under this component. The initial budgetary allocation was US\$275,000 (J\$ 33,355,212).

## Objective 4

### Provide Co-curricular Activities to Engage Youth:

- ❖ The resourcing of eleven (11) Youth Innovation Centres (YICs) to provide services aimed at promoting youth engagement through homework assistance, the performing arts, and sports programmes.
- ❖ The engagement of community-based Marching Bands through a series of training and capacity building workshops.
- ❖ The staging of the Camp Triple C Residential Summer Camp targeting at-risk students between the ages of twelve (12) and seventeen (17) and the roll-out of the Camp Triple C Day Camps Parent-Child Edition as a follow-on to the summer programme.
- ❖ The staging of the Camp Triple C Day Camps for at-risk youth in Juvenile Correctional and Remand Centres or under the supervision of the Probation Services.

Initially, US\$505,750,000 (J\$65,639,684) was budgeted to support activities under this component. However, based on the needs in the youth sector this amount was increased to US\$714,985 (J\$94,378,081) and the full amount was expended.

## Objective 5

### Monitoring and Quality Control:

- ❖ Conduct on-going monitoring, evaluation, and data collection on existing and new safety and security programmes.
- ❖ Analyze collected data and generate reports to inform project decisions on safety and security sustainability activities in schools.

The budget allocation for this objective was US\$96,000 (J\$118,073,556.62) while US\$81,928.28 (J\$10,805,536.00) was expended.

## **Objective 6**

### **Capacity Building:**

- ❖ The building of capacity in the MoEYI and its agencies, FBOs and CBOs to facilitate sustainability of the initiatives through the provision of equipment, adequate human resource, and technical expertise.


US\$972,180 (J\$128,327,750) was expended to support activities under this component. The initial budgetary allocation was US\$909,750 (J\$118,073,556.62) but had to be increased, mainly to support the needs of community-based stakeholder organisations.

### **Monitoring and Quality Control**

The Monitoring and Evaluation Team collected data and reported on five (5) USAID standards and twelve (12) customized indicators.



**Table 1: Summary of Indicators**



<ul style="list-style-type: none"><li>• Number of Primary and Secondary School Educators who completed professional development activities on Peace Education, Conflict Sensitivity or Conflict Transformation with USG assistance.<ul style="list-style-type: none"><li>• <b>Project Target: 600 Project Achievement 1,234</b></li></ul></li></ul>
<ul style="list-style-type: none"><li>• Number of Parent-Teachers Associations (PTAs) or Community-based government structures engaged in primary or secondary education support with USG assistance<ul style="list-style-type: none"><li>• <b>Project Target: 62 Project Achievement 71</b></li></ul></li></ul>
<ul style="list-style-type: none"><li>• Number of vulnerable persons benefitting from USG supported social services<ul style="list-style-type: none"><li>• <b>Project Target: 1,000 Project Achievement 996</b></li></ul></li></ul>
<ul style="list-style-type: none"><li>• Number of USG-Supported organizations and / or service delivery systems that serve vulnerable persons strengthened<ul style="list-style-type: none"><li>• <b>Project Target: 600 Project Achievement 1,406</b></li></ul></li></ul>
<ul style="list-style-type: none"><li>• Number of youth at risk of violence trained in social or leadership skills through USG assisted program<ul style="list-style-type: none"><li>• <b>Project Target 1.000 Project Achievement 1,201</b></li></ul></li></ul>

**Table 2: Summary of Customized Indicators**

<b>185</b> Schools with Operational Safety Equipment	<b>11</b> Schools with Perimeter Fencing	<b>18</b> School Safety and Security Support Officers
<b>10</b> Dispute Resoultion Training Workshops conducted	<b>1000</b> Safety and Security Guidelines disseminated	<b>136</b> Safety and Security Committees established and operating in schools
<b>100%</b> Revision of HFLE Curriculum to include Human Trafficking, Cyber Bullying and sections of the Child Care and Pretiection Act	<b>218</b> Schools engaged in Behaviour Modification Programme	<b>71</b> School and community based Parent Places established and strengthened
<b>168</b> Community-based Parent Education workshops held	<b>185</b> Schools with at least one (1) new Uniformed Group/Club operating by June 2019	<b>18</b> Community and school based Homework Centres established

The USAID/MoEYI Partnership for Improved Safety and Security project was designed to assist the MoEYI to implement sustainable initiatives to support its strategic objectives in the areas of:

- Safety and Security,
- Psychosocial Support
- Youth Engagement
- Modernisation and Delivery of a Safety and Security Curriculum

The MoEYI intends to build on the gains that were made under the USAID/MoEYI Partnership for Improved Safety and Security in Schools Project and are committed to continuing the work with Teachers, Parents, Students and School Administrators to make the school environment safe and conducive to teaching and learning and for a kinder and gentler society. The continued monitoring and assessment of the results will help us to determine the effectiveness of the interventions and what other areas the MoEYI needs to focus on to address the issues concerning safety and security in schools.

## **PROJECT BACKGROUND**

The Ministry of Education Youth and Information (MoEYI), has cited “child and youth development as well as “childcare and protection” amongst its key policy priorities. The other key priorities of the MoEYI are Safety, Security and Uniformed Groups in all Schools, lifelong learning, governance, and accountability, quality education, and training as well as stakeholder engagement. One of the key strategic objectives of the MoEYI is the need to minimize the number of children and youth at risk. The MoEYI intends to employ the vehicles of public education, needs-based intervention and programs to achieve its objectives in the area of safety, security, growth, and development of children and youth.

The MoEYI/USAID Partnership for Improved Safety and Security in Schools Project, introduced in 2017, was intended to provide support for the implementation of the above-mentioned policy priorities and facilitate a reduction in the occurrence of anti-social and violent behaviour among youths who are enrolled in schools as well as those that are not in school.

According to Harriot and Jones (2016), the ‘unprecedented levels of crime and violence in the Jamaican society is reflected in schools, that find themselves grappling with increased levels of violent behaviours such as extortion, gang-related activities, bullying, wounding and stabbing’. There is also an increase in the presence of offensive weapons including knives, scissors, ice picks,

and machetes which are all used by students of both sexes to commit violent acts against each other or in some instances against teachers.

The MoEYI/USAID Partnership for Improved Safety and Security in Schools Project, an initiative of the MoEYI and supported by the USAID, aimed at curtailing the occurrence of maladjusted behaviours and critical incidents in schools. The initiative was also aimed at addressing the inadequacies in the 'school system' that inhibits behaviour change and will, therefore, enhance the levels of safety and security in schools.

The implementation of measures under the USAID/MoEYI Partnership for Safety and Security in Schools Project is intended to transform schools and their immediate surroundings into safe zones; utilising a multi-layered, multi-sectoral approach, engaging community, parents, public and private partnerships to ensure a quality education system that benefits all learners.

**Objective 1:** To reduce violence and critical incidence among youth in eight hundred and ninety (890) schools and fifty (50) communities islandwide through the provision of safety and security equipment and security fencing at targeted schools and capacity building and training for school security personnel.

The main areas of focus under this objective were as follows:

1. Controlling access to school campus by installing or repairing perimeter fencing
2. Controlling possession of weapons and other contraband in schools through the use of security equipment
3. Increasing the number of security personnel assigned to schools
4. Partner with PMI and the Dispute Resolution Foundation and other stakeholders to conduct dispute resolution, counselling and interventions at the community level for out of school youth
5. Training and capacity building in 'Security and Safety'.

**Objective 2:** Reduce anti-social behaviours among youth and students through the implementation of behaviour modification programmes in eight hundred and ninety (890) schools and the implementation of a behaviour modification media campaign to include personal security issues in the Health and Family Lifestyle Education (HFLE) Curriculum.

The objective was addressed through the:

1. Development and dissemination of the Security and Safety Guidelines for school administrators and students.
2. Establishment and/or strengthening of Safety and Security Committees in Schools.
3. Revision of the HFLE Curriculum to incorporate topics related to Safety and Security such as Human Trafficking, Cyberbullying, and sections of the Child Care and Protection Act.
4. Implementation of the psychosocial support programmes such as the School-Wide Positive Behaviour Intervention and Support framework.
5. Develop and Conduct a media campaign aimed at teaching youths about the negative effects of violence individuals, families, community and the wider society.

**OBJECTIVE 3:** Engage and educate parents, communities, and the wider society in the behaviour modification process through the establishment of twelve (12) parent hubs to engage parents and communities in parenting education and activities and the implementation of a media campaign geared towards parenting education.

1. The education of Jamaicans in good parenting practices.
2. The sensitization of parents and communities in good parenting practices.
3. The delivery of parenting education modules.
4. Partnering with faith-based and community-based organizations to establish partnerships for parenting intervention.
5. The establishment of twelve (12) Parent Hubs through collaboration with FBOs, CBOs, PTAs, and parent mentors and promote the utilization of existing ones in schools.
6. The mobilization of PTAs and Parent Mentors to operate fifty (50) existing places and develop programmes and training to support the PTAs in parent engagement.

**OBJECTIVE 4:** Provide co-curricular through uniformed groups, sporting activities, and behaviour modification camps to allow 2,000 youths and students to be fully engaged, build social and life skills, reduce dysfunctional behaviours and improve school performance.

1. The creation of a security and safety network through the establishment of school/community uniform groups.
2. The conducting of camps to teach life skills, provide career counselling, behaviour modification, counselling, and sexual reproductive health.

3. The collaboration with Youth Information Centres, Youth Clubs, and other Community and Faith-based Organizations to establish Homework Centres and Multi-purpose Courts in schools and communities to promote meaningful engagement through sports and homework assistance programmes.

**OBJECTIVE 5:** Conduct on-going monitoring, evaluation, and data collection on existing and new safety and security programmes. Analyze data and provide reports to inform project decisions on safety and security sustainability activities in schools.

1. Monitoring and Evaluation plan finalized and provided to USAID
2. On-going monitoring of project activities
3. A baseline survey conducted to inform activities and stakeholders
4. Evaluate existing Safety and Security Programs
5. Determine the effectiveness of media campaigns
6. Measure the effectiveness of the interventions
7. Monthly, ad-hoc, Semi-Annual and Annual reports provided to USAID, Project Steering Committee, and other stakeholders

**OBJECTIVE 6:** Build capacity in the MoEYI and its agencies, FBOs and CBOs to facilitate sustainability of the initiatives through the provision of equipment, adequate human resources, and technical expertise.

1. Ensure adequate and competent personnel to support the implementation of the safety and security initiative.
2. Equipment, furniture, and materials to facilitate the implementation of activities.
3. An audit conducted to satisfy the sponsor of funds utilization in keeping with the agreement.
4. To facilitate sustained use of effective project practices by integrating them into MOEYI structure - school, regional, and policy levels.
5. Project Steering Committee (PSC) to provide oversight for the project implementation.

## Project Implementing Units

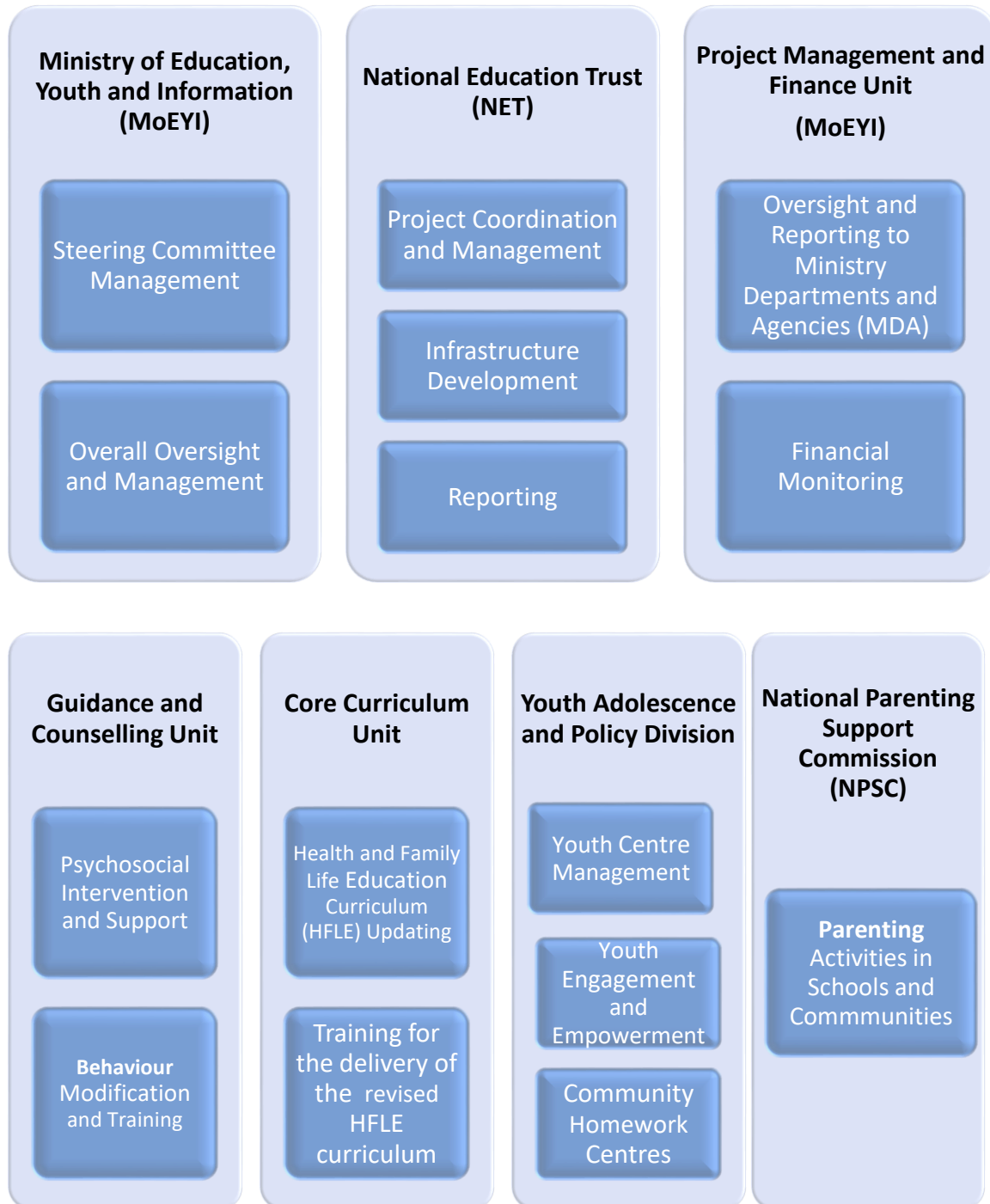
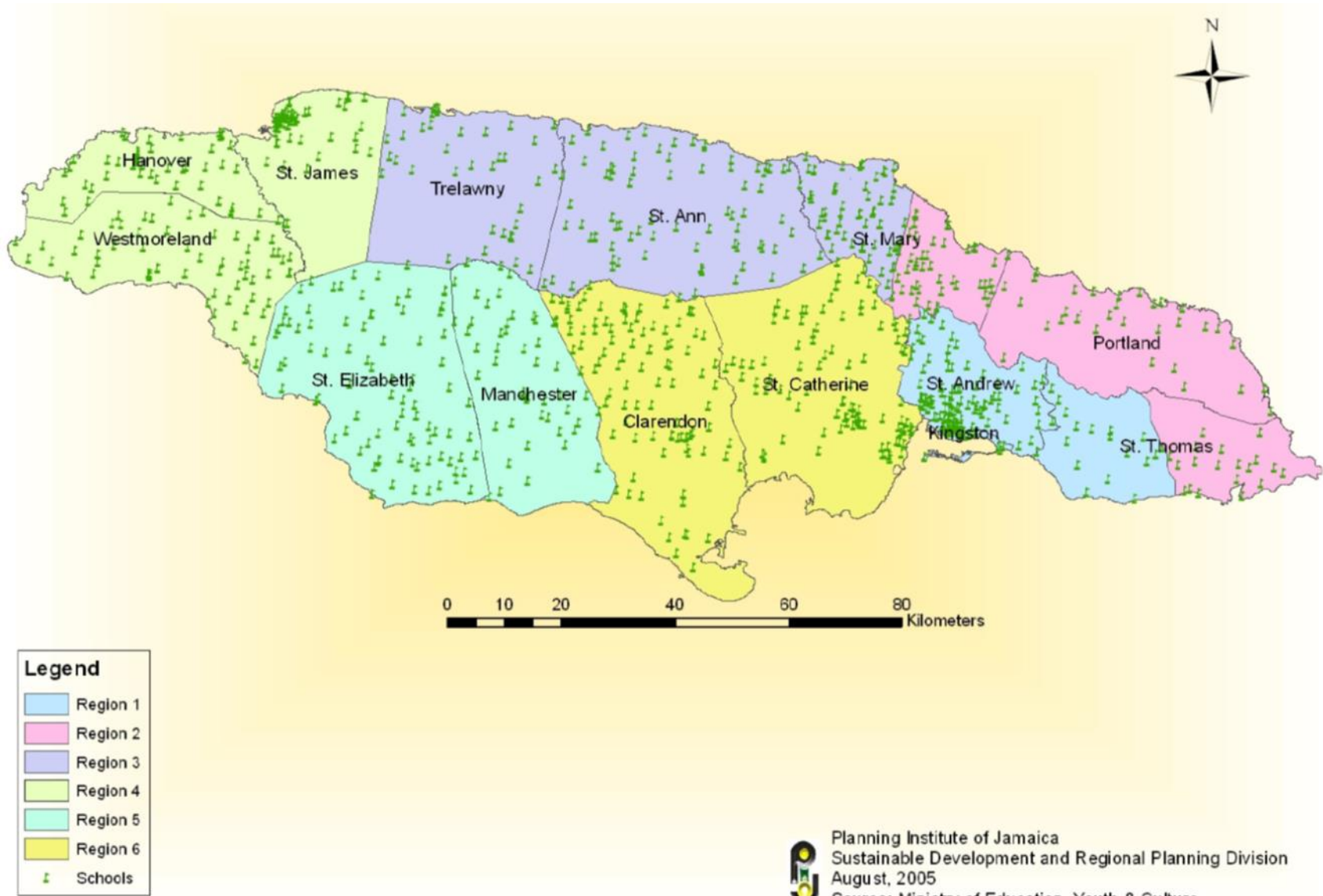


Figure 1: Ministry of Education, Youth and Information Educational Regions





# ACHIEVEMENTS AND PROGRESS BY OBJECTIVES

## OBJECTIVE 1: REDUCE VIOLENCE

### Controlling Access to Schools

A key initiative targeting enhanced safety and security in schools under the project was the improvement of the boundary wall or perimeter fencing of selected schools. The project supported fencing works valued at approximately J\$72 million at eleven (11) schools. They are as follows:

- Haile Selassie High, Kingston
- Horace Clarke High, St. Mary
- Marcus Garvey Technical High, St. Ann
- Barrett Town All-Age, St. James
- Green Island Primary, Westmoreland
- Salt Savanna Primary, Clarendon
- Balaclava Primary, St. Elizabeth
- Holmwood Technical High, Manchester
- St. Jago High, St. Catherine
- Waterford Primary, St. Catherine
- Waterford High, St. Catherine



Figure 2: Newly constructed perimeter fencing at St. Jago High School



Figure 3: Barrett Town All Age: Before and After pictures of section of new 92m boundary wall

## Controlling Possession of Weapons and Other Contrabands in Schools

Electronic safety equipment in the form of CCTV camera systems and metal detectors were provided to schools to assist in the creation of safer school environments. Thirty-five (35) walk-through metal detectors and six hundred and thirty (630) hand-held mobile metal detectors were procured. In addition, five (5) CCTV Systems were procured and installed at Cumberland High School in St Catherine, Yallahs High School in St. Thomas, and Camperdown High School, St. Andrew Technical High School, and St. Andrew Primary School in Kingston and St. Andrew.

In reporting on the effectiveness of the initiative, almost all schools gave positive reviews concerning the effectiveness of the metal detectors in reducing the transfer of weapons onto the school premises. The consensus was that the metal detectors did not only revealed the presence of contraband items but also acted as a deterrent for students and visitors who intended to carry weapons onto the school premises. Comments highlighting this consensus included:

“Since the metal detector, our metal incidents have dropped significantly, the amount of weapons we are finding on the school compound has dropped and overall incidents have dropped significantly” (Principal Region 1)

“At the end of a school search, we have to go and search the perimeter of the school, the wall, and other areas ... I remember on the first occasion the detector was used, about twenty knives, scissors, and one machete was found .” (Dean of Discipline Region 1)

“There were dropped in the gardens or at the fence instead of coming inside because persons knew that the metal detector was working.” (Principal Region 1)

### SCHOOLS SELECTED FOR WALK-THROUGH METAL DETECTORS

#### Region 1

Pembroke Hall High  
Norman Manley High  
Edith Dalton James High  
Kingston High  
Charlie Smith High  
Clan Carty High  
Papine High

#### REGION 2

Carron Hall High  
Fair Prospect High  
Horace Clarke High  
Port Antonio High  
Tacky High

#### REGION 3

Troy High  
Brown’s Town High  
Muschette High  
Marcus Garvey Tech High

#### REGION 4

Little London High  
Anchovy High  
Cambridge High  
Grange Hill High  
Irwin High  
Merlene Ottey High  
Petersfield High

#### REGION 5

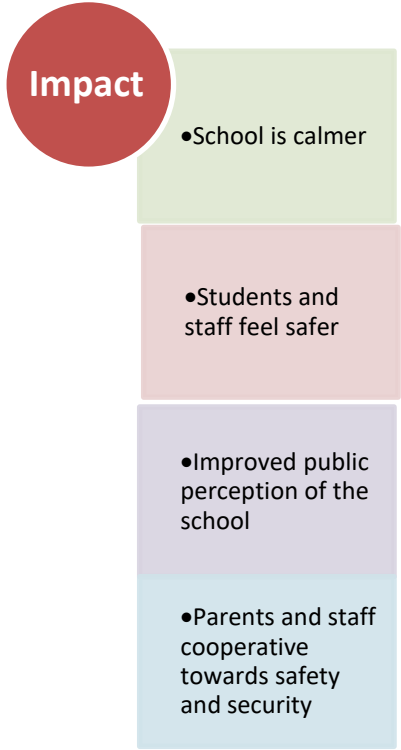
Bellefield High  
Nain High  
Mile Gully High  
Porus High  
New Forest High

#### REGION 6

Garvey Maceo High  
Innswood High  
Spanish Town High  
Waterford High  
Bustamante High  
Clarendon College  
Edwin Allen High

There were positive responses concerning the effect of the metal detectors on the general ethos or atmosphere of the schools. When asked how the presence of the metal detectors had affected the general atmosphere of the school, Principals responded that students appeared “calmer” and were making a concerted effort to comply with the safety measures enacted. Another response was, “one or two would refuse to be searched initially but now they hand over their bags to be checked.”

In addition to the visible efforts to adhere to the “no weapons’ policy, it was noted that students had an increased sense of security. However, students were a little apprehensive at first but now they’ve realized that it is of benefit to everybody.”



**Figure 4; Walk Through Metal Detector in Use**

## **Safety and Security Support Officers (SSSO)**

Guided by a larger programme initiative of the MoEYI, the Project in partnership with the Community Safety and Security Branch of the Jamaica Constabulary Force sought to recruit, train and deploy eighteen (18) members of the Police Youth Club as Safety and Security Support Officers (SSSO) in public primary schools listed in the textbox to the right. The main focus of the SSSO was to provide support in the promotion of the Safety and Security in Schools. The responsibilities of the SSSO include the following:

- assisting in ensuring that the rules of conduct are consistently monitored and enforced;
- providing basic first aid assistance;
- supporting school-wide emergency drills; and
- reporting and documenting accidents and incidents.

During the period of engagement, the School Safety and Security Officers were also required to participate in a Human Employment and Resource Training (HEART) Trust coordinated Industrial Security Operators training and certification programme.

### **SCHOOLS WITH SSSO**

#### **St. Catherine**

Ascot Primary  
Crescent Primary  
Ewarton Primary  
Elthan Park Primary  
Friendship Primary  
Gregory Park Primary  
Homestead Primary  
Mount Nebo Primary  
St. John' Primary

#### **Kingston & St. Andrew**

Calabar Primary and Junior High  
Dupont Primary  
Elleston Primary  
Halls Delight Primary  
Maxfield Park Primary  
Rennock Lodge Primary

#### **St. Thomas**

Morant Bay Primary

#### **St. Ann**

Retirement Primary

#### **Clarendon**

Bunker Hill Primary

## **Integrated Service Delivery Handbook for Social Support Services to Children in Schools and Institutions**

The Ministry of Education, Youth, and Information, through its Guidance and Counselling Unit, has been moving towards a more systematic and standardized approach in the provision of support services to children. Under the USAID /MoEYI Partnership for Improved Safety and Security in School Project, the focus was placed on the establishment of an Integrated Service Delivery Framework for Support Services for Children in Schools and Institutions (ISD Handbook) aimed at providing seamless access to a comprehensive network of appropriate interventions.

Six (6) regional consultations were held to obtain stakeholder input, feedback, and recommendations regarding the proposed Integrated Service Delivery Framework for Support Services for Children in Schools and Institutions (ISD Handbook) and its accompanying Staff Health and Wellness Plan.

The consultation sessions were well attended, with approximately one hundred and ninety-one (191) participants representing Guidance Counsellors, Principals and Vice Principals, Parent-Teachers' Associations, Representatives of School Boards, Teachers, Deans of Discipline, School Nurses, students and stakeholders from the Child Protection, Youth Engagement, Faith-based Community, Health and Justice sectors. A wide range of communities from all parishes participated.

The consultation process was designed to elicit responses from mixed groups of stakeholders on several key issues, primarily:

- a) The number, type, and severity of psycho-social and related issues facing children in schools.
- b) The processes and steps to be used in providing children with psycho-social support services, with distinctions made (where appropriate) between low, medium, and high-risk cases, and with the requisite forms and templates described.
- c) Stakeholder reflections and recommendations on the structure and systems that will implement the ISD Handbook, particularly the scope of responsibilities and participants to include in multi-disciplinary teams at the school and regional levels.

### **Safety and Security Capacity Building Training Workshops**

The Project made a significant contribution to capacity building in the area of Safety and Security in Schools with the provision of training opportunities for three hundred and seventy-nine (379) educators. A total of thirteen (13) training workshops and seminars were conducted. The main areas of focus were:

- The Role of the Dean of Disciplines;
- The Child Care and Protection Act; and
- Conducting School Searches.

Participants in commenting on any significant changes they would make at their schools as a result of training received indicated the following:

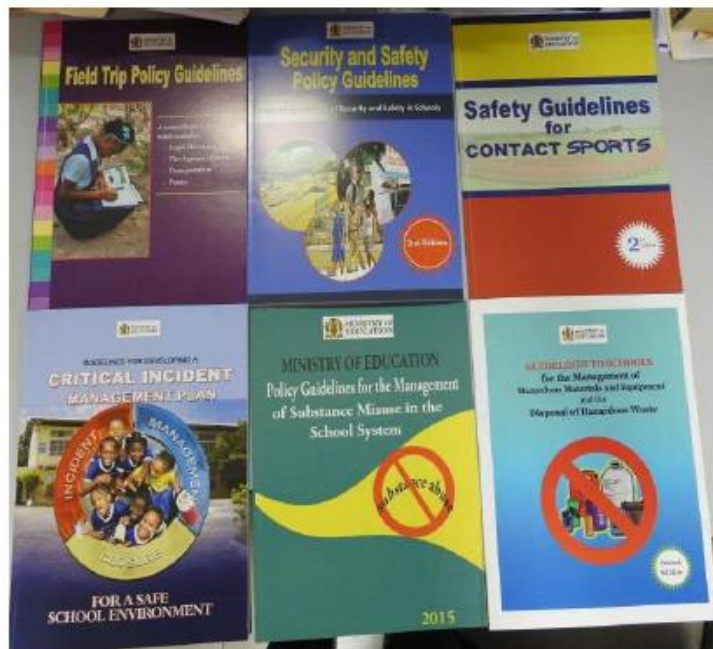
- Changes to security measures currently practised including conducting more meticulous searches and ensuring the identification of “sterile area” become common practice.
- Fostering increased collaboration and inclusiveness among staff, student leaders, and parents.

## OBJECTIVE 2: REDUCE ANTI-SOCIAL BEHAVIOURS

### School Safety and Security Guidelines

In fulfilment of the project target for this activity, one thousand (1,000) sets of the Safety and Security Guidelines comprising six (6) titles (listed below) were printed for distribution to both public and registered private schools islandwide.

1. Security and Safety Policy Guidelines
2. Guideline for Developing A Critical Incident Management Plan
3. Guidelines to Schools for the Management of Hazardous Materials and Equipment and the Disposal of Hazardous Waste
4. Ministry of Education Policy Guidelines for the Management of Substance Misuse in the School System
5. Safety Guidelines for Contact Sports
6. Field Trip Policy Guidelines



### Health and Family Life Education (HFLE) Curriculum

Teachers are finding that young people are more disruptive, more likely to question authority and see little relevance in schooling that fails to adequately prepare them for their various life roles. The paradox is that schools are now seen as key agencies to address these issues.

HFLE, then, is a curriculum initiative that not only reinforces the connection between health, education, and the social context but also uses a holistic approach within a planned and coordinated framework. It is perceived as a viable way to bridge existing gaps to enable young persons to attain the highest level of educational achievement and productivity required for the 21st century.

Under the Project, the HFLE curriculum and guide for Grades 7-9 were revised to include modification to the Self and Interpersonal Relations theme and the development of the Safety and Security Modules to include human trafficking, scamming, cybercrimes and sections of the Child Care and Protection Act.

The process was a collaborative effort between the Ministry of Education, Youth and Information, Ministry of National Security through the Community Safety and Security Branch in the Jamaica Constabulary Force (JCF), as well as other government entities that provided guidance and recommendations throughout the development process.

It is important to note, that while retaining alignment with the CARICOM Framework for Health and Family Life Education, the revised curriculum and guide placed an increased emphasis on reflective teaching and the affective domain of Health and Family Life Education.

**Theme: Self and Interpersonal Relationships**

Knowing who we are (selfconcept) and our place in the society is important for our wellbeing. The need to belong and to be loved is important as these factors help to shape who we are and contribute to our acceptance of ourselves. Students need to develop a healthy sense of self to develop and maintain healthy relationships with family members, schoolmates and others. They need self-awareness and interpersonal skills to ensure that they respect and accept persons who are different. They also need the opportunity to practice skills that reduce their involvement in risky behaviour and help them to survive in a work that demands pooling of our individual and collective resources.

**Theme: Safety and Security**

All citizens have a role to play in making Jamaica a safer and more secure place to live. Students need to understand their basic human rights, which include their rights as children, but they also need to be aware of their responsibilities in protecting the safety and security of self and others. Issues of violence, child abuse, internet safety, cybercrimes, scamming, extortion, road safety and disaster management are some of the areas addressed in the new Safety and Security theme of the HFLE Curriculum.

Through these lessons, students will gain an understanding of these issues and reflect on how they can impact their personal safety and environment (school and community). They will also be able to recognize danger, understand basic principles to keep them safe at home, school, in their community and on the internet, and be empowered with the necessary life skills to protect self and others, in order to respond appropriately in situations where their safety and security are at risk.

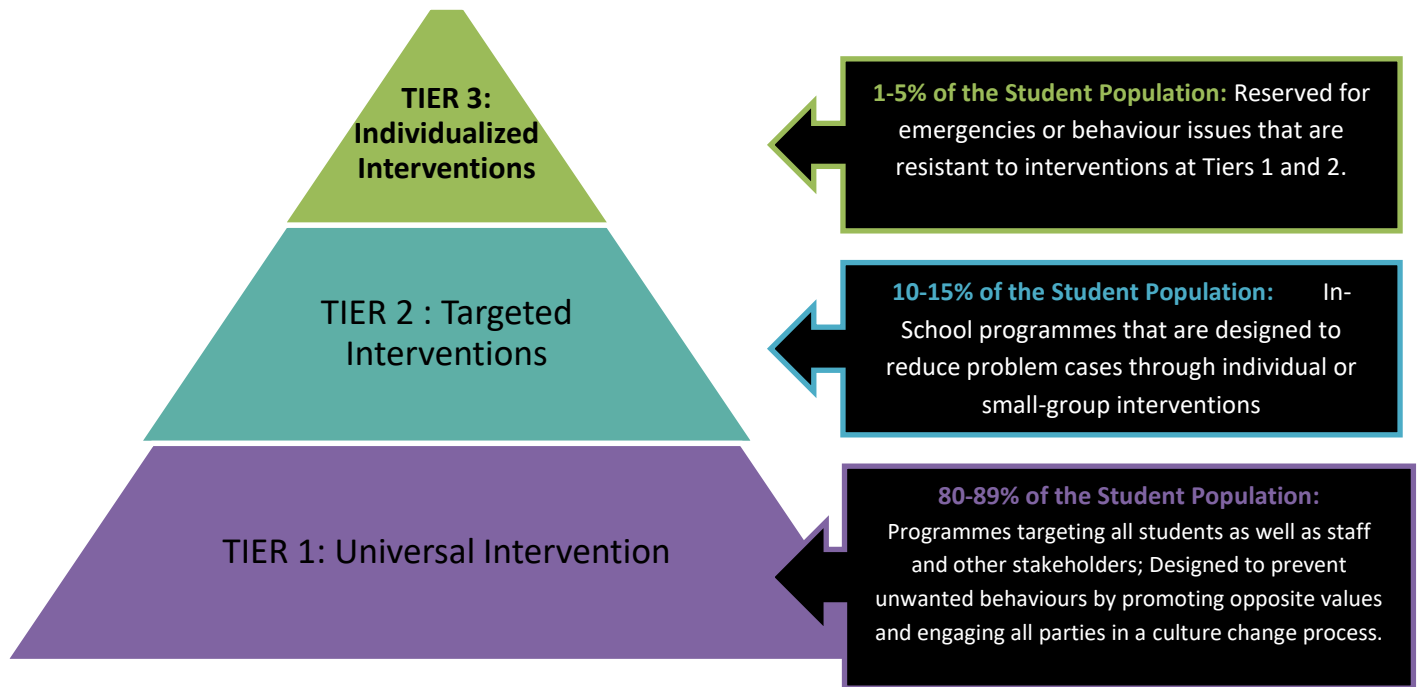
---

## **School-Wide Positive Behaviour Intervention Support (SWPBIS) Framework**

---

The School-Wide Positive Behaviour Intervention Support (SWPBIS) behaviour modification initiative is an alternate response to the traditional disciplinary strategies. Traditionally, schools utilize suspensions and expulsions to inhibit undesirable behaviour among students. Sugai and Horner (2006), contended that the purpose of SWPBIS is to explicitly teach positive appropriate behaviours while creating an environment in which these behaviours are more acceptable than other negative inappropriate behaviours’.

SWPBIS is based on a mental health prevention model of three “tiers” of intervention.



All students receive Tier 1 interventions, which are often preventative and aimed at creating a positive learning environment. It is often estimated that 80% of students will not need additional interventions beyond those in Tier 1. These interventions can include but are not limited to:

- Establishment of a few simple, universal, positive school expectations for behaviour (e.g., “Be safe, be respectful, be responsible”). These expectations are explicitly taught to all students and are posted in all classrooms, and should be understood by students;
- Examples of the behaviours that meet expectations being explicitly taught in various school environments (e.g., in the classroom, cafeteria, playground, etc.);
- School-wide collection and analysis of behavioural data, which is used to modify school procedures, behavioural expectations and inform decisions about disciplinary policies; and
- Systematic, consistent reinforcement, in a variety of forms for all students, to encourage them to follow behavioural expectations. This reinforcement should be consistent, and all students should receive reinforcement over time.

Under the project, eight hundred and seventy-nine (879) Principals, Guidance Counselors, Deans of Discipline, and Senior Teachers from two hundred and sixty schools (260) received training at the Tier 1 level. The Tier 1 training activity focused on equipping school leaders with the capacity to:



- Strengthen the school climate by ensuring there is a school-wide focus on creating a positive environment and enhanced awareness of the role of the school climate in encouraging or discouraging positive behaviour;
- Facilitate a team-oriented approach to planning and implementation of the Tier 1 interventions and procedures;
- Facilitating the adoption of a universally accepted set of behavioural expectations and goals;
- The frequent collection and use of data to facilitate team and staff decision making;
- Direct, coaching and teaching of appropriate student behaviour in the environments where that behaviour is expected; and
- Implementing strategies to reinforce positive student behaviour.

**Table 1: Number of Educators Trained to Implement SWPBIS Tier 1**

	Region 1	Region 2	Region 3	Region 4	Region 5	Region 6	TOTAL
Number of Schools	35	28	37	38	40	40	218
Male Participants	44	31	23	25	36	59	209
Female Participants	141	90	85	111	102	132	651
<b>Total Number of Participants</b>	<b>185</b>	<b>121</b>	<b>108</b>	<b>136</b>	<b>138</b>	<b>191</b>	<b>879</b>

## School Safety and Security Committees

According to the MoEYI Schools’ Security and Safety Guidelines, “*the Principal is directed to establish a Security and Safety Committee from among his/her staff and the school resource officer (SRO) to assist in developing, implementing, monitoring, and evaluating the security and safety operations of the school.*”

One hundred and thirteen (113) individuals, inclusive of Principals and Guidance Counsellors, participated in two (2) Safety and Security Committee Training Workshops with the emphasis being placed on the Schools Safety and Security Policy and also included presentations on Human Trafficking.

## Behaviour Change Media Campaign

Under the USAID – MoEYI Partnership for Improved Safety and Security project, a comprehensive media campaign targeting the 10 – 18 age cohort was developed. Social media was used as the primary channel because of its ability to engage, its influence, and immediate feedback, which makes it ideal to reach the target group.

In addition to the social media engagement, there was a direct engagement at the school level through the vehicle of a School Invasion Tour. The tour sought to provide a simple message and reinforcement of the importance of choices and pointed to peaceful and lawful alternatives to manage conflict.

Appropriately, seven thousand (7,000) students were reached by the tour with one hundred and fifty-two thousand eight hundred and two (152,802) persons via social media and eighteen thousand five hundred and forty-seven (18,547) actual engagements.

### Denbigh High School recap video, posted May 14

**National Education Trust Jamaica**  
- May 14 · 🌐

The 2019 USAID/Ministry of Education Youth & Information Partnership for Improved Safety and Security in Schools Tour is presented by the National Education Trust Jamaica under the #TripleCSchoolTour title - Chance, Choice & Change!

On Thursday, May 9, the tour visited Denbigh High School in Clarendon, here are a few highlights! High schoolers, we may be coming to your school soon, AND we will be hosting larger events for multi-school coverage at the Half-Way-Tree Transport C... See More

**Triple C School Tour - Denbigh High School**  
01:01

**43,877** People Reached      **4,789** Engagements

👍❤️👍 126      3 Comments 26 Shares

**Performance for Your Post**

---

**43,877** People Reached

---

**22,462** 3-Second Video Views

---

**167** Reactions, Comments & Shares 📊

<b>116</b> 👍 Like	<b>110</b> On Post	<b>6</b> On Shares
<b>19</b> ❤️ Love	<b>18</b> On Post	<b>1</b> On Shares
<b>1</b> 😂 Haha	<b>1</b> On Post	<b>0</b> On Shares
<b>5</b> Comments	<b>5</b> On Post	<b>0</b> On Shares
<b>26</b> Shares	<b>26</b> On Post	<b>0</b> On Shares

---

**4,622** Post Clicks

<b>4,453</b> Clicks to Play 📺	<b>0</b> Link Clicks 🔗	<b>169</b> Other Clicks 📄
----------------------------------	---------------------------	------------------------------

---

**NEGATIVE FEEDBACK**

<b>0</b> Hide Post	<b>0</b> Hide All Posts
<b>0</b> Report as Spam	<b>0</b> Unlike Page

## Paul Bogle High School recap video, posted May 24

**National Education Trust Jamaica**  
 May 24 at 5:03 PM

The 2019 USAID - US Agency for International Development/Ministry of Education Youth & Information Partnership for Improved Safety and Security in Schools Tour is presented by the National Education Trust Jamaica under the #TripleCSchoolTour title - Chance, Choice & Change!

On Thursday, May 16, the tour visited Paul Bogle High School in St Thomas, here are a few highlights!

High schoolers, we may be coming to your school soon, AND we will be hosting larger events for multi-sc... See More



**Triple C School Tour - Paul Bogle High School**  
 01:02

**39,561** People Reached      **6,397** Engagements

### Performance for Your Post

**39,561** People Reached

**17,140** 3-Second Video Views

**108** Reactions, Comments & Shares

<b>85</b> Like	<b>80</b> On Post	<b>5</b> On Shares
<b>9</b> Love	<b>8</b> On Post	<b>1</b> On Shares
<b>2</b> Wow	<b>2</b> On Post	<b>0</b> On Shares
<b>2</b> Comments	<b>0</b> On Post	<b>2</b> On Shares
<b>10</b> Shares	<b>10</b> On Post	<b>0</b> On Shares

**6,289** Post Clicks

<b>6,150</b> Clicks to Play	<b>0</b> Link Clicks	<b>139</b> Other Clicks
-----------------------------	----------------------	-------------------------

**NEGATIVE FEEDBACK**

<b>0</b> Hide Post	<b>0</b> Hide All Posts
<b>0</b> Report as Spam	<b>0</b> Unlike Page

## Pembroke Hall High School recap video, posted June 11

**National Education Trust Jamaica**  
 June 11

#Throwback to April 30, when National Education Trust Jamaica kicked off our 2019 #TripleCSchoolTour - Chance, Choice & Change - at the Pembroke Hall High School, powered by USAID - US Agency for International Development and the Ministry of Education Youth & Information in a Partnership for Improved Safety and Security in Schools!

The main goal of this school tour is to promote positive values and attitudes among high school students at both school and community levels, with... See More



**Triple C School Tour - Pembroke Hall High School**  
 01:01

**22,522** People Reached      **1,255** Engagements

48 Reactions      1 Comment 5 Shares

Like      Comment      Share

### Performance for Your Post

**22,522** People Reached

**13,390** 3-Second Video Views

**60** Reactions, Comments & Shares

<b>48</b> Like	<b>48</b> On Post	<b>0</b> On Shares
<b>4</b> Love	<b>4</b> On Post	<b>0</b> On Shares
<b>1</b> Haha	<b>1</b> On Post	<b>0</b> On Shares
<b>1</b> Sad	<b>1</b> On Post	<b>0</b> On Shares
<b>1</b> Comments	<b>1</b> On Post	<b>0</b> On Shares
<b>5</b> Shares	<b>5</b> On Post	<b>0</b> On Shares

**1,195** Post Clicks

<b>1,075</b> Clicks to Play	<b>0</b> Link Clicks	<b>120</b> Other Clicks
-----------------------------	----------------------	-------------------------

**NEGATIVE FEEDBACK**

<b>0</b> Hide Post	<b>0</b> Hide All Posts
<b>0</b> Report as Spam	<b>0</b> Unlike Page

## OBJECTIVE 3: ENGAGE AND EDUCATE PARENTS

### Best Practices in Parenting Media Campaign

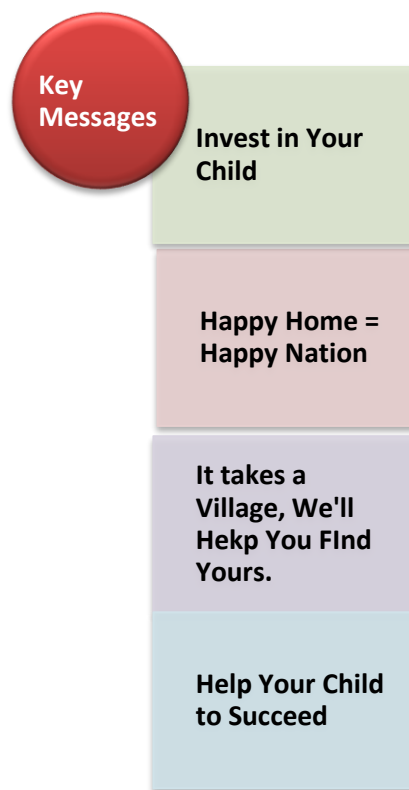
A Parenting Media campaign aimed at increasing awareness of positive parenting practices was developed under the Project for use by the National Parenting Support Commission (NPSC).

The campaign targeted parents in the 18 – 45 age cohort and had four (4) objectives. The objectives were as follows:

- Engage and educate parents, communities and wider society in the behaviour modification process
- Raise awareness among target audiences on best practices in parenting
- Sensitize parents on their responsibilities towards their children
- Initiate the conversation on the benefits to children, families, and society of good parenting practices.

The Media Campaign sought to inspire the target audience to change their behaviour by offering alternatives that are easy to adopt and offer benefits they would otherwise not be able to access.

Because parenting styles are usually a function of how someone was raised or what is common in a family, testimonials and interactive videos with fun elements were utilised for reaching parents, especially young parents.



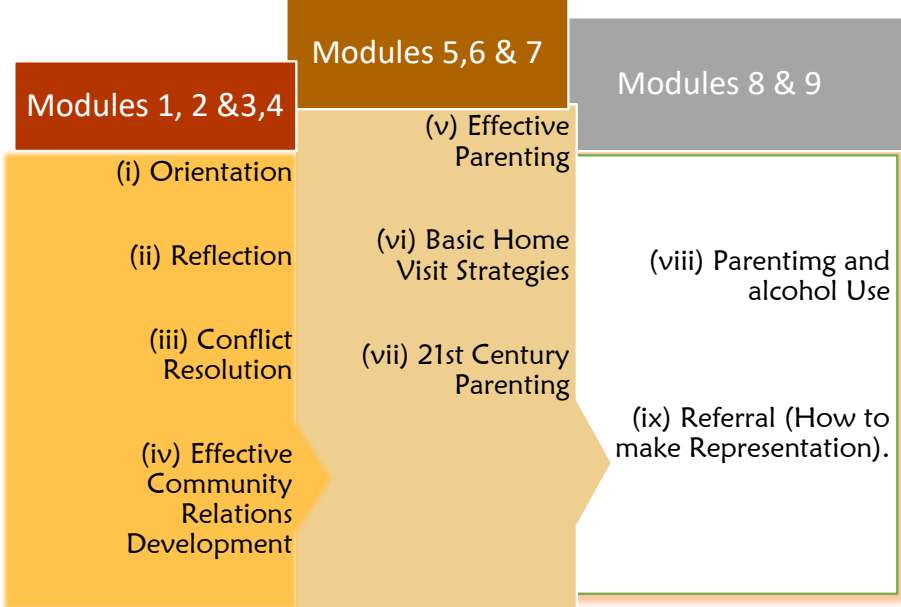
**Parent Mentor Training**



**Figure 5: Parent Mentors from the parishes of St. James and Hanover**

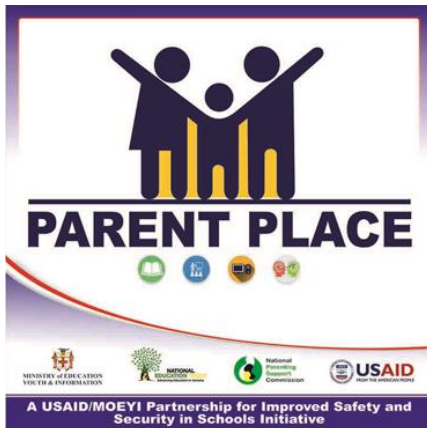
Under the Project, fifty-four (54) persons were trained as Parent Mentors in collaboration with the National Parenting Support Commission (NPSC). Parent Mentors are parents and/or caregivers who volunteer to share their knowledge and experience to help other parents, connect with community resources and support networks, to assist parents to employ effective parenting practices.

The main objective of the Parent Mentor training was to provide an overview of the elements of effective parenting practices or the utilization of effective parenting techniques evidenced by the modules delivered during the training seminars.



## Community-based Parent Places

Parent Places are spaces within schools and communities that are readily accessible to parents and



provide opportunities for them to engage in personal development activities and enhance their parenting skills. Also, the parent places are where parents can go for ‘parenting information, skills training, mutual support from other parents and social and recreational family activities’ (National Parenting Support Commission [NPSC], 2015). Ten (10) community-based parent places were established across Jamaica. The locations are as follows:

- **Mount Salem, St. James** (Emmanuel Chapel),
- **Hopewell, Hanover** (Hanover Charities)
- **Savanna La Mar, Westmoreland** (Holiness Born Again Church of Jesus Christ)
- **Mandeville, Manchester** (Cedar Grove Learning Center)
- **Hayes, Clarendon** (Hayes New Testament Church of God)
- **Exchange, St. Ann**, (Northgate Youth and Family Foundation),
- **Standpipe, St. Andrew**, (The Church of St. Margaret),
- **Spanish Town, St. Catherine**, (Phillipo Baptist Church),
- **Morant Bay, St. Thomas** (Calvary Missionary Church), and
- **Annotto Bay, St. Mary** (Annotto Bay Community Development and Environmental Benevolent Society).

## School-based Parent Places

Under a previous USAID supported activity, sixty-one (61) school-based parent places were established. These existing parent places were selected by the USAID/MOEYI project for capacity strengthening support.

A key element of the reactivation process was the training of Parent Place Facilitators to ensure that targeted locations had the administrative support that was required for the entities to become fully operational. A total of one hundred and eighty-eight (188) persons; thirteen (13) males and one hundred and seventy-five (175) females were trained. The following key areas were emphasized during the training: effective management of parent places, the development of action plans, communication strategies, networking with community organizations, understanding child growth, and development, behaviour management, mitigating child abuse, and children's rights.

These parent places are now much stronger and better able to support their stakeholders.

<b>School-based Parent Place Strengthened</b>	
<b>REGION 1 (7)</b>	
Chetolah Park Franklin Town Primary Greenwich Primary Maxfield Park Primary	St Albans Primary St Annes Primary Tavares Gardens Primary
<b>REGION 2 (10)</b>	
Aeolus Valley All Age Bath Primary and Junior High Buff Bay Primary Gayle Primary Goshen Primary	Hampstead Primary Hope Bay Primary Jacks River Primary Reach Primary and Infant Windsor Castle All Age
<b>REGION 3 (11)</b>	
Chalky Hill Primary Clarksonville Primary Duncans All Age Higgins Land Primary Muir House Primary Murray Mountain Primary	Ocho Rios Primary Salt Marsh Primary Steer Town Primary Walkerswood All Age Warsop Primary
<b>REGION 4 (12)</b>	
Bickersteth Primary Cambridge Primary Chester Castle All Age Cokes View Primary Ferris Primary Goodwill Primary	Mt Herman All Age New Road All Age Salt Spring Primary St Pauls Primary Townhead Primary and Infant Williamsfield All Age
<b>REGION 5 (9)</b>	
Ballards Valley Primary Bull Savannah Primary Christiana Leased Primary Goshen All Age Hatfield Primary	Mandeville Primary Plowden Primary Porus Primary Villa Road Primary
<b>REGION 6 (12)</b>	
Aenon Town All Age Friendship Primary Garlogie Primary and Junior High Good Hope Primary Linstead Primary and Junior High May Pen Primary	Old Harbour Primary Osbourne Store Primary Spanish Town Primary St Johns Primary Waterford Primary York Town Primary

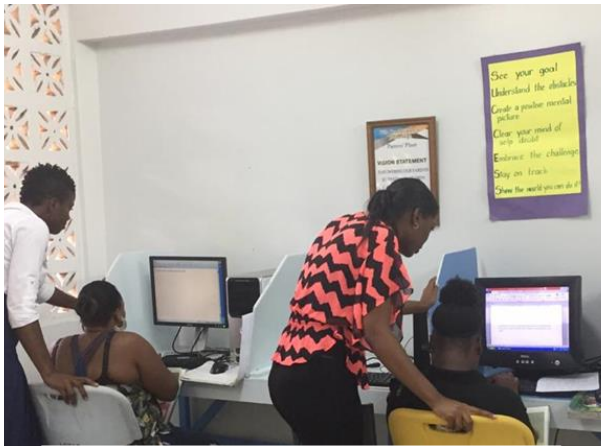
## Parent Engagement Activities



Father Hair combing Competition being staged by Cambridge Primary School Parent Place , St. James



Fathers Empowerment Session at Cambridge Primary Parent Place , St. James



Parents engaged in a 6-week introduction to Computing Course at Villa Road Primary School Parent Place in Manchester



## OBJECTIVE 4: ENGAGE YOUTH WITH CO-CURRICULAR ACTIVITIES

### Community-based Homework Centre

The collaboration with Youth Innovation Centers (YICs) was designed to promote meaningful engagement through homework assistance, training, the performing arts and sports programmes.

The YIC Home Work Center Initiative was intended to facilitate increased academic effort through the provision of:

- **Homework Assistance**

Participants were allowed to receive one-on-one homework support in a quiet area designated in each YIC.

- **Tutorial Services**

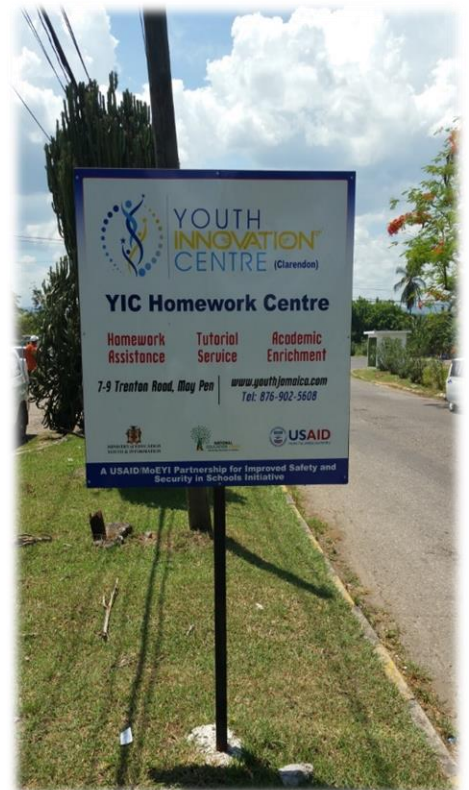
Peer and cross-age tutoring were provided at each location with a focus on CSEC review sessions and School-based assessment and Internal Assessment research activities.

- **Academic Enrichment**

The Homework Centres were integrated into YICs, in this respect, students had the opportunity to engage in other YIC activities. These activities were geared towards building resilience and promoting youth participation and empowerment. The activities included life skills sessions led by Youth Empowerment Officers and sports and arts programmes.

The project invested resources towards equipping the ten (10) Youth Innovation Centres to provide services for the youth. Items supplied included desktop computers, computer desks, and chairs, multi-function printers, multi-media projectors, televisions, and tables for individual and grouped study.

- St. Catherine YIC, Spanish Town
- St. Ann YIC, St. Ann's Bay
- St. James YIC, Montego Bay
- Hanover YIC, Lucea
- Westmoreland YIC
- St. Elizabeth YIC, Santa Cruz
- Manchester YIC, Mandeville
- Clarendon YIC, May Pen
- Portland YIC, Port Antonio
- St. Mary YIC, Port Maria



The Project also provided support for the establishment of mobile YICs, which brought services and programmes offered by YICs to youth in typically underserved communities and which may not be located near a YIC. The concept involved Youth Empowerment Officers and their teams visiting communities and setting up small cyber centres.

A recording studio was constructed at the St. Catherine Youth Innovation Centre. The programmes that were executed through the studio, targeted at-risk youths who had natural talents in the performing arts. The recording studio was structured to enhance skills in songwriting, audio recording, and studio engineering. It also served as an entry point for engagement in other youth development programmes.

### **Security and Safety Network through Uniform Groups**

A total of one hundred and eight-five (185) new school-based uniformed groups were established during the life of the Project.

Jamaica Police Youth Clubs	42
Jamaica Combined Cadet Corps (JCCF):	35
Caribbean Maritime University Cadet Corp (CMUCC):	33
Jamaica Red Cross	30
Scouts Association of Jamaica:	25
St. John's Ambulance Cadet Corp	5
Girls Brigade:	5
Boys Brigade:	5
Royal Mission Cadet Corp	5
<b>TOTAL</b>	<b>185</b>

Also, twenty-seven (27) community-based marching bands were engaged in training and capacity building activities under the Project.

## Band Training Workshop Hits the Right Note with Youth



The robust strains of the Jamaican National Anthem in four-part harmony from trumpet, trombone, baritone and mellophone fill the air as the young musicians pour heart and soul into their practice session. The troop, an assemblage of various marching band members from the Corporate Area and St. Catherine Inner-city Communities, is a study in concentration as the artists try to strike a balance between following instructions from their teacher and conductor, Shenni Robinson, and playing in tune with the other members of the group.

Every Saturday for what will be a three-month period that began on February 2, 2019, the instrumentalists, ranging in age from their mid-teens to their late twenties, have been attending a training workshop at the Youth Innovation Center at 42 Young Street, Spanish Town, St. Catherine. At the same time as they are improving their craft, they are also engaging in meaningful activities that are an alternative to joining gangs or partaking in other anti-social behaviors that would prove harmful to themselves, others, and the communities in which they live. The twenty (20) trainees, who were identified as at-risk youth, were invited to participate in the workshop which is sponsored by the Ministry of Education, Youth & Information (MOEYI) in partnership with the United States Agency for International Development (USAID) under the Improved Safety & Security in Schools Program.

The two-year project also targeted out-of-school youth as a way of promoting community welfare in vulnerable locations. It has identified marching bands as ideal units for investment as they teach members discipline, help boost their self-confidence, and encourage teamwork – all invaluable and transferable attributes.

The exuberance of the participants at being given the opportunity to improve their playing techniques in a formal setting is without question. “It’s been a great learning experience from the very first day,” remarked Mario Soares, who for eight years has been with Tivoli Gardens Drum Corps, which represents that West Kingston Community. At 20 years old, Mario Sares believes that being part of a band helps to keep him focused and off the streets. Similar sentiments were shared by 21-year-old Shantae Cameron and 28-year-old Horayne Hamilton, both members of the St. Jude’s Marching Band, based in the Waltham Park area of South-West St. Andrew. Shantae Cameron speaks of the calming effect music has on her, and how much she enjoys being able to express herself through that medium, while Horayne Hamailton confesses that band membership ‘helps to keep him out of trouble’.

While all three individuals had knowledge of music, Horayne Hamilton is being introduced to the theoretical aspect of Music for the first time, which is a constituent of the workshop. He is excited about learning how to read music, and sees himself teaching others in the future. During the thirteen-week period, the participants were exposed to a range of topics such as, the keyboard, key signatures, beat emphasis, note values, and putting notes into practice. At the conclusion of the workshop, the youth will sit a theory exam in June 2019. Music Theory is also new to 23-year-old Reno Clarke who plays the side drum in the Harbour View-based St. Benedict’s Marching Band in East Kingston. Admitting that he finds this aspect of the art form “challenging”, being used to playing by ear, Reno Clarke is dedicated to his lessons.

As a person who has been in the habit of listening to a song and then attempting to replicate the notes, he is especially eager to actually start writing the arrangements instead. A member of St. Benedict’s for five (5) years, for the past year he has been learning the trumpet, and when he returns home after training, he spends time putting theory into practice with this instrument. The son of St. Benedict’s band sergeant, Reno Clarke has music in his blood and grew up watching and listening to his father play the drums. interested in. He is also considering a career in music.

Like the other young people who shared their story, Reno Clarke is aware of how important it is to be occupied with constructive activities when one is not gainfully employed. “Some people who have nothing to do with their time go looking for trouble,” he said, a situation that used to apply to 18-year-old Devanté Smith, who said that before joining St. Jude’s, he used to frequent the streets among what he described as “bad company”. Referring to himself now as “a changed person”, Devanté, a bass drummer for two of his three years with St. Jude’s, has been learning the trumpet at the workshop. He, too, is just now becoming acquainted with the theory of music and describes the time spent at the workshop as “wonderful”.

As a person who has been in the habit of listening to a song and then attempting to replicate the notes, he is especially eager to actually start writing the arrangements instead. A member of St. Benedict’s for five years, for the past year he has been learning the trumpet, and when he returns home after training, he spends time putting theory into practice with this instrument.

The son of St. Benedict’s band sergeant, Reno Clarke has music in his blood and grew up watching and listening to his father play the drums. He has a desire to keep adding new instruments to his repertoire and specifies the guitar and the keyboard like the ones he is most interested in. He is also considering a career in music.

Like the other young people who shared their story, Reno Clarke is aware of how important it is to be occupied with constructive activities when one is not gainfully employed. “Some people who have nothing to do with their time go looking for trouble,” he said, a situation that used to apply to 18-year-old Devanté Smith, who said that before joining St. Jude’s, he used to frequent the streets among what he described as “bad company”. Referring to himself now as “a changed person”, Devanté, a bass drummer for two of his three years with St. Jude’s, has been learning the trumpet at the workshop. He, too, is just now becoming acquainted with the theory of music and describes the time spent at the workshop as “wonderful”.

## Youth Engagement Initiatives

Twenty-six (26) young persons between the ages of 15 and 24 participated in a voice training workshop – see photo below.



## **Youth Club Toolkit**

Youth clubs are key intervention points for reaching at-risk youth and enabling youth participation in productive activity. Research conducted by the YAPD, however, indicates a seventy percent (70%) decline in the number of youth clubs islandwide since 1998. The research further indicated leadership and administrative challenges facing existing clubs, which threaten the viability and sustainability of these clubs. The development of a Youth Club Toolkit was proposed as one means of strengthening the sustainability of youth clubs.

Through the Project, an online portal ([www.nycjamaica.org](http://www.nycjamaica.org)) was launched which will allow youth to access resources to support club start-up, management, and evaluation. The portal also allows youth to be able to identify avenues for community participation through accessing the interactive map of youth clubs. Resources are also provided to strengthen the capacity of clubs to promote positive youth development and play an active role in contributing to community safety and security. A mobile app was developed to accompany the website and the app was launched in December 2018.

## **TRY Expo**

Talented Resourceful Youth “TRY” Expo was a one-day business information fair to bring greater awareness to the concepts of youth in entrepreneurship as well as to empower youth to identify and develop their various skills. The expo was held on November 30, 2018. This initiative provided an avenue for resourceful and innovative young people to showcase and market their goods and services and an opportunity for them to receive technical and financial support to enhance and promote their business ideas.

This initiative allowed for:

- Greater awareness of entrepreneurship
- Showcasing goods and services of local entrepreneurs who can inspire and guide prospective entrepreneurs
- Providing access to stakeholders involved in business development who can provide expert knowledge to youth.

The Expo was intended to support Objective Four (4) under the USAID/MOEYI Partnership for Improved Safety and Security in Schools Project, and thereby provide extracurricular opportunities for youth to access life skills support. For the TRY Expo, the focus was on engaging youth in business development processes, while building awareness of stakeholders available to assist youth in realizing their business and financial goals.

### **Safety and Security Football Competition**

The Safety and Security Corner League Football Competition was launched in Mount Salem, St. James, on December 22, 2018. The Competition was a partnership between the Jamaica Youth Ambassadors through the Ministry of Education, Youth and Information (Youth and Adolescent Division), and Valley Foundation, which operates in the Mount Salem community of Montego Bay. By harnessing the power of sport and facilitating a youth sports program with strong mentors, the initiative sought to strongly impact the lives of the youth in these communities to help prevent youth violence and reduce recidivism. The event contributed to the youth participation objectives of the National Youth Policy (2018) as it was planned and facilitated entirely by young people.

The initiative utilized sports as a means of mobilising and engaging youth in a dialogue on community safety and security issues. All participants attended empowerment sessions on personal development and conflict resolution. These sessions were led by the Jamaica Youth Ambassadors and Youth Empowerment Officers from the Ministry of Education, Youth, and Information.

The focus was not solely on the football matches, but rather, the tournament participants and the wider community had the opportunity to access information from several social service organizations. Under normal circumstances, these youth would have difficulty accessing such information as well as these service organizations.

### **CAMP TRIPLE C**



Camp Triple C was a residential summer camp designed to provide psychosocial support, life skills, and career guidance to at-risk youth who were identified by the school system.

The Summer camps offered a structured opportunity for children to grow, improve self-confidence, self-esteem, and build life skills. Camp Triple C, adopted the three C's of life quotation as its core values and the citation "take the chance, to make a choice to change your life," was adopted as the mantra for the summer programme. In the context of the school, at-risk youth are those who displayed the following:

- poor school performance,
- poor social skills,
- students at risk of suspension or expulsion from school,
- involvement in gangs and gang-related activities,
- use drugs themselves or are with a caregiver who does
- lives in volatile communities (drugs, violence, low community support, poverty and negative role models).

The behaviour modification and life skills camp was critical to achieving the outcomes of the USAID/MoEYI Safe Schools Project. Objective 4 of the project focused on the need to provide co-curricular support through uniformed groups, sporting activities, and behaviour modification camps where youths were allowed to build social and life skills, reduce dysfunctional behaviour and improve school performance.

The camps emphasized the use of strength-based practices to foster youth development. There was a focus on social support (mentors, counsellors, psychologists) maintaining an orderly climate, providing opportunities for children to take responsibility and to provide opportunities for positive activities as well as active involvement in camp events.

The camp activities focused on three (3) general themes: psychosocial support, life skills development, and career guidance and counselling. The psychosocial and life skills component of the programme engaged campers in the following activities: group and individual consultations and counselling facilitated by Guidance Counselors, Social Workers, and Psychologists. Sensitization sessions were presented on the areas of personal and safety, human trafficking, communication skills, social etiquette, and conflict management.

The HFLE Unit of the MoEYI delivered sessions on sexual and reproductive health and personal development skills. Other critical programme elements included indoor and outdoor sporting activities as well as activities emphasizing the visual and performing arts.

The camp was hosted at two (2) locations, Bethlehem Teachers' College and Munro College in the parish of St.Elizabeth, during the period July 08<sup>th</sup> to July 31, 2018. The camp was structured based on three (3) age cohorts; ages 12-14, 15-16, and 17-18.

<b>Camp</b>	<b>Location</b>	<b>Ages</b>	<b>Dates</b>
Camp No. 1	Munro College	12-14	Sunday, July 08 to 19
Camp No. 2	Bethlehem Teachers' College	17-18	Sunday, July 15 to 29
Camp No. 3	Munro College	15-16	Sunday, July 20 to 31



Most campers expressed that they received adequate guidance from the mentors and teachers at the camp, that is, they were now more than ever, prepared to change their attitudes. This change in attitude as a result of the respect mentors and teachers treated the campers with that motivated them to behave better.

Many campers expressed that they were feeling more positive about themselves, as the mentors especially, provided guidance and protection that influenced them to improve behaviour. Campers expressed that it was fulfilling to learn from the mentors and teachers, as well as from each other. Campers were appreciative of activities such as football and basketball, which assisted participants in learning to cooperate.

The entire camp experience taught discipline, according to the participants. Many campers initially had difficulty adjusting to the discipline of the camp environment. Working in groups was necessary to encourage campers to cooperate and minimize arguments.

The campers were grateful that mentors, social workers and teachers at the camp treated them with respect, some admitting that mentors and teachers did a great job, to the point where they felt compelled to change their attitude and behaviour. Campers also expressed that they liked the opportunity to meet new people, and to travel to new places. The varying activities at the camp, the food, amenities, and exercise were also listed as some of the positive aspects of the camp.



**Figure 6: Boys participating in a Jewellery Making Session at the residential camp**

## **PERFORMANCE INDICATORS**

The results-based table below outlines the achievements from project implementation activities relative to the USAID custom or standard indicators that were established to monitor performance and measure achievement of the agreed targets throughout the life of the project.

	YEAR 1		YEAR 2		Variance
	Target	Actual	Target	Actual	
<b>ES.1-9</b> Output#1 ES.1-9: Number of primary or secondary school educators who complete professional development activities on peace education, conflict sensitivity, or conflict transformation with USG assistance.	<b>300</b>	<b>613</b>	<b>300</b>	<b>621</b>	This target was exceeded for both years as a result of schools Safety and Security and SWPBIS Committees being trained in the targeted schools.
ES.1-13 Number of parent-teachers associations (PTAs) or community-based governance structures engaged in primary or secondary education supported with USG assistance.	<b>31</b>	<b>14</b>	<b>31</b>	<b>57</b>	Project start-up activities affected the achievement of targets in year 1, this was compensated for in year 2
ES.4-1 Number of vulnerable persons benefitting from USG –supported social services	<b>500</b>	<b>451</b> M: 309 F: 142	<b>500</b>	<b>525</b> M:106 F: 419	
ES.4-3: Number of USG-supported organizations and/or service delivery systems that serve vulnerable persons strengthened	<b>300</b>	<b>478</b>	<b>300</b>	<b>928</b>	The day camps held with probationers resulted in a larger than the anticipated target group
YOUTH -1: Number of Youth at risk of violence trained in social or leadership skills through USG assisted programs	<b>500</b>	<b>485</b> M: 274 F:211	<b>500</b>	<b>716</b> M: 379 F: 337	The training of marching bands resulted in more participants than was anticipated.

PROJECT CUSTOM INDICATORS	EDUCATIONAL REGION						TOTAL
	1	2	3	4	5	6	
Number of schools with operational safety equipment disaggregated by region	48	21	18	30	22	55	<b>194</b>
Number of schools with perimeter fence installed disaggregated by region	1	2	1	2	1	4	<b>11</b>
Expansion of the Safe School Officers programme	6	1	1			10	<b>18</b>
Number dispute resolutions sessions undertaken and /or other intervention undertaken							<b>10</b>
Number of safety and security guidelines disseminated to schools, disaggregated by Region							<b>1,000</b>
Number of safety and security committees established and operating in school disaggregated by Region	30	19	10	20	22	35	<b>136</b>
Level of progress made in the revision of the HFLE curriculum to include human trafficking, cyberbullying, and a section of the Child Care and Protection Act.							<b>100%</b>
Number of schools engaged in the behaviour modification programme disaggregated by Region	35	28	37	38	40	40	<b>218</b>
Number of community parenting seminars conducted in Regions	9	8	10	12	9	8	<b>56</b>

PROJECT CUSTOM INDICATORS	EDUCATIONAL REGION						TOTAL
	1	2	3	4	5	6	
Number of parent places established in collaboration with PTA and community-based parent mentors & type of initiative implemented to raise awareness and utilization of existing parent places	8	12	12	15	10	14	<b>71</b>
Number of homework centres in schools and communities disaggregated by region	1	3	3	5	3	3	<b>18</b>

## FINANCIAL REPORT

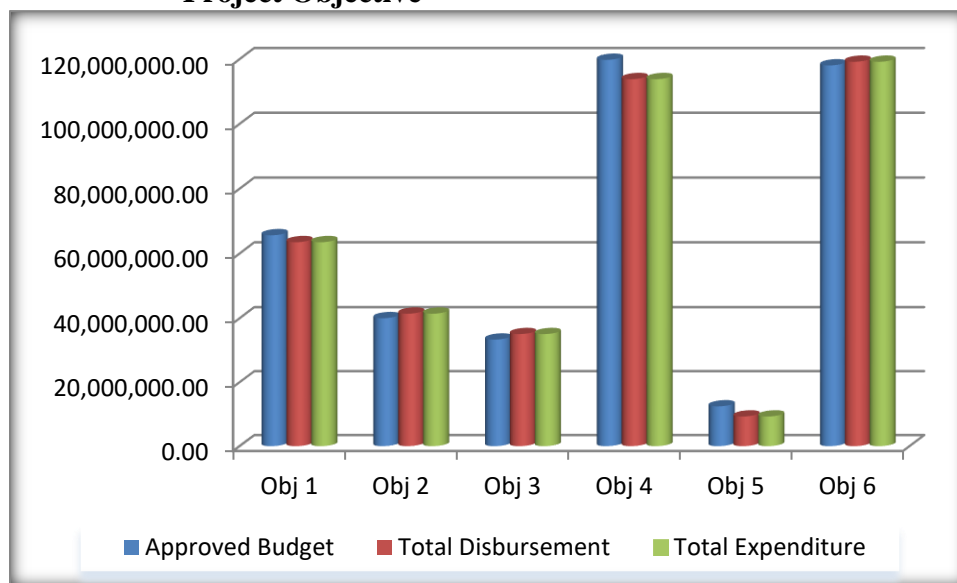
USAID’s committed **US\$3,000,000** to the implementation of activities under the USAID/MoEYI Partnership for Improved Safety and Security in Schools Project (G2G). This was equivalent to **J\$389,360,451** (average exchange rate of 130). These funds were to be utilised over the period July 3, 2017, to July 2, 2019. This amount was complemented by a commitment of US\$1,000,000 from the GOJ/MoEYI, making a total project budget of US\$4,000,000.00.

Disbursement from USAID over the life of the project amounted to US\$2,946,775, which was equivalent to J\$382,334,663 and represented 98% of the overall budgetary commitment from USAID. Expenditures over the same period amounted to J\$389,290,064 or 99.98% of the USAID budgetary commitment.

The Government of Jamaica’s contribution over the life of the Project was J\$144,447,800 or US\$1,111,137. This amount was equivalent to 37% of the USAID expenditures on project activities. Total project (USAID and MoEYI) expenditures for the period July 3, 2017, to July 2, 2019, amounted to J\$533,737,864 or US\$4,105,676.

Two (2) accounts were operated, a current account and a savings account, in keeping with the USAID requirement to hold funds in an interest-bearing account until they were ready for use.

**Figure 7: Approved Budget, Disbursement and Expenditure by Project Objective**



**Table 2: Summary of Expenditure Report**

	OBJECTIVE 1	OBJECTIVE 2	OBJECTIVE 3	OBJECTIVE 4	OBJECTIVE 5	OBJECTIVE 6	TOTAL
<b>APPROVED BUDGET</b>							
<b>BUDGET (USD)</b>	<b>505,750</b>	<b>308,500</b>	<b>257,000</b>	<b>923,000</b>	<b>96,000</b>	<b>909,750</b>	<b>3,000,000</b>
<b>BUDGET (JMD)</b>	<b>65,639,682.62</b>	<b>40,039,233.00</b>	<b>33,355,211.93</b>	<b>119,793,231.94</b>	<b>12,459,534.42</b>	<b>118,073,556.62</b>	<b>389,360,450.53</b>
<b>DISBURSEMENT</b>							
• <b>Year 1 (USD)</b>	96,810.93	132,886.27	67,768.17	182,898.70	14,467.44	354,524.56	<b>849,356.07</b>
• <b>Year 1 (JMD)</b>	12,391,799.26	17,009,442.52	8,674,326.52	23,411,033.20	1,851,832.32	45,379,142.90	<b>108,717,576.72</b>
• <b>Year 2 (USD)</b>	391,774.65	187,249.17	202,441.63	693,120.75	56,962.57	565,869.49	<b>2,097,418.28</b>
• <b>Year 2 (JMD)</b>	51,108,660.40	24,427,446.82	26,409,366.89	90,420,534.11	7,431,007.91	73,820,070.20	<b>273,617,086.33</b>
<b>TOTAL DISBURSEMENT (USD)</b>	488,585.58	320,135.44	270,209.80	876,019.45	71,430.01	920,394.05	2,946,774.34
<b>TOTAL DISBURSEMENT (JMD)</b>	63,500,459.66	41,436,889.34	35,083,693.41	113,831,567.31	9,282,840.23	119,199,213.10	382,334,663.05
<b>EXPENDITURE</b>							
• <b>Year 1 (USD)</b>	68,228.91	127,886.27	43,597.82	71,314.94	12,259.44	277,993.80	601,281.18
• <b>Year 1 (JMD)</b>	8,733,299.87	16,369,442.94	5,580,521.41	9,128,312.71	1,569,207.72	35,583,206.22	76,963,990.87
• <b>Year 2 (USD)</b>	560,410.55	164,406.90	209,997.72	640,042.29	69,358.14	696,322.74	2,340,538.34
• <b>Year 2 (JMD)</b>	75,236,482.51	21,893,841.06	27,965,108.59	85,249,769.29	9,236,328.28	92,744,543.78	312,326,073.51
<b>TOTAL EXPENDITURE (USD)</b>	487,996.26	320,017.75	269,727.28	873,821.55	71,381.20	918,875.48	2,941,819.52
<b>TOTAL EXPENDITURE (JMD)</b>	<b>83,969,782</b>	<b>38,263,284</b>	<b>33,545,630</b>	<b>94,378,082</b>	<b>10,805,536</b>	<b>128,327,750</b>	<b>389,290,064.00</b>
<b>% Spend by Project Objective</b>	<b>127</b>	<b>96</b>	<b>101</b>	<b>79</b>	<b>67</b>	<b>109</b>	<b>99.98</b>

**Table 3: Host Country Contribution: July 3, 2017 – July 3, 2019**

	Percentage Contribution		No. of Persons	Basic Salary As at July 2017	Basic Salary As at April 2018	Basic Salary As at April 2019	Actual Costs per Semi-annually in J\$				GRAND TOTAL
	Year 1	Year 2					July - Dec.2017	January- June 2018	July - Dec.2018	January- July 2, 2019	
<b>PROJECT PERSONNEL:</b>							-	-	-	-	
<b>Salaries</b>	<b>Percentage</b>			-	-	-		-	-	-	
<b>Health &amp; Family Life (HFLE)</b>	<b>Year 1</b>	<b>Year 2</b>		-	-	-		-	-	-	
National Coordinator	20%	55%	1	283,384	303,505	315,645	340,061	352,134	364,206	1,195,202	2,251,602
HFLE Officer (Region 1)	15%	30%	2	422,736	452,750	262,099	380,462	393,969	407,475	721,994	1,903,900
HFLE Officer (Region 2)	15%	30%	1	211,368	226,375	286,930	190,231	196,984	203,738	548,053	1,139,007
HFLE Officer (Region 3)	15%	30%	1	211,368	226,375	214,772	190,231	196,984	203,738	461,463	1,052,417
HFLE Officer (Region 4)	15%	30%	1	101,000	103,060	214,772	90,900	91,827	92,754	350,480	625,961
HFLE Officer (Region 5)	15%	30%	1	211,368	226,375	105,060	190,231	196,984	203,738	329,810	920,763
HFLE Officer (Region 6)	15%	30%	2	434,494	465,343	262,099	391,045	404,927	418,809	733,327	1,948,107
<b>Guidance &amp; Counselling Unit</b>											
Assistant Chief Education Officer	20%	30%	1	395,050	423,098	456,494	474,060	490,889	507,718	928,581	2,401,247
Regional Officers	15%	30%	4	1,074,454	1,074,454	1,192,534	967,009	967,009	967,009	2,398,049	5,299,074
Senior Education Officers GCU	15%	30%	6	1,717,819	1,757,736	1,119,277	1,546,037	1,564,000	1,581,962	2,925,094	7,617,094
Social Workers	15%	30%	5	1,139,557	1,263,336	1,063,818	1,025,601	1,081,302	1,137,002	2,413,584	5,657,489
Records Clerk	15%	30%	1	49,100	56,630	1,034,091	44,190	47,578	50,967	1,291,875	1,434,610
Secretary	15%	30%	1	49,100	56,630	996,961	44,190	47,578	50,967	1,247,320	1,390,054
<b>Safety and Security Unit</b>											
Administrator	15%	30%	1	75,781	81,161	-	68,203	70,624	73,045	73,045	284,917



	Percentage Contribution		<u>No. of Persons</u>	Basic Salary As at July 2017	Basic Salary As at April 2018	Basic Salary As at April 2019	Actual Costs per Semi-annually in J\$				GRAND TOTAL
							July - Dec.2017	January- June 2018	July - Dec.2018	January- July 2, 2019	
Coordinator	15%	30%	3	490,713	525,554	703,117	441,642	457,320	472,999	1,316,739	2,688,700
Director	20%	30%	1	375,000	401,625	317,200	450,000	465,975	481,950	742,103	2,140,029
<b>National Parenting Support Commission</b>											
Chief Executive Officer	20%	30%	1	430,000	460,530	478,951	516,000	552,636	574,741	989,218	2,632,596
Assistant	15%	30%	1			120,201			108,181	144,241	252,421
Director NPSE	15%	30%	1	276,803	296,457	308,315	249,123	266,811	277,483	636,789	1,430,206
<b>Youth and Adolescents Policy Division</b>											
Senior Programme Development Specialist	20%	30%	1	183,643	196,682	196,682	220,371	228,195	354,027	413,031	1,215,624
Assistant Senior Programme Development Specialist	15%	30%	1			168,719			151,847	202,462	354,309
<b>Total</b>							<b>7,819,588</b>	<b>8,073,726</b>	<b>8,684,354</b>	<b>20,062,459</b>	<b>44,640,127</b>
NIS & NHT GOJ Employer's Contribution							430,077	444,055	477,639	1,103,435	2,455,207
NIS & NHT (HCC) USAID Employer's Contribution/overtime etc.							143,555	519,436	1,116,825	978,119	2,757,936
<b>Total</b>				<b>8,132,739</b>	<b>8,597,675</b>	<b>9,817,732</b>	<b>573,632</b>	<b>963,491</b>	<b>1,594,464</b>	<b>2,081,555</b>	<b>5,213,143</b>
<b>Travel Expenses and Subsistence for Project</b>											
<b>Personnel</b>											
Travel allowance							436,260	1,766,718	4,171,464	5,364,224	11,738,666

This Project is supported by the United States Agency for International Development (USAID) and the Ministry of Education, Youth and Information (MoEYI), Jamaica

	Percentage Contribution		<u>No. of Persons</u>	Basic Salary As at July 2017	Basic Salary As at April 2018	Basic Salary As at April 2019	Actual Costs per Semi-annually in J\$				GRAND TOTAL
							July - Dec.2017	January- June 2018	July - Dec.2018	January- July 2, 2019	
Mileage Allowance							7,720	663,046	1,281,244	1,953,576	3,905,586
Subsistence Allowance							0	1,790	103,673	135,514	240,977
<b>Total</b>							<b>443,980</b>	<b>2,431,554</b>	<b>5,556,381</b>	<b>7,453,314</b>	<b>15,885,229</b>
<b>OTHER COST:</b>											
<b><u>Cost of Supervision</u></b>											
Managing Director	30%	40%	1	536,689	574,794	597,786	966,040	1,000,335	1,076,014	1,646,210	4,688,599
Secretary SS2	15%	15%	1	130,600	114,299	114,299	117,540	110,204	102,869	120,014	450,627
Marketing & Communications Manager	30%	70%	1	300,417	350,825	364,858	540,750	586,118	656,745	1,758,337	3,541,950
Director, Education (Donor) Projects	25%	15%	1	234,191	250,819	260,852	351,287	363,758	391,278	373,720	1,480,043
Private Public Relations Manager	25%	15%	1	357,773	383,175	413,829	536,660	333,427	620,744	586,258	2,077,088
Director of Corporate Services	30%	40%	1	270,221	289,407	300,983	486,397	503,665	541,769	828,860	2,360,691
Quantity Surveyors	15%	50%	3	387,343	729,036	745,629	348,609	502,370	671,066	2,584,812	4,106,858
Project Manager	15%	50%	3	282,079	1,027,930	1,040,014	253,871	589,504	936,012	3,621,922	5,401,309
Chief Engineer	15%	50%	1	399,055	427,388	444,484	359,149	371,899	400,035	1,530,049	2,661,133
Director, Legal Affairs and Company Secretary	25%	50%	1	302,212	323,669	336,616	271,991	469,411	504,924	1,158,736	2,405,063
<b>Total</b>				<b>1,829,891</b>	<b>1,963,319</b>	<b>2,052,607</b>	<b>4,232,295</b>	<b>4,830,691</b>	<b>5,901,457</b>	<b>14,208,918</b>	<b>29,173,360</b>
<b><u>Office Space</u></b>			<b><u>Monthly</u></b>	<b><u>Annual Rate</u></b>							
PMU Space Occupied	1152 sq. ft.		324,000	3,888,000			1,944,000	1,944,000	1,944,000	2,268,000	8,100,000
Janitorial Services	33.30%		75,000	900,000			450,000	450,000	450,000	525,000	1,875,000

This Project is supported by the United States Agency for International Development (USAID) and the Ministry of Education, Youth and Information (MoEYI), Jamaica

	Percentage Contribution		<u>No. of Persons</u>	Basic Salary	Basic Salary	Basic Salary	Actual Costs per Semi-annually in J\$				GRAND TOTAL
							As at July 2017	As at April 2018	As at April 2019	July - Dec.2017	
Utilities	33.30%		207,546	7,479,149			1,245,278	1,245,278	1,245,278	1,598,107	5,333,942
<b>Total</b>							<b>3,639,278</b>	<b>3,639,278</b>	<b>3,639,278</b>	<b>4,391,107</b>	<b>15,308,942</b>
<b><u>YIC Level Resources</u></b>			<b><u>No. of Persons</u></b>	<b><u>Annual Rate</u></b>	-	-					
Space-YIC Homework Centres- (11 Centres)	<b>30%</b>		33	47,520,000			7,128,000	7,128,000	7,128,000	7,128,000	28,512,000
<b>Total</b>							<b>7,128,000</b>	<b>7,128,000</b>	<b>7,128,000</b>	<b>7,128,000</b>	<b>28,512,000</b>
<b><u>School Level Resources</u></b>		<b><u>No. of Centres</u></b>	<b><u>Monthly</u></b>	<b><u>Annual Rate</u></b>							
Space-YIC Homework Centre- 11*70m2*\$150		<b>11</b>	115,500	1,386,000			693,000	693,000	693,000	808,500	2,887,500
Space-Parent Place Centres- 60*12m2*\$150		<b>60</b>	108,000	1,296,000			648,000	648,000	648,000	756,000	2,700,000
Space-School Based Homework Centres- 1*34m2*\$150		<b>1</b>	5,100	61,200			30,600	30,600	30,600	35,700	127,500
<b>Total</b>							<b>1,371,600</b>	<b>1,371,600</b>	<b>1,371,600</b>	<b>1,600,200</b>	<b>5,715,000</b>
<b>GRAND TOTAL</b>							<b>25,208,373</b>	<b>28,438,340</b>	<b>33,875,534</b>	<b>56,925,553</b>	<b>144,447,800</b>

## CONCLUSION

The MoEYI, in its Strategic Plan 2017 to 2021; identified the following objectives:

- To minimize the number of at-risk children and youth.
- To maximize the percentage of Jamaican youth ages 15-29 who have access to opportunities for continuing education and training.
- To maximize the percentage of the workforce that is trained and certified to satisfy labour market demands.
- Safe and secure learning environment available to support teaching and learning in schools
- Implementing Behavior management programmes

The USAID/MoEYI Partnership for Improved Safety and Security in Schools Project was an initiative designed to assist the MoEYI to implement sustainable initiatives to support its strategic objectives in the areas of:

- Safety and Security,
- Psychosocial Support
- Youth Engagement
- Curriculum development and delivery in Safety and Security

The MoEYI intends to build on the gains that were made under the USAID/MoEYI Partnership for Improved Safety and Security in Schools. The HFLE curriculum was modified to include a module in Safety and Security. This module will be used to sensitize/train students and youth in the areas of Human Trafficking, Cyber-Bullying, provisions of the Child Care and Protection Act, Gang Formation, and Scamming. The utilization of the revised curriculum began in September 2019.

Over two hundred (200) school teams were trained in the SWPBIS Framework and were assisted to implement the activities at the school level. Homework centres were established in YICs and equipment provided for mobile services in these facilities. The equipment will be utilized for continued youth engagement at the community level as well as in the Time Out Facilities that targets at-risk youth from the schools.

The engagement of the National Parent Teachers' Association of Jamaica (NPTAJ) and the faith-based organization will result in better utilization of the community and school-based parent places. Safer environments have been created for schools that were provided with safety equipment and fencing. School administrators, Deans of Discipline and Guidance Counsellors are all more aware of the safety and security issues in their environment and how best to treat with them as a result of the sensitization and training they received. The new competencies will be fully utilized within the school system. The technical skills in music, dance, leadership, and conflict resolution that were provided to the marching bands will help in the quality of their delivery and how they relate to each other.

Uniforms and equipment were provided to several uniform groups. The engagement with these groups will continue as we work in partnership with parents, community, law enforcement, and other community-based stakeholders. The engagement in uniformed groups and the linkage with the communities will have a positive effect on the youth, creating a sense of belonging and reducing the needs for gangs with the attendant crime and violence. The linkages and collaboration with other ministries, departments, and agencies, as well as other stakeholders, will assist in the creation of safe zones which will enhance the security and safety of youths in some geographical areas around the country.

The SWPBIS Framework has been adopted as the MoEYI official psychosocial support programme. The SWPBIS utilizes the public health model of intervention which articulates treatment and care in 3-tiers. Tier-1 looks at primary prevention, which targets strategies utilising the HFLE curriculum as a sensitization mechanism for the entire system and targeted interventions based on the needs of specific schools. Tier-2, secondary strategies look at support mechanisms for students at risk, and the secondary strategies are delivered through the guidance and counselling units in schools supported by Counsellors and Deans of Discipline as well as special interventions such as camps. Tier 3 represents the tertiary strategies that are focused on treatment modalities for chronic behavioural dysfunctions.

The current psychosocial support systems are inadequate, with long waiting times which makes it very difficult for students and youth who are at risk, to receive the necessary psychosocial treatments and support. This has resulted in many of these "at-risk" students being expelled and they then become a part of the crime producers.

Recognizing the need for a more entrenched psychosocial treatment programme in schools, the MoEYI continues to seek support to scale up the “time out” facilities programmes. These programmes are designed to treat with the cases that would normally be referred to the Ministry of Health, Child Guidance Clinics. This strategy has proven to be very effective as students are immediately treated and once the treatment is completed and behaviours normalised they are returned to their regular classes. This model though effective, is only offered in a limited way due to inadequate resources.

The MoEYI plans to upscale this offering to serve the entire system and to improve the overall offerings. The long-term effects of these actions will result in children and youths who are better psychologically, mentally and emotionally adjusted. Over time, this will result in less crime and violence in society.

The MoEYI is committed to continuing the work with Teachers, Parents, Students and School Administrators to create school environments that are supportive, safe and conducive to teaching and learning. Monitoring and assessment of the results will be continued to assist the MoEYI to determine the effectiveness of the interventions and as well as other areas on which focus needs to be placed, to address the issues concerning safety and security in schools.