



# Project Report

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## Introducing “Jesse” to Schools in St Lucia

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**Dr Morella Joseph-Jn Baptiste**

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- Professor Adele Jones and the None in Three Research Centre for making this initiative possible and for visiting St Lucia with Dr Ena Trotman-Jemmott to facilitate the workshop for Principals and staff of pilot schools on the work of the Centre and the game “Jesse”
- Mrs Ruffina Charles, Acting Chief Education Officer, Ministry of Education, for granting permission to the selected schools to participate in the pilot
- David Smith (Ni3 Researcher) for facilitating the training of teachers on the game methodology
- Mr Elicious Cyril, Principal of Vieux Fort Comprehensive Secondary, for making available the computer laboratory at his school for the training of six of the seven schools
- The Principals, Vice Principals and relevant staff (especially the IT teachers who ensured that the computer laboratories were always in a state of readiness) of the seven participating schools:
  - Vieux Fort Comprehensive Secondary School
  - Beanefield Comprehensive Secondary School
  - Anse Ger Secondary School
  - Piaye Secondary School
  - Choiseul Secondary School
  - Belle Vue Combined School
  - Vieux Fort Primary School
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- The None in Three team, in particular Professor Song Wu for his advice, and the administrative staff Ms Roslyn Cumming and Ms Vikki Hart for their support

## PART 1: INTRODUCING “JESSE” IN SCHOOLS IN ST LUCIA

*“When children play aggressive computer games their behaviour can become violent but when they play socially conscientious games, their behaviour correspondingly improves.”*

(Professor Adele Jones, Director Ni3)

### 1.1 GENDER-BASED VIOLENCE IN ST LUCIA

There has been a startling increase in gender-based violence in St Lucia. This is according to the local advocacy group, Raise Your Voice Saint Lucia Inc., in an article written in the St Lucia Times on Thursday 10 January 2019.

FIGURE 1.1 PRESS RELEASE ON THE INCREASE IN GENDER-BASED VIOLENCE IN ST LUCIA



**ST. LUCIA TIMES** Thursday, January 10<sup>th</sup>, 2019

### 'Startling Increase' Reported In Gender Based Violence



The local advocacy group, Raise Your Voice Saint Lucia Inc, has asserted that there has been a startling increase here in gender based violence.

According to the organisation, for the Period 2013/15 the Division of Human Services reported eight hundred and twelve cases (812) cases of child abuse, categorized as physical abuse, verbal/psychological abuse, sexual abuse and abandonment/neglect.

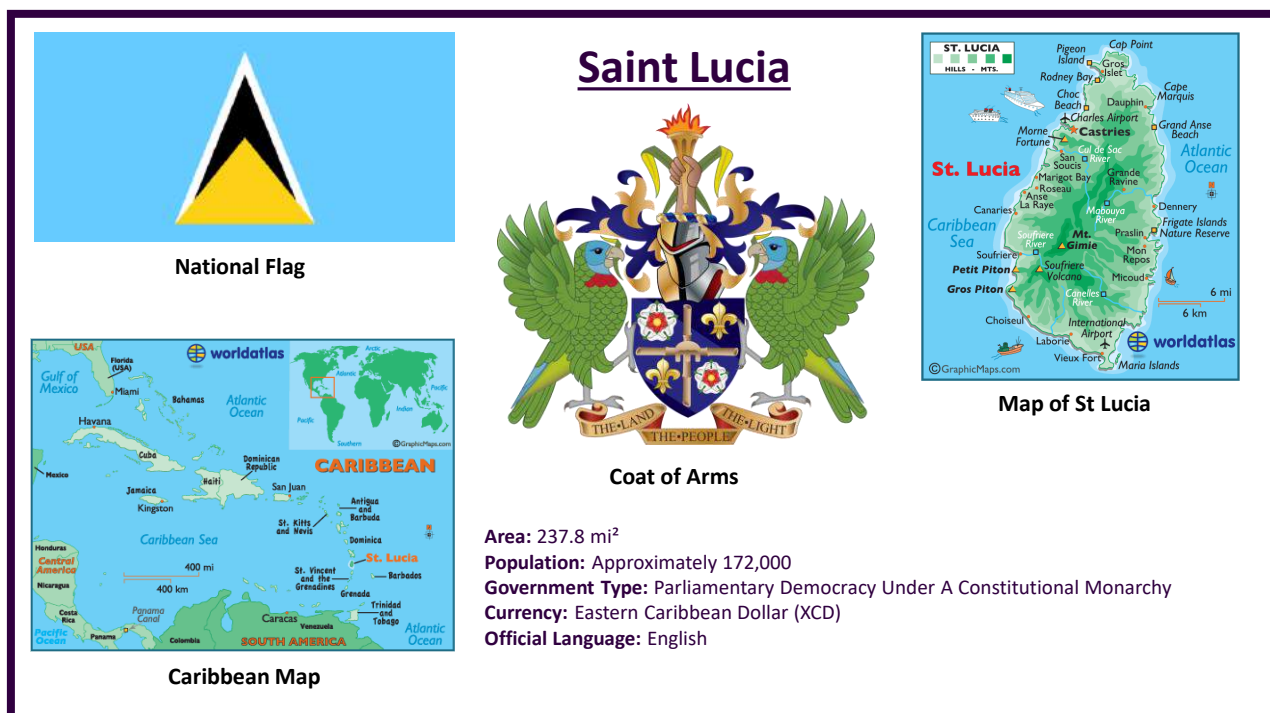
It said that for the period 2013 to 2014 & 2016 the Family Court reported a total of one thousand and thirty (1039) nine cases of domestic violence.

Figures for 2015 were not available, according to Raise Your Voice.

<https://stluciatimes.com/startling-increase-reported-in-gender-based-violence/>

The organisation stated that for the period 2013/15 the Division of Human Services reported 812 cases of child abuse, categorised as physical abuse, verbal/psychological abuse, sexual abuse and abandonment/neglect. It also stated that the Family Court reported a total of **1039 cases of domestic violence** for the period 2013 to 2014 and 2016 (figures for 2015 were not available.) The organisation asserted that for the period 2015, the Vulnerable Persons Unit of the Royal Saint Lucia Police Force recorded 112 cases of sexual assault/rape and **52 cases of domestic violence**. In addition, the organisation indicated that in 2016, “the Department recorded 250 cases; of this total 36 were domestic violence and 214 were sexual assault and rape. For the period 2013/16 the Women Support Shelter recorded a total of **1076 domestic violence crisis calls**, there was a marked increase in 2016 reflecting a total of 435 crisis calls.”

**FIGURE 1.2: INFORMATION ON ST LUCIA**



## 1.2 INTRODUCTION

The process of introducing the pro-social computer game “Jesse” in St Lucia officially commenced in June 2018. Several consultations were convened with Principals and selected staff to plan an appropriate approach that would bring about maximum results, particularly regarding the attainment of the project goals. Consequently, (from the start) an understanding of the situation in St Lucia relating to gender-based violence and why the game “Jesse” was developed and introduced in schools was critical. Hence, great emphasis was placed on this quotation from the Ni3 Research Centre:

Providing teachers with a new child-centred intervention for raising awareness of the impact of domestic violence and what can be done about it is important because violence in the home is closely linked to violence in schools.<sup>1</sup>

There is also evidence in the literature to suggest that children and adolescents living with or exposed to domestic violence are at increased risk of experiencing physical, emotional and sexual abuse, of developing emotional and behavioural problems and of increased exposure to the presence of other adversities in their lives.<sup>2</sup>

<sup>1</sup> None in Three Research Centre, School of Human and Health Sciences, University of Huddersfield, Queensgate, Huddersfield, HD1 3DH, UK [www.noneinthree.org](http://www.noneinthree.org)

<sup>2</sup> Working with perpetrators of domestic violence to change their behaviour: Professor Andrew Day FAPS MCCLP MCFP, School of Psychology, Deakin University, October 2015.

The game “Jesse” was piloted in two primary and five secondary schools in St Lucia. The 250 students of mixed abilities and different socio-economic backgrounds who participated in the pilot ranged from ages 8-16 years and lived in both rural and suburban communities.

### **1.3 SEQUENCE OF EVENTS**

Below is a chronicle of events to introduce “Jesse” in schools in St Lucia:

1. Identified a minimum of six educational institutions in the south of the island (students were within the age range 8-16) with the appropriate computer equipment/facilities to participate in the project.
2. Secured the formal agreement, permission and cooperation of the government of St Lucia (Ministry of Education) for the introduction of the violence awareness pro-social computer game “Jesse” as an intervention in the selected schools. (Ministry of Education made a special request to include Piaye Secondary as one of the participating schools. This was done.)
3. Secured the formal agreement, permission and cooperation of the selected educational institutions.
4. Orientation and workshop to introduce the work of the Ni3 Research Centre and “Jesse” to representatives from participating schools, by Professor Adele Jones and Dr Trotman-Jemott.
5. Ni3 Team met with Ministry of Education officials to discuss the introduction of “Jesse” in seven (7) schools in the south of the island.
6. Negotiated with the schools a convenient schedule and curriculum slot for the introduction of “Jesse”. There were two curriculum options: Health and Family Life Education (HFLE) and Education for Democratic Citizenship (EDC).
7. Conducted an audit of the computer laboratories in all participating schools to determine state of readiness.
8. Purchased from a local supplier missing computer equipment needed to effectively pilot “Jesse”.
9. Training of teachers and School Counsellors involved in the piloting of “Jesse”.
10. Received USB sticks from Ni3 Research Centre; labeled, packaged and distributed them to all participating schools.
11. Commencement of the pilot with two schools on 5 and 6 November 2018: Vieux Fort Comprehensive Secondary and Piaye Secondary respectively. Others followed a few days later.

12. Meeting with parents from the Belle Vue Combined School to provide information on the project and sexual abuse of children.
13. Provided oversight and support to all schools during the actual pilot which concluded on 12 December 2018.
14. Provided a written update of the process to Ministry of Education.
15. Collected all 250 USB sticks used in the pilot by 14 December 2018.
16. Posted USB sticks to the Operations Manager, Ni3 Research Centre, on Friday 4 January 2019.
17. Virtual meeting with Ni3 Work Package Leaders (WPL) to share the “St Lucia experience”.
18. Compilation and submission of reports to the Operations Manager, Ni3 Research Centre; copied to Ni3 Director, Professor Adele Jones.
19. Consultations ongoing with Principals to explore the possibility of rolling out “Jesse” throughout the schools and integrating critical learning points in the HFLE and EDC curricula.
20. Editing of videos ongoing.

#### **1.4 MEETING WITH PRINCIPALS**

A series of planning meetings were convened with the Principal of each participating school. Also present at some of these meetings were the Vice Principal, School Counsellor, Information Technology (IT) teacher, and Health and Family Life Education (HFLE) teacher and/or Education for Democratic Citizenship (EDC) teacher. Each school was briefed on the work of the Ni3 Research Centre, the two-year research conducted in Barbados and Grenada, the development of the game “Jesse” and the benefits to be derived from its implementation.

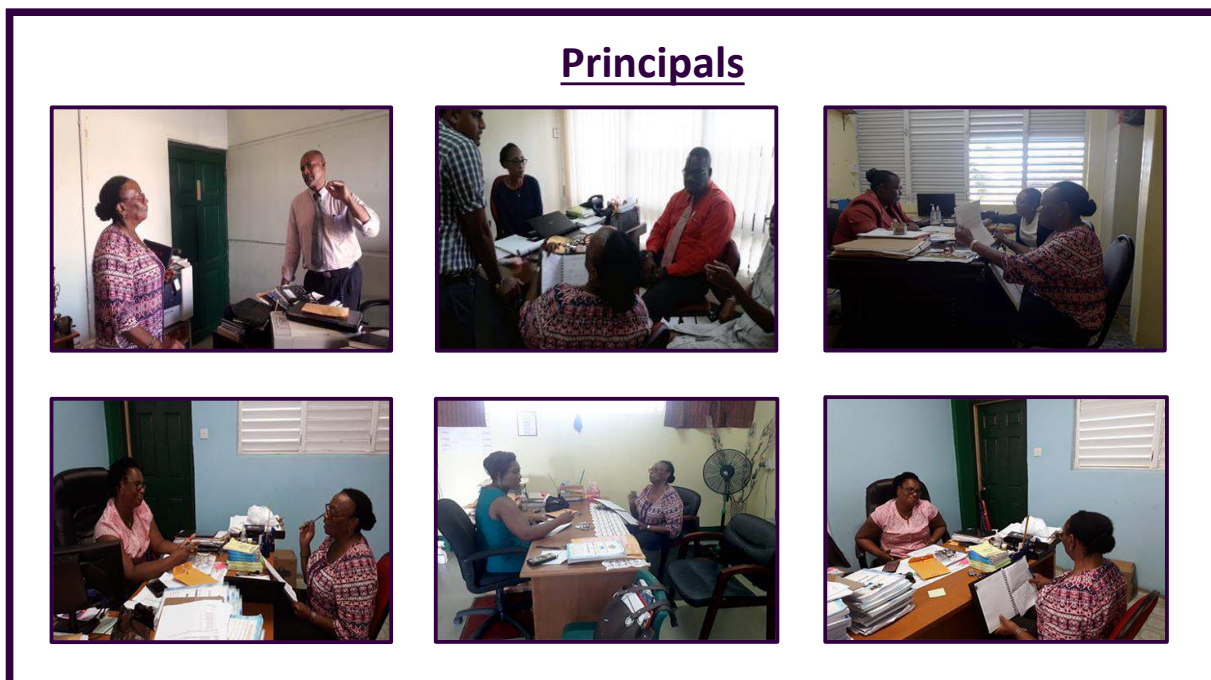
Several other issues were discussed to ensure the successful implementation of “Jesse”. These included:

- Workshop on the project to be facilitated by Professor Adele Jones
- Commencement date, process and duration of pilot
- Determination of target group and timetable slots to be used
- Selection of teachers to be directly involved in the pilot
- Audit of computer laboratories
- Training of teachers and counsellors
- Implementation and visiting schedules
- Anticipated challenges especially regarding students who may become highly distressed
- The possibility of “rolling out” “Jesse” throughout the school

All school Principals and their support staff demonstrated a keen interest in the project and eagerness to pilot “Jesse” without delay; but that was not possible as it was too close to the end of the school year and end of third term examinations. Besides, the preliminary work was incomplete.

Principals acknowledged the fact that violence in the home, school and community is on the increase, and the implementation of this pro-social game followed by structured discussions, could contribute to attitude and behaviour change, help students to resolve conflicts amicably, nurture good relationships (at home and at school), be empathetic and, by extension, the game could be a key factor in violence prevention. Therefore, the game can serve to complement the thematic area of “Self and Interpersonal Relationship” within the HFLE curriculum and also the area of “Violence Prevention” within the EDC programme. Consequently, Principals are contemplating introducing the game to all students at their respective schools.

**FIGURE 1.3: PRINCIPALS OF PILOT SCHOOLS**



### 1.5 CLASSROOM ACTIVITY: STUDENTS

There was an orientation prior to the commencement of Level One, in order to ensure that students were familiar with the use of the computer, external mice and headphones, and also to introduce “Jesse” and communicate how the game would be played.

Students demonstrated great interest and enthusiasm from Level One and this continued through to Level Five. They were always on time for the sessions, except for one student from a primary school who was a known bully from a depressed community; he dropped out after Level Two. It was later discovered that he was from an abusive home and did not want to continue with the game as he became too emotional. Three other students (girls) from another school also became very distressed and had to be attended to by the counsellor. Two were unable to continue after



Level Three. A fourth traumatised student from another school received support from the counsellor and was able to complete the game.

Very lively discussions followed each of the five levels. Interestingly, the most critical issues regarding family life, relationships, emotional stability of parents, support services for both parents and children and the impact of domestic violence on children were raised by the younger students, especially those from Belle Vue Combined School, Vieux Fort Comprehensive Secondary School and Piaye Secondary School. They wanted Rondell to get help so that he could become a better person and father.

On the other hand, the senior students were more aggressive and retaliatory in their approach and responses. A few students from one school were of the view that Rondell should be punished, poisoned or murdered for abusing Diana, without thinking of the consequences of such actions. They also indicated how these actions could be carried out. The teacher was visibly disturbed and called on the Consultant to intervene.

In response, the students were given time to ventilate, because it is a known fact that at that age many are affected by and influenced by what happens at home, the games they play, the movies they watch and the friends they keep. Some of these disturbing comments were addressed after the students completed Level Five. However, it was necessary to convene a special session with a few of the students from that school at the completion of the pilot to discuss them in greater detail.

Notwithstanding, the students did not want the project to end. The majority expressed the view that Rondell needed professional help and that Diana could return home afterwards. Hence, they strongly believed that a Level Six would have been most appropriate demonstrating a change in Rondell's behaviour, attitude and his relationship with Diana and Jesse as a consequence of that support. They were also curious to find out whether the birth of the baby would help to improve the situation at home.

Lives were touched, and learning did take place. To most, violence in any form is wrong and should not be tolerated. These feelings were expressed in various forms, including art, during the class activity to complete the pilot at the end of Level Five. See examples from Belle Vue Combined School and Piaye Secondary School.

FIGURE 1.4: CLASS ACTIVITY – BELLE VUE COMBINED SCHOOL

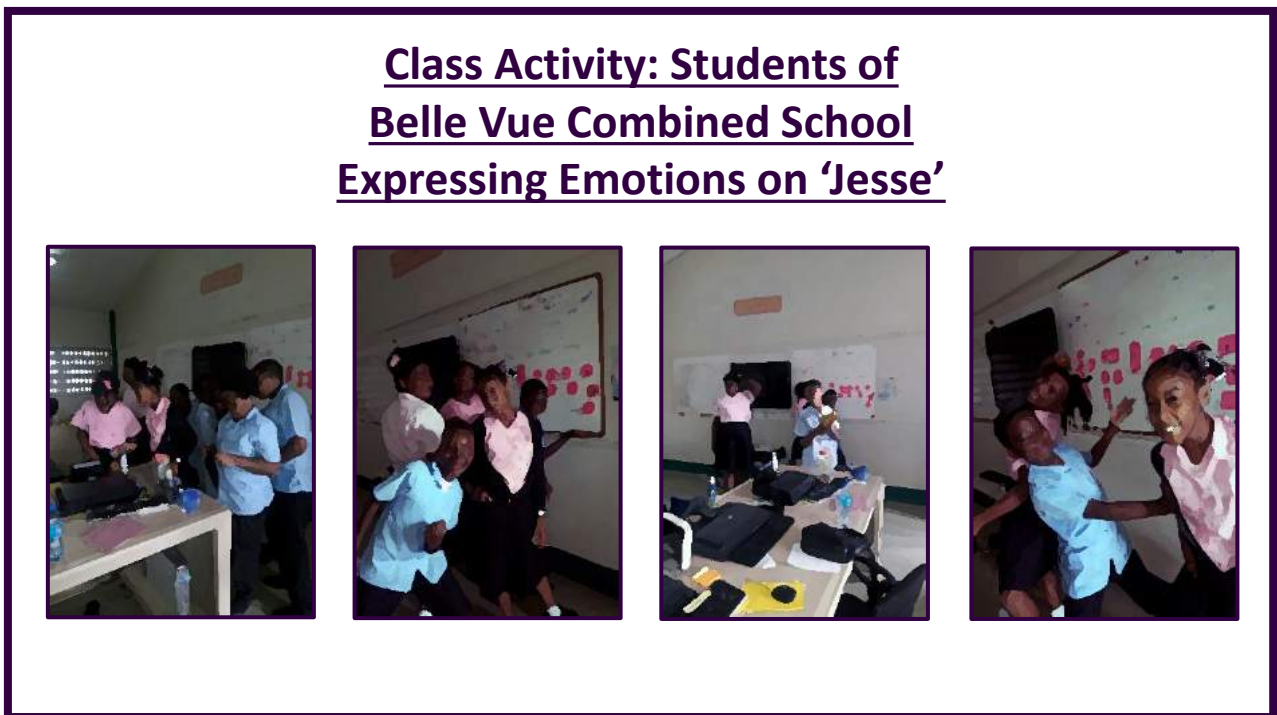
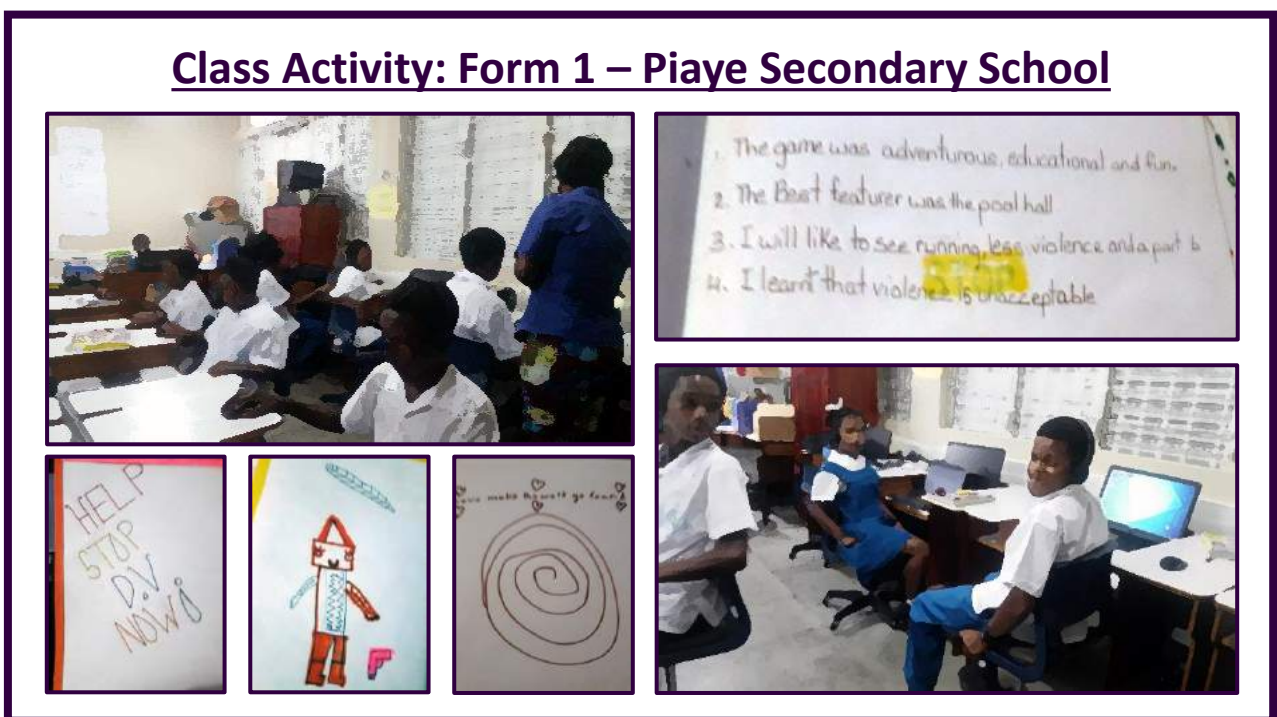


FIGURE 1.5: CLASS ACTIVITY – PIAYE SECONDARY SCHOOL



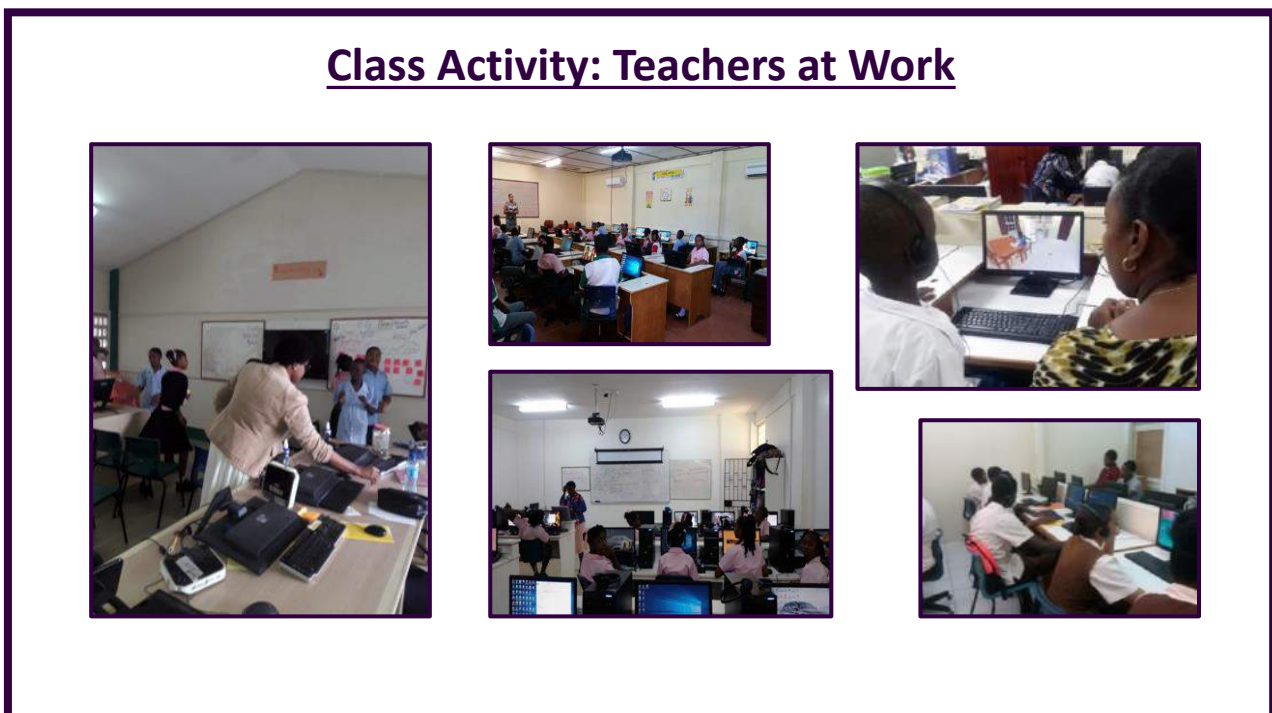
## 1.6 CLASSROOM MANAGEMENT

The teachers did an amazing job guiding the students through the five levels of the game. It was evident that they were all prepared for the sessions. **Class rules** were written to guide the implementation of “Jesse”. The training received from David Smith supported by the Consultant helped immensely.

Using their unique style of communication, the teachers led the class discussions after each level, ensuring that there was maximum student participation. It became obvious that the time set aside for discussions was inadequate. Hence, a decision was taken by the Consultant that the critical issues raised should be captured, and these can be integrated into the relevant thematic areas of the Health and Family Life Education (HFLE) curriculum and/or the Education for Democratic Citizenship (EDC) programme to be addressed by the teachers in the classroom.

It is worth noting that implementing “Jesse” in the schools also had an impact on the teachers as well as the students. In one school, the teacher became extremely distressed during the discussions after Level Four and had to leave the room for a considerable length of time in order to compose herself. Notwithstanding, she effectively summarised the five Levels, which was captured on video.

FIGURE 1.6: CLASS ACTIVITY – TEACHERS AT WORK



## 1.7 CLASSROOM DISCUSSIONS

A wide range of critical issues were raised by both teachers and students during the discussions. These included:

1. The risk factors that contribute to an abusive relationship in the home and between parents. The students were able to identify several of these factors to include:
  - Alcohol and drug use and abuse
  - Jealousy based on suspicions of one partner being unfaithful
  - Terminating the relationship: many were of the view that many people stayed in a relationship against their will, became frustrated, felt excessively controlled and wanted to end the relationship
  - Unemployment: especially when the woman is totally dependent on the man and vice versa; they tended to lose respect for each other
  - Poverty: notwithstanding the socioeconomic status of the poor, the students knew that domestic violence also took place in affluent homes; it knows no social or economic boundaries
  - Age difference between partners, especially in cases where the woman is older and the younger partner wanted to exercise some measure of control by being aggressive
  - Pregnancy: the students tried to rationalise Rondell's abusive behaviour towards his pregnant girlfriend. Was it because he was not prepared to accept the pregnancy? Was the pregnancy unplanned? Why was he so angry?
  - Mental illness: students explored the likelihood of drug and alcohol abuse affecting Rondell's mental health
  - Partners who are victims of domestic violence or have been exposed to it in childhood
2. Why people stay in abusive relationships and make no effort to get out.
3. There is a tendency to believe that men are the perpetrators of domestic violence, but violence is also perpetrated by women. A few students did testify to that fact having witnessed it in the home.
4. Why men who have been abused by their female partners will not seek professional help, such as counselling or confiding in their friends. The male students were of the opinion that their friends would ridicule and laugh at them if they knew that they were victims of abuse, hence the reason they remain silent. They would be too embarrassed to disclose that fact as they were supposed to be physically stronger.
5. How domestic violence affected the children in the home and what kind of assistance and support should be given to them.

6. Many have friends who are exposed to domestic violence, but did not know how to support or comfort them.
7. Many who witnessed the violence at home sometimes felt guilty for not being able to help the situation or blamed themselves for it. They coped in various ways: some of them cried, hid under the bed, put on headphones, got angry and worried about home life and contemplated running away.
8. How domestic violence should be addressed: two of the key areas identified were public education and violence prevention programmes in schools to include acquisition of the relevant skills such as conflict resolution, communication, empathy, anger management and problem solving. (These skills are taught within the HFLE programme.)
9. Parents as role models and how they should raise their children.
10. The kind of relationship they wanted to have as adults and how they would like to raise their children; certainly not like Rondell.

## 1.8 CHALLENGES

There were a few challenges but, with time and perseverance, they were overcome. These included:

1. Power outages which interrupted the second training for teachers from four of the seven schools. Training reconvened one week later at the same venues.
2. Interruptions of the initial schedule for piloting “Jesse” in five of the seven schools due to unforeseen circumstances. These included:
  - Health and safety issues (Anse Ger Secondary School)
  - Frequent power outages (Choiseul Secondary School)
  - Closure of schools due to inclement weather (all schools)
  - Unscheduled school activities (Vieux Fort Primary School; Beanefield Comprehensive Secondary School; Choiseul Secondary School)
  - Slow pace of computer operations, particularly at Belle Vue Combined School. Students had to work in smaller groups and after school as well. This resulted in an extended period of up to three (3) weeks.
3. Poor road infrastructure in the rural areas between Anse Ger Secondary School and Belle Vue Combined School, especially after heavy rains, made driving difficult. Consequently, the visiting schedule had to be adjusted.
4. Slow learners and differently able students who were unable to proceed at the same pace on the computers as the students of average and above average ability and had to be guided by the teachers and with some assistance from students. Hence, with advice from the teachers, these students patiently waited until those who were disadvantaged

completed their task and the discussions followed. The time allocated for discussions was therefore reduced.

5. The inability of the school Counsellor to be present for all the sessions at the two primary schools and was therefore unavailable to attend to the students and teacher who were traumatised during the discussions. That was not the case with the other distressed students from the secondary schools. (Each secondary school has a Counsellor on staff, whereas the situation with the primary schools is different. There is only one Counsellor assigned to primary schools in a district and she should have been given a copy of the implementation schedule).
6. Inability to meet with the parents of all students who participated in the pilot to appraise them of the project and its benefits to their children and their life at home. This was due to a change in the schedule and structure of PTA meetings in the first school term.

### **1.9 PARENTS' MEETING**

A meeting for parents was convened at the Belle Vue Combined School to discuss domestic violence and the impact on the family, especially the children. Child sexual abuse was also on the agenda at the request of the school Principal. A separate report was prepared on the parents' meeting.

### **1.10 RECOMMENDATIONS**

- A Level Six to determine what psychotherapeutic approaches or methods were used to assist Rondell; whether he voluntarily attended these sessions; how he responded to them, especially as it relates to attitude and behaviour change and family relations. As stated by Gondolf (2012)<sup>3</sup>, group facilitated exercises can also be used to explore the use of various non-violent strategies that promote intimate relationships built on respect, trust, and equality.
- A Level Six to indicate the support given to Diana and Jesse; the outcome of their relationship with Rondell and whether they were registered in a social or victim's programme. Also, in the midst of all these anxieties, the students were anxious to find out what became of Diana's baby.
- Also, as an extension or follow-up to "Jesse", there should be a project on violence against children with special emphasis on child sexual abuse, a situation which is escalating in our communities.
- Students should be encouraged to report all cases of domestic violence. Thus, the contact information for the relevant support services should be easily accessible to them.

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<sup>3</sup> Gondolf, G.W (2012). The future of batterer programs: Re-assessing evidence-based practice. Boston Northeastern University Press

- “Jesse” should be rolled out in all public primary and secondary schools for students between the ages of 8-16 years. This intervention can greatly assist schools to support students who are victims of or have been exposed to domestic violence, and contribute to violence prevention in schools, homes and community.
- Parents need to be acquainted with this pro-social game and its benefits to home and school. Therefore, “Jesse” should be included on the agenda of PTA meetings in schools where the game is being introduced. The “learning points” of the game in schools should be reinforced by parents in the home.
- The problem of domestic violence cannot be addressed with one pro-social computer game. There must be a system or process in place whereby the critical issues can be reinforced continuously using other teaching styles and methods.
- The critical issues raised during class discussions should be noted for inclusion in the HFLE and/or EDC curriculum/lessons. (It is noteworthy that there were two thematic areas in the HFLE and EDC Curriculum namely: Self and Interpersonal Relationship, and Violence Prevention where these issues can be addressed.)
- As part of the training for teachers, greater emphasis should be placed on the deleterious impact of domestic violence on children and adolescents, and the range of protective factors that can be utilised to mitigate this impact.

## 1.11 CONCLUSION

In conclusion, it is clear based on the discussions that “Jesse” had an impact on both the students and teachers who participated in the pilot. The game can be an important factor in violence prevention programmes and in the development of attitude and behaviour change, especially among students who are victims of or have been exposed to gender-based violence. It will help in the acquisition of skills to manage their anger and interpersonal conflict in ways that do not involve violence.

As indicated by the students, violence in any form is unacceptable and steps must be taken to put an end to it. Notwithstanding, a concerted effort is needed to ensure that programmes that are offered for perpetrators of domestic violence achieve their intended goals and objectives. These programmes must also form part of a “wider community effort to prevent the harmful effects of violent victimization”<sup>4</sup>.

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<sup>4</sup> Working with perpetrators of domestic violence to change their behaviour: Professor Andrew Day FAPS MCCLP MCFP, School of Psychology, Deakin University. October 2015.

## PART 2: TEACHER EVALUATION

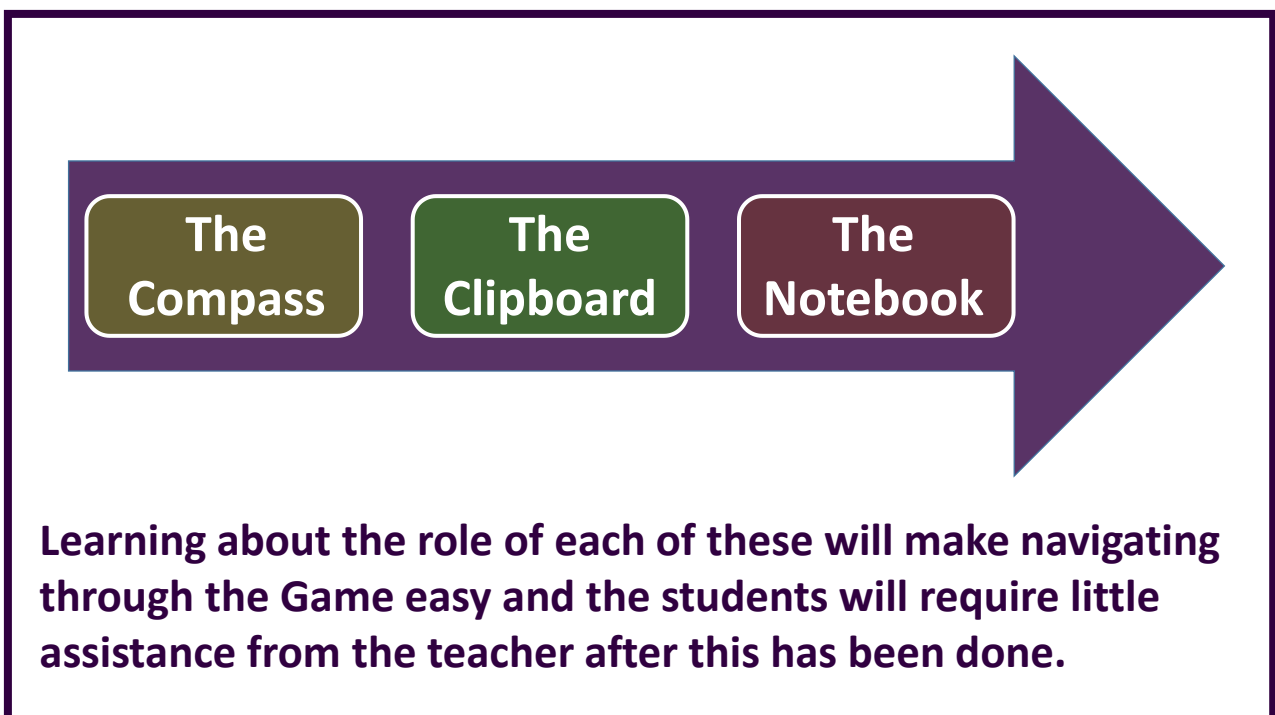
### 2.1 INTRODUCTION

The game was introduced to students of primary and secondary schools ages 8-16 years.

The game was well received by the students. Their interest had been somewhat piqued, but it also made us aware that many of them came from homes where domination was prevalent, and the boys identified with the idea that men should oversee the household as well as dictate what should and should not be.

### 2.2 INITIAL LEARNING POINTS

The game was very easy for students to navigate after they had gone through the initial phase. It was important that the students were taught about three key things which would be found throughout the game; namely:



### 2.3 CRITICAL COMPONENTS

Two critical components of the game were the board and the pool games. These made the game “Jesse” even more interactive for the students. This helped to relieve some of the stress students might have felt after learning about the abuse of Diana. By playing the game the students felt that they were part of the process. Also, developing “Jesse” into the Five Levels was an excellent idea.



## **2.4 THE FIVE LEVELS**

It was advisable that the students played the game in sequence from Level One to Level Five. This allowed for connections to be made and made the problem of domestic violence and its consequences clearer. In addition, the Five Levels allowed the students to make predictions as to what would happen from one level to the next.

It was also very important that the game had the different levels. Students who wanted to go back to really understand what was happening, could do so. The slow learners too could go through the levels several times if they wanted to, to really understand what was said and done.

## **2.5 THE COMPUTER GAME**

The computer game was a very good way to introduce students to the concept of domestic violence, since they were in their own space learning “in a fun way” about a topic that could be very emotional. At least four students became very distressed and had to be assisted by School Counsellors. In another case, a student became very emotional because she was a victim of bullying. Anticipating the violence stemming from the game made her very anxious, so the teacher had to intervene.







It is noteworthy that students rarely used the computers to learn about such topics like domestic violence. However, this did not really pose a problem. Notwithstanding, there were instances where a few students aided others who experienced minor problems with the game; for example, how to move the pool stick. As a result, teacher assistance was not needed. It was quite impressive to see students cooperating with each other in that manner.

There were structured class discussions dealing with the content after each level. These discussions clearly indicated that the students learnt a great deal. In most cases, an entire class could take anyone through the five levels of the game without being on the computer. Students were able to come to their own conclusions based on what they observed in the game.






## 2.6 STUDENTS' REVIEWS

The reviews and feedback made by the students about the game were quite positive. Some of them are included below:

### Students' Comments

 <p><i>"Violence in any form is unacceptable"</i></p>	 <p><i>"I don't ever want to raise my family like Rondell"</i></p>	 <p><i>"Parents should be role models for their children"</i></p>
 <p><i>"The game taught me that violence is wrong"</i></p>	 <p><i>"The game was educational and lots of fun"</i></p>	 <p><i>"Parents who fight with each other need help"</i></p>

### Students' Reviews

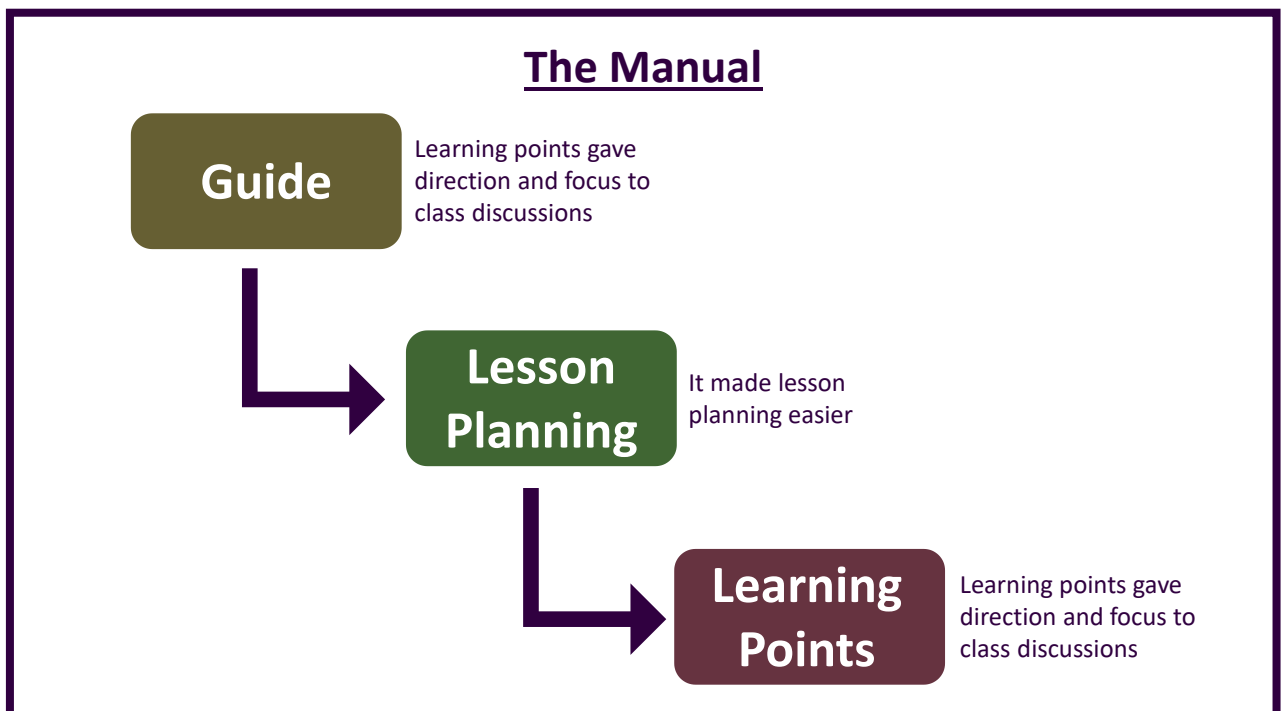
 <p>They enjoyed navigating through the Game</p>	 <p>They wished the Game had more levels</p>	 <p>That domestic violence should not be tolerated</p>
 <p>That steps should be taken to stop domestic violence</p>	 <p>The public should be educated on the dangers of domestic violence</p>	

## 2.7 SUMMARY

1. The objectives of the game “Jesse” were met. Students:

- a) Expressed concern and empathy towards both those who do the abusing in the home and those who are being abused - the victims.
- b) Know that domestic violence has serious consequences for families and society and needs to be stopped.
- c) Know that domestic violence affects everyone (directly or indirectly) including teachers and students. If teachers ignore students who are being abused or who have experienced abuse or domestic violence at home, this can affect their grades, behaviour and relationship with their peers and can create problems for an entire class and, by extension, the community and society.
- d) Understand that sometimes persons stay in an abusive relationship for financial support, but this is no reason or excuse for them to be taken advantage of, disrespected, belittled and abused by their partner.
- e) Know that there are many places they can go to if they are victims of domestic violence. These were communicated to them. **It is noteworthy that all students, especially the boys, have vowed never to raise their children in an abusive home.**
- f) Realise that males can assist each other to get over or deal with the problem of domestic violence by having frank and honest discussions.

2. The usefulness of the Teacher Manual:



## 2.8 RECOMMENDATIONS

- The problem of domestic violence cannot be addressed with one game. There must be continuous reinforcement of the critical issues using other teaching styles and methods. However, “Jesse” was a great start.
- It does not touch on the issue of sexual abuse which is even more rampant in our communities. Future games or an extension of this game can include it.
- One teacher thought the game lacked diversity because the characters are predominantly black. According to her:

*“It is a little discriminatory as violence occurs regardless of race or class; however, it was tailored to fit the region which according to the researchers is predominantly black; however, I would have liked to see a little more diversity rather than the stereotypical dread headed unemployed female who is solely dependent on a partner. Again, domestic violence is present regardless of socioeconomic status.”*

- Another teacher indicated that:

*“The game “Jesse” is an interactive, educational and inspirational tool which allows the students to engage in “real life” situations. The students enjoyed the process. It revealed a mixture of outcomes for them: emotional, reflective and conversational. Most of them do want to continue such activities.*

- Most teachers indicated that the time allotted for discussions after each level was inadequate. Many critical issues were raised by the students which needed in-depth discussions.
- There was consensus regarding the rolling out of “Jesse”: that all schools (primary and secondary) should be introduced to the project.

## 2.9 CONCLUSION

Teachers and students will never forget their experience with the game. There was evidence to suggest that many lives were touched. The students could not wait to get to the computer laboratory to run the game and participate in the discussions that followed.

Overall, piloting the game was a huge step towards the None in Three agenda. It has heightened awareness and curiosity as well as enabling students to begin taking steps in becoming non-violent adults.

## PART 3: MEETING OF PARENTS IN ST LUCIA

### 3.1 INTRODUCTION

The meeting of parents was convened on Wednesday 7 November 2018 from 3.30pm at the Belle Vue Primary School. There were fifty (50) parents in attendance and several teachers from the host school. As is customary, there were more females than males present. The question was asked: where are the fathers?



The meeting started with prayers led by a parent, followed by the school Principal, Mrs Janie Fontanelle, introducing people at the head table, and presentation of the agenda, as follows:

### Outline of Presentation

#### Session One

- Quote
- Behaviour patterns of students
- Impact of domestic violence on children
- None in Three: Jesse
- Objectives of the Game
- Key learning points

#### Session Two

- Child Sexual Abuse (CSA)
- Factors perpetuating CSA
- Consequences of CSA
- Discussions



## Session One

The session started with this slide:

*“Seeing men behave in violent ways can sometimes teach boys that violence is OK and seeing their mothers being beaten may make girls think this is bound to happen to them.”*

- Professor Adele Jones



**Neither of these things has to be true – what do you think can be done to help boys and girls learn to become non-violent adults?**

### **Presentation Points**

- **Students' Behaviour:** Many students are subject to violence in the home and teachers are ideally positioned to detect behaviour changes in them which may be linked to domestic violence. The presentation identified several signs that teachers can look out for which may or may not be related to violence in the home.
- **None in Three:** What it is and its key role as a global research centre to create prosocial computer games to raise awareness and change attitudes that contribute to violent behaviours.
- **Jesse:** “Jesse” based on research conducted in the Caribbean, is a new tool developed by the Ni3 Research Centre which uses a computer game to teach children about domestic violence. It is scientifically proven to increase children’s empathy by enabling them to engage emotionally with the characters in the game: Rondell, Diana and Jesse.

- **Objectives:** The objectives were many and included the following which were explained to parents:

### Objectives – To Facilitate Learning About

- What domestic violence is (focus on physical violence)
- Impact of DV on everyone involved, including children
- How gender stereotypes and gender inequality can contribute to violence in the home
- Role of other factors, such as alcohol and drugs as triggers for violent behaviours
- Changing attitudes about violence being a 'normal', inevitable or acceptable part of relationships
- Skills, knowledge and competencies that can help them in real life situations where interpersonal violence might occur
- Violence is never an acceptable solution to any problem in relationships
- How to get help to stop violence



- **Learning Points:** There were many, but great emphasis was placed on the key learning points below:

### Key Learning Points

- Domestic Violence in the home is a major cause of violence and aggression among children themselves.
- If children are violent in school, it may be because they are witnessing violence at home or being subjected to it themselves.
- Girls who grow up in violent homes are more likely to become victims of Domestic Violence in later life.
- Boys who witness males perpetrating violence against others have an increased risk of becoming perpetrators of violence themselves.
- Gender role socialisation – the classroom is an excellent place to dispel myths and challenge gender stereotypes that contribute to these outcomes.

- **Discussion Topic:** Gender inequality and poverty were used as two of the main issues for discussion after the first session.

## Gender Inequality & Poverty

***“If poverty traps people in abusive relationships, what can be done and who should help?”***

**One of the main reasons that women stay with the person who is violent is because they do not have the money to move to a home of their own.**

**This may be because they are not working, or because they are not well paid, or because their partner controls the money.**

**This is a particular problem for women who have children. Sometimes mothers think they should put up with the violence so that their children have a stable home and can be properly provided for.**

### Session Two

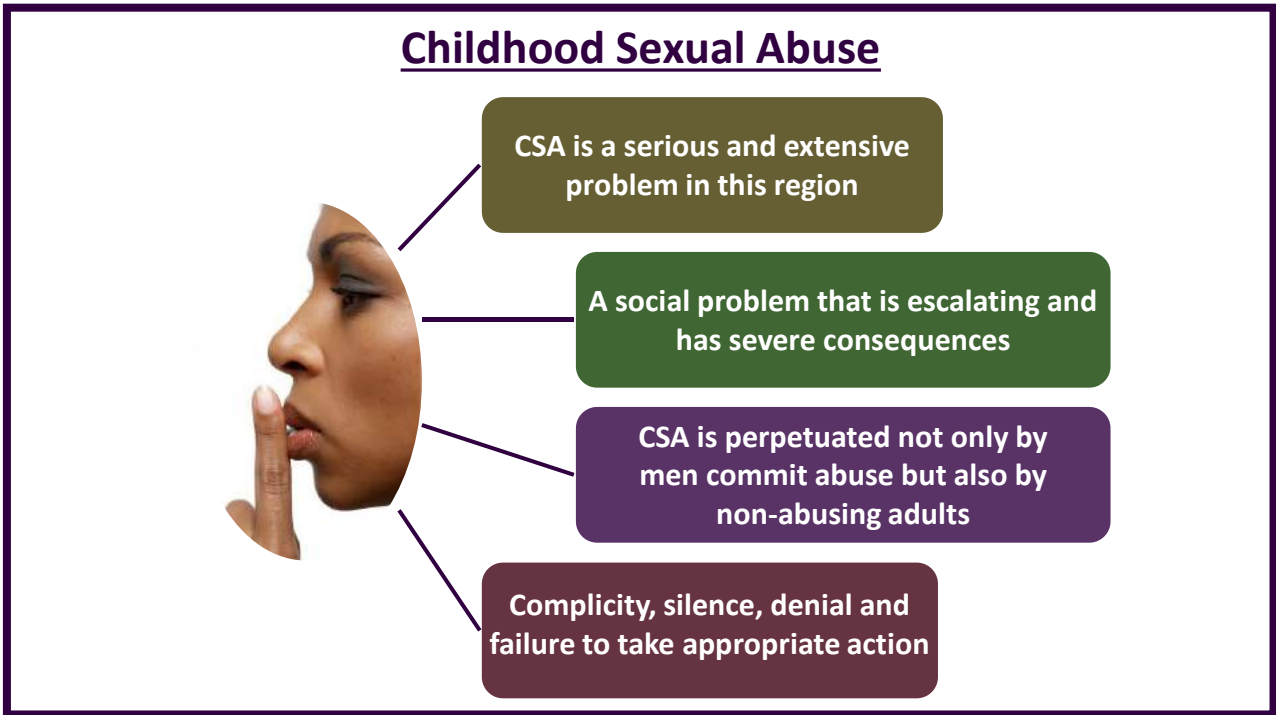
This session dealt with violence against children with great emphasis on child sexual abuse (CSA). This session was requested by the Principal of Belle Vue Combined School.

Sexual abuse of children is on the increase, not just in St Lucia, but throughout the Caribbean Community (CARICOM) member states. Regional statistics taken from research conducted by WHO, PAHO, UNICEF, World Bank, UNVAC and IOM were used to substantiate that fact; hence the urgency to bring this issue of CSA to the attention of parents.

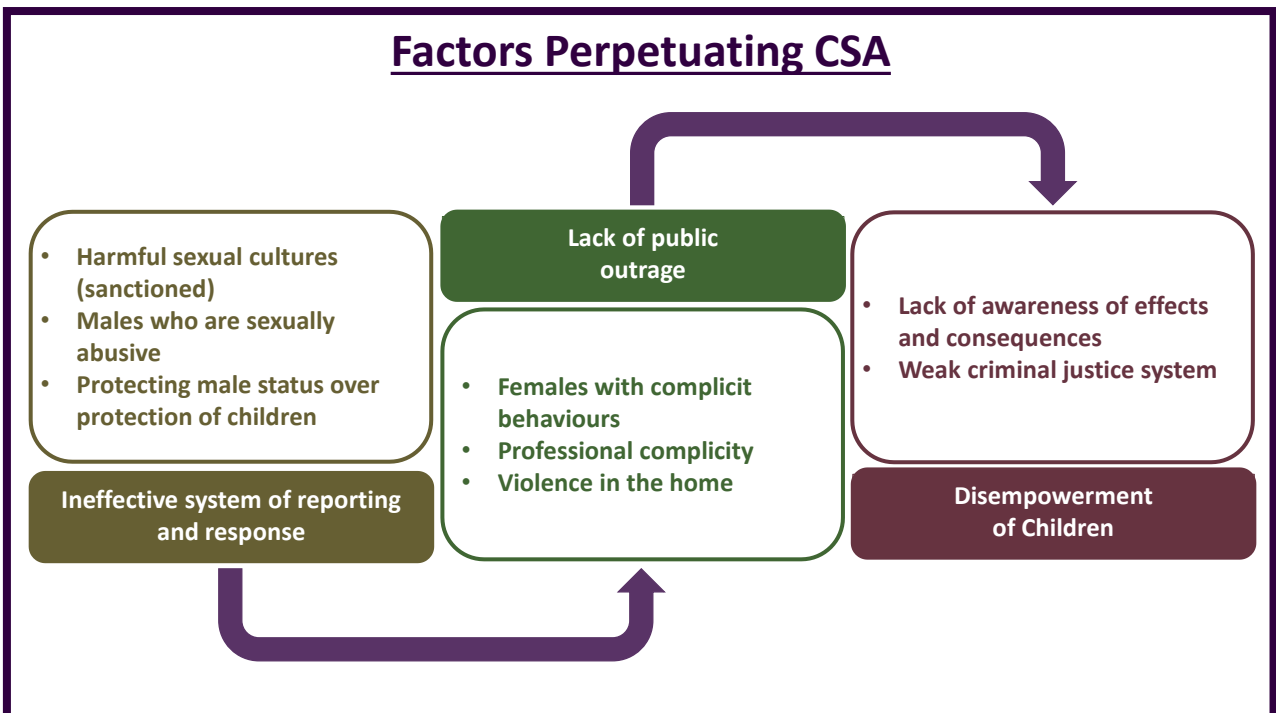
Child sexual abuse happens everywhere – at home, school, church and in other institutions, and has a serious physical, psychological and social impact, not only on girls and boys, but also on the fabric of society.

The information below was used to challenge parents, to emphasise the point that sexual abuse of children is not acceptable and should not be tolerated and that all steps should be taken by society (parents, policy-makers, schools, churches, coaches) to end it:





**Factors Perpetuating CSA:** Several factors perpetuate child sexual abuse and these were discussed with parents, many of whom were able to identify with some of them. Among the factors discussed were the ones in the diagram below:

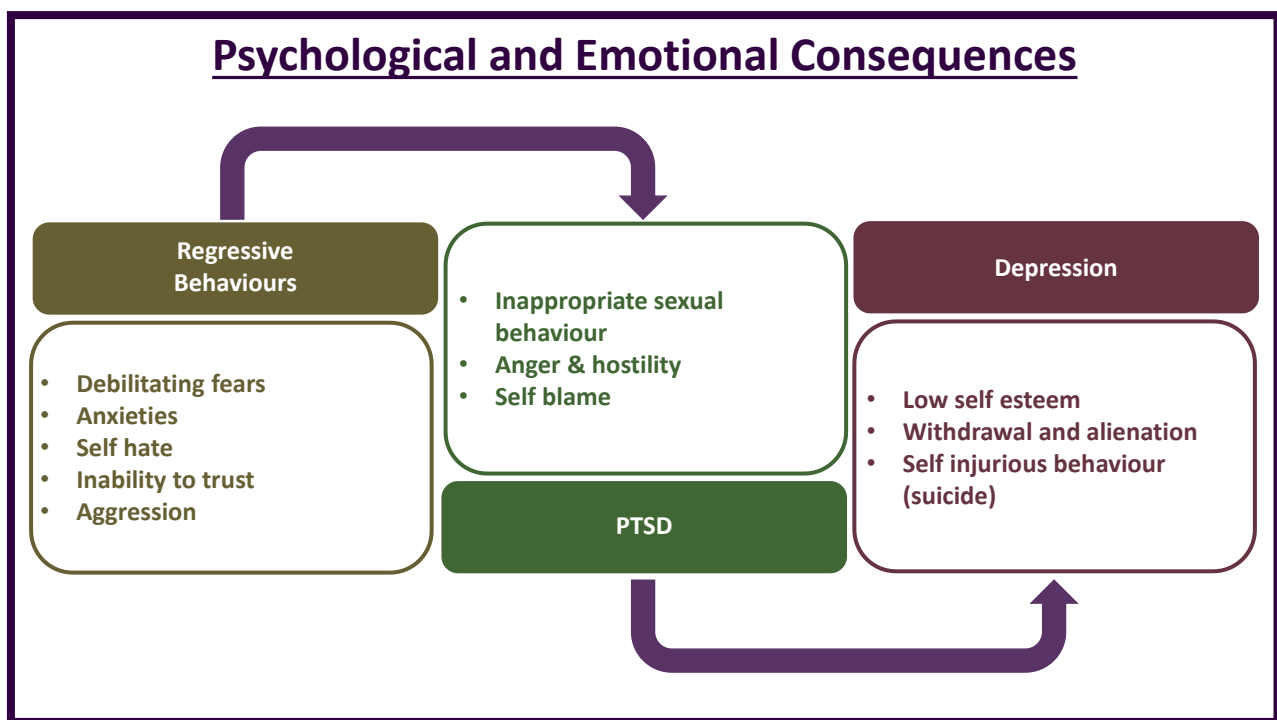


**Consequences of CSA:** The consequences of child sexual abuse discussed with parents are many and were categorised under two main headings:

a) Immediate and long term consequences (physical problems) to include:

- Gynaecological complications and injuries to reproductive organs
- STIs including HIV
- Teenage pregnancies and associated consequences
- Unwanted pregnancies and associated consequences
- Abortion and associated consequences
- Unsafe abortion and complications
- Cyclical abuse
- Multiple abuse

b) Psychological and emotional consequences to include:



### 3.2 DISCUSSIONS AND RECOMMENDATIONS

- Learning points from the “Jesse” game should be reinforced not only in the school but at home as well. This is necessary, as parents will be in a better position to support their children and improve relationships and family life in the home. The children also have a role to play having participated in the game and the discussions which followed.
- The issues of domestic violence cannot all be addressed during the game. It would be useful for Principals to consider incorporating the lessons learnt and key issues raised in other programme areas offered at both primary and secondary schools.

- There are many students in primary and secondary schools who are either victims of domestic violence or have been exposed to it. Therefore, “Jesse” should be rolled out in all classes not only in the seven pilot schools but others throughout St Lucia as well.
- Sessions on domestic violence, violence against children (all forms) and other issues affecting the lives and academic performance of students should be convened for parents (or can be included on the agenda for PTA meetings such as this one) so that they can be in a better position to assist their children and reinforce the lessons learnt during these activities in the home.
- Sexual abuse of children is on the increase. Many parents are aware of that fact, some of whom are complicit. As one parent indicated: “Many parents get paid for keeping quiet”. Therefore, consideration should be given to also include a similar initiative (like “Jesse”) to deal with child sexual abuse/violence against children. There are many lessons to be learnt.

### **3.3 CONCLUSION**

Like the students, parents agreed that violence in any form is unacceptable. It is hoped that they will do their utmost to ensure that the learning points in “Jesse” will be practised in the home and that they will endeavour to be good role models for their children. Accordingly, more sessions like these for parents should be encouraged, especially when educational projects like “Jesse” are being introduced in schools.

# APPENDIX: JOURNAL – INTRODUCING “JESSE” IN SCHOOLS IN ST LUCIA

## THE SERVICES/DESCRIPTION OF WORK

The sub-contract is to facilitate the introduction of the violence awareness prosocial computer game “Jesse” as an intervention in seven (7) schools in St Lucia. The preliminary work convened in May 2018 and it was anticipated that the implementation phase would be completed in May 2019.

However, with a review of the time schedule from two working days a week to five, the pilot was completed ahead of the stipulated completion date. Below is a chronicle of events.



No.	DESCRIPTION OF WORK	ACTION REQUIRED	ACTION TAKEN	DATE	COMMENT
1.	Identify six (6) educational institutions to participate in the roll-out of “Jesse”.	Identify and make contact with Principals of six schools to determine their willingness and state of readiness to participate in the Ni3 project.	<p>Six (6) schools were identified, four secondary and two primary:</p> <ul style="list-style-type: none"> <li>• Choiseul Secondary School</li> <li>• Vieux Fort Comprehensive Secondary School</li> <li>• Beanefield Comprehensive Secondary School</li> <li>• Anse Ger Secondary School</li> <li>• Vieux Fort Primary School</li> <li>• Belle Vue Combined School</li> </ul> <p>Discussions were held with the Principals of the six schools over a two-day period to brief them on the Ni3 Project and to determine the following:</p> <ol style="list-style-type: none"> <li>1. Willingness to participate</li> <li>2. State of IT facilities</li> <li>3. Readiness to participate</li> <li>4. Reason for their decision to participate</li> </ol>	23-24 May 2018	Had to secure verbal agreements from school Principals before writing to the Ministry of Education. The letter to the Ministry of Education will list the six schools identified.
2.	Secure formal agreement from Ministry of Education.	Letter to be written to Ministry of Education seeking permission to launch “Jesse” in six schools	<p>Letter with three attachments was sent to the Chief Education Officer (CEO) Mrs Ruffina Charles. Information was also sent to her Secretary.</p> <p>Documents sent:</p> <ol style="list-style-type: none"> <li>1. Permission Letter</li> <li>2. Introductory Letter (Professor Adele Jones)</li> <li>3. Overall Objectives of “Jesse”</li> <li>4. “Jesse” Ni3 Manual</li> </ol>	24 May 2018	Received a response from the Chief Education Officer indicating that it may not be the best time to start a new project as schools are nearing the end of the school year. She also wanted to discuss the project more extensively in the presence of the Deputy Education Officer – Instruction, Mr Dawson Ragunan.



3.	Secure the formal agreement, permission and cooperation of the education institutions.	Formally write to the six educational institutions seeking permission to participate in the rolling-out of "Jesse".	<ul style="list-style-type: none"> <li>• Called five of the six schools to confirm their e-mail addresses (Vieux Fort Primary School was closed today following a religious holiday yesterday)</li> <li>• Formal letter was written and sent to the Principal of the five schools below thanking them for expressing their willingness to participate and advising that this agreement should be formalised <ul style="list-style-type: none"> <li>- Choiseul Secondary School</li> <li>- Vieux Fort Comprehensive Secondary School</li> <li>- Beanfield Comprehensive Secondary School</li> <li>- Anse Ger Secondary School</li> <li>- Belle Vue Combined School</li> </ul> </li> </ul> <p>The e-mail consisted of five (5) attachments:</p> <ul style="list-style-type: none"> <li>• Permission letter</li> <li>• A Letter of Introduction from the University of Huddersfield</li> <li>• "Jesse" Ni3 Manual entitled: ENGAGING CHILDREN AND ADULTS IN VIOLENCE PREVENTION – "JESSE"</li> <li>• The overall objectives of "Jesse"</li> <li>• Questionnaire to determine the status of computer laboratories (Attached to questionnaire sent to schools was a note which stipulated the urgency in completing it).</li> </ul>	1 June 2018	<ul style="list-style-type: none"> <li>• Contacted the five schools to get written agreement to participate and support the implementation of the project.</li> <li>• Response received from the Principals of <ul style="list-style-type: none"> <li>- Belle Vue Combined School</li> <li>- Vieux Fort Comprehensive Secondary School</li> </ul> </li> </ul>
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No.	DESCRIPTION OF WORK	ACTION REQUIRED	ACTION TAKEN	DATE	COMMENT
4.	Completion of IT questionnaire.	IT questionnaires to be completed by all pilot schools.	<ul style="list-style-type: none"> <li>• Calls were made to all Principals and/or Vice Principals and IT teachers to ascertain the completion of the questionnaires. Emails were also sent.</li> <li>• Completed questionnaires from these five schools were submitted to the Operations Manager, Ni3 Research Centre on 11 June 2018</li> </ul>	<p>4 June 2018</p> <p>6 June 2018</p> <p>7 and 8 June 2018</p>	<ul style="list-style-type: none"> <li>• Received completed questionnaire from the Principal of Belle Vue Combined School</li> <li>• Received completed questionnaire from Principal of Anse Ger Secondary School and Beanefield Comprehensive Secondary School</li> <li>• Received completed questionnaire Vieux Fort Comprehensive Secondary and Vieux Fort Primary School</li> </ul>
5.	Secure formal approval from the CEO for the rolling out of "Jesse" in the six (6) schools.	Need to follow-up with the CEO on promises made at the last meeting with regards to approving the rolling out of "Jesse".	Virtual meeting with the Chief Education Officer to discuss progress on the project and to inform her of the necessity to have formal approval from the Ministry of Education to roll out "Jesse".	8 June 2018	CEO agreed to submit written consent and also made a request that an additional secondary school be added to the list. Piaye Secondary has become a "problem" in terms of discipline and violent behaviour. A call was made to the school to extend an invitation to the Principal of Piaye Secondary School to participate in the pilot; she was unavailable. Discussions were held with the Vice Principal.



No.	DESCRIPTION OF WORK	ACTION REQUIRED	ACTION TAKEN	DATE	COMMENT
6.	Plan visit of Professor Jones to St Lucia for 19-20 July 2018:  Ministry of Education Meeting with Team members of None in Three led by Professor Jones.	Arrange for the convening of that meeting.	Contacted the Chief Education Officer to discuss the proposed meeting with the team from the Ministry of Education.	4-21 July 2018	CEO agreed to meet with the Team on 20 July. Her Deputy and Education Officer District 6 will also be in attendance.
7	Explore meeting with OECS Commission.	Formal invitation to Director of OECS Commission.	Introductory letter from Professor Jones was sent to Dr Jules, Director General.	9 July	Letter was emailed to Dr Jules with an explanatory note.
8.	Convening of Meeting of Ministry of Education and Ni3 Team.	Formal invitation to Ministry of Education.	A letter was sent to the CEO inviting her to the meeting scheduled for 20 July 2018 in Vieux Fort	11 July	The meeting will be convened at the Education Sub-Office, District 6.
9.	Meeting with OECS Commission.	Follow-up to seek confirmation.	Calls were made to OECS Commission: Director General's Office Education Management Unit Justice Department Letter was forwarded to the Director General's Executive Secretary to act upon.	11 July	Request was made by an Officer in the DG's office to forward the correspondence to the Executive Secretary. Head of the Education Unit and senior staff members were at a meeting.
10.	Convening of meeting of participating schools.	Invitation to schools.	All Principals of participating schools were formally invited to meeting/ workshop scheduled for 19 July 2018 at 9.30am	12 July	Prompt positive responses were received from Vieux Fort Comprehensive Secondary, Anse Ger Secondary, Beanefield Comprehensive and Belle Vue Combined.

No.	DESCRIPTION OF WORK	ACTION REQUIRED	ACTION TAKEN	DATE	COMMENT
11.	Meeting with the Education Officer (EO) for District 6 to discuss "Jesse" in the six schools.	Arrange to meet with EO District 6.	Convened meeting virtually with Education Officer in the evening to update her on project "Jesse" and invited her to attend the meeting on 19-20 July 2018.	11 July	Education Officer agreed to attend the meetings and also made a request, like the CEO, to include Piaye Secondary among the participating schools.
12.	Meeting with participating schools.	Confirmation to attend meeting.	Called schools that had not responded to the invitation to attend the meeting: Choiseul Secondary Vieux Fort Primary (Piaye Secondary was also called).	12 July	Principals were unavailable; attending a meeting convened by the Ministry of Education.
13.	Follow-up on outstanding ICT questionnaires.	Outstanding ICT questionnaires to be collected.	Called the three schools yet to submit completed questionnaires to do so.	12 July	Received completed questionnaires from Piaye Secondary and Choiseul Secondary.  Completed questionnaire was received from Choiseul Secondary on 29 July.
<p><b>NOTE:</b> Received letter from the Chief of Education today granting approval for the rolling out of "Jesse" in seven (7) schools to the south of the island. Piaye Secondary has been added to the list of participating schools. Date received: 12 July 2018</p>					
14.	Contact OECS re meeting with Professor Jones.	Place calls to OECS Commission.	Called OECS Commission to follow-up on previous calls re meeting with Professor Jones. A response was promised for later today.	12 July	Received letter from OECS confirming meeting on "Jesse"
15.	Contact OECS re time of meeting with Professor Jones.	Contact Head of Education and Management Unit.	Called and spoke with Head of Unit regarding a change in time proposed. An agreement was reached and a formal response was promised.	13 July	Received a formal response regarding new date and time for OECS meeting with Professor Jones: 20 July at 2.00pm

No.	DESCRIPTION OF WORK	ACTION REQUIRED	ACTION TAKEN	DATE	COMMENT
16.	Plan Schedule of work for Professor Jones and Dr Trotman-Jemmott.	Organise three sessions for 19-20 July.	<p>Secured venues for all three sessions:</p> <ul style="list-style-type: none"> <li>Workshop for participating schools (NSDC, Vieux Fort). Six (6) of the seven schools participated.</li> <li>Meeting with Ministry Officials (Education Sub-Office, Vieux Fort). In addition to the Ni3 Team, the CEO, Deputy CEO and Education Officer of that District were in attendance.</li> <li>Meeting with OECS Officials (OECS Secretariat, The Morne, Castries). In attendance were officials from Social Services, Education Management Unit and Justice Reform along with Ni3 Team members.</li> </ul>	<p>19 July</p> <p>20 July (9.00am)</p> <p>20 July (2.00pm)</p>	<p>Choiseul Secondary did not attend workshop.</p> <p>Followed up with them; invitation was not received due to lack of internet service.</p> <p>Arrangements made to use alternative means of communication and to convene a special briefing with them.</p> <p>It is noteworthy that Professor Jones did submit a brief Report on the three sessions. This was emailed to Ni3 Team Members on 23 July 2018.</p>
17.	Contact schools for list of equipment to purchase.	Make contact with focal points to get information required.	<p>Sent email to all schools and followed up with telephone calls. An alternative email was obtained from the Principal of Choiseul Secondary School.</p> <p>Information was received from all schools and forwarded to the Ni3 Research Centre, University of Huddersfield</p>	2 August	<p>Information was sent to Professor Jones copied to Ni3 Team.</p> <p>NOTE: The missing questionnaire from Choiseul was also submitted as an attachment.</p>

No.	DESCRIPTION OF WORK	ACTION REQUIRED	ACTION TAKEN	DATE	COMMENT
18.	Quotation for equipment to be purchased.	Contact IT Suppliers both locally and online for quotations.	Several calls were made to get quotations from business places in St Lucia. Online suppliers like Amazon were also checked. The most reasonable quotes were submitted to the University of Huddersfield for consideration	August	Decision was made by the Ni3 Research Centre to purchase the equipment locally and funds will be reimbursed after submission of relevant documentation and proof of purchase.
19.	Purchase and distribution of IT equipment.	Identify supplier and place order for equipment.	<ul style="list-style-type: none"> <li>• Gem Supplies was identified as the supplier and the order was placed for the purchase of the equipment</li> <li>• The supplier was paid in full as receipt of the equipment and the invoice received was submitted to the Operations Manager, Ni3 Research Centre for reimbursement.</li> <li>• Computer supplies were packaged individually and delivered to all seven schools</li> </ul>	September	Schools were quite pleased with the equipment and a decision was taken to have a special session/orientation for students so that they can familiarise themselves with the use of the mice.

No.	DESCRIPTION OF WORK	ACTION REQUIRED	ACTION TAKEN	DATE	COMMENT
20.	Pre-Training Sessions with schools.	Visits to all seven schools to hold discussions with key staff members involved in the implementation of "Jesse".	Convened working sessions with each of the seven participating schools to discuss among other issues: <ul style="list-style-type: none"> <li>a) The None in Three Project</li> <li>b) How will the game be delivered and by whom</li> <li>c) The training workshops, who should attend and why</li> <li>d) Support for students and teachers in the event of distress</li> </ul>	24 Sept-3 Oct	This provided an excellent opportunity for Principal and staff to seek clarification, ask questions and to express optimism regarding the anticipated outcomes/benefits of the game "Jesse".
<p><b>(PRESS RELEASE: ST LUCIA TIMES)</b> - Following a prestrike meeting with all relevant stakeholders held on Wednesday 26th September 2018 and on gaining important information from the Saint Lucia Met Service about the passing of Tropical Storm Kirk, it has been decided that all schools across Saint Lucia will be closed on Thursday 27th September 2018 and all students are expected to stay home.</p> <p>Schools will remain closed on Friday 28th September 2018... <b>(Note:</b> Monday 1 October was a Public Holiday: Thanksgiving Day – Schedule had to be altered due to closure of schools.)</p>					

No.	DESCRIPTION OF WORK	ACTION REQUIRED	ACTION TAKEN	DATE	COMMENT
21.	Training Workshops on the implementation of “Jesse” in St Lucia	Secure training venues and mobilise schools for training.	<p>a) Coordinated training with David Smith and other Ni3 Team Members.</p> <p>b) Secured two venues for the Training: Vieux Fort Comprehensive Secondary School (VFCSS) and Choiseul Secondary.</p> <p>c) First Workshop convened at VFCSS for participants from VFCSS, Anse Ger Secondary and Piaye Secondary on Tuesday 9 October 2018.</p> <p>d) Second Workshop was convened on 10 October at the two venues, but was interrupted due to a nation-wide power outage. Training will recommence on Tuesday 16 October.</p> <p>e) Training Agenda is below with a photo of participants at one of the Training Sessions at the Vieux Fort Comprehensive Secondary School.</p>	2-16 Oct	<ul style="list-style-type: none"> <li>• The computer laboratory at Choiseul was reconnected on 2 October 2018. The decision to use it as a training venue was to test the equipment and connectivity.</li> <li>• The Consultant was on site but Dave Smith participated via Skype.</li> <li>• Most of the participants to the second workshop were not too familiar with the Project. (They were not available for the pre-training session nor the Workshop which was facilitated by Professor Jones).</li> <li>• A one-hour session was conducted on: <ul style="list-style-type: none"> <li>- The genesis of the None in Three Research Centre</li> <li>- Its objectives</li> <li>- Research in the Caribbean (Barbados and Grenada)</li> <li>- Development of “Jesse” as an education intervention for violence prevention</li> </ul> </li> </ul>

No.	DESCRIPTION OF WORK	ACTION REQUIRED	ACTION TAKEN	DATE	COMMENT
22.	Collection and delivery of Game memory (USB) sticks.	Sticks to be collected and delivered to all participating schools.	<p>a) Call was made to the Vieux Fort Post Office to confirm arrival of package with the USB sticks.</p> <p>b) Visited Customs Department at Post Office to clear package. Stamp duty on package paid upon collection.</p> <p>c) USB Sticks were packaged, labelled and delivered to all schools.</p>	31 Oct-1 Nov	<p>Consulted the Principals of all pilot schools to determine the possibility of increasing the number of students to start off the programme.</p> <p>Particular attention was given to schools with under 20 computers. The number of USB sticks given to them increased by 100%. As a result, two groups of students will now have an opportunity to participate in each school.</p>
23.	Consultation to confirm state of readiness and work schedule.	Hold discussions with school Principals to determine who will actually implement the project, comfort level of these individuals and the timetable for delivery of project.	<p>Meetings were convened with Principals, Vice Principals, IT teachers and School Counsellors in all seven participating schools to prepare for the launched of “Jesse”</p> <ul style="list-style-type: none"> <li>• In-house session prior to implementation</li> <li>• Staff and class selection</li> <li>• Subject and timetabling</li> <li>• Commencement date</li> <li>• Support needed to successfully implement “Jesse”</li> </ul>	1-2 Nov	<p>Decisions taken included:</p> <p>a) In-house session to go over updated Manual and run the game: 2-5 Nov</p> <p>b) Determined which subject will be used to deliver “Jesse” and the number of periods: Health and Family Life Education (HFLE) or Education for Democratic Citizenship (EDC)</p> <p>c) Identified teachers who will implement the project: HFLE or EDC</p> <p>d) Selection of classes to participate in the pilot: 8-14 years</p> <p>e) Commencement date: The week of 5-9 Nov</p>
24.	Coordination of plans for project implementation In the seven pilot schools.	Secure implementation schedule from all participating schools.	Designed a schedule template and circulated it to all schools to enter the relevant information and return by Monday 5 November 2018. This was done by all but one school – Choiseul Secondary. A call was made to the Principal to find out why the deadline was not met.	1-5 Nov	<p>Choiseul Secondary had a few administrative issues to deal with; hence the delay in submitting their implementation schedule.</p> <p>Received confirmation from all schools that the “Jesse” game will be piloted during the period 5-16 Nov.</p>

No.	DESCRIPTION OF WORK	ACTION REQUIRED	ACTION TAKEN	DATE	COMMENT
25.	Oversee the actual implementation of “Jesse” in all pilot schools.	Provide administrative advice to schools to ensure that they adhere to their Implementation Schedule.	Contacted the schools by email and phone to coordinate visits to observe and witness first-hand the actual implementation of “Jesse”. A visiting schedule was prepared and circulated to the schools. Each school was visited twice.	5-16 Nov	Both the implementation schedule and Visiting Schedule are attached to this log.
26.	Meeting with parents to discuss domestic violence and project “Jesse”.	Principal of Belle Vue Combined School to prepare invitation and send to all parents.	Meeting was convened on 7 November from 3.30pm at the Belle Vue Combined School. There were fifty (50) parents in attendance. Presentation was 60 minutes followed by question and answer session.	7 Nov	Parents are very supportive of the initiative and expressed deep appreciation to the University of Huddersfield Ni3 Team for using St Lucia as a pilot country.  Below is a copy of the presentation outline with a photo of the parents at the meeting.
27.	Recommendations from Parents’ Meeting:	<ul style="list-style-type: none"> <li>• Learning points from the “Jesse” game should be reinforced not only in the school but at home as well.</li> <li>• Incorporate lessons learnt from “Jesse” in the Health and Family Life Education (HFLE) curriculum and/or the Education for Democratic Citizenship (EDC) programme in primary and secondary schools.</li> <li>• That “Jesse” should be rolled out in all classes in pilot schools.</li> <li>• Sessions on domestic violence should be convened for parents so that they can reinforce lessons learnt in schools and also acquire some of the skills taught.</li> <li>• Effort should be made to also include a similar initiative dealing with sexual abuse of children/violence against children.</li> </ul>			Parents and teachers are hoping that the University/Ni3 Research Centre will provide support in that regard, because sexual abuse of children is on the increase.



No.	DESCRIPTION OF WORK	ACTION REQUIRED	ACTION TAKEN	DATE	COMMENT												
28.	Supervision of piloting “Jesse” in all participating schools.	Visit to all schools to ensure the successful implementation of “Jesse”.	<p>The following schools were visited according to schedule:</p> <table border="1" data-bbox="898 300 1559 863"> <thead> <tr> <th data-bbox="913 316 1267 379">SCHOOL</th> <th data-bbox="1267 316 1547 379">DATE</th> </tr> </thead> <tbody> <tr> <td data-bbox="913 379 1267 491">Vieux Fort Comprehensive School</td> <td data-bbox="1267 379 1547 491">7 – 8; 12 November</td> </tr> <tr> <td data-bbox="913 491 1267 560">Piaye Secondary School</td> <td data-bbox="1267 491 1547 560">8 – 9; 12 November</td> </tr> <tr> <td data-bbox="913 560 1267 671">Belle Vue Combined School</td> <td data-bbox="1267 560 1547 671">6; 13 November</td> </tr> <tr> <td data-bbox="913 671 1267 778">Beanefield Secondary School</td> <td data-bbox="1267 671 1547 778">13, 15 November</td> </tr> <tr> <td data-bbox="913 778 1267 847">Vieux Fort Primary School</td> <td data-bbox="1267 778 1547 847">16 November</td> </tr> </tbody> </table>	SCHOOL	DATE	Vieux Fort Comprehensive School	7 – 8; 12 November	Piaye Secondary School	8 – 9; 12 November	Belle Vue Combined School	6; 13 November	Beanefield Secondary School	13, 15 November	Vieux Fort Primary School	16 November		<ul style="list-style-type: none"> <li>• Vieux Fort Comprehensive Secondary School and Piaye Secondary School completed the pilot on the 8 and 9 Nov consecutively; and on schedule.</li> <li>• There were three traumatised students who needed the attention of the School Counsellors. Two were unable to complete the five Levels of the Game.</li> <li>• The two schools were visited again on 12 Nov to collect game memory sticks and Game Report and Evaluation.</li> <li>• Belle Vue Combined experienced difficulties with at least ten (10) of the computers: they were operating very slowly. As a consequence, a decision was taken to work with smaller groups and extend the implementation period by one week.</li> </ul>
SCHOOL	DATE																
Vieux Fort Comprehensive School	7 – 8; 12 November																
Piaye Secondary School	8 – 9; 12 November																
Belle Vue Combined School	6; 13 November																
Beanefield Secondary School	13, 15 November																
Vieux Fort Primary School	16 November																
			<p>The following two schools were also visited in keeping with the planned schedule. Unfortunately, both schools were experiencing health and safety issues and power outage.</p> <ul style="list-style-type: none"> <li>• Anse Ger Secondary School</li> <li>• Choiseul Secondary School</li> </ul>	12-13 Nov	<ul style="list-style-type: none"> <li>• Anse Ger Secondary School suspended the implementation of “Jesse” due to safety concerns that resulted in the closure of school for 3 1/2 days, (13-16 Nov). School reopened on Monday 19 Nov.</li> <li>• Power outages resulted in the suspension of “Jesse” for three days (12-14 Nov). Implementation should have commenced on Thursday 15 Nov but was postponed due to timetabling issues.</li> </ul>												

No.	DESCRIPTION OF WORK	ACTION REQUIRED	ACTION TAKEN	DATE	COMMENT
29.	Continued supervision of piloting "Jesse" in remaining participating schools.	Follow-up and visit schools that are still in the process of piloting "Jesse". They are: <ul style="list-style-type: none"> <li>• Beanefield Comprehensive</li> <li>• Anse Ger Secondary</li> <li>• Choiseul Secondary</li> <li>• Vieux Fort Primary</li> <li>• Belle Vue Combined</li> </ul>	<ul style="list-style-type: none"> <li>• Visited Beanefield Comprehensive Secondary</li> <li>• Contacts were made with all remaining schools to review their implementation schedule.</li> </ul>	19 Nov	<ul style="list-style-type: none"> <li>• Beanefield Comprehensive completed the implementation of "Jesse" on 21 Nov.</li> <li>• Anse Ger Secondary commenced the piloting of "Jesse" on 19 Nov.</li> </ul>

30.	Continued oversight of the pilot.	Continue oversight of the implementation of “Jesse” in five of the seven pilot schools.	<p>Continued to provide oversight of the implementation of “Jesse” by:</p> <p>a) Assisting schools unable to keep their implementation schedule due to unforeseen circumstances which impeded the process (heavy rains, power outages, health and safety issues and unscheduled school activities)</p> <p>b) Revised Implementation and Visiting Schedules for the five schools in consultation with school Principals:</p> <ul style="list-style-type: none"> <li>• Vieux Fort Primary</li> <li>• Belle Vue Combined</li> <li>• Choiseul Secondary</li> <li>• Beanefield Comprehensive Secondary</li> <li>• Anse Ger Secondary</li> </ul> <p><b>Revised Visiting Scheduled below:</b></p> <table border="1" data-bbox="898 935 1375 1369"> <tr> <td>Beanefield Comprehensive Secondary School</td> <td>19; 21 November</td> </tr> <tr> <td>Belle Vue Combined School</td> <td>21; 26 November</td> </tr> <tr> <td>Anse Ger Secondary School</td> <td>27; 29 November</td> </tr> <tr> <td>Vieux Fort Primary School</td> <td>19; 29; November; 5 December</td> </tr> <tr> <td>Choiseul Secondary School</td> <td>5; 11; 14 December</td> </tr> </table>	Beanefield Comprehensive Secondary School	19; 21 November	Belle Vue Combined School	21; 26 November	Anse Ger Secondary School	27; 29 November	Vieux Fort Primary School	19; 29; November; 5 December	Choiseul Secondary School	5; 11; 14 December	19 Nov-14 Dec 2018	<ul style="list-style-type: none"> <li>• With the exception of Choiseul Secondary, all remaining schools completed the pilot before the commencement of term exams.</li> <li>• There were also two traumatised students at the primary level who needed support. One did not complete the game.</li> <li>• A teacher also became extremely distressed and walked out of the class to regain her composure. This took some time. (The School Counsellor was not present during this session).</li> <li>• Choiseul Secondary used Form 5 students who were also preparing for mock Caribbean Secondary Examination Council (CSEC) Examinations. This also posed a challenge.</li> <li>• Notwithstanding, the pilot was completed on the last day of the school term.</li> </ul>
Beanefield Comprehensive Secondary School	19; 21 November														
Belle Vue Combined School	21; 26 November														
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No.	DESCRIPTION OF WORK	ACTION REQUIRED	ACTION TAKEN	DATE	COMMENT
31	Collection of USB sticks.	All USB sticks to be collected for submission to the Ni3 Research Centre.	USB Sticks were collected from all schools by 14 Dec 2018.		The USB sticks will be mailed to the Ni3 Research Centre after the Christmas postal rush, but not later than 5 Jan 2019.
32.	Dispatch USB sticks to Ni3 Research Centre.	All USB sticks used in the pilot in the seven (7) schools to be sent to the Ni3 Research Centre.	The USB sticks were dispatched to the Operations Manager, Ni3 Research Centre, University of Huddersfield via Postal Services.	Friday 4 Jan 2019	Estimated time of arrival is on or before 18 Jan 2018.
33.	Editing of Pilot Videos.	Videos made during the piloting of "Jesse" to be edited.	Contacted a Peace Corp Volunteer with some knowledge of video editing to assist.	8 Jan 2019	The Peace Corp Volunteer contacted is assigned to Belle Vue Combined School. He agreed to assist but indicated that it will take time.
34.	Virtual Meeting with the WPL.	Meeting to present update on the introduction of "Jesse" in schools in St Lucia to WPL.	The process used to introduce "Jesse" in St Lucia was presented to WPL. Also, the challenges encountered and a few recommendations that can add value to the work of the Ni3 Team (the videos in particular), were also presented.	23 Jan	Presentation was shortened due to time constraints. A determination should have been made initially regarding the duration.  Notwithstanding, the meeting was informed that issues not presented will be included in the Reports.
35.	Video editing.	Take steps to edit videos done during the implementation of "Jesse" in the classrooms.	Had a brief exchange during the virtual meeting with WPL with Ryan Greene regarding what could be done with the composite video and footage.	23 Jan	Ryan Greene will be contacted again to consider the best approach to edit and use the video as a useful resource. There are also ethics issues to be considered as well.

No.	DESCRIPTION OF WORK	ACTION REQUIRED	ACTION TAKEN	DATE	COMMENT
36.	Preparation and submission of report.	Prepare and submit project report to Ni3 Research Centre.	<p>Report prepared and submitted to the Operations Manager, copied to Director of Ni3 Professor Adele Jones. There were three (3) attachments:</p> <ul style="list-style-type: none"> <li>a) Teacher Evaluation Report</li> <li>b) Meeting of Parents Report</li> <li>c) Journal (which was used to chronicle events during the implementation of Jesse).</li> </ul>	Jan 2019	The edited videos will be submitted at a later date by Ryan Greene.

No.	DESCRIPTION OF WORK	ACTION REQUIRED	ACTION TAKEN	DATE	COMMENT
37.	<p><b>In conclusion:</b></p> <ul style="list-style-type: none"> <li>➤ It is obvious based on the classroom discussions that “Jesse” had an impact on both the students and teachers who participated in the pilot. Many students, by their own admission, are either exposed to or have friends who have experienced domestic violence and they feel helpless about the situation. They lack the coping skills and do not know who to consult or confide in.</li> <li>➤ The game can be an important factor in violence prevention programmes and in the development of attitude and behaviour change especially among students who are victims of or have been exposed to gender-based violence.</li> <li>➤ The learning points of the game, if reinforced in the classroom through the Health and Family Life Education (HFLE) and Education for Democratic Citizenship (EDC) programmes, can help students to acquire the life-skills they need to manage their anger and interpersonal conflict in ways that do not involve violence.</li> <li>➤ As indicated by the students, violence in any form is unacceptable and steps must be taken to put an end to it. Notwithstanding, a concerted effort is needed to ensure that programmes that are offered for perpetrators of domestic violence achieve their intended goals.</li> <li>➤ The computer game was a very good way to introduce students to the concept of domestic violence since they were in their own space, learning about a topic that could be very emotional.</li> <li>➤ In revising the game, more time should be allocated for discussions after each level. This will help to facilitate the participation of slow learners and differently able.</li> <li>➤ A Level Six is recommended to determine whether there was a change in Rondell’s behaviour and attitude toward his family after receiving help from support services, and how this affected Jesse’s ability to cope at home and in school.</li> <li>➤ Overall, piloting the game was a huge step towards the None in Three agenda. It has heightened awareness and curiosity and will enable students to begin taking steps in becoming non-violent adults.</li> </ul>				

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38.	<p><b>Note: Post Contractual Period</b></p> <p>For the duration of this academic year which ends in July, the Consultant will continue to work with each of the seven schools to help them achieve two of the key recommendations which emanated from the project. They are:</p> <ol style="list-style-type: none"> <li>1. Introduce “Jesse” to all the remaining classes in their respective school.</li> <li>2. Incorporate the critical issues raised during the class discussions after each level of the game into the HFLE curriculum and EDC programme. This will provide an opportunity for students who have already participated in the project to continue to learn more about gender-based violence, its impact (on health, potential, dignity and human rights to name a few) and how it can be prevented.</li> </ol>				