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A Personal Enrichment, Resilience, and Mentoring Program
Responding to Issues and Opportunities at the Pringle Home

Some materials included in this thesis paper were previously submitted to meet the requirements for the ICD courses (Fieldwork, Research for Social Change).

Some names used in this paper are fictitious. While the stories are true, the names are concealed to protect the identity of the individuals.

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Introduction

There is a major parallel between Marxist and Christian hope, a parallel between the classless society and the kingdom of God on earth. The eradication of economic injustice, of hunger and hopelessness is not the only mark of that kingdom, but it is surely an essential one (Palmer, *In the Belly of a Paradox* 14). Life is not without its challenges, and sometimes, the ferocity of the challenge breaks our spirits and robs us of the capacity to hope. We often lack the courage to stand up for what is right and the clarity of purpose to which we may devote our will. In such circumstances, we need the intervention of others and a caring and timely response to an expressed or perceived need. Vulnerable children are among those who need such caring and timely interventions. They are often at that emotional tipping point where an intervention is the most priceless gift. In response to some heart-rending situations with which children are confronted, governments often intervene and decide to remove them from their families and place them in facilities designed to protect them from the ravages of abuse and to provide them with a safe space to breathe. Such interventions are often the means through which these troubled children are helped to avoid becoming a nuisance to society and, instead, to be enabled to contribute positively. However, much more is needed.

We need much more than compassion; we need justice. Accordingly, we must advocate for the rights of children and assist them in rising above the fray, finding and claiming their purpose, and asserting their dignity and human rights. With caring and timely interventions, informed by a commitment to justice, children adversely affected by life's circumstances can

maximize their potential and become meaningful contributors to society. This study will explore the effects of a personal enrichment, resilience, and mentoring program for the children at Pringle Home, and in so doing, enable them to live with meaning and purpose and to confidently integrate into community life. In his book, *The Art of Community*, Charles H. Vogl describes communities as the settings that make people “stronger, happier, and full of well-being” (5). Being part of an environment of shared values, where emotions are positively fed, can do much to enable meaningful contributions to society and enhance one’s self-esteem and sense of belonging. This is an essential mark of the kingdom, as so rightly expressed by Palmer above.

Pringle Home, situated in Carron Hall, St. Mary, Jamaica, is a Christian facility that provides caring and loving service to orphaned, neglected, and troubled children. It was founded in 1922 by a minister of the United Church in Jamaica and the Cayman Islands (UCJCI). It boasts several success stories of children who have waded through life's treacherous waters and have overcome the odds. Several young people who have ended their tenure at the Home are distinguishing themselves in society as teachers, police officers, nurses, and entrepreneurs.

The residents of Pringle Home come from various and varying social backgrounds. They are often traumatized and demoralized by experiences of neglect, abandonment, harassment, sexualization, loneliness, and feelings of loss. Most children are placed at Pringle Home after their home environment proves hostile and unsafe. Despite the untenable home situation, some reluctantly leave, and the prospects of an institutional home prove daunting. Consequently, they often suffer from low self-esteem, diminished personal worth, lack of confidence, and uncertainty regarding purpose and future. Home Director, Rose-Bryan, described them as “broken in spirit and in need of loving attention”. She is mindful of the enormous amount of work needed to bolster their self-esteem and buttress their capacity for upward mobility.

However, she will continue to devote her time, imagination, and energy to this end. This project, which is deliberate about interventions and relationships that are positive and affirming, lends support to Rose-Bryan's commitment. Chesmore, Ashley A. et al. in *Mentoring Relationship Quality and Maltreated Children's Coping* highlight the effects of a quality relationship between a caring mentor and a maltreated preadolescent in a foster care home, infusing positive assertions concerning the mentees' capacity to overcome negative experiences. This call for care and positive infusions has immense value in helping the residents to thrive and succeed in life. A commitment to infusing positive energy and emotions will counter negativism and affirm the positive in the residents of Pringle Home.

A Personal Enrichment, Resilience, and Mentoring (PERM) program, designed and facilitated to respond to these challenges, will enable the residents to combat and conquer the odds and experience a flourishing life. With the support of a team of value-driven experts, they will be accompanied and enabled to articulate their struggle and transform negative profiling, low self-esteem, and hopelessness into positive thinking and healthy living. They will be supported to counter derailed dreams and claim possibilities. This paper outlines a program to affirm and celebrate the residents' moral and spiritual capacity. It will provide moral undergirding to assist the children in seeing and claiming hope. The program will inspire them to reverse negative trends and invest in positive energy. In so doing, they will be enabled to claim God's best for their lives and to live with confidence, hope, and purpose, despite the circumstances that define their lived experience.

Background: What is Pringle Home?

The Pringle Home, which recently celebrated its centenary, is a facility owned and operated by the UCJCI in partnership with the Government of Jamaica. The Government of

Jamaica officially recognizes the Home and licenses it to accommodate girls aged 4 to 18 who are negatively impacted by Adverse Childhood Experiences (ACE). There are currently 28 girls in the Home, ages 8 to 18. Operationally, there is a Board of Directors with responsibility for governance oversight, a director for the day-to-day operation of the Home, and a team of caregivers who support the Director in providing care and support for the girls. From a governance perspective, the Board works on the joint mandate of the church and the State. It formulates policies to mitigate risks and to further the Home's vision and mission. Appendix B sets out the operational structure of the Home.

Children affected by abusive and dysfunctional families are often removed from their homes through the Court system by the Children Services Agency of Government. Those needing care and protection are sent to Children's Homes across Jamaica. Pringle Home is one such Home to which children are relocated. Often, they arrive at the Home traumatized and troubled from ACE, usually marked by neglect, abuse, abandonment, and lack of nurture, food, and shelter. Many girls who come to Pringle Home have been parenting themselves, and the absence of parental care has seriously impaired their emotional well-being. This anomaly leads to anger, low self-esteem, and disruptive and destructive behavior. The educational development of some has been compromised as they have not been to school for extended periods. The children come to the Home needing care, protection, love, and nurture. Rose-Bryan explained that the Home is committed to helping the children heal and returning them to a stable frame of mind and life structure. She noted that “the children are able to remain in the Home until 18, the maximum age they can legally stay there”. The Government offers parenting workshops to aid in a child's safe and healthy return home. Housing support is also available on a needs basis to help

secure a stable home environment for the child's return; attempts are made to minimize anxiety and fear.

The UCJCI's website describes the children of Pringle Home as "emotionally fragile" with damaged self-esteem. It reveals the following:

Sometimes families are unable to function effectively, and sometimes, the development of the children is affected negatively. When this happens, the Child Protection and Family Services Agency intervenes. There is a legal process through the courts that determines the outcome of each case. Our children come to us through this system as children in need of care and protection (UCJCI).

Pringle Home is, without a doubt, committed to doing all it can to accompany the children under their care and protection, optimize their potential, and enable them to live meaningfully and purposefully. Their vision statement is "To transform the lives of hurting children in a safe and secure family-oriented environment, where faith in God is developed, and hope is restored" (UCJCI). This is a powerful statement, which demonstrates an understanding of the realities of the Home and an appreciation of what needs to be done to accompany the residents to create transformation in their lives.

Context Reading

I have had the privilege of doing my field assignment at Pringle Home, using the qualitative research methodology, as purported and outlined by Sharan B. Merriam and Elizabeth J. Tisdell in their book *Qualitative Research*. According to them:

Qualitative research is an effort to understand situations in their uniqueness as part of a particular context and the intersections there. This understanding is an end in itself, so

that it is not attempting to predict what may happen in the future necessarily. but to understand the nature of that setting (15 - 16).

Guided by the book *Fieldworking*, Elizabeth Chiseri-Strater's methodology of "collecting, selecting, reflecting, and projecting" (52), this paper will focus on developing a Personal, Enrichment, Resilience, and Mentoring (PERM) program. PERM is an 18-month program envisaged to offer support and accompaniment to Pringle Home's children and enable them to discover their best selves. Through the PERM program, they will learn to transform problems into possibilities, claim hope as the spiritual motivation for positive thinking, and use every opportunity for purposeful living.

The Home caters to the needs of underprivileged, neglected, and disadvantaged girls affected by ACE. The varying circumstances that have led to persons being received into Pringle Home lead to psycho-social challenges that weigh heavily on the girls' emotions. Angel Barnett, a senior staff member at the Pringle Home, described some children as highly sexualized and exposed to excessive use of alcohol. She pointed out that the CDA does not properly process some before they are sent to the Home, magnifying the challenges of such a diverse group in this setting, especially given that their time at the Home is limited. Consequently, they often suffer from low self-esteem, diminished sense of personal worth, lack of confidence, and uncertainty regarding purpose and future. This situation is exacerbated because, as mentioned above, they must leave the Home at 18, some/most, without a stable, welcoming, or secure environment to replace this institutional home.

Additionally, many will find it difficult to secure or sustain employment, or ease of integration into society, thereby contributing to fear, anxiety, and the propensity to seek security through undesirable and harmful options. Mavis Moore, a caregiver at the Home, sees the children

as having severe behavioral issues. According to her, they have no sense of purpose, direction, or goals for their lives, and their strongest interest seems to be to "get involved with men and alcohol". This is a sordid situation. However, this is among the issues that PERM will address. There is a need to get to the root of these behavioral issues to assist these young people find creative and meaningful ways to deal with their challenges. This is the weight of Conquerwood's attestation that "changed living conditions could be brought to consciousness", leading to a change in habits and adaptation to the altered situation (190).

In one of our interviews, Rose-Bryan lamented how each child's Individualized Education Plan (IEP) is developed. Here Rose-Bryan was reacting to how the IEP is developed rather than on its merits. She indicated that the case conference, through which the IEP is developed, involves several stakeholders with varying degrees of discipline and commitment to the process. The case conference includes the case worker, chaplain, parents, Director of the Home, and the child. This conference convenes to hear from the child about her dreams and aspirations to build an IEP from there.

Rose-Bryan was concerned that each child is expected to face this panel to discuss her mid- to long-term goals amid her anxieties and vulnerabilities. She contended that children from Institutional Homes are treated differently from all other children, many of whom display similar behavior. On the surface, developing an IEP appears to be about taking the time to understand and respond to each child's needs from an informed position, which is critical to caregiving and accompaniment. However, many and varied painful circumstances have led to these children being sent to the Home. Rose-Bryan argued that how this exercise is conducted could be intimidating. Sue Hammond supports this perspective, positing that space should be given for the children to speak. However, she believes that "they should not be forced to report a reality that

they just don't have" (30). This forced requirement does not exude feelings of belongingness and the confidence to claim space.

On the other hand, there are some encouraging signs worthy of mention and celebration. During one of my visits to the Home, I observed the children's excitement as they returned from school. No less was the excitement of the Director as she listened to their stories of success in their exams. It was the end of the school year examinations week, and the children did very well. One child received an award for being the top performer in one of her subjects, and she was beaming. The Director congratulated her, hugged her, and asked the senior housemother to give her an extra piece of chicken as a reward for her achievement. Everyone was beaming, and one got a sense of belongingness and confidence. This is a testament to the vibrancy of care and the quality of interest in the welfare of the children.

Kathy Lemon Osterling and Alice M. Hines in *Mentoring Adolescent Foster Youth: Promoting Resilience During Developmental Transition*, explore how a mentoring program for older adolescents contributes to their "successful transition" from foster care into young adulthood. The role of the mentor is emphasized, and recommendations are made in response to the implications of such a program aimed at overcoming negative energy, building self-confidence, and claiming freedom (243). The assertion that a mentoring program can assist with the successful transition of young adults from foster care homes fits within the general frame of PERM for residents of Pringle Home. Based on the thesis statement above, PERM aims to enable the residents to combat and conquer the odds and experience a flourishing life.

Facing the Issues, Responding with Care

Pringle Home does much to advance each child's welfare. Its vision statement, as stated above, "to transform lives of hurting children" ticks some critical boxes. It recognizes that the

children are hurting and commits the Home to transformative action within a safe and family-oriented environment. It emphasizes faith and hope in God as the bases by which outcome may be measured. Notwithstanding this clearly defined and positive vision, the challenges are many, and those who serve as staff are mindful of this fact. Mavis Moore firmly believed that PERM is vital and urgent. She is aware that it will require much clarity, discipline, consistency, and perseverance from those who will deliver the program. She maintained that the children's interest should be central to the program's noble intent (Moore). Moore's perspective is both challenging and helpful. She has helped me to see more clearly and to embrace Balcazar and Davies' *Goal Attainment Scaling*, which contends that the assessment instrument is as important as the intervention itself. It holds one accountable to ensure that we are not only doing the right thing but also doing it the right way. The right way speaks to systems and processes - relationships, monitoring, evaluation, learnings, and adjustments.

It is observed that these fundamental issues of personal dislocation and behavioral challenges also weigh heavily on the current staff. It is plausible that such issues could impair their ability to give their best without a carefully designed and executed intervention program. In his article on the *Role of Intergenerational Mentoring*, Mano Momoko is right that the lack of adequate staff appropriately equipped to share in a program of this nature is a potential problem for this otherwise transformational initiative. Adequacy is more than having the right number of staff. It is also about having the right level of spiritual energy and motivation. While the target audience is the girls, it is hoped that all staff members will also benefit from this program.

PERM is a deliberate attempt at addressing the opportunity gaps at the Home. Its aims are consistent with the vision statement of Pringle Home, which is to respond, with understanding, to the children's realities and offer support and accompaniment toward a life with meaning and

purpose. The ultimate goal is to enable each child to claim her innate capacities and God-given hope.

The objectives of the PERM program are threefold:

1. To expose and engage the residents of Pringle Home to a value-based, life-affirming curriculum that serves to eke out their God-given possibilities and enable purposeful participation in life's enterprise.
2. To enable one on one accompaniment and affirmation of the residents toward self-actualization and a flourishing life
3. To ensure enhanced self-love, personal enrichment, and life skills for social integration.

Issues of demoralization, diminished sense of personal worth, and doubts concerning purpose and future caused by ACE will be addressed. PERM will foster a welcoming and secure environment where struggles and challenges are shared and received without prejudice or incrimination. It will facilitate social structures to minimize fear, anxiety, and the propensity to seek security through undesirable and harmful options. It will encourage independence and positive thinking and build relationships of trust. In the article, *Mentoring Relationships and Programs for Youth*, Rhodes and DuBois point to the positive impact of mentoring interventions and relationships as a strategy for personal affirmation, youth development, and community transformation. According to the authors, this is impacting millions of young people in America. In his book, *How the Poor Can Save Capitalism*, Bryant sees life as aspiration and opportunity. He sees opportunity as the chance to operationalize one's talents or to use one's education. In like manner, aspiration is hope in action, the determination to stay on course and to use all that is at one's disposal for a positive life (4). Experiences, even traumatic ones, form part of the

opportunity available to us, and PERM aims to use experiences to inspire hope and foster transformation among the residents of Pringle Home.

It is envisaged that programmatic support and enhanced positive intervention require disciplined, dedicated, and consistent caregivers. Such caregivers must be endowed with the requisite skillset and value system to assist the residents in navigating their way and finding the courage to rise and claim their utmost. To this end, a team of experts will be identified and invited to share in this program. In selecting this group of experts for this exercise, care will be taken to consider DuBois and Doolittle's caution in *Research Methodology and Youth Mentoring*. They posit that one should consider the complex nature of mentoring and the fact that many of those engaged in such programs are volunteers, many without formal training, and some out of touch with the nuances of life faced by the youth of today (658). The list below, which represents the team of experts being considered to support the PERM initiative, reflects this perspective and caution:

- 2 Ministers of Religion – Minister of Carron Hall United Church and one other
- 1 Psychologist
- 2 Counsellors
- 1 Lawyer
- 1 Director of Pringle Home
- 1 Children's Advocate
- 1 Police Officer
- 2 Teachers – the Vice Principal of Carron Hall Vocational School and one from the Carron Hall Primary school

Additionally, a curriculum outlining the content of the PERM program and a plan of action spanning the duration of the program have been developed and incorporated below.

The PERM program, introduced for Pringle Home, provides a platform for the residents to assert their innate capacities and aim for their ultimate purpose. Richard Berlin et al. highlight the significance of creating a safe environment and promoting a positive lifestyle among youth

and enabling them to "recognize their potential and realize their dreams" (86 – 92)). This framework is intended to accompany the residents in finding their true meaning and living productive lives. The core of this framework is a desire for the residents to come face to face with who they are as human beings, created in God's image, and confidently claim their place in the world. This program is believed to give new meaning to the word 'home' for all the children who occupy that space, where everyone is sheltered by love, compassion, and positive regard. Fostering humanity, as articulated by Kuenkel in *Leading Collectively*, is a compelling strategy for finding one's purpose. She encourages her readers to acknowledge and accept that "we cannot win the struggle for fulfillment in isolation, and that "there are many routes that take us to our humanity". In this regard, she offers "mindfulness, balance, and empathy" as elements to consider in fostering humanity (101 - 106). Kuenkel's proposition points to the importance of self-awareness and trust. She highlights the importance of allowing space for understanding others with whom we share a relationship as a dimension of empathetic engagement. Connecting with one's narrative opens doors to connect with the story of others and, in this case, the residents of Pringle Home. The call to empathy informs a disposition of compassion and calls for a display of understanding that inspires trust and confidence in a relationship.

Research Methodology

Ernest Stringer's action research methodology is instructive for the PERM program. In his book *Action Research*, he defines action research as:

The use of analytic frameworks and reflective processes to investigate real-life issues that have an impact on people's lives and threaten their well-being. It is an approach to investigation that uses a continuing cycle of observation, reflection, and action to reveal

valuable solutions to issues and problems experienced by people in their everyday lives
(4).

This research methodology uses a collaborative approach to inquiry that allows people to understand their situations more clearly and formulate effective solutions to their problems. During my field assignment, several participant observations were engaged. In his book *Fresh Fruit, Broken Bodies*, Holmes used the “anthropological research method of participatory observation to understand the complicated issues of immigration, social hierarchy, and health” (3). While this paper concerns itself with different issues, Holmes principle holds true, and is very much alive at Pringle Home. There it is observed that the children are hurt, and some are scarred because of the circumstances they had to endure.

Notwithstanding, behind the cloud of deep distress and a sense of dislocation were beautiful eyes and infectious smiles dancing and celebrating life's wonders and possibilities. The children of Pringle Home represent the fragile and formidable expressions of God's creative genius combined. It is observed that the challenges of a difficult childhood break their spirit at times. Their faces, demeanor, and behavior reflect this. However, it seems as though they are endowed with the audacity to believe that they are worth more than their experiences. They display energy and resoluteness as they speak about their determination to discern and live their purpose. Whether in a group setting or just in casual conversations, one gets the sense that they are seeing beyond the odds and claiming their best as the light of possibility shines through the cloudiness of their circumstances. This, as Kuenkel posits, is "a gateway to transformation", a pathway to wholeness and a sense of purpose (102). Bornstein and Davis' idea of taking the knowledge we possess in bits and pieces and implementing it at the scale of the problem we encounter is appealing to me. They rightly argue that we are surrounded by good ideas and

effective models but lack what it takes to make knowledge a tool for transformation (18 - 19).

The residents of Pringle Home are, for the most part, willing to persevere and press on toward a better day once they have been helped to see beyond the ominous clouds of life's pain. The following section outlines the curriculum demonstrating that a deliberate response to life's conflicts and challenges is the means to one's transformation. It is a framework to guide the facilitators in executing the PERM program.

PERM Curriculum

The PERM Curriculum
Introduction
This outline or framework for the curriculum will be used as a guide for engaging the PERM program. The objective is to foster a common understanding among the facilitators and ensure everyone is working toward the same goal.
There are three elements to the PERM program. First, there will be a monthly enrichment seminar involving all the children, the staff, and as many of the facilitators as possible. Below is a list of possible subjects around which the seminars will be centered. Secondly, the residents will be divided into small groups for focused conversation based on perceived or expressed needs. These groups will meet once per month. Thirdly, each girl will be assigned a mentor for a one-on-one mentoring relationship for ongoing sharing and interaction.
The Context
This context reading will give the facilitators insights into the nature of the Home and the program being considered. The following three areas will be expounded.
<ul style="list-style-type: none"> • An Overview of Pringle Home – focusing on the children and their circumstances, the vision and mission of the Home, the nature of engagement over the years, and the passion for accompanying the girls in search of meaning and purpose. • What is PERM? The details are set out in the paper, but a summary of PERM will serve the orientation process for the facilitators/mentors • Why PERM? The interest in offering clarity concerning output and outcome.
The Facilitators and Mentors

<p>This section deals with the facilitators/mentors, who they are, and what they bring to the process. In their <i>Renewal and Transformation</i> document, the United Church in Jamaica and the Cayman Islands (UCJCI) defines mentorship as “a partnership... where the mentor works collaboratively with a mentee in a mutually beneficial process”. They posit that the mentor’s role is positive and inspirational and highlight the significance of the relationship as fundamental to “enhance (ing) the capacity of the mentee” (69 - 70).</p>
<ul style="list-style-type: none"> • Introducing the Facilitators/Mentors – Documenting a profile on each for the benefit of the participants of the program
<ul style="list-style-type: none"> • What is mentoring – Offering clarity as to what is involved.
<ul style="list-style-type: none"> • The role of a mentor – Highlighting the significance of the role
<ul style="list-style-type: none"> • Ethical Considerations – Emphasizing issues of trust, confidentiality, loyalty, and a positive attitude
<p>The Program</p>
<p>1. Monthly Enrichment Sessions (All Residents)</p>
<p>The following subjects will guide the facilitators in contributing to the monthly seminars. Each facilitator will be assigned a topic and be responsible for researching and preparing to lead the session. These sessions aim to instill values, promote positive thinking and inspire confidence in oneself and others. They move the residents from problems to possibilities and cause them to see themselves as persons endowed by God with inestimable value. The residents will be inspired to name their narratives and claim their power.</p>
<ul style="list-style-type: none"> • Reality Check – Who are we, and why are we here?
<ul style="list-style-type: none"> • Response/Reaction – What is my attitude to my reality?
<ul style="list-style-type: none"> • Relating – Who are my neighbors?
<ul style="list-style-type: none"> • Confronting stereotypes – addressing the way people view persons in institutional Homes
<ul style="list-style-type: none"> • A God-eye view of myself – An antidote/solution to negative profiling and stereotyping
<ul style="list-style-type: none"> • How setbacks can become stepping stones – rising above life’s disappointments and dislocations
<ul style="list-style-type: none"> • Understanding the meaning and purpose of my life – Looking beyond current experiences to God’s possibilities
<ul style="list-style-type: none"> • Living my purpose – Believing in one’s self and claiming space in life’s enterprise
<ul style="list-style-type: none"> • Influencing Change – The girls becoming agents of positive thinking and purposeful living among themselves
<ul style="list-style-type: none"> • Knowing my strengths – Being able to affirm and lead from a position of strength
<ul style="list-style-type: none"> • Living a life of freedom – Celebrating the journey of becoming
<ul style="list-style-type: none"> • Ambassadors of a new life cycle – Becoming advocates for Pringle Home
<p>2. Monthly Focus Groups</p>
<p>These groups will be determined through expressed needs, observations of shared struggles, and/or an interest survey. Each focus group session will be informal, interactive, and facilitated by a team of two. Group members will be encouraged to share their struggles and to learn from</p>

each other. This is a permission-giving space. It is a safe space for therapy, which will be evident among the group members.
3. One-on-one Mentoring
Each resident of the Home will be linked to a mentee, carefully selected to ensure congeniality and compatibility. Mindful of the nature and time involvement of this commitment, mentors will be recruited from the vicinity of the Home and training will be offered where necessary. Ideally, each mentor will be assigned to one resident, which may require this program to roll out on a phased basis.
In highlighting the significance of a good mentoring program, the UCJCI makes this unfortunate observation that:
Many ministerial careers have either ended prematurely or disastrously because of the unavailability of trustworthy mentors or the unwillingness of persons needing help to share their concerns, even with a spouse or close relatives (70).
This mentorship program is meant to inspire confidence and build trust. Time will be spent building a meaningful relationship between the mentor and mentee. Opportunity will be given to change the mentor-mentee relationship if the dynamics are unhealthy or unhelpful.
Conclusion
Among the objectives established by the <i>Mentorship Program Manual</i> of the Methodist Church in Jamaica are the following:
“To instill within our males or females a greater awareness, acceptance of and positive awakening to their divine calling” (2)
The PERM program envisages that its mentorship initiative will succeed in enabling awareness and awakening to the divine calling of the girls of Pringle Home, attending to the interest and well-being of one person at a time. Words like awareness, awakening, and divine calling are instructive. If a mentorship program enables awareness and awakening to one’s divine calling, it would have succeeded in “advancing the welfare of the whole human race” (Jamaica’s National Pledge).

With this framework and the expertise and experiences they bring, the facilitators will assist the residents of Pringle Home in unmasking, naming, interpreting, and addressing their circumstances; and support them on their journey toward life with meaning and purpose. This curriculum framework draws insights from William Shakespeare's timeless assertion that "There is a soul of goodness in things evil, would men observingly distill it out". It is also informed by

Sunstein and Chiseri-Strater's "collecting, selecting, reflecting, and projecting" methodology. (52) There is much resonance between Shakespeare's timely assertion and the methodology of Sunstein and Chiseri-Strater for a hopeful journey.

Facilitators of PERM will encourage the residents of Pringle Home to look beyond the pain and trauma that characterize their experiences and point them to the possibility of seeing "a future with hope" (Jeremiah 29: 11, NRSV). Stringer's methodology of analysis and reflection, understood and applied, will enable each child to claim her innate capacities and God-given hope. Accordingly, the residents will be accompanied and assisted in rejecting the notion that 'present circumstances define one's destiny' and reclaiming their God-given possibilities to rise and shine. Sarah Schwartz et al. study titled, *Mentoring Relationships and Adolescent Self-Esteem*, establish that maintaining a stable and supportive relationship that fosters trust and provides a context for youth to build self-esteem and confidence is extremely important in mentoring children. This is further elucidated by Sylvia Rockwell, who indicates that to do so requires the teacher to "go beyond traditional methods of assessment and intervention" and to pay attention to the 'gifts' students are and bring to the table (18-19). This positive sense of self will reverse negative attitudes and reignite the positive energies necessary to move forward.

As the title of their research, Lilian Eby et al. pose the question, *Does Mentoring Matter?* In response, they posit that mentoring might enhance interpersonal relationships with parents, siblings, and peers. They further propose that "a trusting, close relationship with a mentor may lead the mentee to develop positive expectations about interpersonal relationships with others". A well-motivated mentee, they argue, may also influence the mentoring process. Reed Larson supports this view by suggesting that mentors and other adult influencers in their lives should serve in a more supportive role, drawing on insights from the energy and motivation of the

young people themselves (681). This argument concludes that relationship-based youth mentoring contributes to a better understanding of the situation and inspires a solution-oriented response. Qualitative researchers are of the opinion that spending time with an individual builds a relationship. According to Merriam and Tisdell, such relationships are an effort to understand the uniqueness of the situation both in the people's lives and in the context (15-16). In this regard, PERM, as a relationship-based initiative, holds much optimism and possibilities for positive outcomes.

As stated, there was great jubilation when the children came home with positive exam results. The children were delighted, and so were the Director and house mothers. This level of affirmation and positive regard for the girls' success is evident and speaks well for their development. In another fieldwork observation, the atmosphere of togetherness among the children and housemothers was electrified. The sense of family, where the sisterly relationship was demonstrated, could not be ignored. The children openly expressed their love and concern for the well-being of each other. This is a testament to the vibrancy of care, the extent of interest in the welfare of the children, and the quality of relationships enjoyed by staff and children. Positive self-esteem is a critical factor being considered in this PERM program. L. Goldner and L.A. Ben-Eliyahu's article, *Unpacking Community-Based Youth Mentoring Relationships*, posit that "mentors' positive attitudes toward underprivileged youth, maturity, age, and experience are essential in forging positive relationships". They argue that "a balanced approach, comprised of recreational, emotional, and catalyzing aspects, is essential for mentoring success". The article comprehensively analyzes best practices that provide rich workable ideas in all contexts. For them, contextualization and copowerment ought not to be compromised.

Despite the aforesaid, Pringle Home is a unique context where feelings of belongingness and confidence are not always guaranteed, and in many cases, they are absent. This, in turn, multiplies the negative experiences of the girls and, consequently, affects their behavior. Accordingly, this holistic approach to mentoring, with contextualization and copowerment as critical considerations, is instructive and pertinent to building positive self-esteem. In their article, *Natural Mentors and Adolescent Resiliency*, Marc Zimmerman, Jeffrey Bingenheimer, and Paul Notaro support this view. They highlight the positive effect of a mentor's influence on the development of at-risk youths and illustrate the vast difference in the attitude and behavior of at-risk youths who are naturally mentored. The relationship, which naturally connects mentor and mentee, will foster belongingness and build confidence. In like manner, Laura Austin et al. article *Connecting Youth: The Role of Mentoring Approach. Journal of Youth and Adolescence* highlights the value and potency of youth connections within an expanding social framework. Such connections foster a feeling of belongingness, especially during adolescence when identity and self-confidence are issues of weight and significance (2421).

Stakeholdership

This PERM program will deliver on its promise to foster holistic development and enable lives of meaning and purpose. The stakeholders and team of experts will work assiduously to deliver the PERM program. The following persons constitute the key stakeholder group:

Project Manager

Director of Pringle Home

Chaplain of the Pringle Home

A resident of Pringle Home

Member of Parliament for the political constituency

Local businesspersons x2

A teacher from Carron Hall High School

A representative from the Board of Governors of Pringle Home

This stakeholder group will:

- have overall accountability and responsibility for the planning and smooth implementation of the project.
- ensure proper Monitoring, Evaluation, Adjustments, and Learning (MEAL) as the project advances.
- share in developing a Work Breakdown Structure, a work plan, and a risk register to ensure all areas are covered, potential risks are named, and strategies are identified to mitigate them.

The residents of Pringle Home are endowed with the capacity to combat and conquer challenges and experience a flourishing life. However painful and daunting, our current circumstances do not define our destiny. It is no different for the children of Pringle Home. With the right team of informed, empathetic, and caring mentors, relationships of trust will develop, and a pathway designed for a journey toward a holistic, positive, and purpose-driven self.

It is to be acknowledged that the possibility of the program being interrupted or disrupted by mitigating circumstances is real. Risk is inevitable, but the threat to success is minimized when identified and managed. The risk matrix in Appendix C is meant to highlight unforeseen challenges and manage them effectively.

The Effectiveness of PERM

The journey toward a holistic, positive, and purpose-driven self is difficult. The following painful but poignant story bears this out. Her name is Marie-Jane, and she is beautiful and confident. She was addressing a forum organized by the Jamaica Council of Churches in her role as an ex-ward of the State. Marie-Jane is the fifth generation who lived in an Institutional Home and has been subject to physical, emotional, and sexual abuse. In her case, the abuse started when she was eight years old. She blames the Child Development Agency (CDA), who came and took her to an institutional home without any provision for her protection. She makes reference to an initiative of the Home called, 'Take Home a Child for Christmas'. For the Christmas holidays, this initiative, meant to offer an intimate family environment away from the institution, did little to provide a home. Sure enough, there was a super-abundance of food and clothes suitable to her taste and size, and she got the short-lived feeling that this was a lovely place to be. Little did she know what was going to follow, she confessed. There, she encountered her first taste of an unending spate of abuse. The church failed her. The police failed her. In the end, she was branded as being emotionally unstable. Marie-Jane scorns the very idea of counseling and mentorship. According to her, "counseling makes no sense without justice". She wants to see her abusers behind prison bars (Jamaica Council of Churches Forum). Marie-Jane's story is real. Told with such passion, she left no one mistaken about the extent of her experience and the depth of her brokenness. Everyone listened with rapt attention and deep pain as her story unfolded. It was obvious how deeply disturbed this story left the audience. Her call for justice in place of counseling is understandable. The Home to which she was assigned failed her.

PERM is intended to distinguish Pringle Home as a place where no one will ever experience such an affront. It is much more than appeasement; it is an intentional program to affirm the residents' dignity and protect them from such unspeakable pain. As Bryant Myers purports, "transformational development is a life-long journey. It never ends" (3). The weight of his argument is that accompaniment, intending to enable transformation, cannot be a short-term and surface-level exercise. This enrichment and mentoring program's effectiveness is found in a commitment to dig deep and act with urgency. The need for this becomes even more vivid, based on knowledge of concerns recently expressed by Marcia, a housemother from Pringle Home. She lamented that Angelique, a new resident of the Home, had been in despair ever since she arrived. According to her, "Angelique is shocked at the loss of 'home', and she wants to leave" (Marcia).

While Angelique regards her interaction with her counselor positively, there are far too many disruptions in her life for her to see how this institution can help her, according to Marcia.

Angelique's early experience epitomizes that of most of the other residents of the Home. It is for this reason that PERM is being introduced. It aims to ensure that there is no recurrence of Marie-Jane's experience. According to David Dubois, Bruce Holloway, et al., in their article, *Effectiveness of Mentoring Program for Youth*, research reveals that multiple sources of data and follow-up assessments demonstrate the effectiveness of the mentoring program. It is believed that PERM will become part of the legacy of success in this regard. The curriculum above outlines a program to accompany the girls of Pringle Home. This is the starting point of a much more in-depth engagement with the issues affecting the lives of these girls. It is anticipated that discoveries made through the one-on-one mentoring program will be further explored. It is also hoped that perpetrators will be made accountable. The CDA will be invited and encouraged to play a more vital role in responding to conflicts identified through the one-on-one mentoring initiative, thereby enabling transformation, as Lederach argues (41). In *The Little Book of Conflict Transformation*, Lederach sees transformation as one's response to conflict resulting in "constructive change" for the good of all parties concerned. He proposes that neither management nor resolution adequately addresses conflict if the end is that human relationships will be strengthened by the courage to confront conflict and work towards common understanding (4). Lederach's argument of linking transformation with human relationships is in sync with Renaund's perspective that building relationships is one approach that is critical for success in a community (Earthkeepers).

Appendix D outlines the logical framework chart which is stated in *Project DPro Guide* as a critical instrument that helps to outline how the activities will lead to the outputs and outcomes of the PERM program. DPro Guide is a management tool for Project Management for Development professionals. It offers insights to support persons in developing and executing projects and enabling development. The logical framework instrument is a helpful tool to ensure that outputs progress, outcomes are realized, and goals are achieved. The chart also outlines assumptions "related to the objective statements and includes the project indicators and means of verification" (43). I have also set out a Work Breakdown Structure (WBS) in Appendix E to inform and guide the project. The purpose is to actively appreciate what is required to sustain a project to its completion. It will help the project team track progress and assess opportunity gaps.

As noted in the Project DPro Guide, when project managers and all the other experts pertinent to a project come together to scope out the requirements of the project, there is far greater clarity and accuracy, and one is better able to anticipate and manage the workflow (107).

Reflexivity

Salter McNeil's reflections on what, in her book, *Roadmap to Reconciliation*, she calls "the power of catalytic events" (45), have immensely impacted me. Salter McNeil suggests that "the often painful but necessary experiences that happen to individuals and organizations serve to jump-start the reconciliation process" (46). The catalytic event is my encounter with the children of Pringle Home and their lived realities' impact on me. I have been moved, often to tears, by the sheer pain and brokenness that characterize their experiences. Among the many issues that create trauma for them are the loss of family, the pain of separation, the feeling of hopelessness, the lack of adequate explanation as to what happened that led them to the Home, and the fear of being injured by fellow wards whose frustration may get the better of them. This is no ordinary pain.

I have had several moving encounters with the girls at Pringle Home, and I grew to love them even as I experienced their love. My experience at the Home enabled me to look beyond the pain and trauma that characterized the girls' lived experiences to the possibilities I see of a future with hope for them. Having had the privilege to listen to their stories and to learn from their struggles, I came face to face with my narrative of fear, insecurity, and lack of confidence. Much of this, for me, revolved around changes in life cycle, identity crisis, and self-esteem. In the process, I discovered how much we share in common – fragile personalities, challenging teenage years, and dogged determination to rise above the trauma associated with such issues. As I grow older, and with the support of family, friends, and mentors, I discover the capacity to shine through the darkness of identity crisis and low self-esteem. I am inspired and challenged by Palmer's words in his book, *Let Your Life Speak*:

If we, as leaders, are to cast less shadow, and more light, we need to ride certain monsters all the way down, explore the shadows they create, and experience the transformation that can come as we “get into” our own spiritual lives. (85)

My interest in responding to the residents’ struggle and search for meaning is akin to my struggle and search for purpose. Victor E Frankl’s book, *Man’s Search For Meaning*, which describes his experiences in Hitler’s concentration camp in sordid details, bears relevance in some small way to those who live without the joy of freedom and the peace of independence. Based on his experience in the concentration camp, Frankl tells the story that the simple pleasure of a prisoner smoking a cigarette was reserved for those who “lost the will to live and wanted to ‘enjoy’ their last days”. He noted that when they saw one among them smoking, they knew that “he had given up faith in his strength to carry on” (21). The circumstances at Pringle Home are nothing to compare with that of Victor Frankl. However, his story helps me see more clearly how dark the road can become if there are not those ready to change the narrative of darkness by shedding light on the possibility.

The residents of Pringle can rise above the pain of disappointment to experience the wonders of life and the beauty of self, only if there are enough of us committed to walking with them and proverbially holding their hands.

Conclusion

This project is about the residents of Pringle Home. It asserts that every young woman in that context is a child of God, created in God’s image, with beauty, dignity, pride, and power. Each of them has a story punctuated with pain, promise, and possibility. The thesis perspective expressed in this paper is that however painful their experiences, prior to and during their time at Pringle Home, they are endowed with the capacity and strength to rise above their pain and claim

the promise and possibility of life with purpose. With the right persons ready to assist them in claiming their God-given worth, nothing can stop them from realizing their upmost. They can fight the odds and must be helped to do so. PERM, as submitted, is a pathway to this end.

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Appendix A

Project Proposal

A Personal Enrichment, Resilience, and Mentoring Program Responding to Issues and Opportunities at the Pringle Home

Introduction

Pringle Home is operated by the United Church in Jamaica and the Cayman Islands for orphaned, abused, or abandoned girls whose care has become that of the State. The residents of Pringle Home come from various and varying social backgrounds. They are often traumatized and demoralized by experiences of neglect, abandonment, harassment, sexualization, loneliness, and feelings of loss. Consequently, they often suffer from low self-esteem, diminished sense of personal worth, lack of confidence, and uncertainty regarding purpose and future.

Pringle Home is a unique context where the word 'home' needs unpacking. A home is, generally, a place of comfort, confidence, and fellowship. At Home, we are often sheltered by the love, protection, and positive regard others show toward us. It is also a place where each member of the family claims space and enjoys security. Such is not always guaranteed in an institutional home, and in many cases, they are absent. All kinds of situations and circumstances have led to persons being received into a home, such as Pringle Home. As such, residents are constantly faced with psycho-social challenges that weigh heavily on their emotions, impacting their self-esteem. I observe that this set of circumstances aptly describes the Pringle Home context.

A personal enrichment, resilience, and mentoring program, designed and facilitated to respond to these challenges, will enable the residents to combat and conquer the odds and experience a purposeful and fulfilling life. With the support of a team of value-driven experts, they will be accompanied and enabled to articulate their struggle and transform negative profiling, low self-esteem, and hopelessness into positive thinking and healthy living. They will be guided and supported to counter disrupted dreams and derailed possibilities and stay on course in pursuing their dreams. The project will be designed and executed to elicit the residents' dormant moral and spiritual capacity. It will provide a framework through which they may see and claim hope. The project will also inspire them to reverse negative trends and invest in positive energy. In so doing, they will be enabled to claim God's best for their lives and to live with confidence, hope, and purpose, despite the circumstances that define their lived experience.

Project Outline

This project aims to liberate the children of Pringle Home from fear and insecurity and prepare them for full integration and meaningful participation in the communities to which they belong. With the support of my expert/professional team, I will work with the children of the Home to identify and understand their circumstances and explore ways to offer support and accompaniment toward wholesome living. They will be assisted in affirming their dignity and self-worth and seeing and believing that a purposeful life is possible. The ultimate goal is to enable each child to claim her innate capacities and God-given hope and not to become trapped by present circumstances.

The program will be developed within the scope of the framework set out below:

- A stakeholder group will be established, involving leadership from the Pringle home, carefully selected residents of the Home, members of the community where the Home is situated, and representatives from the expert team. This stakeholder group will:
 - have overall accountability and responsibility for the planning and smooth implementation of the project.
 - ensure proper Monitoring, Evaluation, Adjustments, and Learning (MEAL) as the project advances.
 - share in developing a Work Breakdown Structure, which will ensure that all areas are covered, a work plan, and a risk register, with potential risks and mitigating strategies identified.
- Cost implications and internal and external threat factors will be considered and addressed. To this end, a budget will be developed, sources of funding identified, and a fundraising task force established.
- Individuals with the appropriate skill set and commitment to positive thinking and affirmative action will be identified, and invited to participate in providing professional counsel and support to this program. This team will include:
 - Professional counselors
 - Ministers of religion
 - MEAL experts
 - Advocates for children
- A series of preparatory sessions with the residents of the Home, outlining the nature and benefits of the program, will be facilitated.

- These sessions will be conducted by a small team that has earned the trust and confidence of the residents of the Home.
- Separate sessions will be held with the staff of the Home.
- Members of the expert task force will be introduced.
- The project's completion timeline is one year and six months.
 - An official start time will be established.
 - The project will be officially launched.
- A plan of action will be developed to see to the strategic and intentional accompaniment of the residents of the Home.
 - Bi-monthly enrichment and resilience group sessions will be facilitated, focusing on various subjects of interest.
 - Monthly small group therapy sessions will be conducted for selected cohorts in response to specific needs as identified during the enrichment and resilience group sessions.
 - One-on-one mentoring/counselling care sessions will be conducted as deemed necessary, emerging from the therapy sessions.
 - A MEAL session will be conducted at six months intervals and necessary actions taken.
 - The final MEAL session will culminate with recommendations for follow-up actions as deemed appropriate.
 - An official thanksgiving ceremony will mark the completion of the project.

This outline, as set out above, aims to enable Pringle home residents to combat and conquer the odds and start to experience a wholesome life, as set out in the thesis statement.

During the summer of 2022, I conducted my fieldwork at the Pringle Home for Children. Having been with them I developed an understanding of their needs and desires, and I have come to recognize and appreciate that they are normal children who need to be loved and cared for. Observing and hearing the depth of their pain breaks my heart and leads me to develop an interest in their transformation and holistic development.

Fostering humanity, as articulated by Kuenkel, is a compelling strategy to finding one's purpose. She encourages her readers to acknowledge and accept that "we cannot win the struggle for fulfillment in isolation and that there are many routes that take us to our humanity". In this regard, she offers "mindfulness, balance, and empathy" as elements to consider in fostering humanity (101-106).

Summary of Resources

As highlighted by Kuenkel, empathy is a disposition to avoid judgment, allow space for understanding others, and connect with their narratives. This connection is instructive for those who will accompany the residents of Pringle Home in discharging this program. As Kuenkel posits, it is "a gateway to transformation", a pathway to one's quest for wholeness and a sense of purpose (102). Bornstein and Davis' idea of taking the knowledge we possess in bits and pieces and implementing it at the scale of the problem we encounter bear relevance to the Pringle Home context. They rightly argue that good ideas and effective models surround us and that what is needed is the capacity, or the know-how, to make knowledge a tool for transformation (18 -19).

In *How the Poor Can Save Capitalism*, John Bryant subscribes to the view that it is dangerous for a person to live without hope. He posits that "life is about aspiration and opportunity", without which the chances are that one becomes contained, unable to operationalize and optimize potential and possibility for a wholesome life (20). This perspective

is supported by Willie Brown et al., who highlight the need for and importance of a mentoring program for the "underrepresented minoritized (URM) population", within the health sector (21S). URM students, they observe, are a constant target for negative messaging, resulting in "self-esteem, self-image and self-confidence" issues and, consequently, negatively impacting their contribution to the health sector (21S-22S). To this end, the mentoring program points to possibilities that respond to their needs and enable them to become agents of the accompaniment they experience. The URM defines the residents of Pringle Home and the need to bring them to a place where their participation in enabling others, forms part of their enrichment and growth. During one of my focus group sessions at the Home, one child spoke openly that her best friend was invisible. I learned that she often told her that no one loved her, so she should do bad things to herself. At the end of the session, I pulled her aside, counseled, and encouraged her about believing in herself and having a purposeful life. In the end, I hugged her, and she hugged me tight and thanked me while crying endlessly. I concluded that the children at Pringle home would benefit from a personal enrichment, resilience, and mentorship program. They would be affirmed and motivated to be their best version.

In an interview with the Director of Pringle Home, Rose-Bryan, she observes that the children had been through a lot of traumatic experiences before they arrived at the Home. She is committed to doing all in her sphere of influence to turn their situations around by offering them love, support, and encouragement. She believes that building caring relationships with children is important to develop their self-esteem and confidence as they prepare for the wider world (Rose-Bryan).

In the article, *Mentorship: A Missing Piece to Manage Juvenile Intensive Supervision*, it is argued that "Intensive Supervision Probation", with its intent to suppress disruptive behavior

and control the villain, is not working to good effect. In its place, the authors advocate for a mentorship program as a strategic intervention for *high-risk gang youth*, contending that it will result in more positive outcomes. Given the threat of gangs to a healthy, safe, and peaceful society, every effort ought to be made, they propose, to provide support of a healing and restorative nature to those trapped in the vice of delinquency (Weinrath et al.). I sat and observed while a housemother interviewed four children. One of them mentioned that she had been hurt too often by people who meant much to her. As such, she did not have any great reason to live. These words resonated with the other girls, who confirmed similar experiences and sentiments. However, one of the girls later indicated that she had severe anger problems but that she had been getting counseling and was seeing improvement (Girls). Mentoring programs as a means to foster trusting relationships between mentors and mentees and to advance the welfare and well-being of young people are highly advocated by Belcazar, Fabricio E and Davies, Gethin L. et al. They see this as particularly beneficial to at-risk youth and those socially stratified and placed on the margins of society. They propose that appropriate assessment tools to verify the effectiveness of these programs be put in place (44). Their "Goal Attainment Scaling" proposition offers an objective assessment approach.

For Chesmore, Ashley A, et al., quality relationship between a caring mentor and a maltreated preadolescent in a foster care home, is essential to realizing purpose and maximizing capacity. She argues that by infusing positive assertions concerning the mentees' capacity, we contribute to them overcoming negative experiences and stereotyping. Her assertion is that such mentoring interventions, done within the framework of positive and affirmative relationships, enable the mentees to self-care and to cope effectively after the formal mentoring program is concluded (232 – 234). During an interview with Mrs. Marcia Johnson, vice principal of Carron

Hall High School, she opines that a mentorship program could assist the girls in building their self-esteem. She argues that many of the negative behaviors and attitudes they display can be minimized, and they could achieve positive outcomes in life. In support of her claim, she cites two girls from the Home who teachers, at the school, individually mentored; and who have become a teacher and a nurse, respectively (Johnson). McCluskey, Ken W, et al. promote an *Amphitheatre model for talent development* "to create classrooms where all learners can discover and develop their strengths and talents as fully as possible". Their focus is on diversity, plurality, and innovation. This proposition comes against the backdrop of changing trends and the advancement of technology as teaching, learning, and engagement methodologies. These principles of openness and the capacity to embrace change are the epicenter of quality education and young people's enterprise (105 – 107).

Conclusion

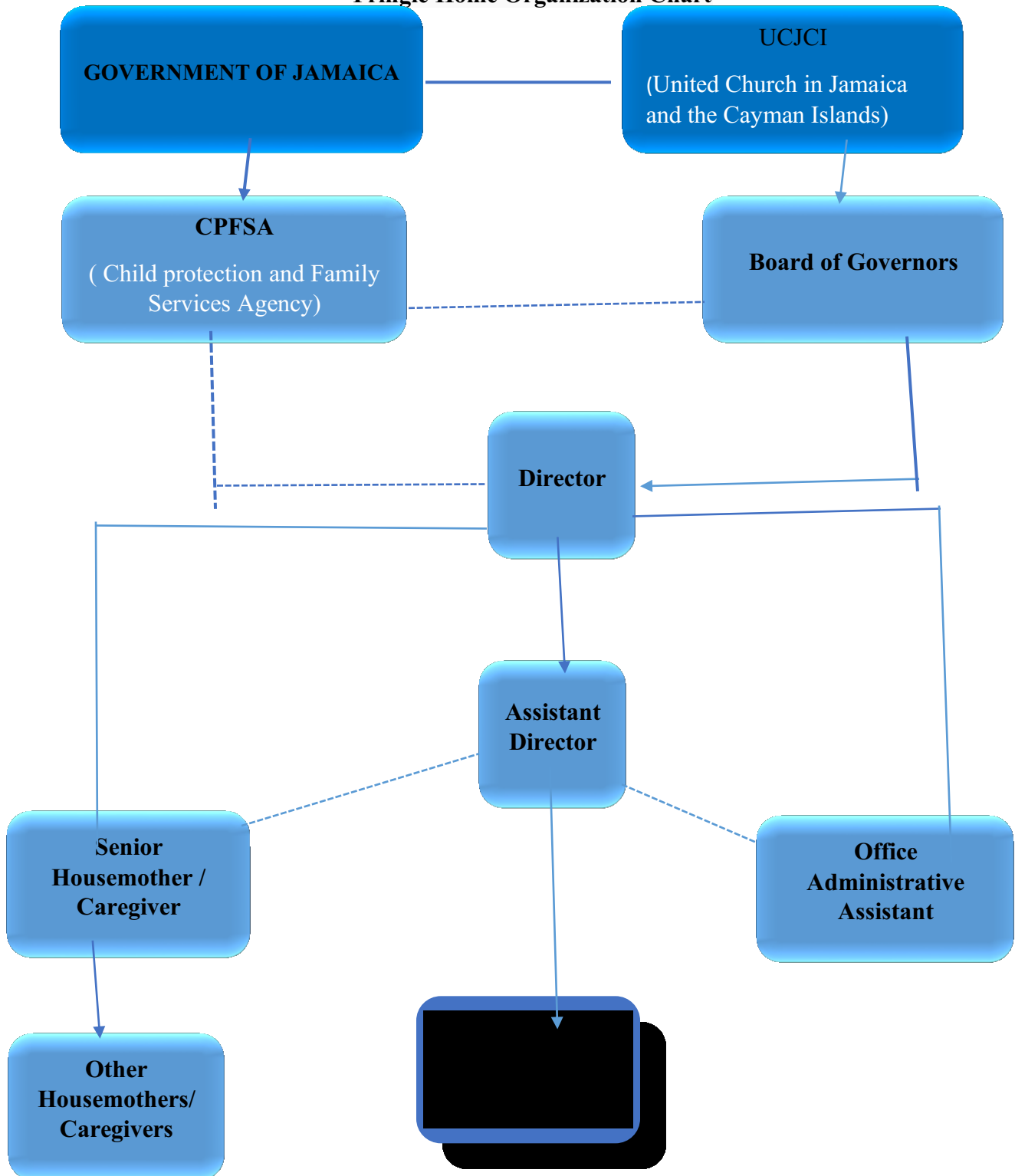
At Pringle Home, one will find some of the most radiant of God's creation. In my observation, behind the cloud of deep distress and a sense of dislocation are beautiful eyes and infectious smiles, frequently dancing. The children of Pringle Home represent the fragile and formidable expressions of God's creative genius combined. The challenges of a difficult childhood may sometimes break their spirit; however, with the audacity to believe that they are worth more than their experiences, they can be energized and enabled to discern and live their purpose. They can be assisted to see beyond the odds and to claim their best as the light of possibility shines on them. Indeed, this program intends that their stories of broken promises and battered dreams will be transformed into stories of inspiration and hope.

This Enrichment, Resilience, and Mentoring program will deliver on its promise to foster holistic development and enable lives of meaning and purpose. The residents of Pringle home are

endowed with the capacity to combat and conquer challenges and experience wholesome lives. However painful and daunting, their current circumstances do not define their destiny. Therefore, with the right team of informed, empathetic, and caring mentors, relationships of trust will develop, and a pathway will be designed for a journey toward a holistic, positive, and purpose-driven self.

Appendix B

Pringle Home Organization Chart



Appendix C

PERM Risk Matrix

	HEADLINE RISK	DESCRIPTION OF RISK	INHERENT RISK FACTOR	IDENTIFY EXISTING CONTROLS & EFFECTIVENESS OF MITIGATION	IS RISK DECREASING, INCREASING OR STATIC?	RISK OWNER
1a	There is a shortfall in the budget to undertake the program effectively	The projected budget is not fully funded, and there are not enough funds to support the various dimensions of the program. This leads to an unplanned and unexpected setback and incapacity to forge ahead	25 Likelihood 5 Impact 5	Control: It is established that the success of the program requires a sustainable budget. Efforts must be doubled to secure the funds so that the program is not compromised. Mitigation: Stakeholders are encouraged to solicit support for the budget. Corporations and financial institutions are approached to	Decreasing	Financial Taskforce

				make a financial investment in the program.		
2a	Residents refuse to cooperate and as such obstruct the progress of the program	Conversation and intervention with residents become difficult because they are unable to see how this program will benefit them. As such, their cooperation is not guaranteed.	20 L (4) I (5)	Control: residents are encouraged to give this program a chance and to see how they will benefit. Mitigation: Quality time is given to listening without judgment and asking questions that facilitate honest expression. Residents begin to see that their participation is in the best interest of their development.	Decreasing	Project Manager

<p>3a</p>	<p>Program stymied because of disruption from new placements at the Home</p>	<p>The new residents at the Home are experiencing difficulties adjusting to this change of environment. They isolate themselves when required to share in group activities and display aggression others need quiet time. Relationships are difficult and behavior unpredictable. The smooth flow program is interrupted, and its success is threatened.</p>	<p>12 L(3) I(4)</p>	<p>Control: Experts are mindful of this risk and take steps to prepare themselves for a ministry of understanding and without judgment.</p> <p>Mitigation: New residents are encouraged to open up, share their stories and learn to trust others. They are given a special time to express themselves. They are assured of love and care. They are encouraged to take time to become comfortable in their new Home and share in the program's different elements.</p>	<p>Static</p>	<p>Chaplain of the Home</p>
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<p>4a</p>	<p>Staff at the home claim that this program is displacing them or placing extra demands on their time</p>	<p>House mothers are protective of their territory. They are suspicious of the program, thinking that their place in the girls' lives will become redundant. They are not open to change. As such, they find it difficult to cooperate; and when they do, their contribution is halfhearted and lackluster</p>	<p>15 L (3) I (5)</p>	<p>Control: The top leadership of the Home fully embrace the program. They are committed to preparing their staff to lend support and to assure them of the overall benefits.</p> <p>Mitigation: Staff is affirmed for their work and encouraged to see this intervention as adding value to their work. An effort is made to see that the PERM program is interwoven into the ongoing program of the Home.</p>	<p>Decreasing</p>	<p>Director and Chaplain of the Home</p>
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5a

Inadequate expert volunteers to serve in the intervention program

The success of this program is predicated on having a wide cross-section of expert volunteers to provide leadership. However, if the volunteers are not forthcoming, the pressure on the few will increase, and the quality of the intervention could be compromised.

25
L(5)
I (5)

Control: An adequate core group of volunteers is secured before the program gets off the ground.

Mitigation: A budget is in place to support out-of-pocket expenses for volunteers. Volunteers are helped to see their contribution as insurance against perpetuating a culture of crime and violence, which will affect everyone in society. Volunteers are affirmed and appreciated through public recognition and celebration of their commitment and contribution at different stages of the program.

Decreasing

Project Manager

Appendix D

PERM Logical Framework

	<i>DESCRIPTION</i>	<i>INDICATORS</i>	<i>VERIFICATION</i>	<i>ASSUMPTIONS</i>
<i>GOAL</i>	Residents combat and conquer the odds of trauma and demoralization and experience a flourishing life			
OUTCOMES	Transforming negative profiling, low self-esteem, and hopelessness into positive thinking and healthy living	Wards of the Home speak and act more affirmatively towards themselves and treat others more positively and with respect.	Quarterly observation visits by a select small group from among the team of experts and key stakeholders.	Residents embrace the program and apply themselves to the enrichment and mentoring program.
OUTPUTS	Inspire residents to reverse negative trends and invest in positive energy.			
ACTIVITIES	Frequent seminars on various subjects of interest pertinent to the goal. Monthly focus groups in response to observed or expressed struggle. One-on-one mentoring and affirmation of the residents.			

GOAL	Residents experience self-love, personal enrichment, and life skills for social integration			
OUTCOMES	Enriching the lives of the residents of Pringle Home and enabling purposeful participation in life's enterprise.	Residents display self-confidence and contribute positively to the ethos and values of PERM.	Quarterly report from the Director to the stakeholder group.	Residents see the connection of the program to their aspirations.
OUTPUTS	Enable the residents' self-actualization and affirm and celebrate their moral and spiritual capacity.			
ACTIVITIES	<p>Frequent seminars on various subjects of interest pertinent to the goal.</p> <p>Monthly focus groups in response to observed behavior or expressed struggle.</p> <p>One-on-one mentoring and affirmation of the residents.</p>			

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