



CHILD RESILIENCY PROGRAMME<sup>©</sup>



BUILDING PEACE RESILIENCY AND WELLNESS

ANNUAL MONITORING & EVALUATION  
REPORT 2023-2024

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Fig.1 **OBJECTIVES**

- To provide **training in Building Peace, Resiliency and Wellness** including the Child Resiliency Programme model, to university students and persons from various sectors providing care for children and youth affected by trauma.
- To continue **the Child Resiliency Programme** that fosters the development of Peace, Resilient Attributes, pro-social behaviours and psychosocial support/ mental wellbeing in referred children and their parents; and facilitates protection against violence, abuse, neglect, and trauma.

# INTRODUCTION

The Child Resiliency Programme (CRP) continued its two-fold Objective (Fig.1) for the 2023-2024 reporting period with primary support from the Joan Duncan Foundation of the Jamaica Money Market Brokers Ltd. (JMMB), additional support from the Victoria Mutual Foundation (VM) and the American Friends of Jamaica (AFJ); as well as from other small private donors including Jamaica’s Embassy in Japan. The funds were administered by the Violence Prevention Alliance (VPA).

- **Building Peace, Resiliency and Wellness (PRW) TRAINING** including the Child Resiliency Programme model with undergraduates and postgraduates at the International University of the Caribbean (IUC); Council for World Mission Group of the International United Church; teachers and Guidance Counsellors of the Ministry of Education; and staff members of the Social Transformation and Renewal Project (Project STAR) initiative of the Private Sector Organisation of Jamaica (PSOJ) and the Jamaica Constabulary Force (JCF). A total of **230 persons were trained for this academic year.**

- **Child Resiliency Programme intervention** in Boys Town (BT) with its ‘Community-based’ model; at the Mountain View Primary and Infant School (MVPI) with its ‘In-school’ model; and the replication site at Steer Town Primary.

A total of 85 children, 9-11 year old, with Adverse Childhood Experiences (ACEs) and ‘at risk’ for violence, trauma, abuse and neglect were selected to receive the Programme’s intervention: 60 children recruited in the Boys Town community from the Programme’s five feeder primary schools (St Alban’s, Trench Town, Edward Seaga, Boys Town and St. Annie’s); and 25 children from MVPI.

The children were referred by the Guidance Counsellors of their schools largely for the following reasons, based on the Programme’s criteria (Annex 8):

- Requires additional reading support,
- Fighting, anger, aggression, irritability
- History of physical, emotional abuse or neglect
- Displays inappropriate behaviour
- Performing poorly
- Withdrawn

These children received psychosocial support and Life Skills training through Literacy, sporting and cultural activities, after school three times per week; while their parents and caregivers benefitted from monthly parent workshops and family counselling.



## Fig.2 CHILD RESILIENCY PROGRAMME THEORY OF CHANGE

•The Child Resiliency Programme assumes that Peace, Resiliency and Wellness Training for persons providing care for children and youth with Adverse Childhood Experiences (ACEs); as well as providing structured after-school psychosocial support for promoting peace, resiliency and wellness in children identified as 'at risk' for violence, trauma, abuse and neglect will be most successful...

**IF** persons who provide care for children and youth affected by trauma are trained...

- AND** they display an increase in their own ability to remain at Peace, Resilient and Well...
- THEN** they will be better able to provide positive/supportive services.

**IF** children are...

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

**IF** children, parents and teachers are supported with community cohesion and inclusion by the Arms of the Programme...

- THEN** children participating in the Programme along with their parents, will display an increase in resilient attributes, coping mechanisms and life skills including impulse control ability to express emotions (positive & negative); increased sense of belonging; improved self-esteem; greater confidence; and ability to engage in productive, social interactions with peers, siblings and authority figures.

**IF** children display an increase in these resilient attributes...

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

*'The Programme is fun. It teach us how to be more responsible and mek we respect people. It teach us the rules of good behaviour like 'no fighting' and teach you how to be better in life and to be creative and not tell lies.'* Child

### Fig.3 CRP PROGRAMME OUTCOMES

**Greater protection from and prevention of trauma, violence, exploitation, and abuse.**

1. Increased Peace Resiliency & Wellness in persons providing care for children affected by trauma.

**Indicators:**

- # of participants trained in PRW (see PRW Learning Outcomes-page 14)

2. Strengthened resilient attributes, coping mechanisms, and life skills in Programme children.

**Indicators:**

- Children demonstrate an increase in resilient attributes and pro-social behaviours.
- Children feel comfortable and supported to express their emotions of grief, anger, sadness/depression, and happiness.
- # /percentage of children reporting that they have an adult from the Programme who cares and to talk to for support.

3. Strengthened mental wellbeing in Programme children.

**Indicators:**

- Children demonstrate increased emotional, social and mental wellbeing.
- #/ percentage of children engaged in life skills training and mental health literacy.

4. Increased engagement in educational activities.

**Indicators:**

- Children demonstrate an increased love for learning and reading.
- #/ percentage of children showing a positive attitude towards school.

5. Increased parent/family engagement.

**Indicators:**

- Improvement in appropriate discipline versus corporal punishment among parents.
- Parents listen and talk more with their children.
- #/percentage of parents receiving family counselling/ training.

6. Reduced level of aggression & increased Peace in Programme children.

**Indicators:**

- Children demonstrate less aggressive & more peaceful tendencies.
- #/ percentage of children reporting ability to resist fighting.

ARMS OF THE CHILD RESILIENCY PROGRAMME		
Life Skills Training Including Mentorship and Spiritual Development	Sporting and Creative Activities to Reinforce Life Skills	Parent/ Family Counselling and Training
Academic Support to Increase Literacy	Nutritional Support	Community Cohesion and Inclusion

Fig.4

### Implementers' Training – 16 participants

#### Objectives

- To ensure quality delivery of the Child Resiliency Programme.
- To continue to develop Implementers' own Peace, Resiliency and Wellness (PRW).
- To keep up with the latest research findings and best practices.
- To incorporate Monitoring and Evaluation findings in current practice.
- To brainstorm solutions for existing logistical challenges.

CRP staff were refreshed with Building Peace Resiliency and Wellness (PRW) tools at its Annual Implementers' Workshop on September 21, 2023, which focused on helping them to fulfill their roles as frontline workers while maintaining their own Peace, Resilience and Wellbeing. The Workshop also included monitoring and evaluation findings of the Programme from the 2022-2023 academic year, with a view to assessing the impact of the Programme and implementing operation strategies for improvement for the 2023/2024 cohort.



*'I learned how to be calm and organised. Exposure to PRW training helped with my personal development. I've grown a lot over my years at the Programme.'* Facilitator

# PEACE INSTITUTE AND EXTENDED LEARNING CENTRE

With the CRP now fully integrated as part of the International University of the Caribbean (IUC) under the Peace Institute and Extended Learning Centre, the Training Objective of the CRP saw further strengthening of the Peace Institute/ CRP partnership with Peace Resiliency and Wellness (PRW) training of IUC Undergraduate and Post graduate students throughout the 2023/2024 academic year; as well as for other participants from the Council for World Mission team; the School Staff at MVPI and the CRP Replication Site at Steer Town Primary; other Teachers and Guidance Counsellors of the Ministry of Education via JAGCE; and staff from Project STAR.



*Peace Institute Sign Installed*

## OBJECTIVES OF THE PEACE INSTITUTE

- To engage vulnerable children identified to be at risk for violence in the Child Resiliency Programme at 2 locations: an In-school model and a Community Based Model.
- To provide training/monitoring/ auditing for the replication/ expansion of the CRP as an evidence-based programme for the prevention of violence in children (see National Plan of Action for Children & Violence (NPCAV).
- To involve students in community service projects e.g. the Child Resiliency Programme in neighbouring communities (Research practicum, community service hours) for credit (3 credits for doing community work through the Peace Institute).
- To offer Peace Building, Resiliency and Wellness (PRW) certificate training to students, community leaders, NGOs, ministry and church groups, frontline workers (e.g. police, teachers, guidance counsellors) and to feeder schools of the Child Resiliency Programme.
- To integrate the Peace, Resiliency and Wellness studies Curriculum into the existing degree programmes at the University e.g. the Masters in Education Administration Leadership (MEAL), the Guidance and Counselling Curriculum, Bachelor of Arts in Education, Community Development and Masters in Counselling and Consulting Psychology (MACCP). The Curriculum is based on an experiential approach (learning based on experience) and a philosophy that Life Skills can empower individuals to function responsibly and appropriately in real-life situations and be able to strike a balance between their needs and the needs of others.
- To network with other Foundations/campuses/groups involved in Peace Building Resiliency and Wellness internationally and domestically to create partnerships and shared learning experiences for students.

**Statement of Intent** (excerpt) – An Institute for the study of Peace building and social cohesion within the Jamaican society, reflecting the motto of the university: “Seek Peace, Pursue Excellence”, which envisages the building of a Jamaican society and world that is non-violent, sustainable and peaceful. The institute will engage in research, training and advocacy activities to build strong, resilient and peaceful individuals and communities to work together for the wholesome transformation of the Jamaican society that eschews violence and embraces just peace.

# PEACE RESILIENCY AND WELLNESS (PRW) TRAINING

## PRW Objectives

- To learn Peace Building, Resiliency and Wellness strategies.
- To continue training the involved Principals, Teachers, Guidance Counsellors, Pastors, Elders and relevant church and community personnel in the Child Resiliency Programme model.

The Child Resiliency Programme continued to deliver its PRW training to the IUC students involved in providing care for children 'at risk' or emerging from trauma, as part of the Institute's offerings. The PRW Curriculum which is now fully integrated into the Masters in Education Administration Leadership, Masters in Counseling and Consulting Psychology (MCCP), the Bachelors of Education and Bachelors in Guidance and Counselling as part of the Institute's offerings, was used.

The Boys Town (BT) and Mountain View Primary and Infant School (MVPI) sites of the Child Resiliency Programme formed part of the Curriculum as community-based and in-school models respectively for research and practicum learning assignments for the university students (Annex 4).

The CRP also provided training in Building Peace Resiliency and Wellness to any other adults from FBOs, NGOs, relevant ministry groups in small groups of 15-30 persons involved in providing care to children 'at risk' or affected by trauma. This training was guided by the Peace Building Resiliency and Wellness Manual spearheaded by Dr. Kim Scott in July 2021 (Annex 2)

## PRW Training Completed

- **September 28, 2023 – June 2024. Total of 112 IUC Undergraduates/ Postgraduates** completed the PRW Course: Christmas Term, 41 students; Easter Term, 30 students; and Summer Term 41 students.

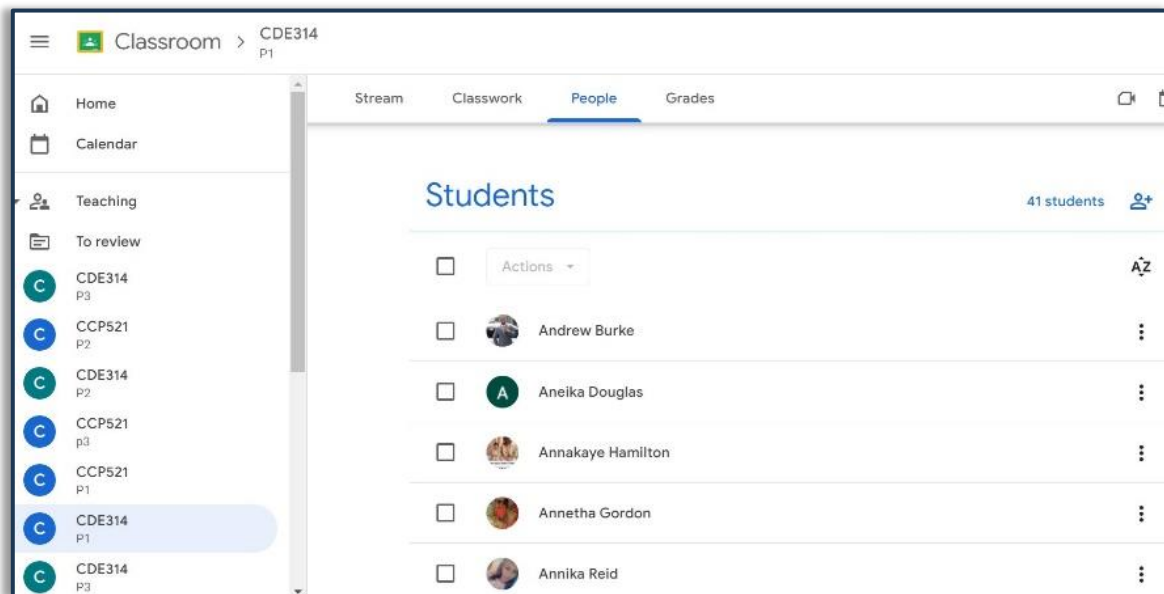
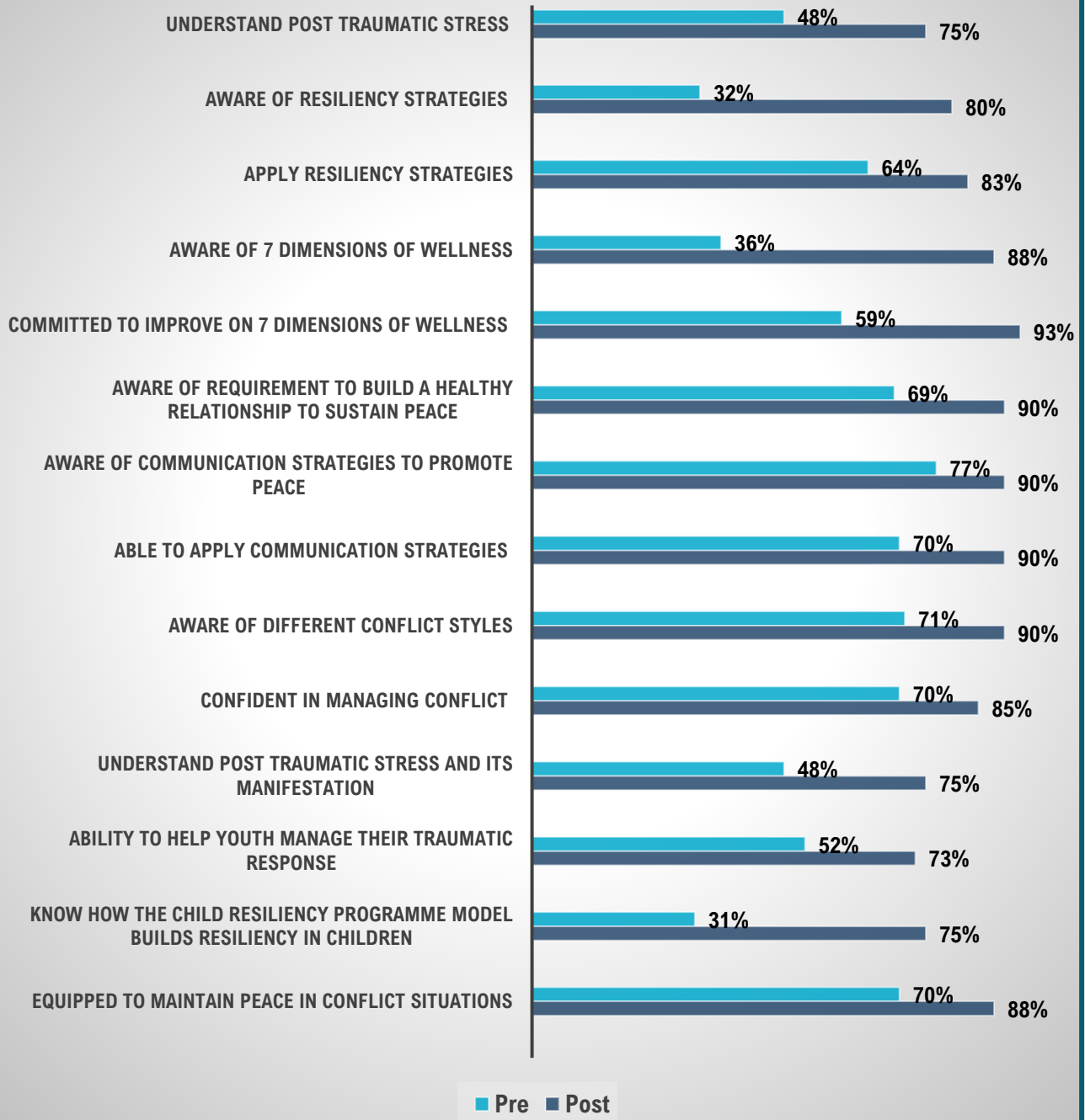


Fig.5 IUC Online Classroom Sept 2023

Fig.6 **Christmas Term IUC Undergraduates' PRW Training PrePost Response**

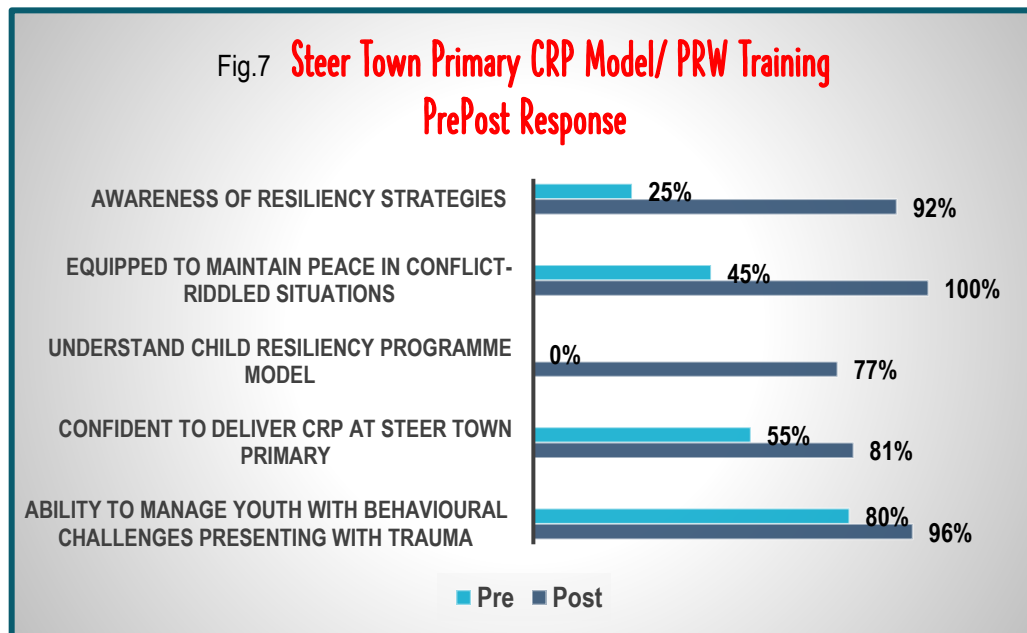


*'Thank you so much for this course. It has been completely invaluable to me! I really did not expect it to be so helpful to my growth and wellbeing when I was first told it was a mandatory course for graduation'*

Student



- **October 4, 2023.** Staff at the Chalky Hill Primary School and the CRP Replication (modified) Site at Steer Town Primary – 13 participants



In addition to the PRW training, the Monitoring and Evaluation (M&E) team of the Child Resiliency Programme collected Quantitative baseline and exit data from CRPs Steer Town Primary School population of 10 children in January 2024 and 8 children in April 2024 respectively. Questionnaires, guided by CRPs Outcomes (Fig.3) were individually administered to each child; and Qualitative exit data was collected from Focus Group Discussions with teachers, facilitators, children and parents/caregivers at the end of the Programme in April 2024 (see Steer Town Monitoring and Evaluation Report [www.childresiliency.org](http://www.childresiliency.org)).

▪ **October 26, 2023 – November 8, 2023. Council for World Mission team – 26 participants**

The missionary team visited the BT and MVPI sites to observe the Child Resiliency Programme Model in action.



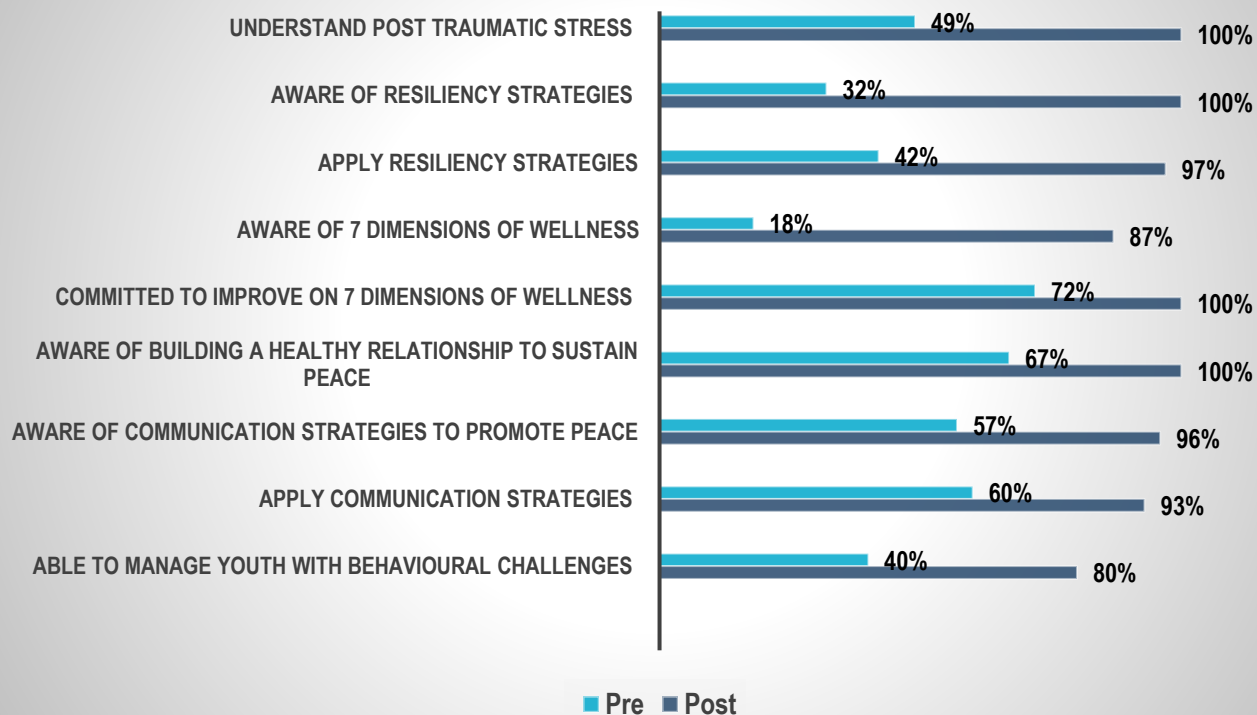
*'Me learn plenty tings inna de programme: drumming, dancing, go a Circle time, play ball together, we tour overseas visitors, an' we mek tings together.'* Child



▪ February 12, 2024 – Staff of Mountain View Primary and Infant School (MVPI) – 30 participants



Fig.8 **MVPI/ PRW Training PrePost Response**

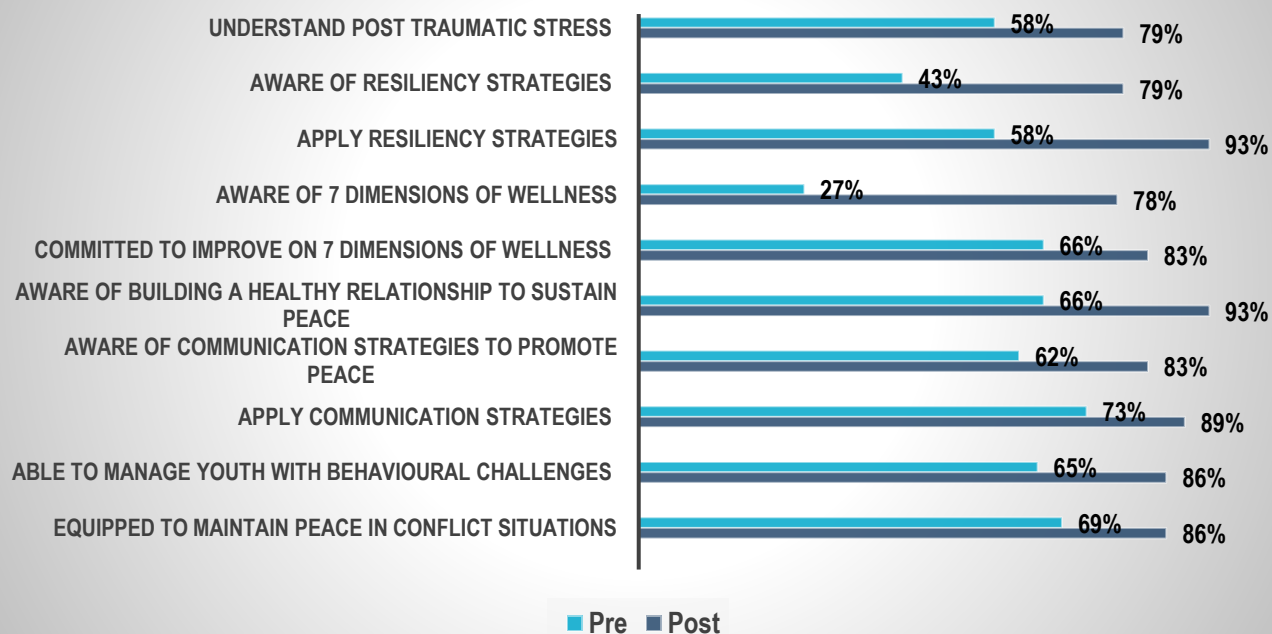


*'A big thank you for hosting us.  
We had a great time and learnt a lot  
to assist us and the communities we serve in being more resilient.  
Looking forward to future partnerships with CRP.'* Participant

▪ **April 25, 2024** – Staff from PROJECT STAR - 15 participants



Fig.9 **Project STAR/ PRW Training PrePost Response**



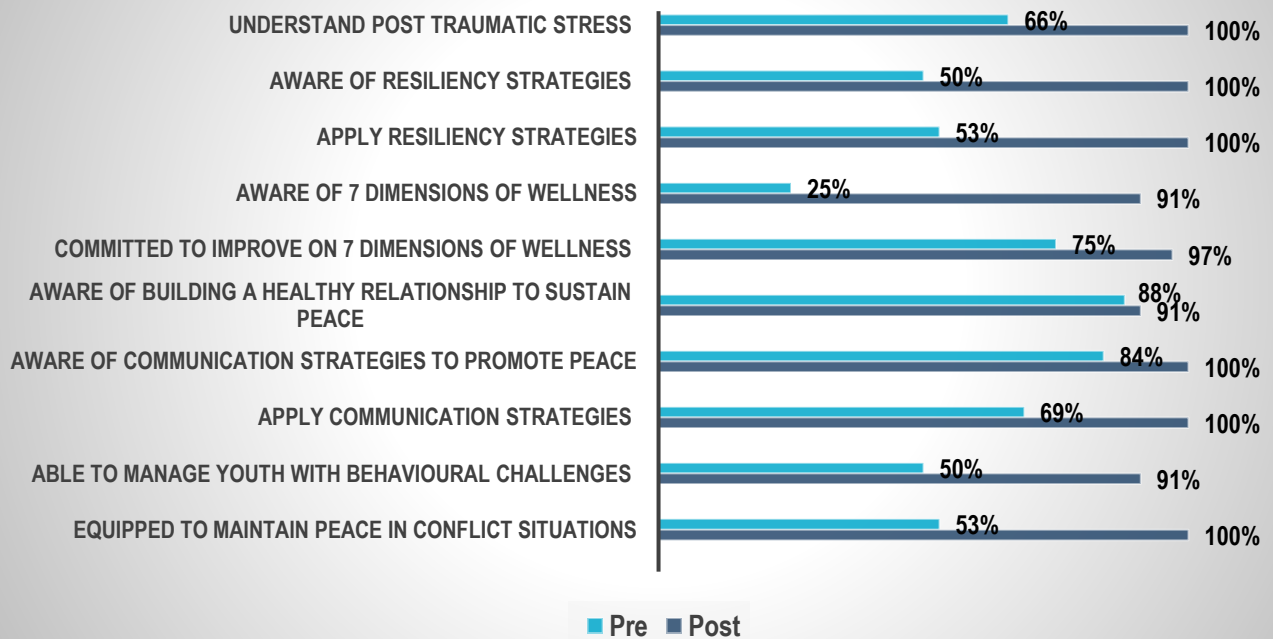
Most participants (95%-100%) said that the training captured their interest; conveyed clear objectives; was clearly organized and defined; and was relevant personally and professionally.

*'All the information given was well received and I learned a tremendous amount of peace and resiliency strategies that I will use in my day-to-day activities going forward'* Participant

- May 22, 2024 - Jamaica Association of Guidance Counsellors in Education (JAGCE) – 18 participants



Fig.10 **JAGCE/ PRW Training PrePost Response**



All participants (100%) said that the training captured their interest; conveyed clear objectives; was clearly organized and defined; and was relevant personally and professionally.

*'The presentations caused me to do some well needed introspection with a vow to make the necessary changes to improve on my own wellness.'* Participant

## PRW Learning Outcomes

- Explain the concept and interrelation between Peace Building, Resiliency and Wellness (PRW).
- Identify characteristics and protective factors that build Resiliency in a Child/Adolescent/Adult.
- Become familiar with the Child Resiliency Programme Model for building Resiliency in children and their families.
- Demonstrate the use of 7 Resiliency tools: e.g., awareness of the relationship between thoughts, feelings and behavior, learned optimism, expressing gratitude, savoring positive experiences, building confidence and competence, and the use of appropriate coping strategies to build resiliency.
- Define the 7 dimensions of Wellness and determine one's own Wellness Score towards optimising one's Wellness.
- Identify Physical, Emotional, Mental and Spiritual manifestations of stress, and to learn strategies for managing stress.
- Identify characteristics and benefits of healthy relationships and their application in promoting peace.
- Understand the hallmarks of healthy communication including the difference between demanding obedience and promoting cooperation to foster peace.
- Define the concepts of safety, justice, restorative justice and freedom.
- Implement tools for analyzing root causes of conflict.
- Determine how power relationships influence conflict.
- Apply the conflict resolution tools of negotiation, mediation and reconciliation.
- Identify early warning signs of trauma that may result in violent behavior including identifying red flags of anger
- Understand the process of grieving.
- Understand the signs and PTSD response as well as understand the concept of Post Traumatic Growth



# THE CHILD RESILIENCY PROGRAMME ...

The CRP partnered with the Boy's Town (BT) non-profit organization and the MVPI school to identify and build Peace, Resiliency and Wellness in a cohort of 85 children, ages 9-11 years, who have suffered Adverse Childhood Experiences (ACEs) and are 'at risk' for violence, trauma, exploitation, abuse and neglect. The children are referred from feeder schools in the Boys Town community (Community-based Model) and MVPI (In-School Model).

## CRP'S MODEL

<b>BOYS TOWN (BT) Community-Based Model</b>	<b>MOUNTAIN VIEW PRIMARY &amp; INFANT SCHOOL (MVPI) In-School Model</b>
<b>Meet:</b> Mondays, Tuesdays & Wednesdays 3:00-5:00 pm	<b>Meet:</b> Mondays, Tuesdays & Wednesdays 2:30-4:30 pm
6 different-coloured 'houses'/teams of 10 children each. <b>12 Individual Behavioural Prizes awarded every 5 weeks</b>	2 different-coloured 'houses'/teams of 12-13 children each. <b>4 Individual Behavioural Prizes awarded every 5 weeks</b>
<b>Activities:</b> Circle Time ▪ Sports/ Football/ Athletics ▪ Drumming ▪ Literacy/ Literacy through Computer ▪ Dance (BT only) ▪ Art & Craft (BT only)	
<b>Parent Workshops:</b> last Wednesday of every month <b>Family Counselling &amp; Home Visits</b>	
<b>Stakeholders' Workshop:</b> Annual <b>Teacher Training:</b> Annual	
<b>Life Skills Training Thematic Approach:</b> Weekly life skills themes are used to guide the focus of activities	
<b>Nutritional Support:</b> a meal is served every day of Programme sessions	
<b>Annual Sports Day/ Mini Sports &amp; Spelling Bee Competitions</b>	
<b>Fun Day, End of term Field Trips</b> End-of-term <b>Prize Giving, Awards Ceremonies &amp; Concerts</b>	
<b>Reward &amp; Recognition Programme</b> The children earn/lose stars for their 'House'/Team and the leading 'House'/team wins a prize field trip at the end of each term	

The holistic approach of the CRP model focuses on building Peace Resilience and Wellness in a fun and nurturing environment. It is based on 3 major Pillars of Resiliency:

- 1) Caring relationships
- 2) High expectations of children, and
- 3) Involvement in meaningful activities.

It aims to promote physical, social, cognitive, vocational and moral competences. The Programme is delivered **after school, three times per week at the Boys' Town community and MVPI sites.** The activities offered are rotated among 'houses' or teams. Every child starts each term with five stars and gains or loses stars for themselves and their 'house'/team based on their behaviour/performance. The students who show exemplary behaviour are publicly recognised with behavioural

prizes twice per term; and the winning 'house'/ team is rewarded with a field trip at the end of each term. The children are suspended from the Programme if they lose all their stars.

The congratulatory field trips at the end of every term were particularly appreciated and therapeutic for the children. The prize trip venues this reporting period were Castleton Gardens in St Mary and Hope Botanical Gardens, Kingston.

The CRP model was externally evaluated in 2020 by Manitou Inc., New York and has been deemed an Evidence Based Best Practice Violence Prevention Initiative. It is also included in Jamaica's National Plan of Action for Children and Violence (NPACV). [www.childresiliency.org](http://www.childresiliency.org)

# MEASURING THE CHILD RESILIENCY PROGRAMME

The framework (Fig.11) to assess where changes ought to take place, is outlined in the Programme's Outcomes #2-6 and Indicators (Fig.3)

Data was collected to measure the following according to the Programme's Theory of Change and Outcomes:

- Risk: the children's level of aggression, exposure to violence as well as their mental health and wellbeing.
- Resilience: protective factors/ level of the children's resilience.



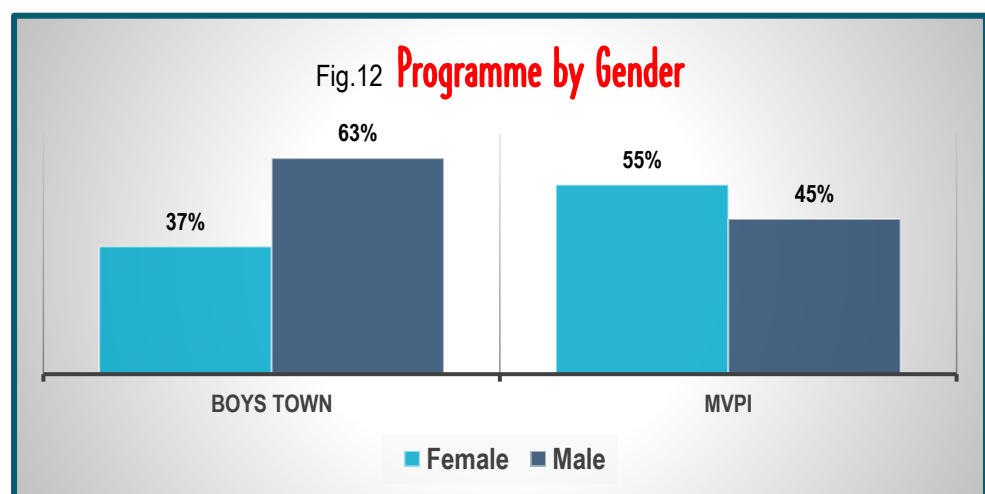
Fig.11 Analytic Framework Measuring Change

Quantitative baseline and exit data were collected from samples of the Programme's children at Boys Town (60 at Baseline in October 2023 and 50 of 60 population at exit in June 2024); and at MVPI (22 of 25 population at Baseline in October 2023 and 22 at exit in June 2024).

In addition, qualitative baseline, mid-year and exit data were collected from parents (October 2023), teachers (February 2024) and again in June 2024 from interviews and focus group discussions with children, parents, teachers and facilitators. Observation and monitoring took place through weekly site visits and phone calls by Programme Director and Programme Operations Manager. All questionnaires

(Annexes 6 & 7) were administered by trained personnel to ensure confidentiality and to prevent re-traumatising the children. The data was stored in JASP the statistical analysis tool.

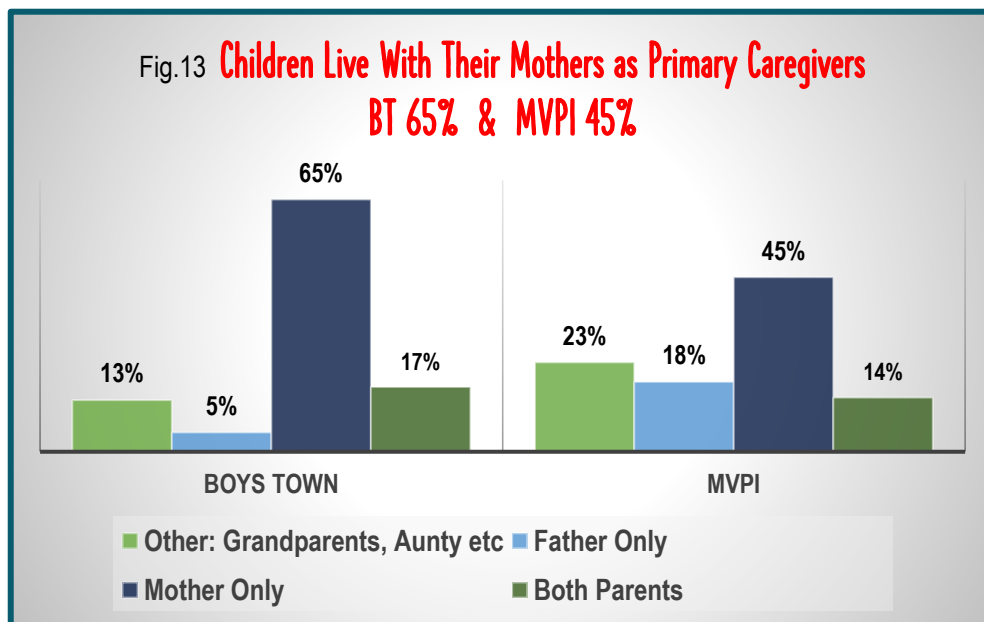
The 82 children surveyed at baseline included 63% males and 37% females at Boys Town and 55% males and 45% females at MVPI (Fig.12).



*'He was very disruptive as if he had no self-control. I see where that has changed and where he is trying...he would stop, take a moment before acting. His behaviour as well as his language has calmed down a lot.'* Teacher

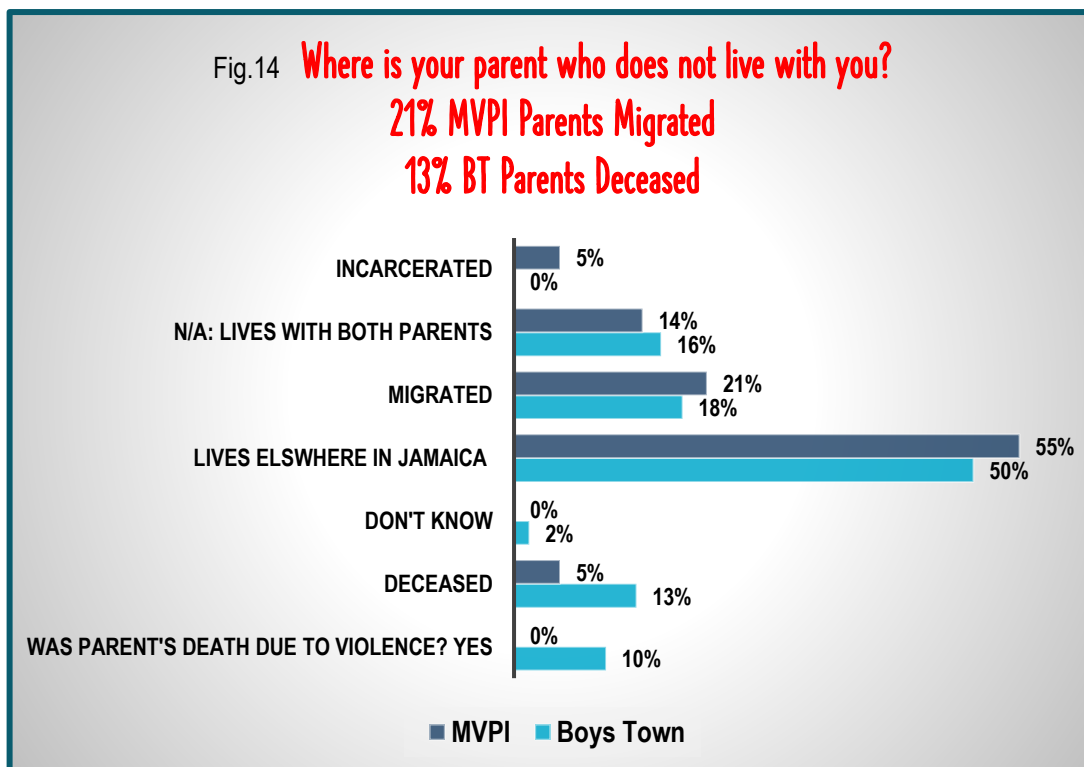


# CRP BACKGROUND FINDINGS



According to the baseline data, 65% of BT children said they lived with their mothers as primary caregivers; and 17% lived with both parents. Similarly, most of the MVPI children (45%) said they lived with their mothers as primary caregivers; and 14% said they lived with both parents (Fig.13).

Both BT and MVPI children reported that the **parent they do not live with**, either lived elsewhere in Jamaica (Kingston or another parish) (BT 50%/ MVPI 55%); had migrated (BT 18%/MVPI 21%); or were deceased (BT 13%/ MVPI 5%). **Of those who were deceased, 10% in BT was as a result of violence** (Fig.14).

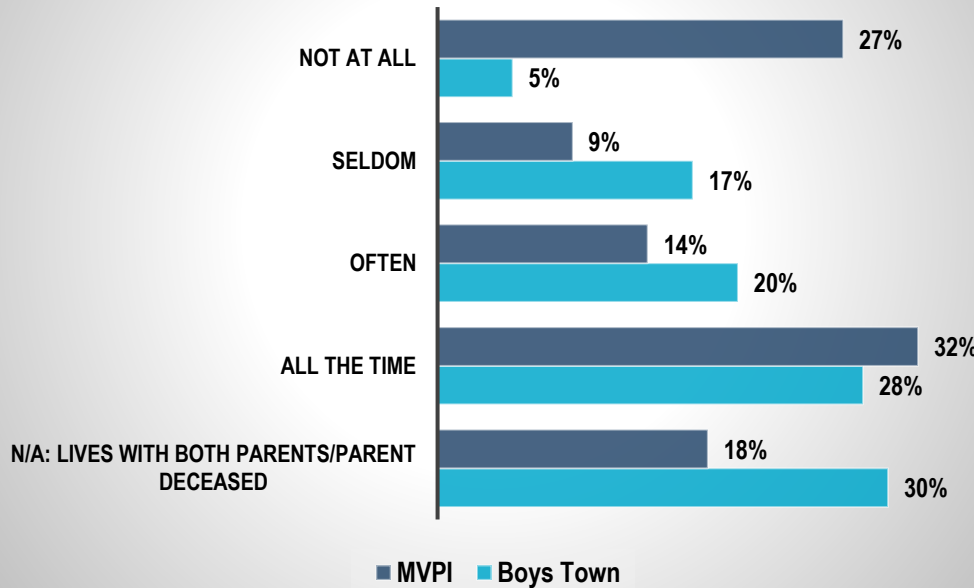


*'I learn to play drums, not to curse any badwords and to behave myself.'* Child

*'My son always talk about de programme.'*

*I love that after him leave school he have something to educate him and helping him to behave better.'* Parent

Fig.15 **36% MVPI & 22% BT Parents Hardly Stay In Touch With Their Children**

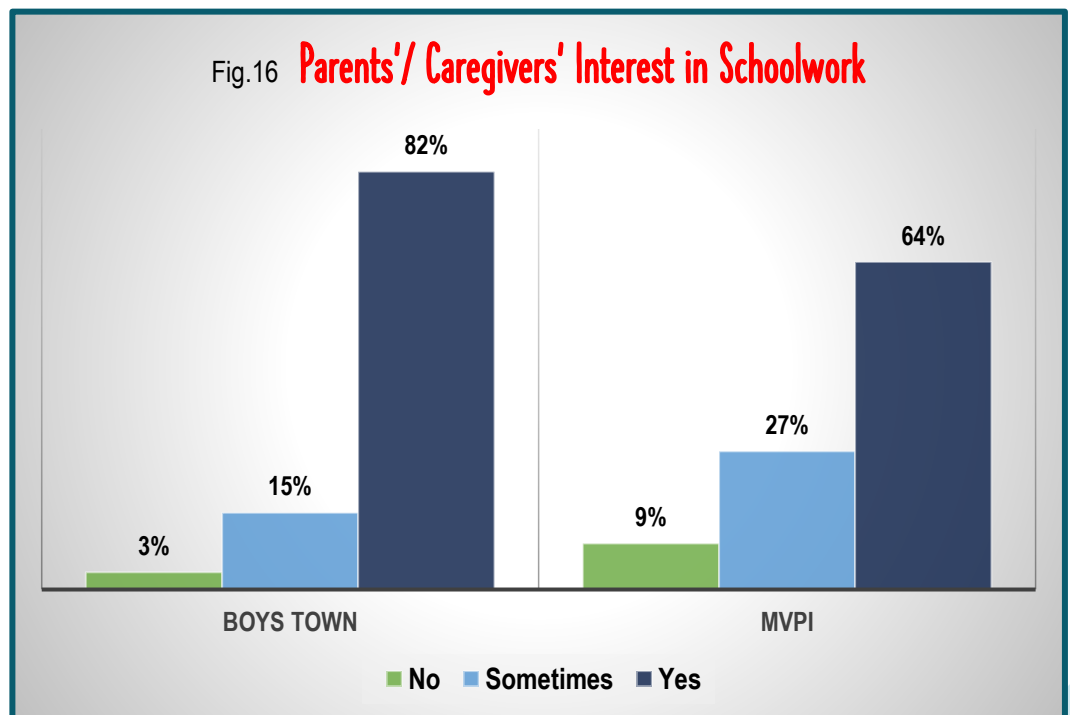


Twenty eight percent (28%) of the **BT** children informed that they visited or talked to their **parent who does not live with them** all the time; while **22% said their parent hardly communicated with them**. Similarly, 32% of **MVPI** children said they visited or spoke to their other parent all the time; while **36% indicated they had very little contact with their other parent**. Some children at both sites indicated that they had never met their other parent (Fig.15).

*'I've learned to believe in myself and to be brave, confident, and respectful to others'* Child.

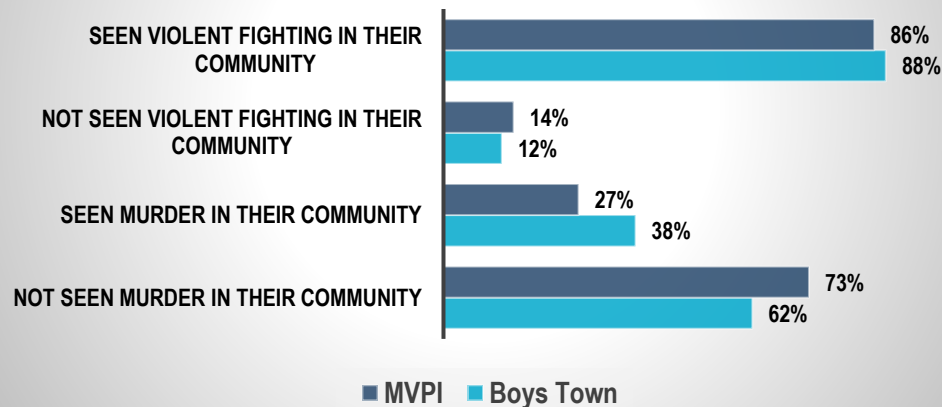
Eighty two percent (82%) of the BT children reported that their parents/caregivers showed interest in their schoolwork. Likewise, most of the MVPI children's parents/ caregivers (64%) showed interest in their schoolwork (Fig.16).

Fig.16 **Parents'/ Caregivers' Interest in Schoolwork**



*'In Circle Time, we encourage peaceful behaviour, to think critically and to debate.'* Facilitator

Fig.17 **Children's Exposure to Violence**  
**Over 80% Seen Frequent & Ongoing Violent Fighting at**  
**BT & MVPI**



*'De Programme helped out my grandson. Dat ignorance temper him used to have, him do have it much anymore 'an him not quick to fight again like one time.'* Parent

The baseline data showed that **the referred children at both BT and MVPI sites are exposed to excessive occurrence of violence in their communities** (sometimes several times for the week): 88% of the BT children reported seeing ongoing violent fighting in their communities; and 38% of them reported seeing murder committed in their communities. Similarly, 86% of MVPI children said they saw violent fighting in their community; and 27% reported that they had seen murder committed in their communities (Fig.17).

Generally, the **background context** of the referred children at both sites indicates **marked levels of family dysfunction, matriarchal family structures, significant separation of child from parents, some levels of neglect and inappropriate methods of discipline and extreme exposure to community violence**. All of which play out in the symptoms displayed in the children's behaviour and attitudes, thereby validating the need for the Programme's intervention.

*'De Programme helps us to be brave...to stand up and speak up an' to respect ourselves.'*

Child

*'The children are more articulate & expressing themselves more & better.'*

Teacher



*'The Aunties and Uncles tell us the truth straight without letting us feel bad.'*

Child

*'I realise the positive impact the Programme is having on their emotions. It gives them a sense of purpose. They feel good about themselves.'*

Facilitator

## FOCUS GROUP REPORT OF PRINCIPALS/ TEACHERS/ GUIDANCE COUNSELORS FROM FEEDER SCHOOLS AT BOYS TOWN

A critical aspect of the Child Resiliency Programme's (CRP) model is the partnership with its feeder schools. That is why Teacher Training/ Sensitization (under the PRW training) is an integral part of its Theory of Change (Fig.2).

To strengthen this partnership, the Programme hosts Sensitizing/ Peace Resiliency and Wellness (PRW) Training Workshops periodically, for its feeder schools. In addition, the Programme Managers and Coordinators visit the schools regularly throughout the school year to engage the Principals, Guidance Counsellors (GCs), Grade 5 (G5) teachers and children. This includes an open invitation to visit and observe the Programme in progress; as well as to attend the Programme's end-of-term activities.

The CRP/ feeder school partnership is also monitored through Mid-year Interviews and Focus Group Discussions to gain feedback on the Programme's impact from Principals, GCs and G5 teachers.

The summary findings with BT feeder schools held February 2024, are outlined below:

- **Annual CRP Sensitization/ PRW Training Workshop for Feeder School Principals, Guidance Counsellors and Grade 5 Teachers.** With staff promotions and new appointments of Principals and teachers, the findings revealed the need to host the sensitizing workshop more often, preferably annually. In so doing, it is hoped that this Workshop will become an integral part of the feeder schools' Calendars.
- **Monthly face-to-face visits of CRP facilitators to feeder schools to interface directly with the GCs, G5 teachers and the students to strengthen the partnership and boost attendance.** In addition to the abovementioned workshop, it is crucial that the Programme maintains an on-going presence at the feeder schools to discuss and exchange notes on the progress of each Programme child's development, wellbeing and schoolwork. This will help to counter the unhealthy effects of the environment in which the children live.
- The principals and teachers said that the **children were always excited to go to the Programme;** and that **the children talked about the fun activities,** the cooked meals and treats they got at the Programme.
- The teachers also confirmed that they regularly provided the **'push' factor by encouraging the children to go to the Programme right after school.**
- All the teachers reported that for the most part, the **children were definitely benefitting from attending the Programme:** they were **calmer** and **participated more in class** which indicated their **improved self-confidence and self-esteem;** there was also slight **improvement in the children's classwork;** as well as in some areas such as their **obedience and sense of responsibility;** while others showed some improvement in all areas.
- Some teachers noted however, that several of their children were **still aggressive** and needed further improvement in their behaviour and attitude. *'It's not that they want to be mean, but it's a survival thing...a defence mechanism'* GC.

*'Normally I would see the students fighting, but now they are more interested in resolving the problem, so they would tell me about the situation for me to help resolve it.'* Teacher

*'The Programme took off 10% of my problems as a Guidance Counsellor.'* Teacher

## FOCUS GROUP REPORT OF PRINCIPALS/ TEACHERS/ GUIDANCE COUNSELORS FROM FEEDER SCHOOLS AT BOYS TOWN (contd.)

### Attendance

Because facilitator/child contact hours are important to the success of the Programme's intervention, consistent attendance is crucial. The teachers reported the following regarding attendance:

- Some GCs said the parents were **not sending their children to the Programme consistently because of the violence due to political and other reasons**. One feeder school was faced with the need to chaperone its children to/from the Programme, which posed a challenge as adult chaperones were not willing to cross the 'political borders'.
- One suggestion was to set up **CRP/parent WhatsApp Group chats** with individual schools, especially with schools facing attendance and other challenges. This was done and proved useful.
- Another factor was **extra lessons being conducted at some feeder schools** which finished at 4:00pm long after the Programme started at 3:00pm.
- In addition, sometimes the **children's absence at the Programme was due to their inconsistent attendance at their school due to illness, responsibilities at home, neglect, finances etc**.
- One GC pointed out that the children liked to see their **respective teachers and GCs visiting the Programme**. This, she said, would reassure the children that their teachers were taking an interest in them at Programme as well as at school, as a form of support. *'I'm here for you, I'm supporting you through this process. I know you can improve.'* Teacher



### Attendance

Consistent attendance was largely challenged by repeated flare up of violence in the Boys Town community. However, with ongoing calls and visits to feeder schools and home visits, regular attendance of the targeted 60 children averaged 48-50 up until December 2023 after which the average attendance fell to an average of 40 attending consistently and the other 20 not attending as consistently. This was primarily due to the absence of Trench Town Primary students after Christmas due to issues with transport. Plans are now in place to engage a facilitator from Trench Town to accompany the students for the new school year.

At MVPI, the Programme saw an average of 20 children attending consistently over the reporting period with the other 5 children not attending as consistently.

*'Rain, earthquake and violence affected the attendance at the feeder schools and by extension, at the Programme. The facilitators had to strategise creatively to maintain engagement. PEP support was offered at the Programme, as its curriculum is thick and heavy.'* Facilitator

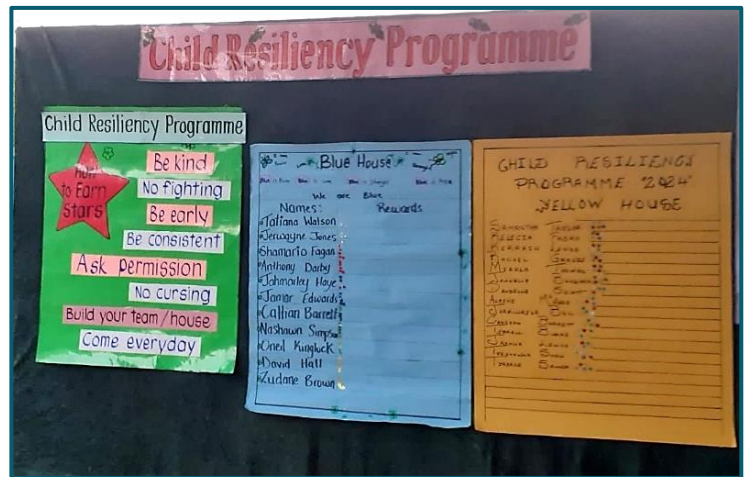
# LIFE SKILLS TRAINING FOR PSYCHOSOCIAL SUPPORT AND TO IMPACT BEHAVIOUR CHANGE

The main objective of Life Skills training is:

- To help referred children successfully navigate all the major tasks associated with Healthy Adolescent Development.
- To encourage socially acceptable behaviour.
- To help referred children gain knowledge, insight and a meaningful perspective of themselves.

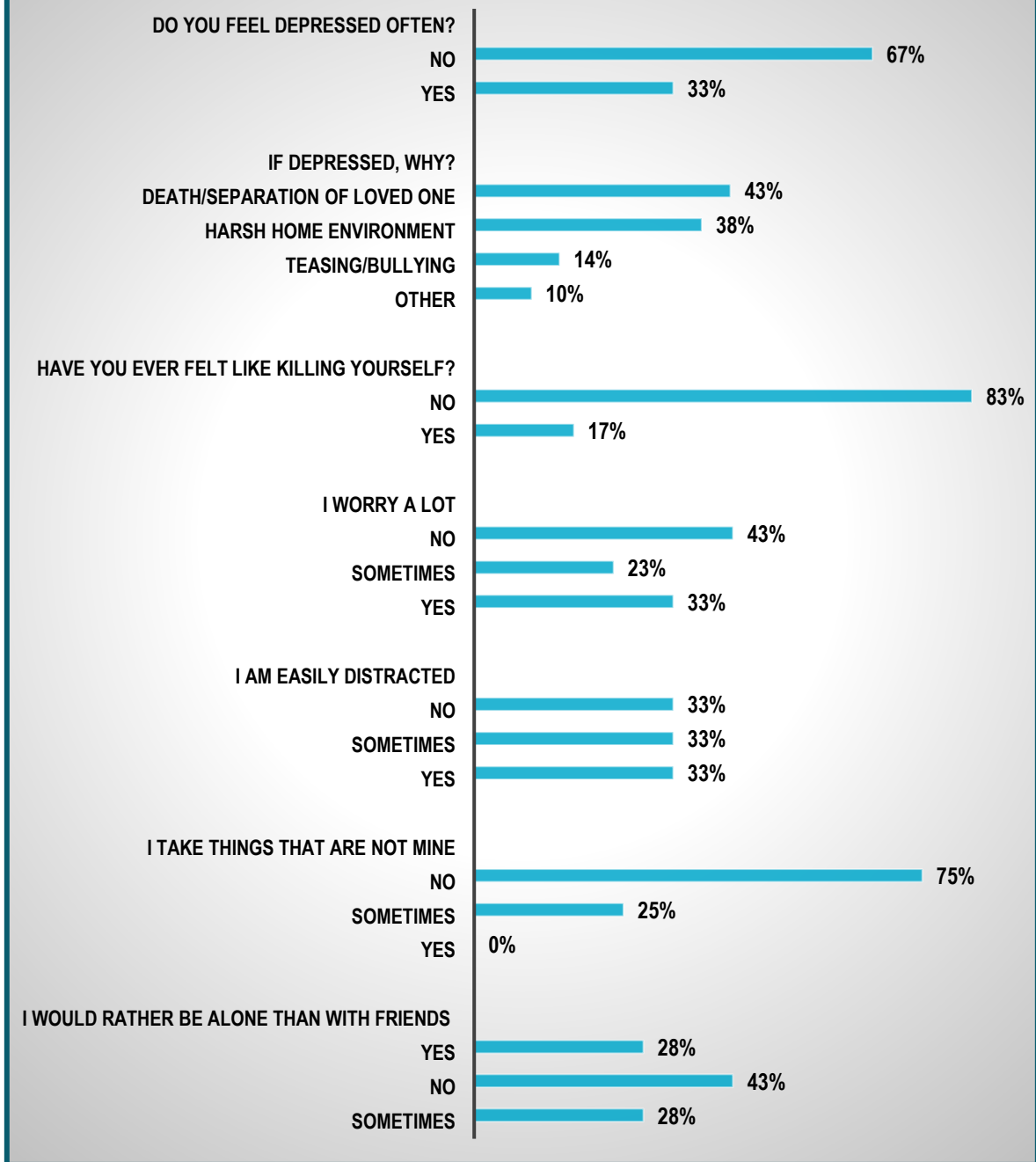
The 'Topic of the Week' focus for each activity for the week was taken from the Life Skills Themes (Annex12). This meant that while the children were engaged in various fun activities, they were learning important 'soft' skills and developing their emotional intelligence, resilient attributes and pro-social behaviours (Annex10) without even realizing it. Topics included Stress Management, Goal Setting, Anger Management, Conflict Resolution, Teamwork, Problem Solving to name a few.

*'When me come a de Programme, mi problems just gone, mi just relax an' have fun.'* Child



*'The programme helps me not to be in a lot of 'blenders' or get mix up in bad company and I have a lot of fun.'* Child

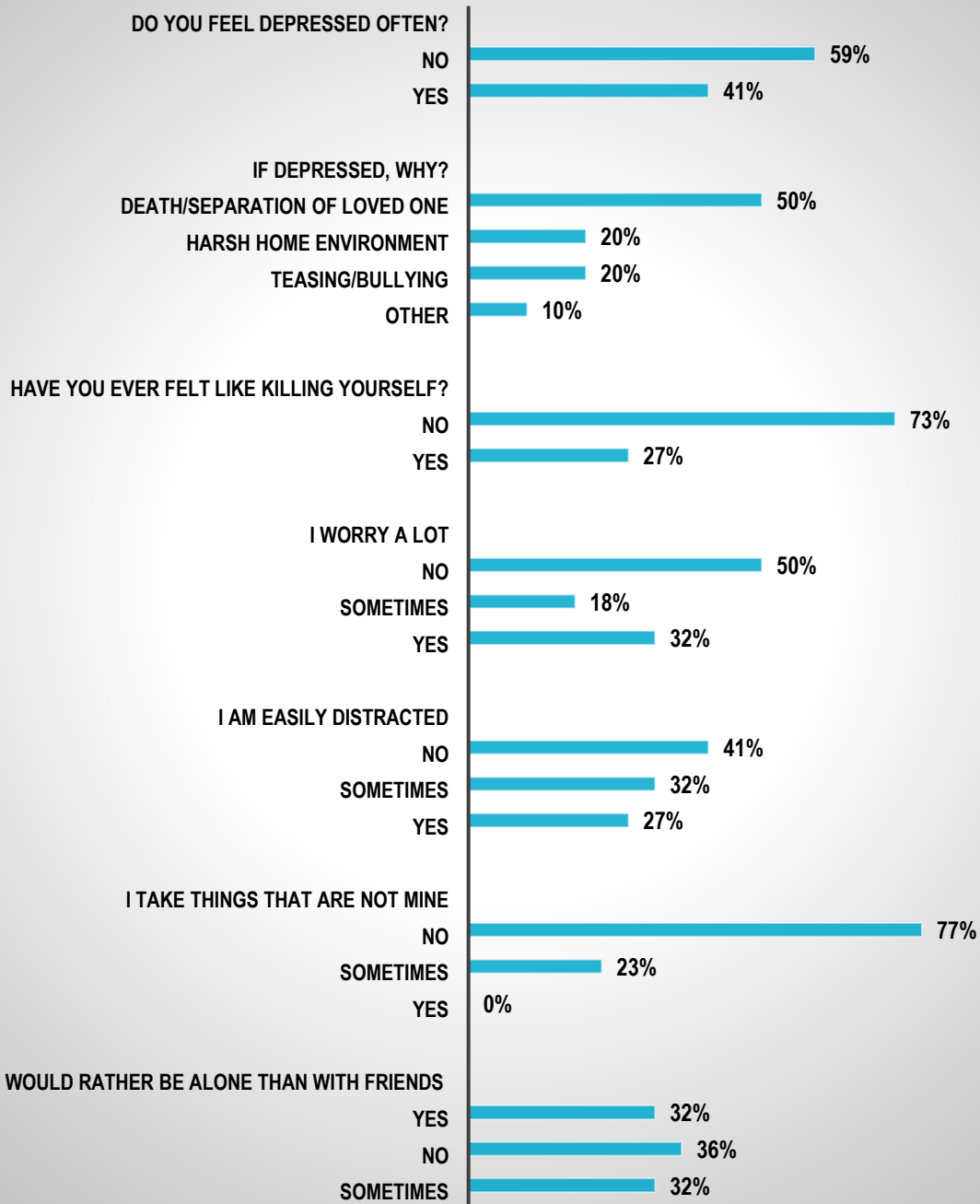
Fig.18 **Baseline BT Mental & Emotional Wellbeing**



**The baseline data further highlighted the negative effect of the vulnerable communities on the mental and emotional wellbeing of children: 33% (BT) and 41% (MVPI) children admitted to feeling depressed, and 17% (BT) and 27% (MVPI) said they felt suicidal. The exit data showed some general improvement in that less children at both sites reported feeling depressed and suicidal; more children preferred to play with friends than stay by themselves; less children worried a lot. Most children said they worry for the safety of themselves and their loved ones. (Figs.18 &19).**

*'My daughter did learn a lot especially in her behaviour 'cause she was kinda loud and vulgar and since coming here, she's much calmer. She's communicating more. When she come home she tell me all she learn for the day.'* Parent

Fig.19 **Baseline MVPI Children's Mental & Emotional Wellbeing**



Qualitative findings from focus group discussions and interviews in June revealed **significant improvement** in ability to express oneself; confidence and self-esteem; boldness; more aware of social, mental, civic and developmental issues; and better able to act appropriately in social settings.

*'We're now seeing great improvement in the children's behaviour, not the level of troublesome behaviour we saw them entering the Programme with. They're now using courtesy words like 'thank you' and 'excuse me' and they actually apologise when they forget their manners.'* Facilitator



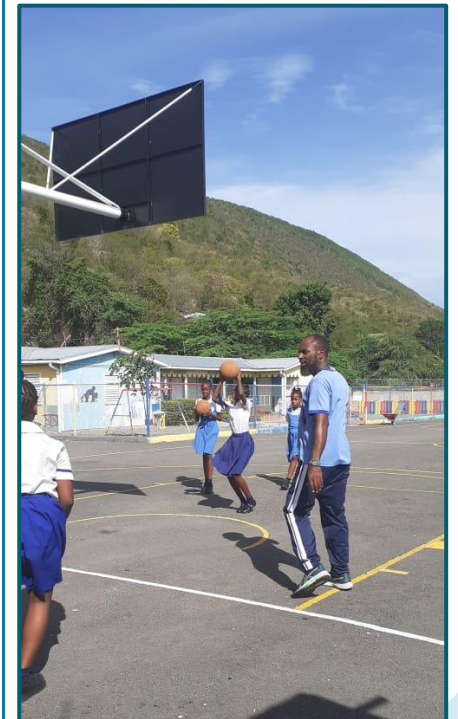
## Sports to Reinforce Life Skills



The objective of the Sports Arm of the Programme (Fig.4) is:

- To reinforce life skills messages through physical and sports activities.
- To learn basic skills of football, netball, basketball, track and field, tennis, boxing, table tennis, swimming etc. (according to the sport available).

Sports teaches how to enjoy the thrill of victory and how to 'bounce' back from the agony of defeat. It is therapy for coping with stress; cultivates self-discipline; the value of hard work; develops listening and problem-solving skills; teaches respect and teamwork. Sports is essential for both physical and mental health and fosters gender equality at the Programme.



*'I learn teamwork, give someone a second chance, pass de ball, you cyan kick ball alone, team work mek de dream work.'* Child

# Boys Town Sports Day!!



*'When you lose, you just have to get up and say 'I can do this' and continue running.'* Child

*'I feel happy when they are cheering for me.'* Child





*'The Programme is fun and exciting and brings joy to my spirit.'* Child

# MVPI Sports Day!!

*'I love the cheers at sports day and the exercise we get in sporting activities.'* Child



*'We learn to be confident in ourselves in sports and if we fall we should get back up and don't ever give up.'* Child



## Spiritual Development To Reinforce Life Skills



Spiritual development is one of the proven survival tools in building resilience and wellness as it is a known protective factor for children at risk. The Programme fostered this through devotion times spent focusing on faith in God, favourite choruses and songs, and reading Bible passages.

*'I like the Aunties and Uncles because they make us do devotions'* Child

*'Sometimes when you're looking sad, angry or depressed, the aunties & uncles will come to us and ask if we're OK and we would explain ourselves to them and they would clearly understand and fix the problem.'* Child

## Circle Time to Reinforce Life Skills

The Objective of Circle Time is:

- To help referred children successfully navigate all the major tasks associated with Healthy Adolescent Development.
- To encourage socially acceptable behaviour.
- To help these young people gain knowledge, insight and a meaningful perspective of themselves.

The group sessions explored topical issues guided by weekly Life Skills themes (Annex 12). The children not only learned to express their emotions and opinions on a variety of topics, they were sensitized to psychosocial issues and given tools on how to conduct themselves in various social settings. They learned the value of social graces, gender equality, mental health, goal setting, healthy sexual behaviour, anger management, conflict resolution, civic pride, civic duty; the cons of 'keeping bad company' and the negative consequences of joining a gang.

*'At Circle time I learn about the different types of families like the extended family, and also about stopping gender violence.'* Child

*'Mi learn bout future in Circle Time. You can choose your future and if you don't choose it,, it will choose you.'* Child



## Creative Expression to Reinforce Life Skills

The Objective of this Arm of the Programme is:

To reinforce life skills messages.

- To help young people gain insight and a positive, meaningful perspective of themselves through creative endeavours.
- To help them to successfully navigate all the life skills themes taught throughout the term.
- To encourage socially acceptable behaviour.

Creative Expression is a non-verbal expression which fosters emotional healing. It is therapeutic; reduces anxiety and stress; increases cognitive function; encourages mindfulness, and emotional release. The children learned dance, drumming and art and craft skills, and were able to express themselves through these activities on a weekly basis; as well as showcasing these skills to their caregivers and stakeholders at end of term functions. This boosted a positive, meaningful self-image and self-confidence; helped them to develop leadership and relationship skills; as well as reinforced a sense of belonging.



*'When I play the drum and sing the songs and dance, it calms down my spirit.'* Child



*'She was excited about the drumming because it was a new skill she was learning. She's an arts person so she welcomed the drumming and dancing and art and craft.'* Parent

# Nutritional Support



*'The food is a big attraction, they talk about it a lot!.'* Teacher

- The Nutritional Arm of the Programme serves to:
- Provide weekly nutritional meals and refreshments to the referred children.
  - Offer children and parents practical advice regarding the purchasing and provision of inexpensive nutritional foods.
  - Reinforce life skills themes taught during mealtime including politeness, table etiquette, sharing, kindness, conflict management, patience etc.

Nutrition is fundamental in building resilient children in that they become easily distracted, tired and cannot learn when hungry. The cooked meals provided every day at the Programme, are sometimes the only meals the children get for the day.



*'The boys are more confident in standing up for themselves, even if they are soft spoken.'* Teacher

*'I have learned to be consistent and kind even if I'm having a bad day.'*  
Child

*'I learn a lot from the children. Seeing what they're going through, how to communicate with them and how to be there for them. I learn how to have fun by just being around them.'* Facilitator

# CRP FINDINGS BY PROGRAMME OUTCOMES

## 1 Strengthened Resilient Attributes, Coping Mechanisms, And Life Skills In Programme Children

### Indicators:

- Children demonstrate an increase in resilient attributes and pro-social behaviours.
- Children feel comfortable and supported to express their emotions of grief, anger, sadness/depression, and happiness.
- # /percentage of children reporting that they have an adult from the Programme who cares and to talk to for support.

&

## 2 Strengthened Mental Wellbeing In Programme Children

### Indicators:

- Children demonstrate increased emotional, social and mental wellbeing.
- #/ percentage of children engaged in life skills training and mental health literacy.



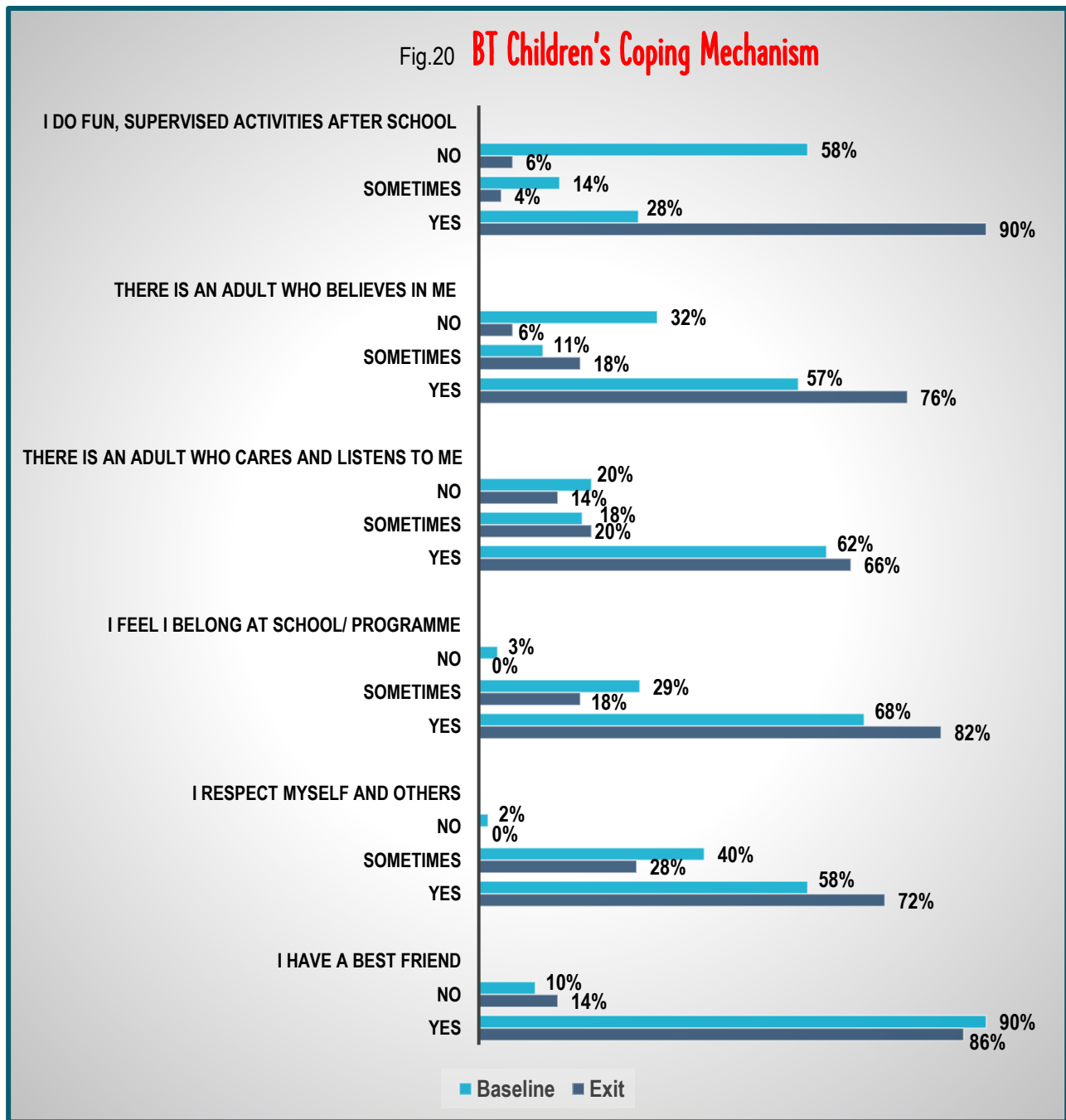
*'The Aunties and uncles tek time with us and when we don't understand the work, they tell us over. We can ask them how to do de work an' dem nuh shout afta us.'* Child



*'Mi like how the Aunties & uncles are kind and they help us not to misbehave and always correct us when we do bad. They teach us how to apologise to people and give dem a second chance.'* Child



Fig.20 **BT Children's Coping Mechanism**

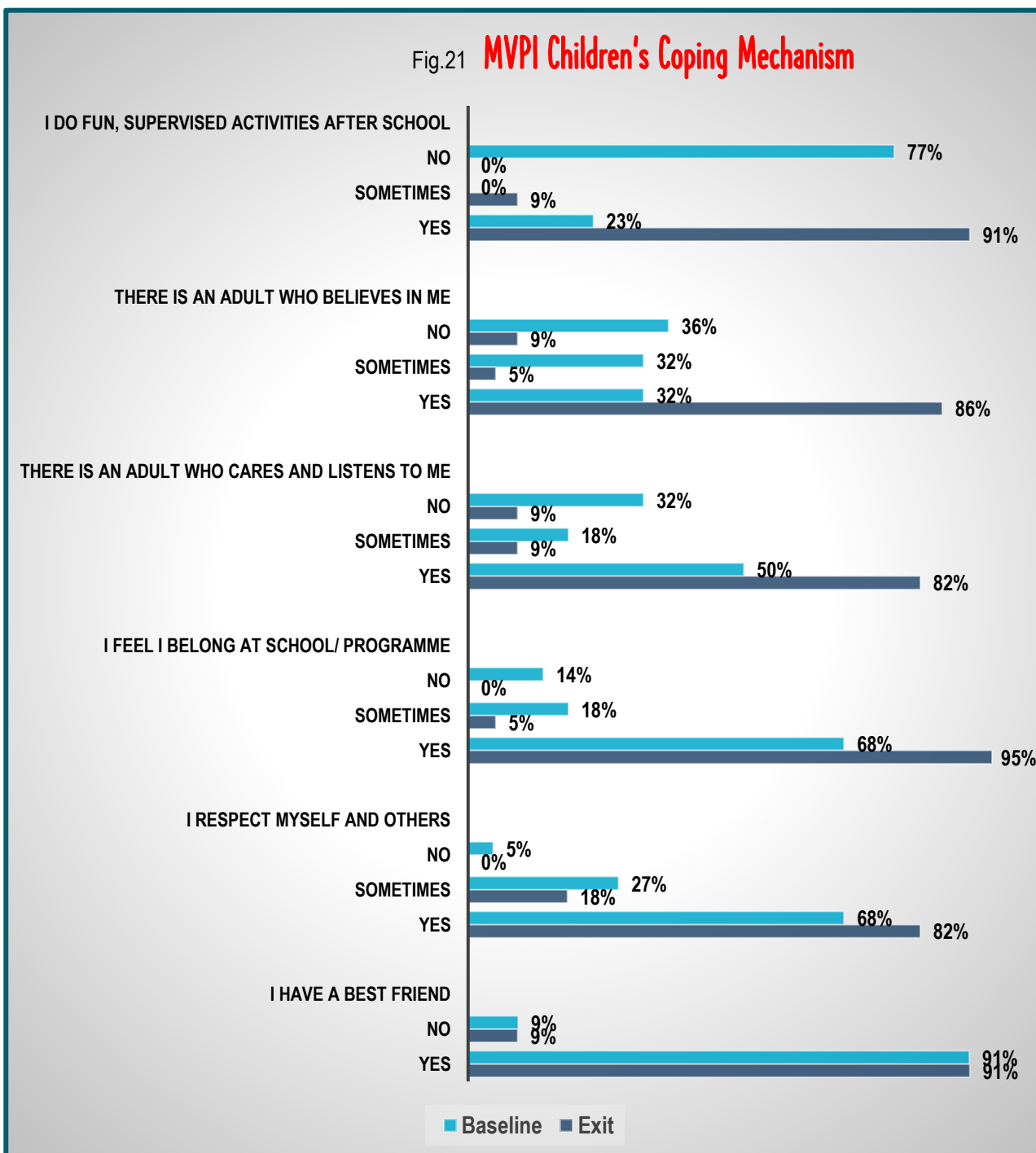


The baseline data revealed that the coping mechanisms and support of the children entering the Programme were relatively low: 20% (BT) and 32% (MVPI) of the children said they could not identify a caring adult who they felt comfortable to talk to when happy/sad, grieving, angry etc.; 32% (BT) and 36% (MVPI) reported that they could not identify an adult who told them that they believed in them; 58% (BT) and 77% (MVPI) reported not being consistently involved in any structured, supervised after-school activity and life skills training (Figs. 20 & 21).

*'I like the Aunties and Uncles because they're kind, hardworking and they give us wisdom and knowledge.'* Child

*'He's speaking up more, coming from being on the soft side, and he seems to be fitting in.'* Teacher

Fig.21 **MVPI Children's Coping Mechanism**



Exit Focus Group Discussions with children, parents, teachers in June revealed that the children were more willing to operate in groups as teams and that they had formed solid friendships from different schools and communities (BT).

**'Love to learn'** This was a running theme in the exit interviews. All interviewed were excited about the exposure that the children got and the children's 'sponge-like' response in absorbing everything. The **Reward and Recognition programme** (i.e. the star system and the awarding of behavioural prizes and field trips) proved an **effective motivation tool** in helping the children.

*'The programme makes me feel safe and the Uncles and Aunties are easy to talk to and they can relate to our problems.'* Child

### 3 Increased Engagement In Educational Activities

#### Indicators:

- Children demonstrate an increased love for learning and reading.
- #/ percentage of children showing a positive attitude towards school.

Children who are unable to read effectively have been shown to be more likely to engage in high-risk behaviours including increased fighting, aggressiveness and inappropriate behaviour.

The overall aim of this Arm of the Programme is to help the Programme children become functionally literate through small group teaching:

- To expand and motivate those already reading at functional grade level to achieve a high academic standard:
- To assist each referred child to pass their Grade level literacy achievement test.
- To foster a love for reading and learning.

The first step in the Academic Support Arm, whether 'chalk and talk' methodology or computer-based learning, is the reading assessment of each student to approximate their grade level. The next step is to apply intervention strategies to improve reading and comprehension. Finally, to monitor the progress of each student.

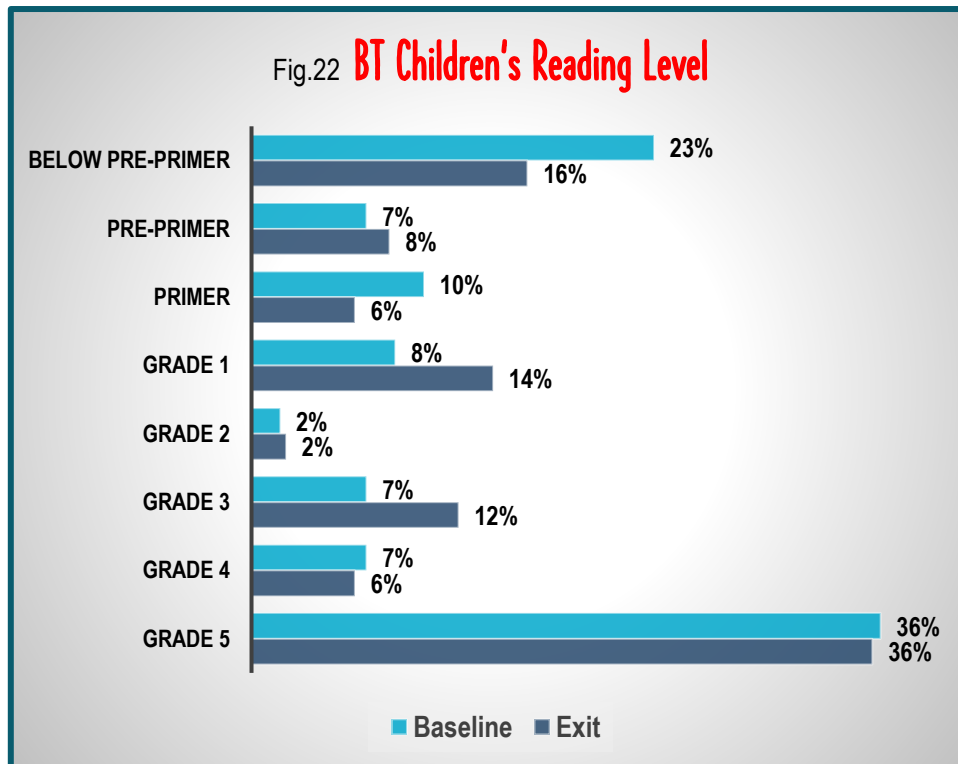


*'My daughter has improved in her attitude towards her schoolwork.'*  
Parent

*'Some of the children who were reading significantly lower than their grade level, are now able to read and write simple sentences.'*  
Facilitator

*'My son learnt a lot. Him behaviour change an' him reading pick up an' he tek part more inna class.'* Parent





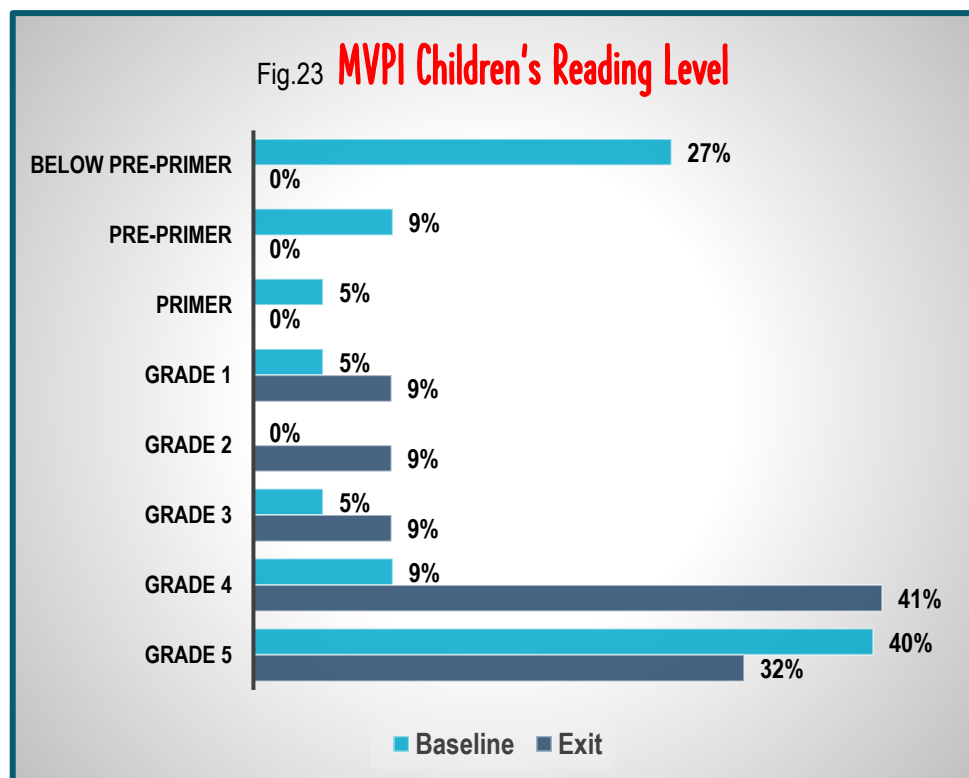
The BT and MVPI children's reading levels were assessed and whereas **most should be reading at Grade 5 level**, 50% of BT children were reading below Grade 3 level and 40% were reading at primer level and below. At exit, more children were reading at grades 1 and 3 levels (Fig.22).

*'I take part in class activities more. I was very shy and never used to do that before. I have more confidence now.'*

Child

Baseline at MVPI, showed **46% reading below Grade 3 level** and **41% reading at primer level and below**.

The Exit data showed significant improvement in that no-one at MVPI was reading below Grade 1 level and only 18% were reading below Grade 3 Level. (Fig.23).



Exit Focus Group Discussions with children, parents and their teachers revealed that by the end of the school year in June, there was **significant improvement in the children's love for learning and reading as well as their attitude to schoolwork**. Large contributing factors included PEP support and homework help; the fact that each child got Literacy intervention twice per week; and the Spelling Bee competition stimulated the children and significantly contributed to boosting their understanding and interest in reading.



*'It's a good programme, because he learn to read more and he's more open. He's improved in his schoolwork and is more interested in reading.'* Parent



Contributing greatly to the children's improved love for learning was delivering Literacy with the use of the computer which peaked the children's interest through interactive, age-appropriate reading and language arts software.



*'We learn about parts of speech like nouns, pronouns, conjunctions, adjectives, spelling, how to mek proper sentence, naming words verbs, pronouns, conjunction, figures of speech, adverbs; and how to read better.'*  
Children



*'At first I was nervous at the Spelling Bee competition, but I got used to it and did well.'* Child



*'I feel good that I learn how to tune the drum.'* Child

*'We have drums at our school and can include the Programme children who are trained in drumming skill in our devotions etc. This builds their self-esteem.'*

Teacher

## 4 Increased Parent/Family Engagement

### Indicators:

- Improvement in appropriate discipline versus corporal punishment among parents.
- Parents listen and talk more with their children.
- #/percentage of parents receiving family counselling/ training.

The Objective of this Arm of the Programme is:

- To increase parents' resilience, knowledge, confidence and support base so that they in turn will be able to encourage positive behavioural outcomes in their children and adolescents.
- To equip parents to model and better communicate with their children and adolescents.

Two 2-hour Parent Workshops were conducted per term and the parents/caregivers were taken through "A Curriculum for Parents of Adolescents" which included a focus on effective communication (parent/child), appropriate discipline and parents'/caregivers' interest in their children's schoolwork. This workshop sought to help parents/caregivers build their own resilience and self-esteem; and gave them tools to handle frustration, grief, prevent abuse and violence at home and in their communities. An average of 7 (BT) and 6 (MVPI) parents/ caregivers attended per workshop.

The Parent WhatsApp group chats were useful in keeping the parent/caregivers engaged and they were also invited to all end of term activities to watch their children showcase what they learned during the term/school year. There was also an 'Open Day' when they were invited to observe the Programme intervention in action.

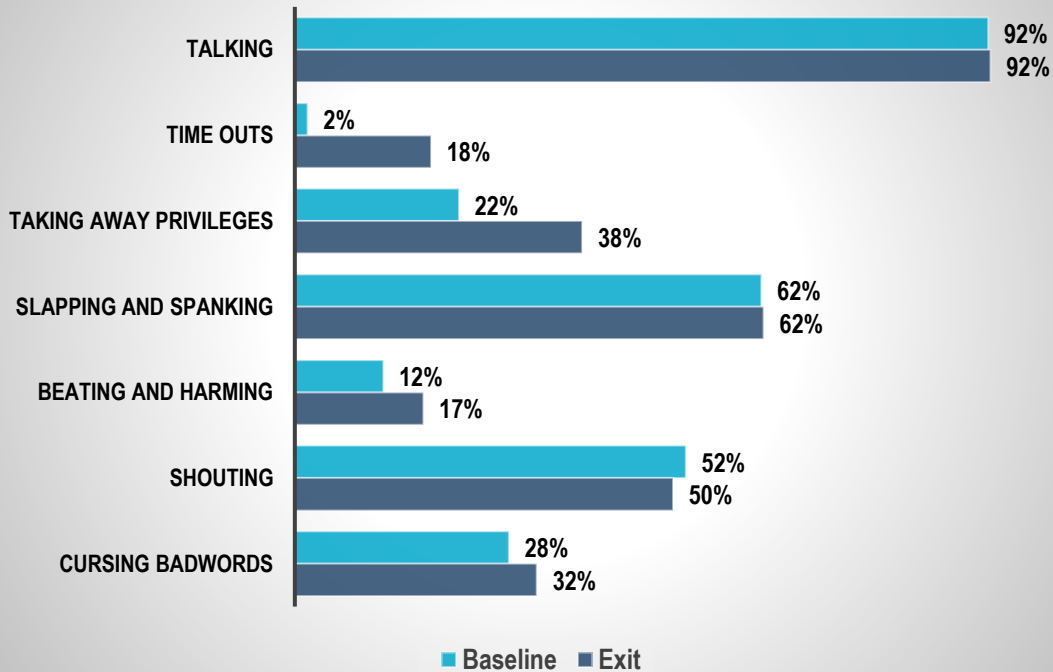


*'Him big brother used to come here, and him did love it. So I sen' him and him love it to' Parent*

*'My daughter needed something structured and supervised to do after school 'cause she only ramp. So dat is why I sen' har to de Programme.'* Parent



Fig.24 **Top Forms of Parental Discipline Reported by BT Children**



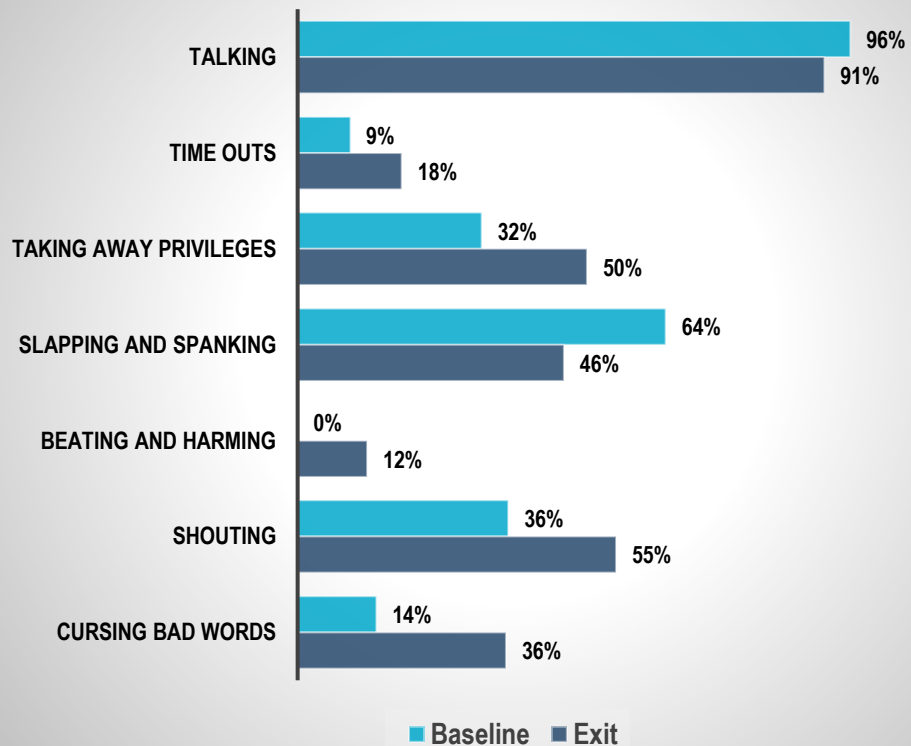
Talking was the top form of discipline according to over 90% of the BT and MVPI children at both baseline and Exit; followed by slapping and cursing badwords. (Figs.24 & 25).

*'Mi happy mi getting some help wid my child.'*  
Parent

*'Scolding does not help so now I mainly take away his TV and other things he likes and I find that works.'*  
Parent

*'My daughter was a little reserved and then after a while she started coming out of her shell and get involved. I saw increase in her love for learning.'* Parent

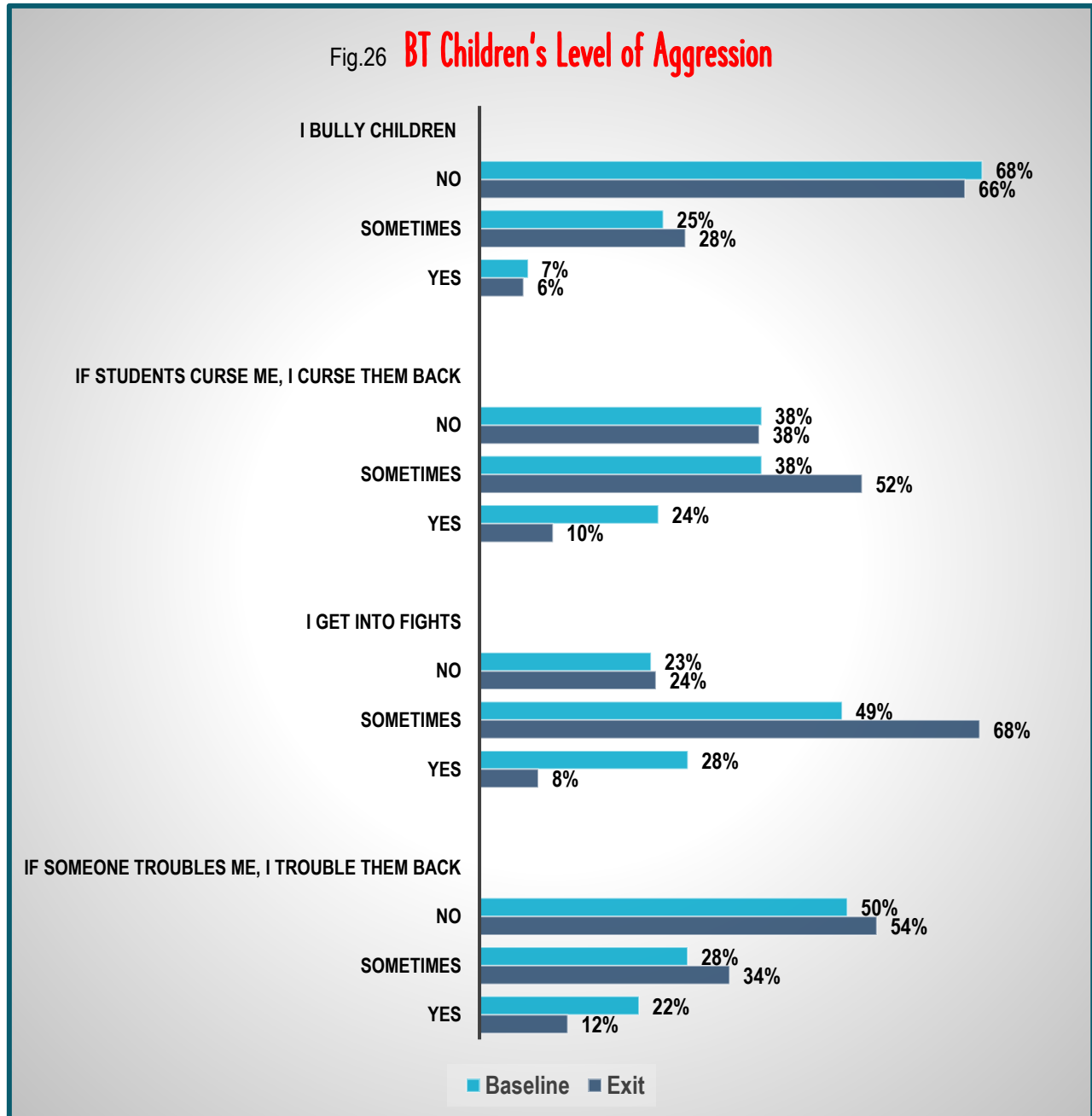
Fig.25 **Top Forms of Parental Discipline Reported by MVPI Children**



## 5 Reduced Level Of Aggression In Programme Children

### Indicators:

- Children demonstrate less aggressive tendencies.
- #/ percentage of children reporting ability to resist fighting.

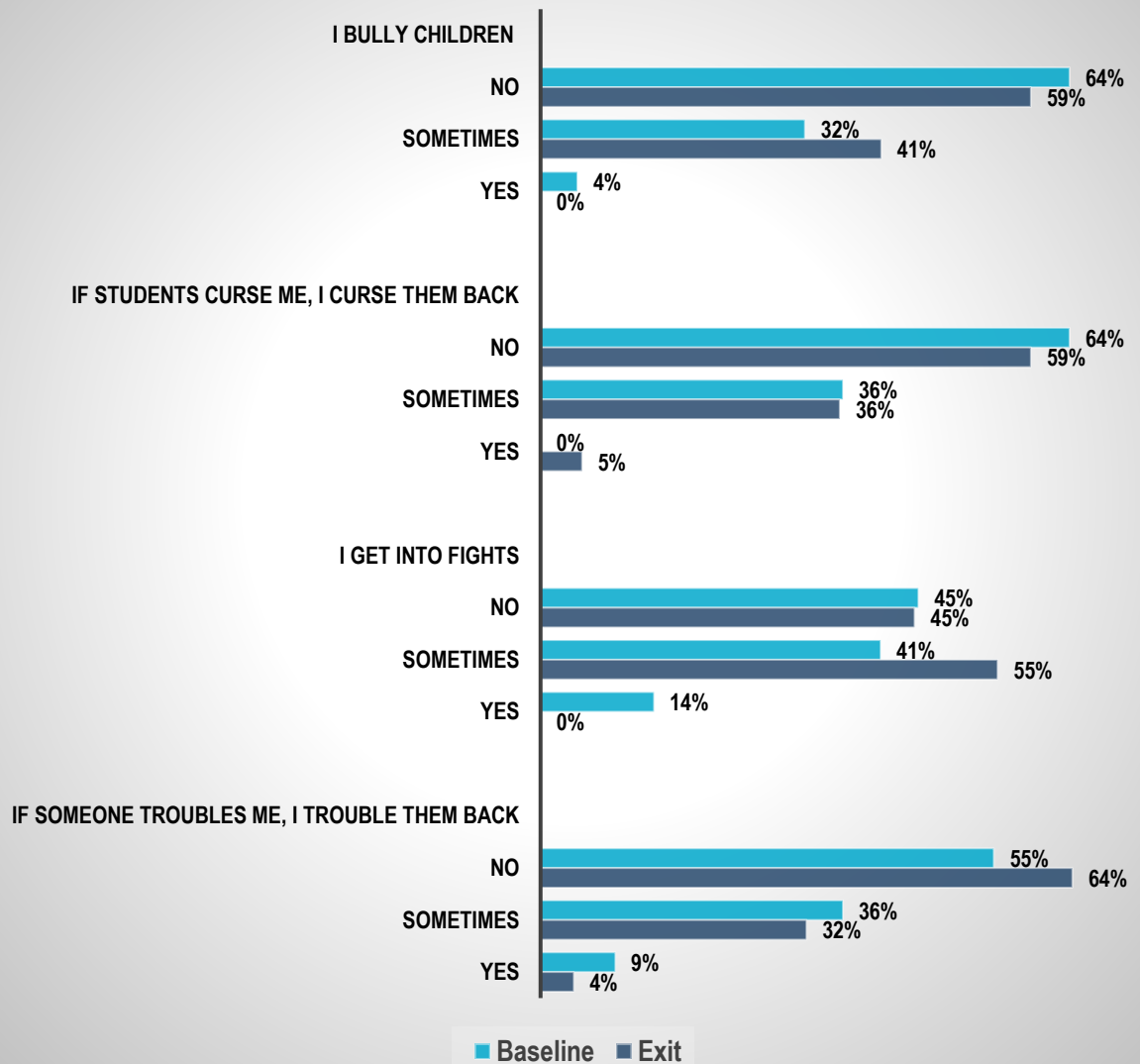


The children entered the Programme with high levels of aggression largely due to exposure to violence in their communities (Figs.26 & 27). Focus Group Discussion in June with children, parents and their teachers showed an overall reduction in their aggressive tendencies: handling persons troubling them without hurting anyone; resisting cursing; and not bullying persons as much.

*'The Programme helps me to be calm and kind to people'.* Child



Fig.27 **MVPI Children's Level of Aggression**



*'We used to curse, quarrel and fight and disrespect our parents and school mates and we're not doing those things anymore.'*  
Children



*'He was a very aggressive and miserable child like an old man. Now, he's about 80% improved. He's still working on his attitude. He's communicating his frustration better and expressing his anger better. I listen and see where he's coming from.'*  
Parent

*'Big improvement! Before, he used to fight and talk out of turn. I'm not having that problem with him now'* Teacher

## CHOICES

Choices, choices, choices. Every day I have to make choices (repeat)  
For every choice there is a consequence  
I say NO to cursing (no cursing)  
I say NO to violence (no violence)  
I say NO to drugs (no drugs)  
I say NO to alcohol (no alcohol)  
I say NO to peer pressure (no peer pressure)  
NO to wrongdoing on the internet  
At my age I say NO to sexual activities (repeat)  
Dem will mash up me future (repeat)  
I am STRONG! I am FROM! The Child Resiliency Programme! (repeat x 4)

(Dub Poetry. Lyrics: Sharon Brown/ Rhythm: Ouida Lewis)



*'Field Trip is fun, exciting and we get to meet the kids from the other CRP site.'* Child

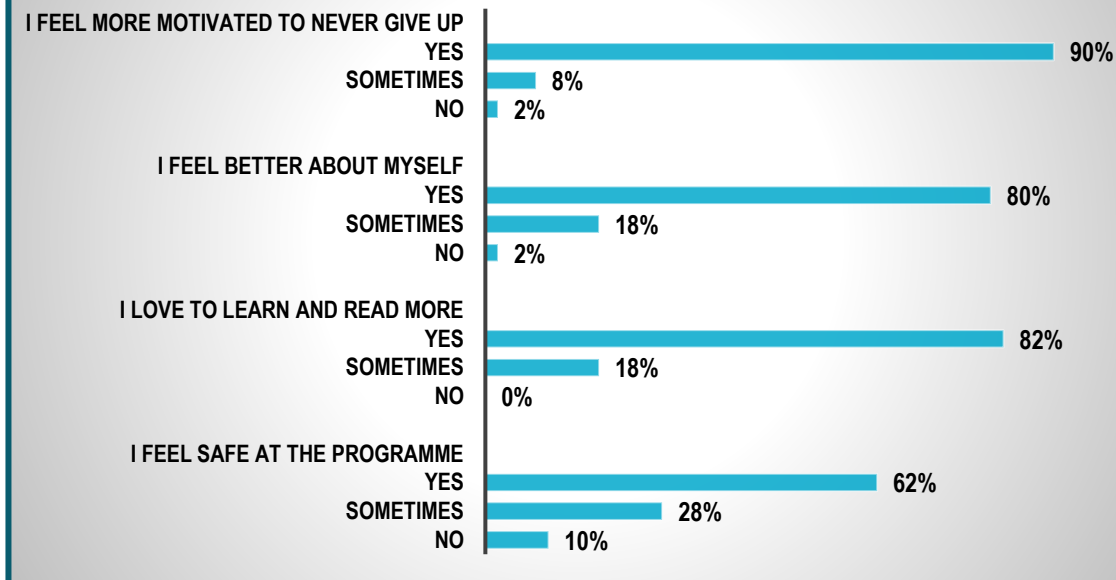
*'The Programme mek wi go river an' places we neva go before.'* Child

*'I see the importance of Programme like this where they get exposure to learning and going places like the trips that they talk about.'* Teacher

*'It makes me feel like I'm learning much and I fit in there. I've been learning a lot at the Programme...writing, gender violence, types of sentences, drumming, dancing...'* Child

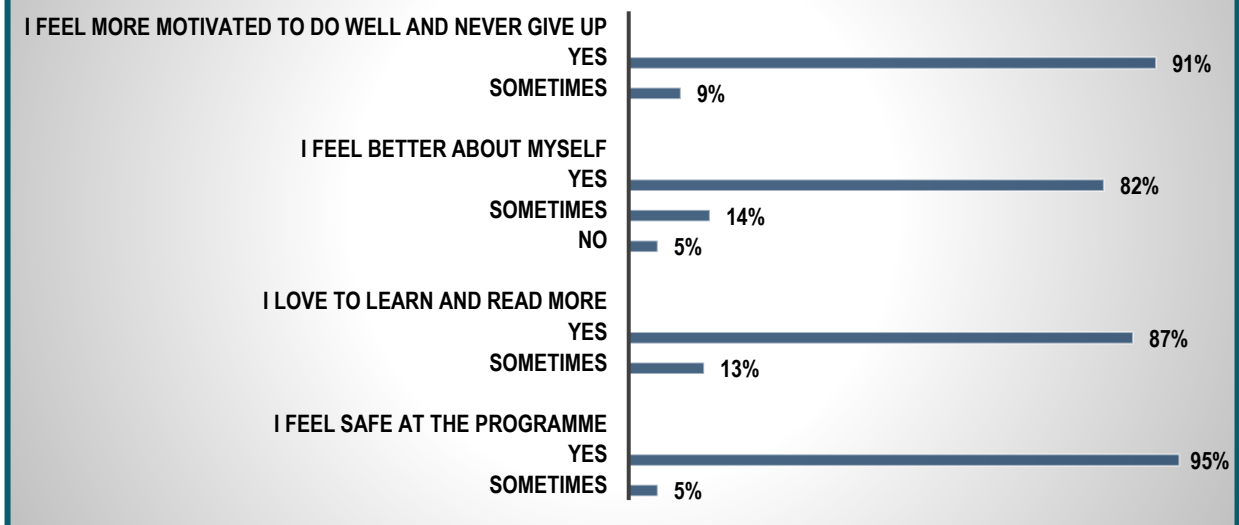
## Since Being in the Programme...

Fig.28 **BT Exit - Since Being at the Programme...**



*'I encourage the next set of children who going to come to the Programme to come every day and don't miss a day because they will miss the training. Don't be like me who skipped some days because of following bad company.'*  
Child

Fig.29 **MVPI Exit: Since Being at the Programme...**



*'The Programme gives the kids in the innercity a chance to not see things just one way, but to see the positive of where they are from. It gives them that perspective and hope... to say regardless of where we live, we can get positive feedback, make something of themselves and get some good out of it. I would encourage other kids and parents to get involved.'* Parent

## OTHER MATTERS

- **Staff Retreat.**

The staff was treated to a Retreat at the Jewels Paradise Cove in Runaway Bay, St Ann, on May 16, 2024. It was a time of bonding, rest, relaxation and recharging.



- **AFJ Award Ceremony.** CRP was awarded a grant to assist in funding its intervention at the MVPI site for another year 2024-2025. Ms. Sharon Brown and Mr. Joshua Taylor, Coordinator and Operations Assistant of the CRP Programme at MVPI respectively, represented the Programme at the Award Ceremony.

- **Participation and support of the Jamaica Musical Theatre Company (JMTC).** The JMTC supported the Boys Town Site with performances and gifts for the children at the Christmas Party in December 2023. They also raised funds for the Programme.



- **Ten Years of Service at Boys Town.** ALL BT Staff were given Certificates of Appreciation to mark the milestone.

- **Farewell to Uncle Delano Campbell** who has been at the Programme since 2014 when it started at Boys Town. Wishing him every success in his future endeavours!



- **Visit and Participation of University of Toronto Students**



- The Programme acknowledges with thanks, the **private contributions** from several doners as well as the loan of Christmas decorations, music and other praphanalia for its Annual Christmas concert, compliments of Mrs Joanne Shorthouse.



# CONCLUDING REMARKS

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The academic year 2023-2024 was an extremely busy and successful year for the Child Resiliency Programme. The Peace Institute Office Renovation at the International University of the Caribbean (IUC) was completed. The Extended Objective and continued focus on Building Peace, Resiliency and Wellness saw 230 persons working in various sectors with Children or Youth affected by Trauma trained and reporting an increase in their own Resiliency and Wellbeing, better ability to maintain peace in their own lives and an increased capacity to cope. The PRW course is now mandatory for all students graduating from IUC.

Eighty-five (85) referred children with Adverse Childhood Experiences (ACEs) were supported to build their Resiliency and Peace at the two current programme sites: Boys Town and Mountain View Primary and Infant School which continued successful operations for the academic year. The Programme celebrated 10 years of operation at Boys Town.

Tremendous gratitude is extended for the ongoing support of the Joan Duncan Foundation of JMMB and other subsequent significant donors including the VM Foundation and AFJ. The Child Resiliency Programme Handbook revision including the Operational Guidelines has been completed and the CRP leadership is positioned for Training and Evaluation of any potential Replication Sites. The Peace Building Resiliency and Wellness Manual continues to be used as the foundation training manual for the PRW certification training.

## RECOMMENDATIONS

- **Annual CRP Sensitization and PRW Training Workshop for Feeder School Principals, Guidance Counsellors and Grade 5 Teachers.** CRP should host this workshop annually to ensure all relevant school staff are aware of the Programmes's objectives and Theory of Change etc. This will ensure continued 'buy-in' from the feeder schools while strengthening their wellbeing and capacity to cope with Children affected by Trauma.
- **Ongoing communication between the Programme Coordinators and GC/G5 teachers and Parents to hold the children/parents accountable.** Informal WhatsApp texting and other means of communication between Coordinators, teachers and parents to check up on students re: attendance, school/homework, reading, spelling, behaviour etc. Parent WhatsApp group chats that have begun for some schools could be set up for all schools.
- **Monthly face-to-face visits of CRP facilitators to the feeder schools to interact directly with the G5 teachers, students and GCs to be continued.**
- **Find other creative ways of engaging parents/ caregivers** to sensitize them to the value of the Programme (to themselves and their children). Encourage feeder schools to invite Programme representatives to talk to parents of Grade 5 students at their PTA meetings, especially meetings at the beginning of the school year.
- Continue with **targeted homework and PEP help.**
- CRP to give the feeder schools **copies of signed parent consent forms for their administrative files** so that Administration/ Principal/ other staff have access to the names of referred children attending the Programme.
- Go back to **pulling out special needs children re literacy for one-one support** to meet them at their functioning level.
- More **outreach/ marketing/sensitising of the Programme** is needed to parents and the wider community

1.

## CRP Output Summary for 2023-2024

- **85 children attended afterschool activities three times per week** at the Community-Based site in Boys Town and the In-School site at Mountain View Primary and Infant School.
- **Implementers' Training Workshop** conducted for 16 facilitators, September 21, 2023, Alhambra Inn.
- **Parenting/Family Counseling** and Home visits for 20 families 'at risk'.
- **Monthly Parenting workshops and Parent/Family Counselling** October 2023 – June 2024.
- **Building Peace Resiliency and Wellness (PRW) training** for 112 **undergraduates/postgraduates from the International University of the Caribbean (IUC)**, September 2023 – June 2024.
- **Building Peace Resiliency and Wellness (PRW) Training for 13 Chalky Hill and Steer Town staff**, October 4, 2023, Steer Town Primary, St. Ann.
- **Building Peace Resiliency and Wellness (PRW) Training for 26 Council for World Mission students**, October 26 – November 8, 2023, Peace Institute.
- **Building Peace Resiliency and Wellness (PRW) Training for 30 MVPI staff**, February 12, 2024, Alhambra Inn.
- **Building Peace Resiliency and Wellness (PRW) training for 15 Project STAR staff**, April 25, 2024, Alhambra Inn.
- **Building Peace Resiliency and Wellness (PRW) training for 18 Jamaica Guidance Counselling (JAGCE) staff**, May 22, 2024, Alhambra Inn.

## 2. PRW Training Manual



PRW (Peace Resiliency Wellness) Manual for Adults. It also includes Building Resiliency in Children via the Child Resiliency Programme Model.

## 3. PRW Training Evaluation Form

Child Resiliency Programme PRW Training Evaluation Form	
<p>Peace Building Resiliency &amp; Wellness Course</p> <p>1. Presenter's Name/ Presentation Date/ Presentation Topic/ Virtual or Face-to-face:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>2. 1. The presentation captured my interest</p> <p><i>Mark only one oval.</i></p> <p>1    2    3    4    5</p> <p>Strongly Disagree <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Strongly Agree</p> <p>3. 2. The presentation conveyed clear objectives (Purpose of presentation)</p> <p><i>Mark only one oval.</i></p> <p>1    2    3    4    5</p> <p>Strongly Disagree <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Strongly Agree</p> <p>4. 3. The presentation was clearly organized</p> <p><i>Mark only one oval.</i></p> <p>1    2    3    4    5</p> <p>Strongly Disagree <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Strongly Agree</p>	<p>5. 4. The points were clearly defined</p> <p><i>Mark only one oval.</i></p> <p>1    2    3    4    5</p> <p>Strongly Disagree <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Strongly Agree</p> <p>6. 5. The presentation was relevant to me as an individual</p> <p><i>Mark only one oval.</i></p> <p>1    2    3    4    5</p> <p>Strongly Disagree <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Strongly Agree</p> <p>7. 6. The presentation was relevant to my work</p> <p><i>Mark only one oval.</i></p> <p>1    2    3    4    5</p> <p>Strongly Disagree <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Strongly Agree</p> <p>8. What is the one thing that stood out for you?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>



## 4. Child Resiliency Programme PRW Training Content Outline

MODULES	LESSONS
<b>1 Overview of Peace Building, Resiliency and Wellness</b>	1.1 Overview of Peace Building 1.2 Overview of Resiliency and Wellness
<b>2 Peace</b>	2.1 What is Peace? 2.2 Bringing Peace to the Community
<b>3 Resiliency and Wellness Including the Child Resiliency Programme</b>	3.1 Characteristics of a Resilient Child/Adolescent 3.2 <b>The Child Resiliency Programme Model</b> 3.3 A Review of the Resilient Research Findings in Children of Troubled Families 3.4 Characteristics of a Resilient Adolescent/ Adult
<b>4 Strategies for Building Peace, RESILIENCY and Wellness Part A</b>	4.1 Brief Self-assessment for Resiliency 4.2 Reflecting on the Good of the Day 4.3 Positive Appraisal 4.4 Benefit Finding 4.5 Finding the Silver Lining – Learned Optimism 4.6 The Best Version of Your Self 4.7 Exploring Explanatory Styles 4.8 Coping Style Analysis 4.9 Gratitude and Savouring Positive Experiences 4.10 Personal Resiliency Plan
<b>5 Strategies for Building Peace, Resiliency and WELLNESS Part B</b>	Introduction: Knowing Your Wellness Score 5.1 Knowing your Wellness Score: Mental Health 5.2 Physical Wellness 5.3 Emotional Wellness 5.4 Social Wellness 5.5 Financial Wellness 5.6 Occupational/Intellectual Wellness 5.7 Spiritual Wellness 5.8 Not all Stress is Created Equal: Identifying Eustress versus Distress 5.9 General Stress Management
<b>6 Strategies for BUILDING PEACE, Resiliency and Wellness Part C</b>	6.1 Healthy Relations Lead to Mutual Respect 6.2 What are the Components of Effective Communication in a Healthy Relationship? 6.3 Safety, Justice and Freedom
<b>7 Communication</b>	7.1 What Messages Am I Sending to People in How I Communicate? 7.2 'I' Statements & Active Listening 7.3 Promoting Co-operation
<b>8 Handling Conflict</b>	8.1 Assessing Conflict 8.2 Identifying Stages of Conflict 8.3 Tools for Analysing Conflict 8.4 Power Issues in Conflict 8.5 Conflict Styles 8.6 Managing Anger and Conflict
<b>9 Trauma</b>	9.1 Identifying Early Warning Signs of Trauma 9.2 Healthy Grieving 9.3 Identifying Post traumatic Stress Disorder PTSD

## 5. CRP PRW Pre/ Post Test

### Child Resiliency Programme Peace Resiliency and Wellness (PRW) Training PRE/ POST TEST

On a scale of 1 (least)-5 (fully)

1. To what extent am I aware of resiliency strategies?

	1	2	3	4	5	
Least	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Fully

2. To what extent am I able to apply these resiliency strategies to ensure that I remain resilient and at my best to execute my activities?

	1	2	3	4	5	
Least	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Fully

3. To what extent am I aware of the 7 dimensions of wellness?

	1	2	3	4	5	
Least	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Fully

4. To what extent am I intentionally making the effort to improve on each of these 7 dimensions of wellness in my own life?

	1	2	3	4	5	
Least	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Fully

5. To what extent am I aware of what is required to build a healthy relationship?

	1	2	3	4	5	
Least	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Fully

6. To what extent am I aware of effective communication strategies that can be used in communicating with youth at risk and other persons?

	1	2	3	4	5	
Least	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Fully

**Child Resiliency Programme  
Peace Resiliency and Wellness (PRW) Training  
PRE/ POST TEST (contd.)**

7. To what extent am I able to apply these communication strategies?

	1	2	3	4	5	
Least	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Fully

8. To what extent am I aware of my approach to handling conflict (conflict styles)?

	1	2	3	4	5	
Least	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Fully

9. To what extent am I confident that I'm able to manage conflict?

	1	2	3	4	5	
Least	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Fully

10. To what extent am I equipped to maintain peace in conflict-riddled situations?

	1	2	3	4	5	
Least	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Fully

11. To what extent do I understand Post Traumatic Stress and how it may manifest in persons?

	1	2	3	4	5	
Least	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Fully

12. To what extent do I know how to help children/youth manage their traumatic responses?

	1	2	3	4	5	
Least	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Fully

13. To what extent do I understand how the Child Resiliency Programme Model builds resiliency in children?

	1	2	3	4	5	
Least	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Fully

## 6. Child Individual Profile Questionnaire

CHILD RESILIENCY PROGRAMME							
INDIVIDUAL PROFILE							
NAME							
SCHOOL							
DATE							
GENDER	Male <input type="checkbox"/> Female <input type="checkbox"/>						
Date of Birth							
Who do you live with?	<input type="checkbox"/> Biological mother only <input type="checkbox"/> Biological father only <input type="checkbox"/> Both parents <input type="checkbox"/> Other						
Parents' /Main Caregiver's Name	Name of Community:						
	Mother: _____ Tel #: _____						
	Father: _____ Tel #: _____						
	Other: _____ Tel #: _____						
<b>Where is your <u>parent</u> who doesn't live with you?</b> (For those living with single parents/ or caregivers)							
<input type="checkbox"/> Lives elsewhere in Jamaica (Kingston/another parish)							
<input type="checkbox"/> Migrated							
<input type="checkbox"/> Incarcerated							
<input type="checkbox"/> Deceased	Was death due to violence? <input type="checkbox"/> Yes <input type="checkbox"/> No						
<input type="checkbox"/> Don't know							
<input type="checkbox"/> Other							
How often do you see or talk to the <u>parent</u> you don't live with? (neglect)	<input type="checkbox"/> Not at all <input type="checkbox"/> Seldom <input type="checkbox"/> Often <input type="checkbox"/> All the time						
<b>RISK BEHAVIOUR ASSESSMENT</b>							
1. Do you feel unhappy, depressed or like crying very often?	<table border="1" style="display: inline-table; border-collapse: collapse;"> <thead> <tr> <th style="width: 50px;">Yes</th> <th style="width: 50px;">No</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </tbody> </table>	Yes	No	<input type="checkbox"/>	<input type="checkbox"/>		
Yes	No						
<input type="checkbox"/>	<input type="checkbox"/>						
<b>If no, skip to <u>next</u> question, if yes, why? Please mark all that apply:</b>							
When they tease/ pick on me/ bully me	<table border="1" style="display: inline-table; border-collapse: collapse;"> <thead> <tr> <th style="width: 50px;">Yes</th> <th style="width: 50px;">No</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </tbody> </table>	Yes	No	<input type="checkbox"/>	<input type="checkbox"/>		
Yes	No						
<input type="checkbox"/>	<input type="checkbox"/>						
Due to death/separation of relative or friend	<table border="1" style="display: inline-table; border-collapse: collapse;"> <thead> <tr> <th style="width: 50px;">Yes</th> <th style="width: 50px;">No</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </tbody> </table>	Yes	No	<input type="checkbox"/>	<input type="checkbox"/>		
Yes	No						
<input type="checkbox"/>	<input type="checkbox"/>						
When parent curses/ harsh home environment	<table border="1" style="display: inline-table; border-collapse: collapse;"> <thead> <tr> <th style="width: 50px;">Yes</th> <th style="width: 50px;">No</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </tbody> </table>	Yes	No	<input type="checkbox"/>	<input type="checkbox"/>		
Yes	No						
<input type="checkbox"/>	<input type="checkbox"/>						
Other	<table border="1" style="display: inline-table; border-collapse: collapse;"> <thead> <tr> <th style="width: 50px;">Yes</th> <th style="width: 50px;">No</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </tbody> </table>	Yes	No	<input type="checkbox"/>	<input type="checkbox"/>		
Yes	No						
<input type="checkbox"/>	<input type="checkbox"/>						
e							
2. Have you ever felt like killing yourself?	<table border="1" style="display: inline-table; border-collapse: collapse;"> <thead> <tr> <th style="width: 50px;">Yes</th> <th style="width: 50px;">No</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </tbody> </table>	Yes	No	<input type="checkbox"/>	<input type="checkbox"/>		
Yes	No						
<input type="checkbox"/>	<input type="checkbox"/>						
3. Have you ever seen or experienced murder in your community?	<table border="1" style="display: inline-table; border-collapse: collapse;"> <thead> <tr> <th style="width: 50px;">Yes</th> <th style="width: 50px;">No</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </tbody> </table>	Yes	No	<input type="checkbox"/>	<input type="checkbox"/>		
Yes	No						
<input type="checkbox"/>	<input type="checkbox"/>						
4. Have you ever experienced or seen violent fighting in your community (fist, stone, gun, broken bottle etc.)?	<table border="1" style="display: inline-table; border-collapse: collapse;"> <thead> <tr> <th style="width: 50px;">Yes</th> <th style="width: 50px;">No</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </tbody> </table>	Yes	No	<input type="checkbox"/>	<input type="checkbox"/>		
Yes	No						
<input type="checkbox"/>	<input type="checkbox"/>						
5. How do your parents discipline you? Please mark all that apply:							
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talk	Time outs	Take away privileges (no TV, video games etc.)	Slap and Spank	Beat with hand or object and harm	Shout	Curse Bad words	Other
1	2	3	4	5	6	7	8

## 7. Child Baseline/ Exit Questionnaire

CHILD RESILIENCY PROGRAMME MONITORING & EVALUATION QUESTIONNAIRE									
NAME:		DATE:		SCHOOL:					
To what extent do the sentences below describe you <u>over the last 10 months?</u> Circle ONE answer for each statement.				PRE			POST		
				No	Some times	Yes	No	Some times	Yes
1	I do fun, supervised and interesting activities after school in my community/ programme (e.g. sports, cultural arts, clubs)	1	2	3	1	2	3		
2	There is an adult at school/ programme who tells me when I am doing a good job and believes I will be a success	1	2	3	1	2	3		
3	There is an adult at school / programme who cares (hugs etc.) & listens to me when I have something to say (when feeling bad or good, sad or happy, angry)	1	2	3	1	2	3		
4	I feel I belong at school/programme	1	2	3	1	2	3		
5	I respect myself and others	1	2	3	1	2	3		
6	My parent/caregiver shows interest in my schoolwork & homework	1	2	3	1	2	3		
7	I bully children at school and at the programme (hit, push, name-calling, threaten, spread mean rumours, tease about body)	1	2	3	1	2	3		
8	I get into a fist fight / pushing when somebody wants to fight me	1	2	3	1	2	3		
9	I can resist cursing students back when they curse me	1	2	3	1	2	3		
10	I can deal with someone troubling me, without hurting myself or others	1	2	3	1	2	3		
11	I worry a lot	1	2	3	1	2	3		
12	I would rather be alone than with my friends (sociable)	1	2	3	1	2	3		
13	I am easily distracted. I find it difficult to concentrate	1	2	3	1	2	3		
14	I take things that are not mine (from home, school or elsewhere)	1	2	3	1	2	3		
15	I have a best friend (form relationships/ support)	1	2	3	1	2	3		
ADDITIONAL QUESTIONS FOR END OF YEAR									
16	Since being in the programme, I feel more motivated to do well and to never give up	1	2	3	1	2	3		
17	Since being in the <u>programme</u> I feel better about myself	1	2	3	1	2	3		
18	Since being in the <u>programme</u> I love to learn and read more	1	2	3	1	2	3		
19	I feel safe when I am at the programme	1	2	3	1	2	3		

## 8. Referral Criteria of Children in The Child Resiliency Programme

<ul style="list-style-type: none"><li>• Literacy below grade level.</li><li>• Delinquency, excessive fighting, violence and poor internal locus of control.</li><li>• Inappropriate behaviour.</li><li>• Family history of incarceration, death and involvement in gangs.</li></ul>	<ul style="list-style-type: none"><li>• History of sexual, emotional, physical abuse and/or neglect.</li><li>• Exposure to drugs and other substances.</li><li>• Needing mental health support.</li><li>• Displays anxiety/depression (e.g., headache, stomach-ache, forgetfulness, clinging, change in sleep &amp; appetite, poor concentration).</li></ul>
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## 9. Community-Based Model – Feeder Schools of Boys Town Site

<p><b>Community-Based Model Boys Town Feeder Schools 2023-2024</b></p>
<ul style="list-style-type: none"><li>• Boy's Town All Age</li><li>• Edward Seaga Primary (formerly Denham Town Primary)</li><li>• St. Alban's Primary</li><li>• Trench Town Primary</li><li>• St. Annie's Primary</li></ul>

10.

### RESILIENT ATTRIBUTES & PRO-SOCIAL BEHAVIOURS

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

11.

### RESILIENCY STRATEGIES

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

12.

### Life Skills Training Thematic Approach

[http://www.childresiliency.org/featured\\_item/life-skills-training/](http://www.childresiliency.org/featured_item/life-skills-training/)

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

Core Topics – 10 Adolescent Development Tasks:

#### 1. Self-Development

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

#### 2. Emotional & Social Development

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

#### 3. Cognitive Development

- Decision Making & Problem Solving
- Goal Setting

#### Special Topics – The Prevention of:

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