



CHILD RESILIENCY PROGRAMME

Building Peace Resiliency & Wellness

Chalky Hill Primary School

Monitoring and Evaluation Report 2024-2025

CONTENTS

Introduction.....2

Child Resiliency Programme Outcomes3

Peace Resiliency and Wellness (PRW) Training/ Sensitization Workshop4

Measuring the Child Resiliency Programme5

Findings by Child Resiliency Programme Outcomes.....9

Closing Remarks21



HUG A CHILD!!!

INTRODUCTION

A central aspect of the partnership between the Violence Prevention Alliance (VPA) and the Sandals Foundation was the implementation of the Child Resiliency Programme's (CRP) after-school intervention at the Chalky Hill Primary and Infant School (CH) in the Parish of St Ann. The CRP, which started operations in October 2024, focused on the psychosocial support of 14 children Grades 3-6, with Adverse Childhood Experiences (ACEs) who were 'at risk' for trauma, violence, exploitation, abuse and neglect. The Programme offered a protective environment for these children four times per week after school, which included Life Skills training through Literacy, Circle Time, as well as sporting/ physical and cultural activities.

The children were referred by the Guidance Counsellor at Chalky Hill Primary mainly for the following reasons, based on the Programme's criteria:

- Requires additional reading support,
- Fighting, anger, aggression, irritability
- History of physical, emotional abuse or neglect
- Needing Mental health support- anxiety /depression
- Displays inappropriate behaviour
- Performing poorly
- Withdrawn

The children were placed in two houses and attended the Programme Mondays to Thursdays after school. The Facilitators ensured full attendance except when the children were absent from school.



'We get to do things we never do before like go play match an' play drum.' Child

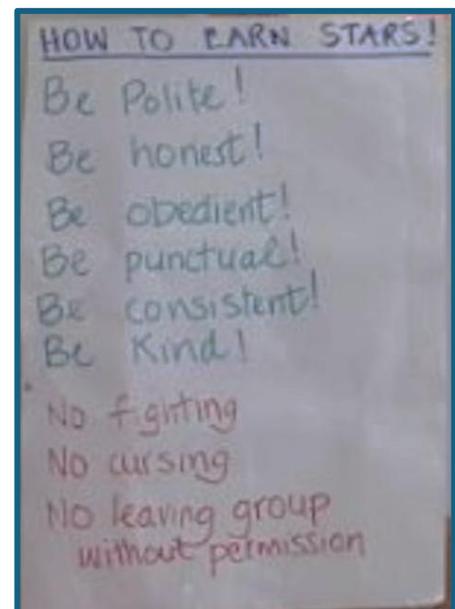


Fig.1 CRP PROGRAMME OUTCOMES

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

1. Increased Peace Resiliency & Wellness in persons providing care for children affected by trauma resulting in increased capacity to cope with behavioural challenged children.

Indicators:

- # of participants trained in PRW.

2. Strengthened resilient attributes, mental wellbeing and increased Peace in Programme children.

Indicators:

- Children demonstrate an increase in resilient attributes and pro-social behaviours including increased faith in God.
- Children feel comfortable and supported to express their emotions of grief, anger, sadness/depression, and happiness.
- Children demonstrate increased emotional, social and mental wellbeing as well as more peaceful tendencies.
- # /percentage of children reporting that they have an adult from the Programme who cares and to talk to for support.
- #/ percentage of children engaged in life skills training and mental health literacy.

3. Reduced level of anti-social behaviour and behavioural challenges including aggression, bullying and cursing.

Indicators:

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

4. Increased engagement in educational activities.

Indicators:

- Children demonstrate an increased love for learning and reading.
- Children demonstrating increased proficiency in literacy.
- #/ 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.

Fig.2 **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 & Numeracy
- Peace Resiliency and Wellness (PRW) Training
- Nutritional Support
- Community Cohesion and Inclusion



PEACE RESILIENCY & WELLNESS (PRW) TRAINING/ SENSITIZATION WORKSHOP

Outcome 1

Increased Peace Resiliency & Wellness (PRW) in persons providing care for children affected by trauma resulting in increased capacity to cope with behaviourally challenged children.

Indicators

- # of participants trained in PRW

PRW Objectives

The objective of this Arm of the Programme is:

- 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.

A Peace Resiliency and Wellness (PRW) Training/ Sensitization Workshop was held on September 26, 2024, for the facilitators of the Programme at the Chalky Hill Primary and Infant School in St. Ann, to train 5 Facilitators in the delivery of the In-School model of the Child Resiliency Programme. They also received Peace Building and Wellness (PRW) training to effectively fulfil their roles as frontline workers in the Chalky Hill community. The training was conducted by Drs Kim Scott and Michelle Miller, Child Resiliency Programme Director and Operations Manager respectively.

'I like that the Programme is comprehensive. So, each child can find something that they are interested in and that they are good at. When they are able to excel in that area, it helps their self-esteem.' Facilitator



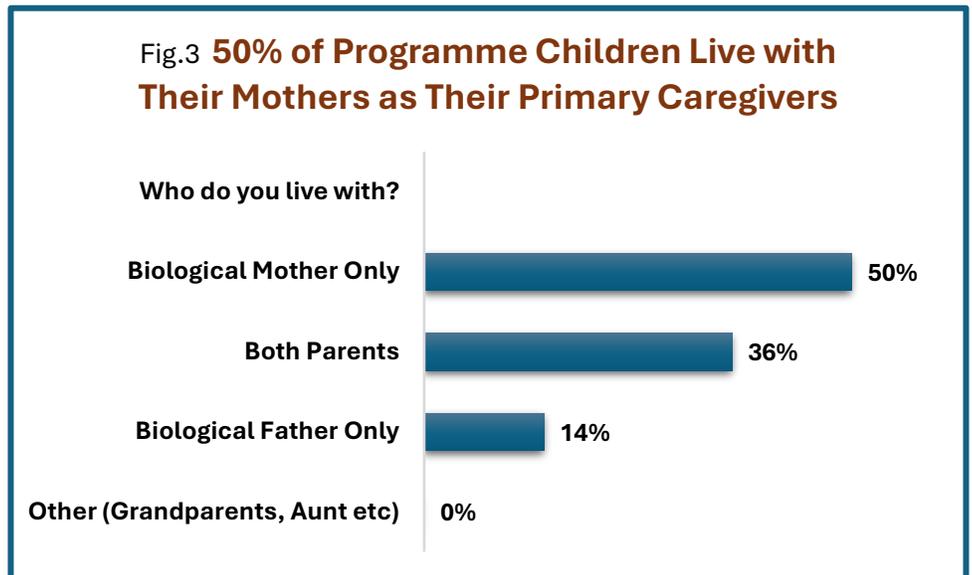
MEASURING THE CHILD RESILIENCY PROGRAMME

The Monitoring and Evaluation (M&E) team of the Child Resiliency Programme conducted the following evaluation.

Quantitative baseline and exit data were collected from samples of the Programme’s Chalky Hill Primary School population of 14 children (11 in September 2024 and 14 in May 2025). Questionnaires, guided by the Child Resiliency Programme Outcomes (Fig.1), were individually administered to each child and qualitative exit data was collected from Focus Group Discussions with teachers, facilitators, children and parents/ caregivers in May 2025 near the end of the Programme. The data was stored in the statistical analysis tool, JASP. The findings are outlined below. **All 14 Programme children referred and surveyed were boys.**

Background Findings

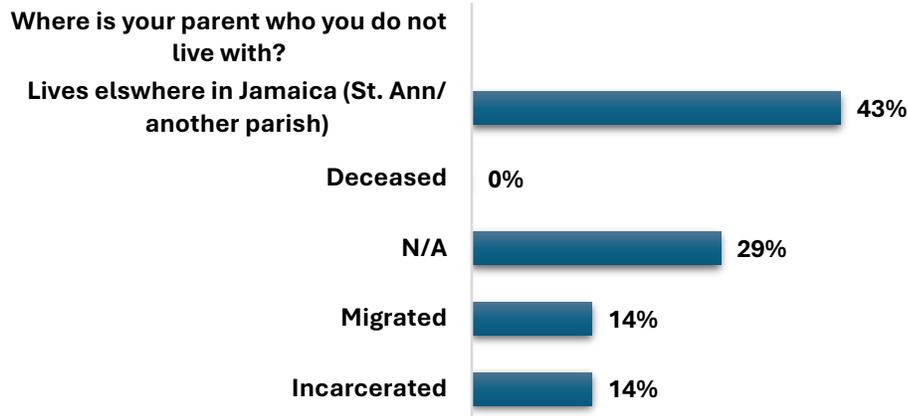
According to the baseline data, 50% of Programme children lived with their mothers as primary caregivers; 14% were primarily taken care of by their fathers; and 36% said they lived with both parents (Fig.3).



‘They’re seeing their own self-growth, feeling better in themselves and appreciating and understanding themselves more now. I see where the Programme is helping there. We’re seeing growth.’ Teacher

‘The fact that the Programme is after-school helps because they look forward to doing something fun and interactive after school Mondays-Thursdays and keep asking about Fridays.’ Facilitator

Fig.4 43% of Programme Children's Parents Live Elsewhere in Jamaica
14% Migrated
14% Incarcerated

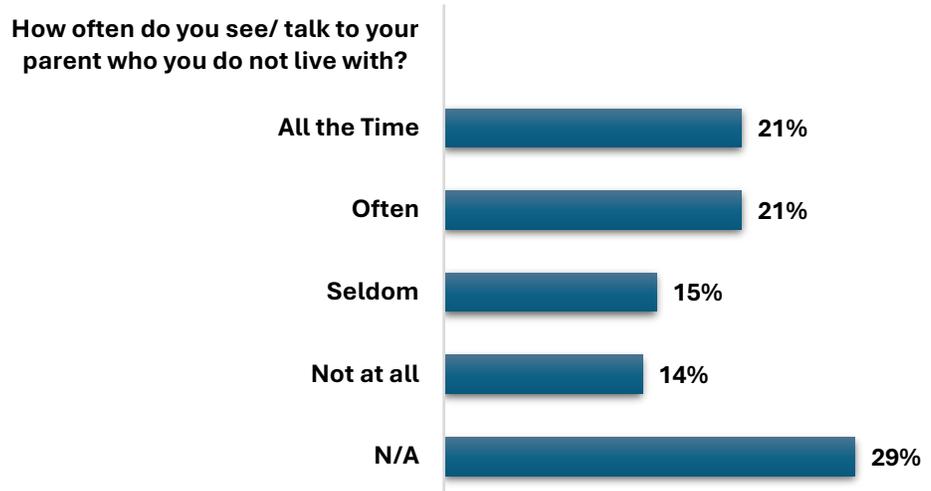


The Programme children reported that the **parent they do not live with**, either lived elsewhere in Jamaica (St. Ann or another parish) 43%; had migrated (14%); or were incarcerated (14%) (Fig.4).

'Mi nuh like Fridays 'cause Programme nuh keep pan dat day.' Child

Forty-two percent (42%) of Programme children informed that they visited or talked to their **parent who did not live with them** often or all the time; while **29% said the parent who they did not live with, never or hardly communicated with them.** (Fig.5).

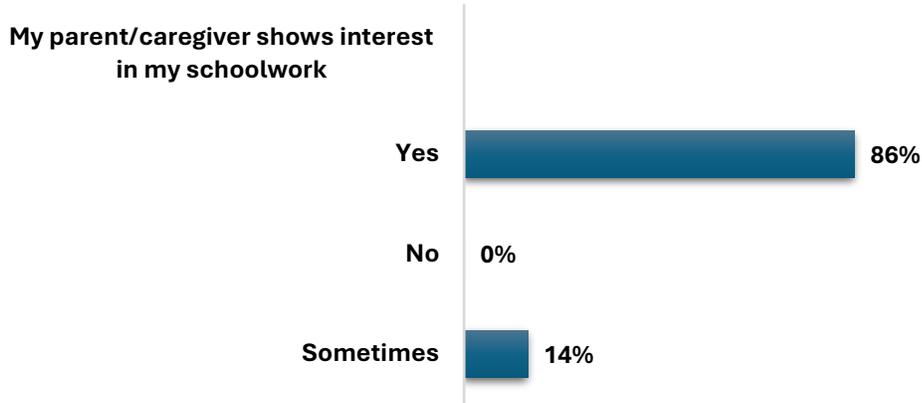
Fig.5 29% of Programme Children's Other Parent Hardly Keep in Touch



'I love my class now and I love my classmates also.' Child

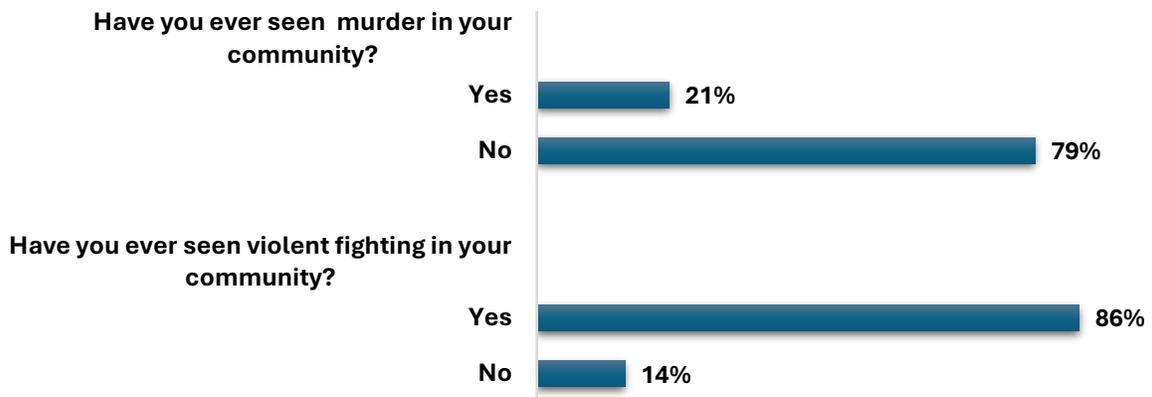
'They learn how to be responsible and manage themselves and their time.' Teacher

Fig.6 **86% of Programme Children's Parents Show Interest in Their Schoolwork**



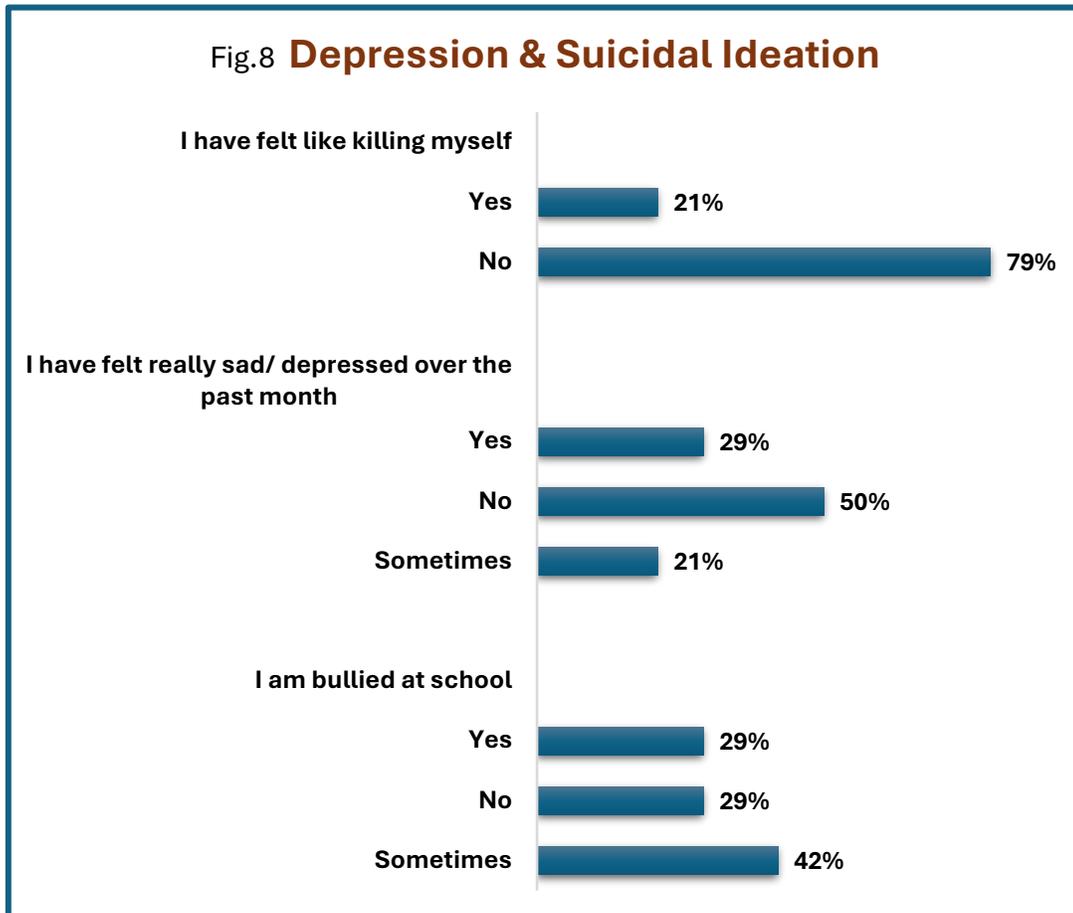
Most of the Programme children (86%) reported that their parents/caregivers showed interest in their school and homework; while 14% said their parents/caregivers showed interest sometimes (Fig.6).

Fig.7 **86% Programme Children Exposed to Ongoing Violent Fighting**
21% Seen Murder Committed



The baseline data showed that **the referred children at the Programme were exposed to excessive occurrences of violence in their communities**: 86% reported seeing ongoing violent fighting in their communities, sometimes several times per week; and 21% said they had actually seen murder committed in their communities (Fig.7).

Generally, the **background context** of the referred children indicated **separation of child from parents due to living arrangement, migration or incarceration; some levels of neglect and extreme exposure to community violence.**



The data further highlighted the Programme children’s mindset and emotions: 29% admitted to feeling depressed, most of whom said it was due to the loss of or being separated from a loved one; while some said it was due to their harsh home environment, such as domestic violence or corporal punishment. In addition, 21% said they had suicidal ideation; and 29% said they were bullied at school (Fig.8).

Attendance

Regular attendance of the targeted 14 children averaged 10 attending consistently and the other 4 not attending consistently.

‘One child had a temper. When he got angry, he huffed and puffed. Now he smiles and even blushes, and his reading and comprehension have improved, and he’s participating in class. Gone are the days when they were afraid to answer in class.’ Teacher

FINDINGS BY OUTCOMES

Outcome 2

Strengthened resilient attributes, mental wellbeing and increased Peace in Programme children.

Indicators:

- Children demonstrate an increase in resilient attributes and pro-social behaviours including increased faith in God.
- Children feel comfortable and supported to express their emotions of grief, anger, sadness/depression, and happiness.
- Children demonstrate increased emotional, social and mental wellbeing as well as more peaceful tendencies.
- # /percentage of children reporting that they have an adult from the Programme who cares and to talk to for support.
- #/ percentage of children engaged in life skills training and mental health literacy.

Life Skills Training for Psychosocial Support and to Impact Behaviour Change

The main objective of the Life Skills training Arm of the Programme 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.

Every week, all activities focused on a Life Skills Theme. This meant that while the children were engaged in various activities, they were learning important 'soft' skills and developing their emotional intelligence, resilient attributes and pro-social behaviours. Topics included Stress Management, Goal Setting, Anger Management, Conflict Resolution, Teamwork, Problem Solving to name a few.

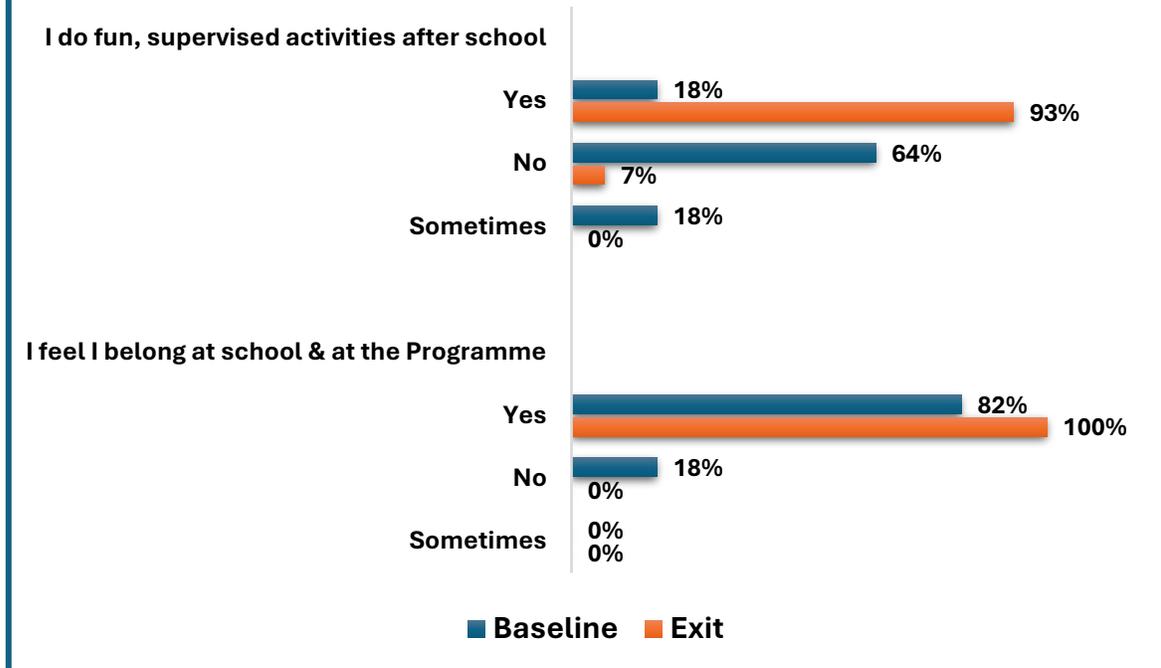


Spiritual Development to Reinforce Life Skills

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 scheduled devotion times.

'I learn to listen more and to be kind to others and share and to be honest and not to lie.' Child

Fig.9 **Programme Children's Coping Mechanism & Support**



The baseline and exit data revealed a noticeable increase in the coping mechanisms and support of the Programme children with: 93% at Exit reporting that they were a part of a fun, structured after-school programme compared to 18% at baseline; 79% at Exit, saying that they could identify a teacher at school or an Aunt/Uncle in the Programme who believed in them sometimes or all the time compared to 72% at baseline; and 100% at Exit stating that they felt they belonged at their school and at the Programme (Fig.9). Both quantitative and qualitative data highlighted their increased ability to identify someone who believed in them, to be sociable and safe; their increased sense of belonging and self-confidence – avenues towards healthy emotional intelligence, stress release and stress management.

'They are quick to run and tell me that they behaved well. They come seeking the reassurance which says 'I'm accountable for my actions and I want the recognition'.' Facilitator

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.



'We learn to be honest and do not lie in Circle Time.' Child

'The drumming and Circle Time help us to calm down our anger and we learn about our emotions so we can control them.' Child

'Wi learn teamwork because when yuh work together, it mek the work better an wi make better decisions.' Child

'In September, I had a warm time with the Programme children in my class. I was always going to the Guidance Counsellor about them. After being in the Programme and they realized that they were rewarded for behaving, they behaved much better – awesome even! They're calmer now. They listen and they work well with their peers in the class.'

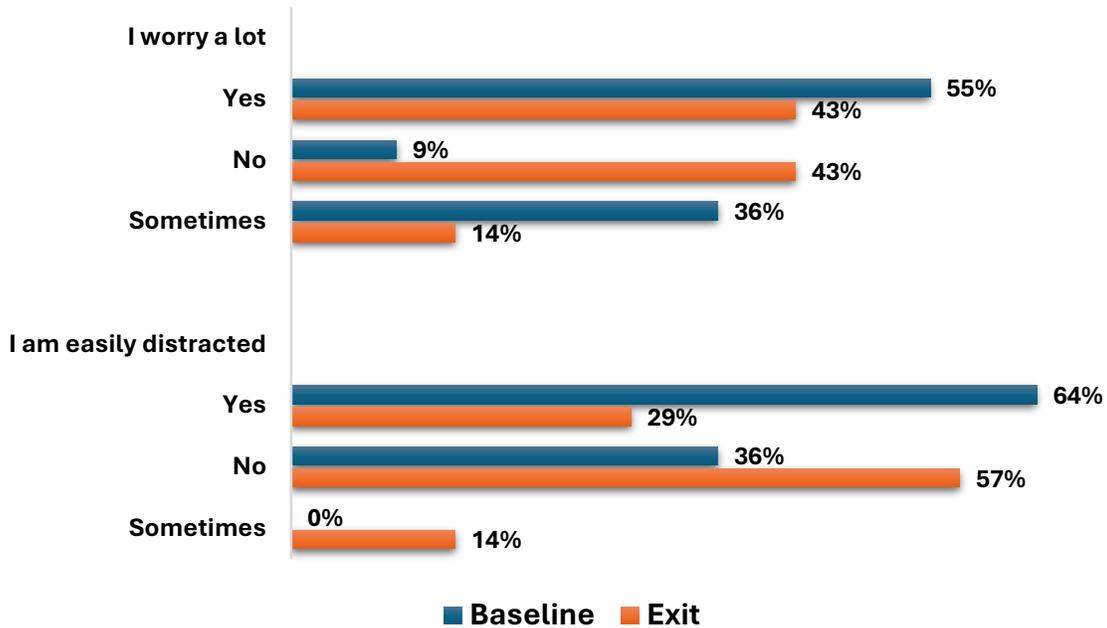
Teacher

'They always read the behavioural prize books and come and tell me what the book is about.' Facilitator

'The boys in my class have grown in terms of being responsible.' Teacher



Fig.10 **Programme Children's Mental & Emotional Wellbeing**



The baseline and exit quantitative data have begun to support **the qualitative noticeable positive changes in the mental and emotional wellbeing of the Programme children** with **57% at Exit** reporting that they did not **worry at all or they worried sometimes**; and **71%** saying they were not distracted some or all of the time; (Fig.10). Both quantitative and qualitative data pointed to increased resilient attributes such as increased self-esteem and increased pro-social behaviour.

'Students are obviously growing because they are now able to implement positive solutions and interact positively with others despite the challenges.' Facilitator



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.

'I like the drumming, and my favourite rhythm is the triple X drumming pattern.'

Child



'Wi learn a lot of riddims and songs in drumming. One of my favourite is de triangle formation. Mi go knock de drum at church sometimes to practice.' Child



'Mi used to fight but when I go inna de Programme, de drumming help mi fi calm down.'
Child

'I used to bully but I stop because I hear dat I must do things dat I want people to do to me.'
Child

'A child in my class has calmed down! He was aggressive and had a very disrespectful mouth regardless of who he was talking to. The children are even getting along better with him. He used to fight every minute and everyone was always calling his name. He has really toned down.'
Teacher

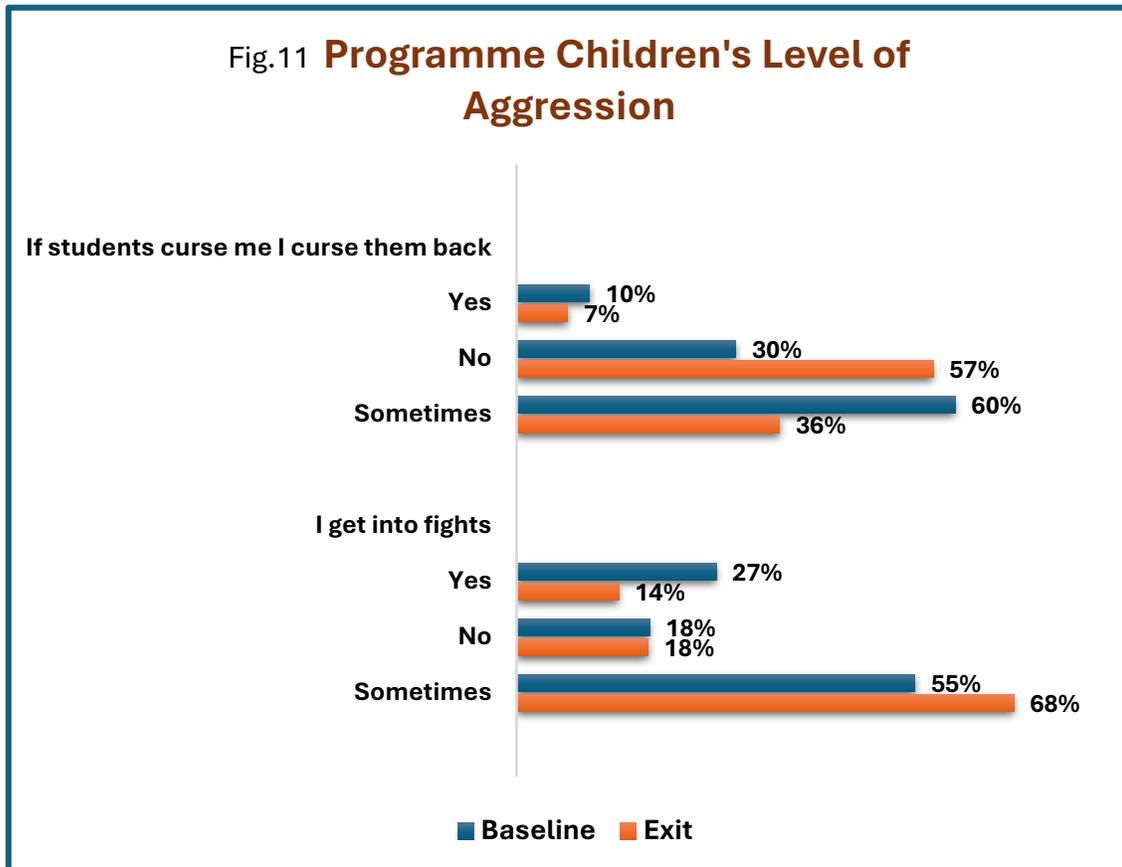
'I also like the exposure it gives the children. The fact that they were able to play a football match. They keep talking about it. they enjoyed and appreciated that experience.' Teacher

Outcome 3

Reduced level of anti-social behaviour and behavioural challenges including aggression, bullying, cursing.

Indicators:

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



The baseline and exit data, showed incremental changes regarding **the level of aggression of the Programme children** with **100%** reporting at Exit, that they did not bully sometimes or all of the times compared to 91% at baseline; **93%** saying at Exit, that they could **resist cursing back** sometimes or all of the times compared to 90% at baseline; **86%** stating at Exit, that they **could resist fighting back** sometimes or all of the times compared to 73% at baseline; and **100%** at Exit, expressing that they **could resisting troubling someone** sometimes or all of the times compared to 91% at baseline. (Fig.11). Both quantitative and qualitative data indicated some level of increased self-control, ability to resist negative peer pressure and anger management.

Sports and Physical Activity to Reinforce Life Skills

The objective of the Sporting/Physical Activity Arm of the Programme (Fig.4) is:

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



'Wi get fi exercise and play football match against another school.' Child

'Wen wi lose a match, wi still feel good 'cause a nuh everytime wi a go win.' Child

'They're so excited to get physically active. First time you wouldn't find a particular student out on the field and now he's running and playing football! They're interested in the entire Programme.' Teacher

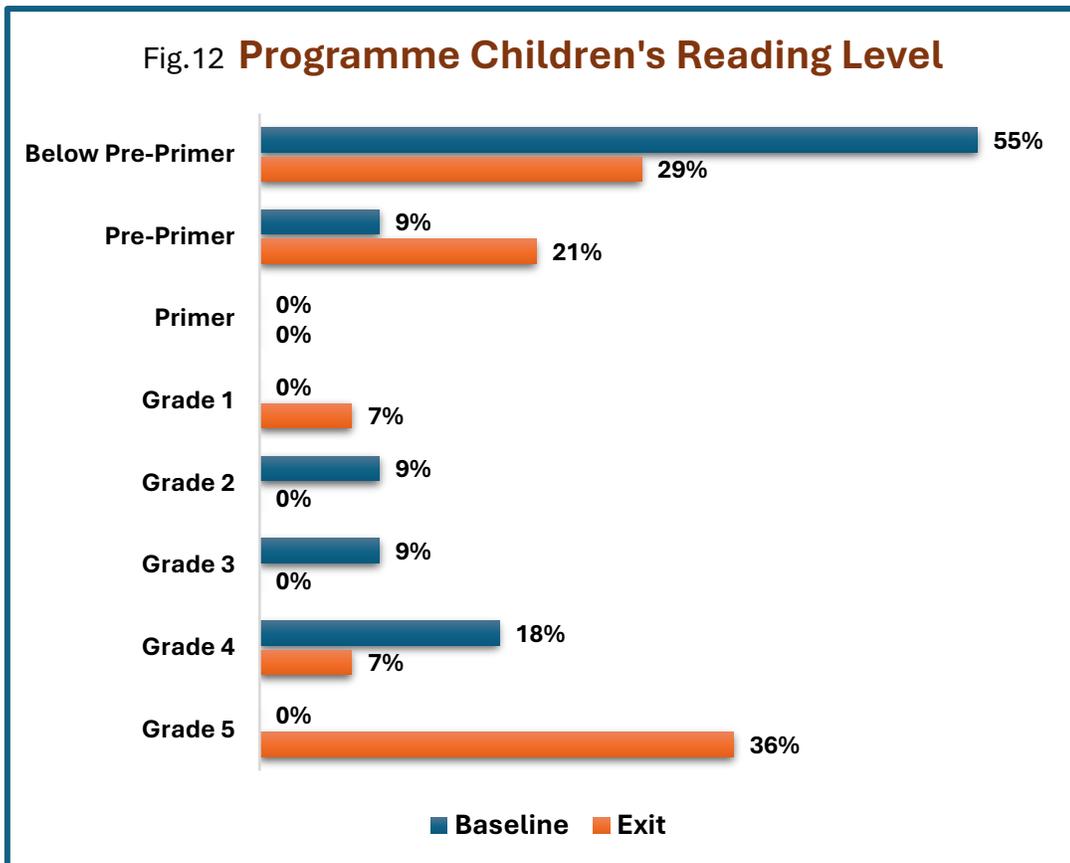


Outcome 4

Increased engagement in educational activities.

Indicators:

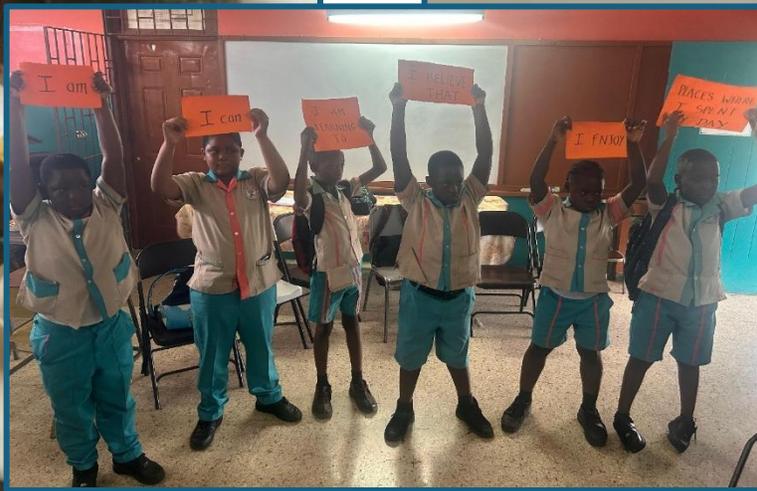
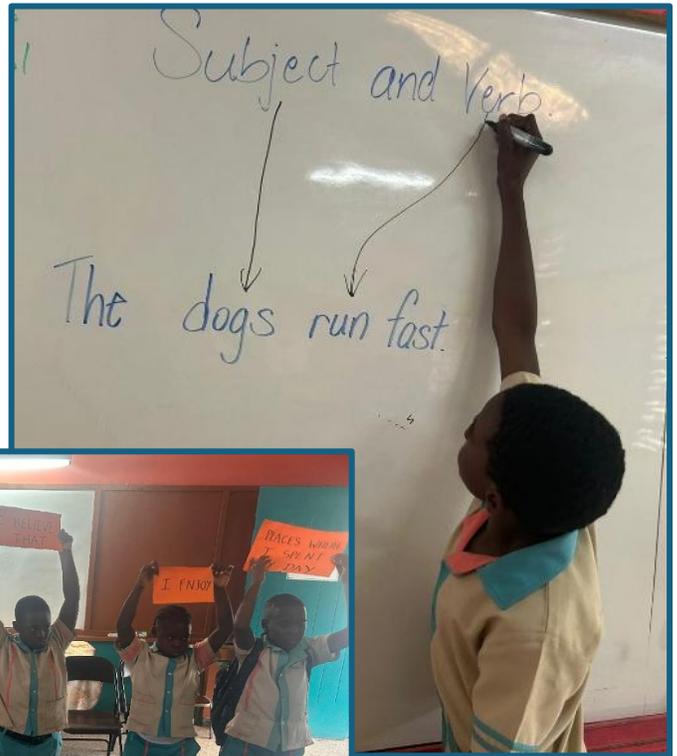
- Children demonstrate an increased love for learning and reading.
- Children demonstrating increased proficiency in literacy.
- #/ percentage of children showing a positive attitude towards school.



The baseline and exit data showed **noticeable improvement in the reading skills of the Programme children with 43% reading at Grades 4 and 5 levels at Exit compared to 18% at baseline; and 50% reading at Primer and below at Exit compared to 64% at baseline (Fig.12).**

'We get to improve in our academics. We learn how to talk fluently and write better so that the teacher can read our writing and we learn how to write better sentences.' Child

'Wi learn fi sound out word if wi nuh know it and pronounce di word and break de word down inna syllables.' Child



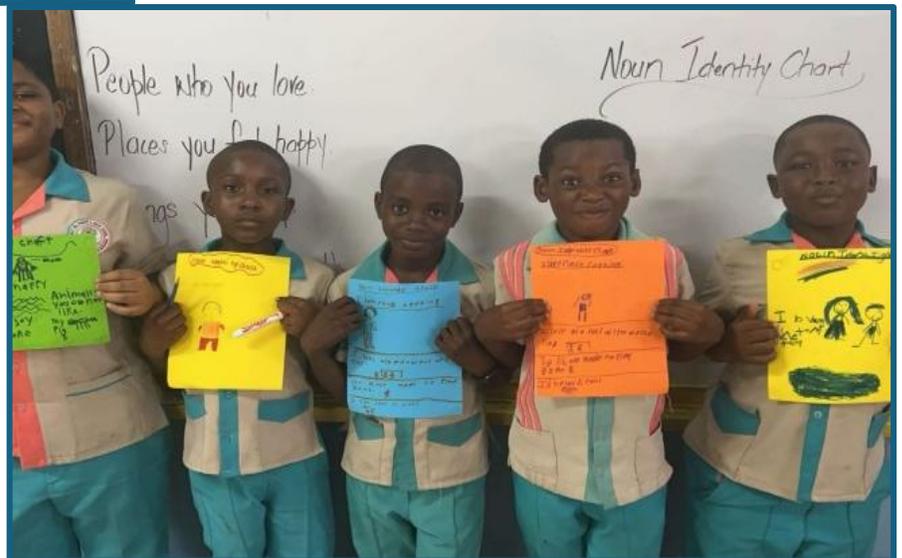
WI A BOSS

Chorus

Wi a boss, wi a boss, wi a boss,
Every sentence did have one boss
Pause...

- Declarative boss
- Interrogative boss
- Imperative boss
- Exclamatory boss
- Ayyyy

Chalky Hill CRP Literacy Team



'Mi getting better grades on mi test. Mi used to come 10th in class but since mi a come a de Programme, a pure 2nd mi a come!' Child

'One child asked if he could borrow a book from the Library to take home and read. So they're developing a love for learning and reading.' Teacher

'Mi neva use to pay attention in class but now mi sit down an pay attention.' Child

'Wi learn about nouns, where to put commas and full stops.' Child

'Literacy interactive activities strengthened their sentence-building skills and reinforced the importance of clear communication in handling conflicts and expressing thoughts effectively.' Facilitator

'Mi neva used to feel like reading an now mi want to read.' Child

'In Literacy, to make the lesson interactive and meaningful, the class created a song. Each student contributed which not only strengthened their listening and social skills, but allowed them to practice teamwork and respect for each other's voices. The final song was a success and the students enjoyed the process of creating it together. The boys left with a better understanding of the topic and an appreciation of listening to others.' Facilitator

'My child had a temper problem an I see him change a lot. Him calm down and him a listen more. Him a control him temper more now.' Parent

'My grandson showing some good changes in his behavior and not going to the bathroom as often as excuse to get out of the classroom. That's a great change! Guidance Counsellor used to call mi plenty times.' Parent

'Him have anger issues and used to fight a lot an him not picking on him likkle brother now. Him hugging him brother now.' Parent

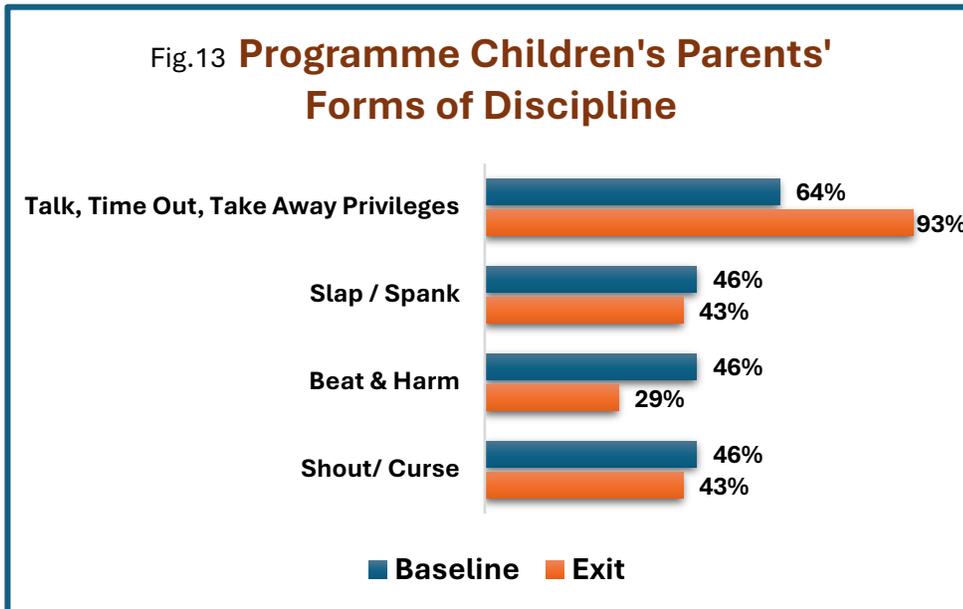


Outcome 5

Increased parent/family engagement resulting in increased parental involvement in children's schooling and everyday life and improved parenting practices among targeted parents including appropriate discipline.

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.



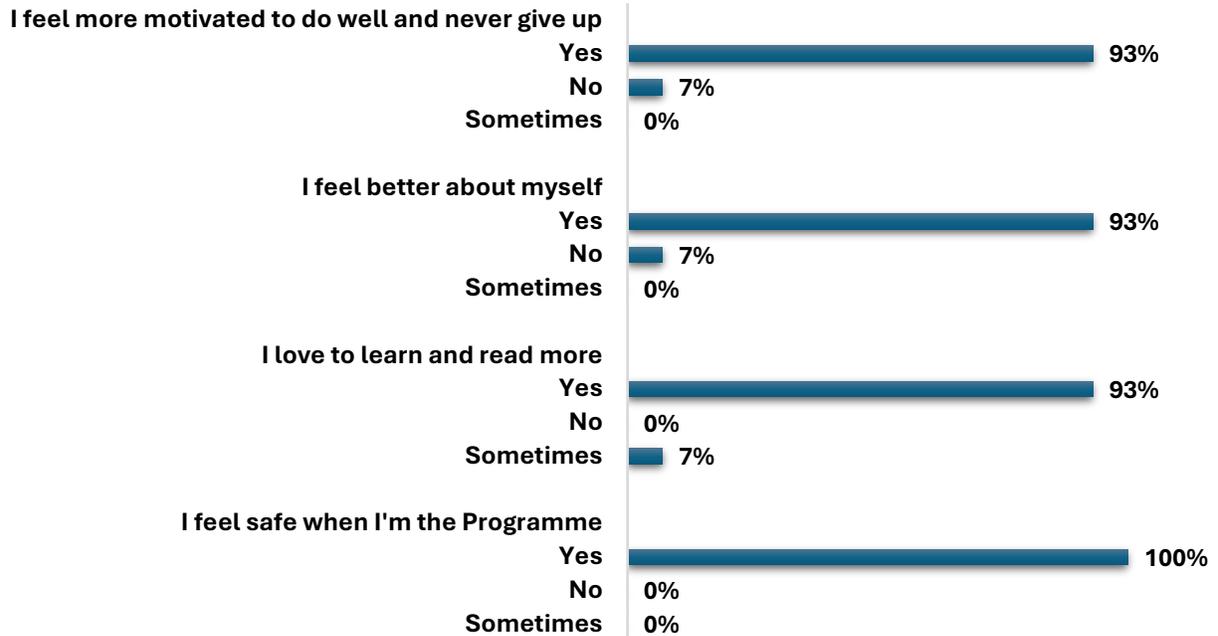
The exit data showed 93% of children saying that their parents used talking/time out/ take away privileges compared to 64% at baseline. The Programme children also reported less slapping (46% to 43%); less beating and harming (46% to 29%); and less shouting/ cursing (46% to 43%) (Fig.13).

'I hug my child.' Parent

'I see a lot of improvement in my son because first time when I come home, him did so rude, you wouldn't like fi know how him did stay. No mannas and behaviour. But now no more like what him used to do..' Parent



Fig.14 **Since Being at the Programme...**



I am full of potential.
I respect myself and others.
I make wise choices, even when it's hard.
I learn from my mistakes and grow stronger every day.
I am a leader, a problem solver, and I will rise above any challenge.
I believe in my future, and I have the power to shape it!
Awesome!

'The Programme was a success, with students demonstrating teamwork and respect for gender equality through their participation in the activities and discussions. The integration of real-life themes into the lessons created a meaningful and enjoyable learning experience for the students as well as for myself.'

Facilitator

CONCLUDING REMARKS

Both qualitative and quantitative data, clearly indicated that the Child Resiliency Programme had a significant impact not only on the referred children of the Chalky Hill Primary School, but in the classrooms, the wider school community, as well as in the Programme children's homes. The Programme's benefits, Outcomes and reach were realized. The Reward and Recognition Programme of the Star Charts and the twice-termly Behavioural prize Giving ensured that the children stayed motivated and stimulated which helped to improve their resilient attributes and pro-social behaviour such as self-discipline and self-control. Spotlighting their skills in a football match with another school; being included in creating interactive Literacy sessions; as well as performing on the drums at the Programme Leaving Ceremony in front of an audience undoubtedly boosted their self-confidence & self-esteem.

Seeds have been planted, and should they be nurtured, these children hopefully will grow in Peace, Resilience and Wellness towards making useful contributions in their respective communities.

