



CHILD RESILIENCY PROGRAMME[®]

Building Peace Resiliency and Wellness



*Holy Family Primary & Infant School
Monitoring & Evaluation Report
June 2025*

TABLE OF CONTENTS

Introduction	3
Child Resiliency Programme’s Theory of Change.....	4
Child Resiliency Programme Model	6
Peace Resiliency aand Wellness (PRW) Training/ Sensitization Workshops	7
Measuring the Child Resiliency Programme	11
Child Resiliency Programme Findings by Programme Outcomes.....	17
Since Being in the Programme and Conclusion.....	31



HUG A CHILD!!!

INTRODUCTION

The Private Sector Organisation of Jamaica (PSOJ) in partnership with the Jamaica Constabulary Force (JCF) leveraged its network to create Project STAR (Social Transformation and Renewal), a social and economic development initiative, to strategically transform under-resourced communities across Jamaica, by commissioning targeted interventions to facilitate an evidence-based approach to inclusive community development and sustained violence prevention.

A central aspect of this Initiative was the Project STARs partnership with the Child Resiliency Programme (CRP) to implement the CRP after-school intervention at the Holy Family Primary and Infant School (HF) beginning in January 2025. The Child Resiliency Programme focuses on the development of Peace, resilient attributes, pro-social behaviours, literacy, numeracy and psychosocial support of children 9-11 years, with Adverse Childhood Experiences (ACEs) who are 'at risk' for trauma, violence, exploitation, abuse and neglect. The Programme offers a protective environment for these children three times per week after school, which includes Life Skills training (via Circle Time, Sports and Creative Activities), Academic (Literacy and Numeracy) and Parental support.

Forty (40) students (ages 9-10) were selected from Grade 4 by the Guidance Counsellor and the Grade 4 teachers based on the following criteria which also stipulated that students must be resident within the communities; and exhibiting social and behavioural challenges:

- 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- Withdrawn

Parents consented for the referred children to take part in the Programme and expressed willingness to attend monthly Parent workshops, where they too, would be supported in appropriate forms of discipline, effective ways to communicate with their children, as well as taking active interest in their children's schoolwork.

The intervention is intended to result in outcomes outlined in Figs 1-3.



Fig.1 **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 trauma, violence, exploitation, 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, mental wellbeing 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 (Fig.4) ...

- 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 trauma, violence, exploitation, abuse and neglect.

Fig.2 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 and numeracy
- #/ 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.

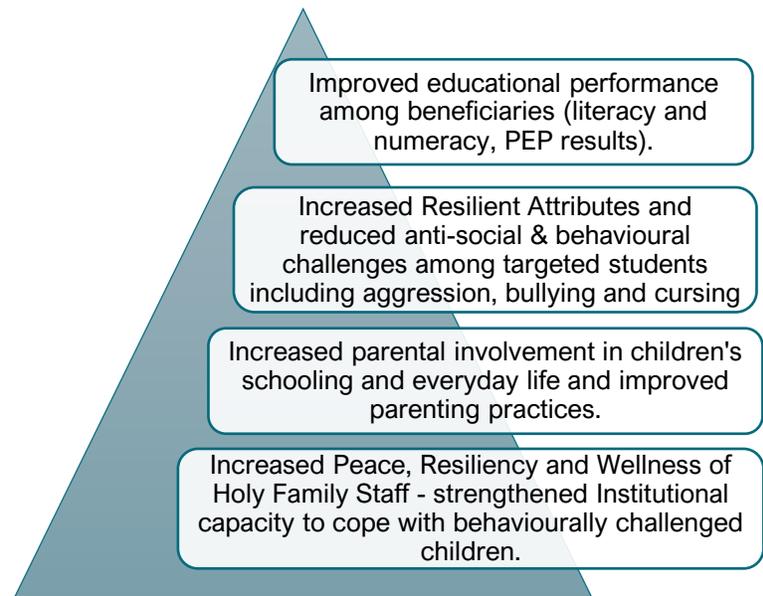


Fig.3

Fig.4 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

CRP MODEL

HOLY FAMILY PRIMARY & INFANT SCHOOL (HF)
Meet: Mondays, Tuesdays & Thursdays 2:45-4:45 pm
4 different-coloured ‘houses’/teams of 10 children each. 8 Individual Behavioural Prizes awarded every 5 weeks
Activities: Devotions ▪ Circle Time ▪ Sporting & Physical Activities ▪ Drumming ▪ Literacy & Numeracy ▪ Dance
Parent Workshops: last Wednesday of every month Family Counselling & Home Visits
Stakeholders / Feeder Schools Workshop: Annual Teacher Training: Annual
Life Skills Training Thematic Approach: Weekly life skills themes are used to guide the focus of activities
Nutritional Support: a meal is served every day of Programme sessions
Annual Sports Day/ Mini Sports & Spelling Bee Competitions
Fun Day, End of term Field Trips End-of-term Prize Giving, Awards Ceremonies & Concerts
Reward & Recognition Programme 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.

The Programme aims to promote physical, social, cognitive, vocational and moral competences.

The Programme is delivered after school, three times per week, and 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 recognized 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 trip this academic year was at Hope Botanical Gardens which was particularly appreciated by the children.

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

PRW TRAINING & SENSITIZATION WORKSHOPS

Outcome 1

Increased Peace Resiliency & Wellness (PRW) in persons providing care for children affected by trauma resulting in strengthened institutional capacity of Holy Family Primary School (teachers and other members of staff) 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.

To kick start the CRP implementation, a one-day workshop was held on January 23, 2025, to train 8 Facilitators/Teachers and Guidance Counsellors in the delivery of the In-School model of the Child Resiliency Programme at HF. They also received Peace Building and Wellness (PRW) training to effectively fulfil their roles as frontline workers in the HF community. The Sensitization Workshop also included monitoring and evaluation findings of the Programme from the 2023-2024 academic year.

Workshop Objectives

<p>Child Resiliency Programme 'Building Peace Resiliency and Wellness' Holy Family Primary</p> <p>January 23rd, 2025</p> <p>Devotion Welcome / Introduction8:00am-9:00am Dr. Kim Scott</p> <p>"What is the Child Resiliency Programme?" 9:00am - 9:45am Ms. Sheena Copeland</p> <p>B R E A K9:45am - 10:00am</p> <p>Child Resiliency Programme Evaluation 10:00am - 10:45am Mrs. Judith Taylor</p> <p>Building Your Own Resilience 10:45am-11:30am Dr. Kim Scott</p> <p>'Peace in You and at the Programme'.....11:30am - 12:15pm Dr. Michelle Miller</p>	<p>L U N C H12:15pm - 1:00pm</p> <p>TOPICS FOR DISCUSSION Devotion/ Calendar/Schedule /Referrals/Discipline/Motivational Strategies-Star Charts/Behaviour Prizes/Field Trips /Performance Appraisal.....1:00pm -2:00pm Mrs. Judy Taylor/Dr. Michelle Miller</p> <p>Life skills/Circle Time, Family Counselling/ Sports/ Creative/Nutrition.....2:00pm -3:00pm Ms. Sheena Copeland</p> <p>Literacy & / Numeracy.....2:00pm -3:00pm Kavelle Hylton/Dr. Michelle Miller</p> <p>Next steps/Close off.....3:00pm</p>	<div style="display: flex; justify-content: space-around;">   </div> <p style="text-align: center;">Child Resiliency Programme</p> <div style="border: 1px dashed black; padding: 5px;"> <p>CRP/ HOLY FAMILY TRAINING OBJECTIVES</p> <ul style="list-style-type: none"> • To explore how to achieve peace. • To learn strategies for Building Resilience for Implementers. • To understand the Child Resiliency Programme Model including the characteristics of Resiliency in children and the tools to achieve them. • To review the monitoring and evaluation CRP outcomes for the previous year and review indicators for upcoming year. • To prepare for effective operations of the Child Resiliency Programme for the upcoming school year. </div> <div style="text-align: right;"> <p>PROJECT STAR</p> <p>In partnership with the</p> <p>Child Resiliency Programme</p>  <p>'Building Peace Resiliency and Wellness'</p> <p>Peace Institute, IUC</p> <p>Training/ Sensitization Workshop</p> <p>Holy Family Primary School</p> <p>January 23, 2025</p> </div>
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CHILD RESILIENCY PROGRAMME

Holy Family Primary & Infant School Monitoring and Evaluation Report June 2025



CRP Team, Project STAR Representatives & Implementers of the CRP Programme at Holy Family Primary & Infant School

• **March 6, 2025. PRW Training of Staff of Holy Family Primary and Infant School – 27 participants.**

As part of the CRP/ Project STAR partnership, Teachers and Guidance Counselors from the Holy Family Primary and Infant School completed a one-day Certificate Training Workshop in PRW at Alhambra Inn.



Fig.5 Holy Family Primary PRW Training PrePost Response

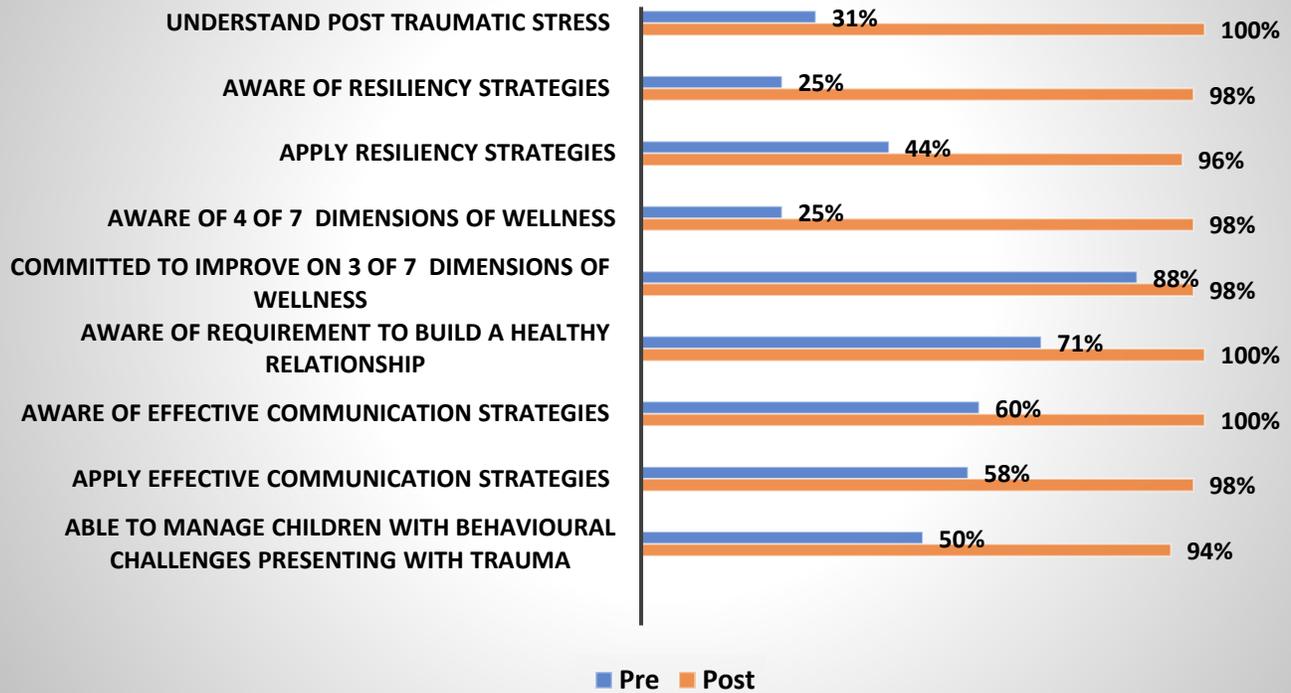
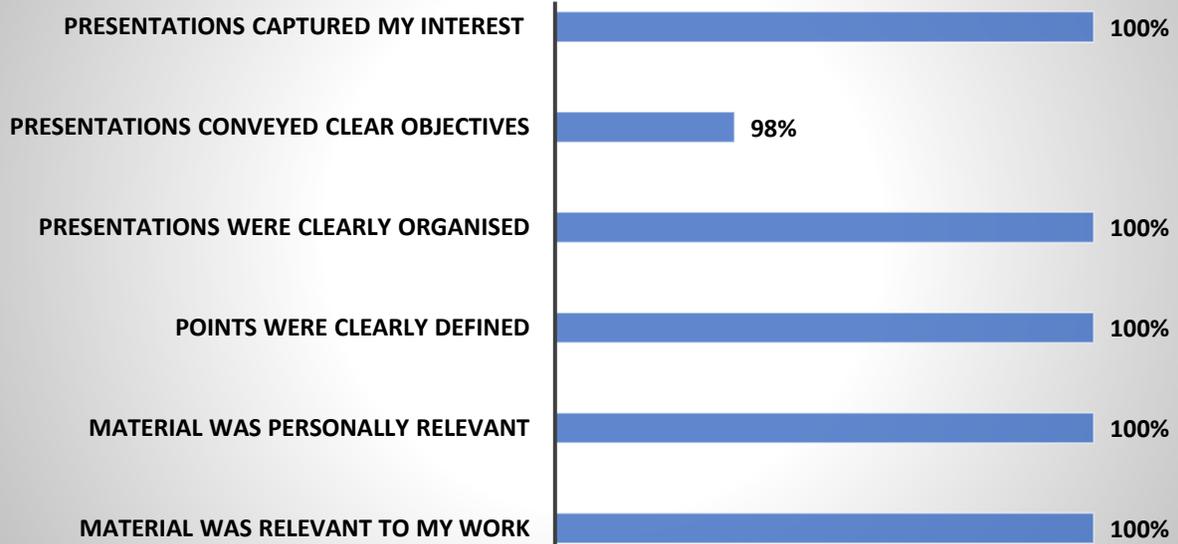


Fig.6 Holy Family Primary PRW Training Evaluation



What stood out to you? Holy Family Participants' Responses...

'The overall presentations were well organised, engaging and facilitated active participation.'

'The reinforcement of noticing the good in all situations and circumstances.'

'Try to understand what students are going through. Each child has a different situation.'

'Being aware that good relationships can relieve chronic stress and promote peace.'

'I need to consume less sugar and sodium as part of my peace and resiliency journey.'

' We need to make time to take care of 'self', know our stressors and don't let them weigh us down.'

'Healthy diet & sleep are very important, which will give me more power to be more resilient and effective in everyday life.'

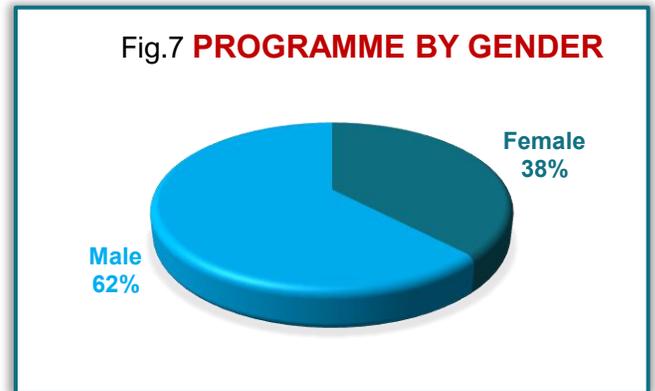


CRP Team with Project STAR Representative & Holy Family Principal (Acting)

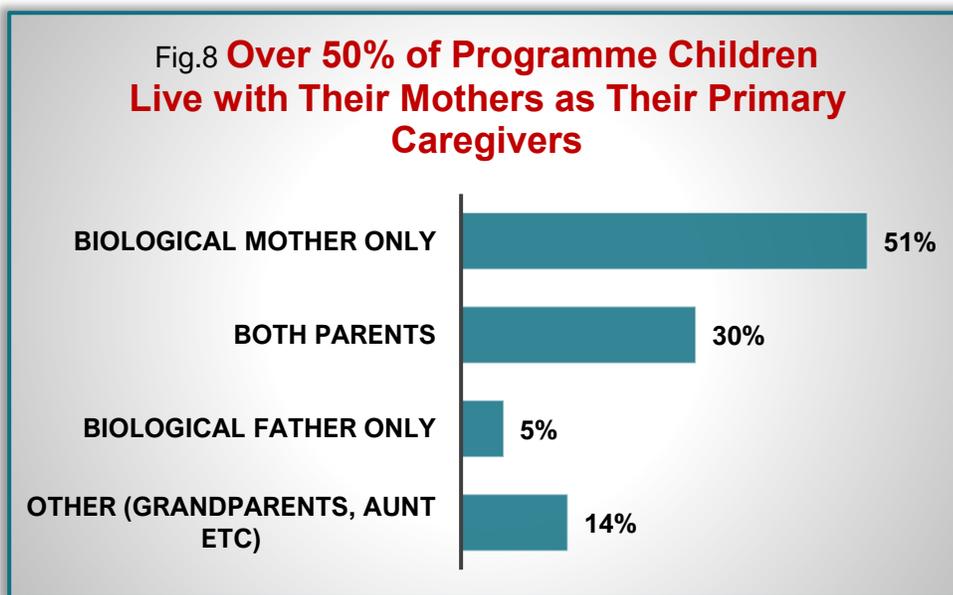
MEASURING THE CHILD RESILIENCY PROGRAMME

Quantitative baseline and exit data were collected from samples of the Programme’s 40 children (37 at Baseline in February 2025 and 35 at exit in June 2025). In addition, qualitative exit data was collected in June 2025 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 Operations Manager. Questionnaires, guided by the Child Resiliency Programme Outcomes (Fig.2), were individually administered to each child; and Reading and Numeracy assessments were also conducted. The data was stored in JASP, a statistical analysis tool.

The 37 children surveyed at baseline included 62% males and 38% females (Fig.7).

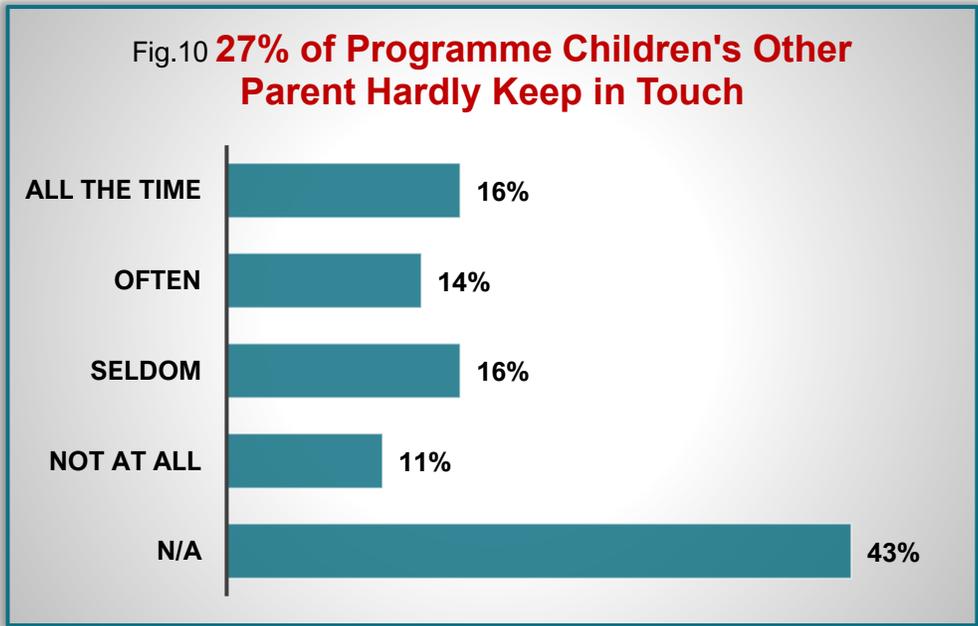
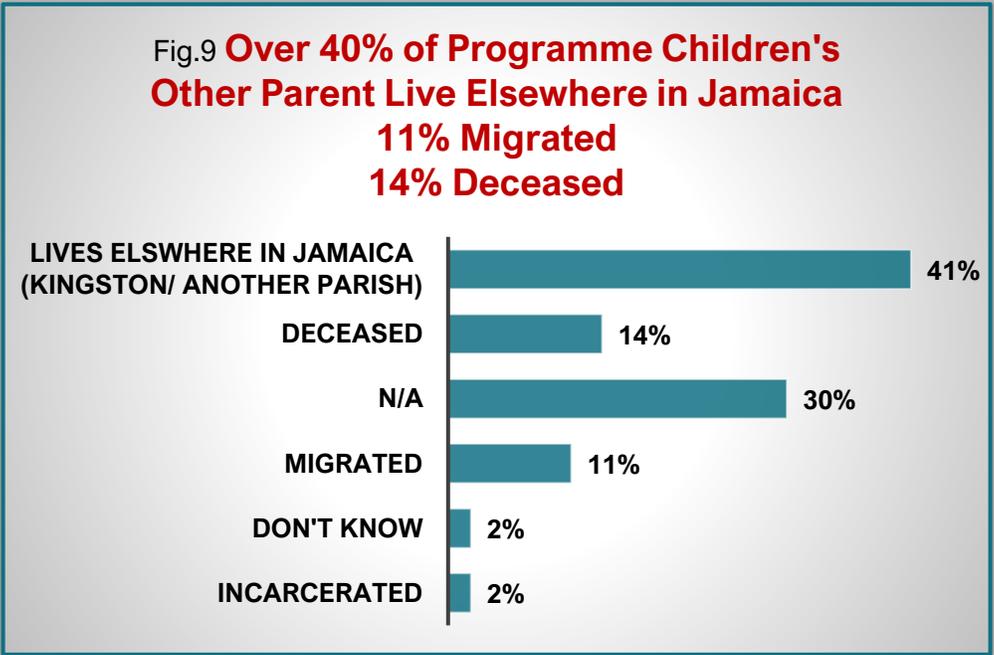


BACKGROUND FINDINGS



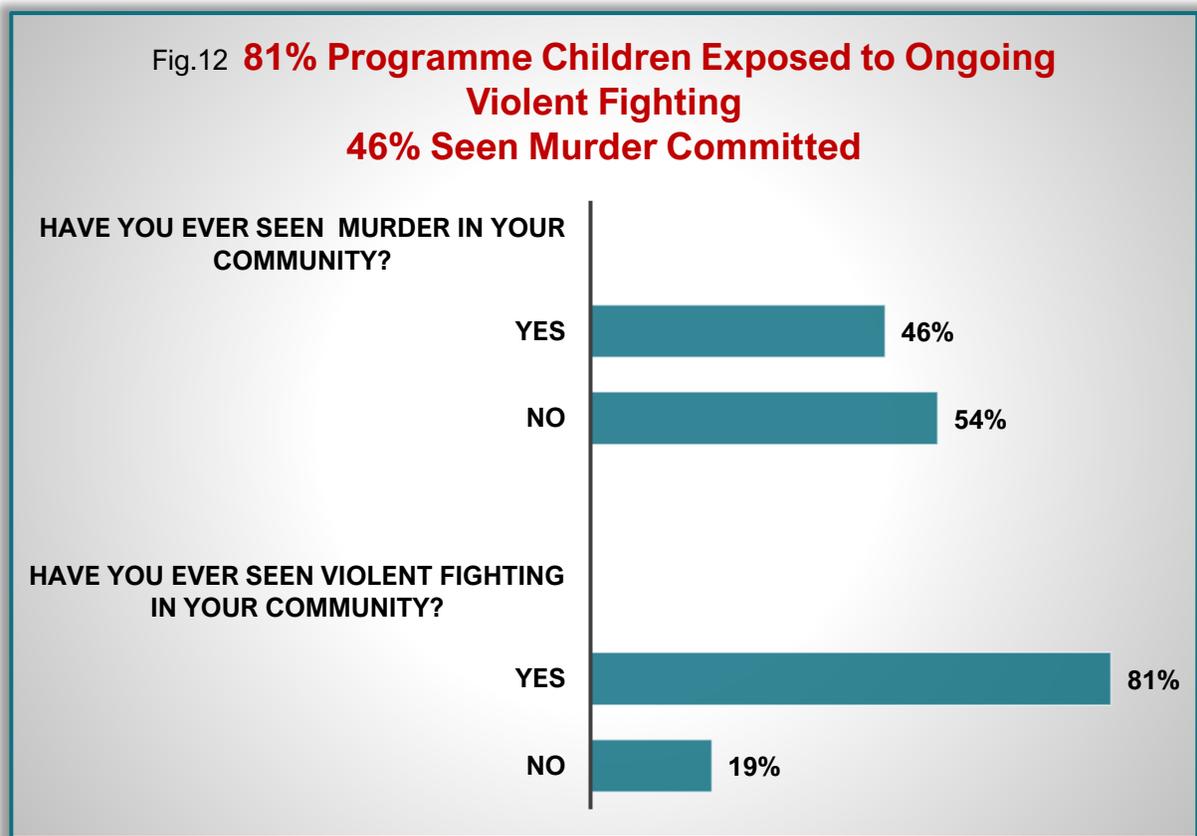
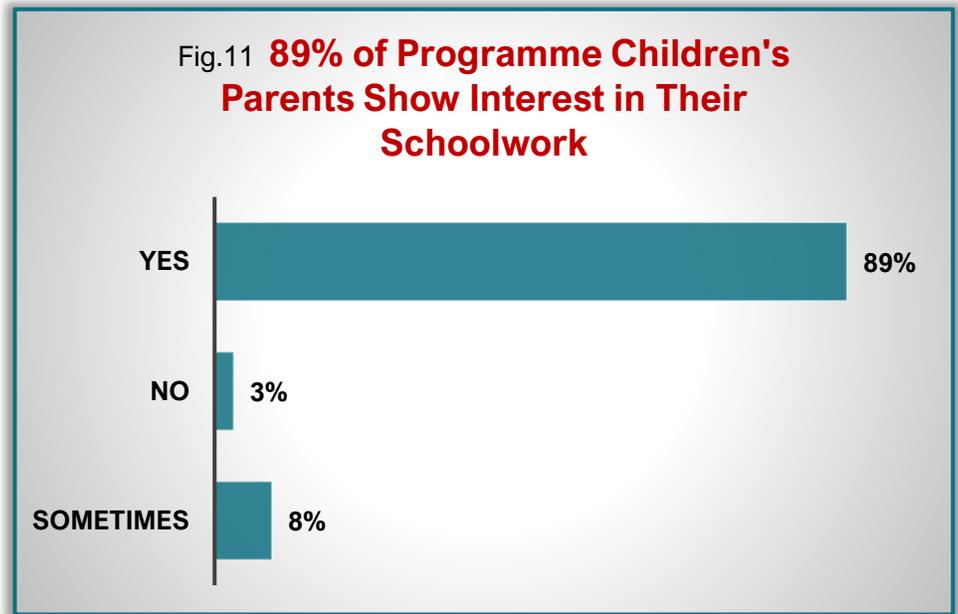
According to the baseline data, over 50% of Programme children lived with their mothers as primary caregivers; 5% were primarily taken care of by their fathers; 30% said they lived with both parents; while 14% said they lived with other relatives (grandparents, aunt, uncle etc.) (Fig.8).

The Programme children reported that the **parent they do not live with**, either lived elsewhere in Jamaica (Kingston or another parish) over 40%; had migrated (11%); or were deceased (14%), all of whom they said, died by violence (Fig.9).



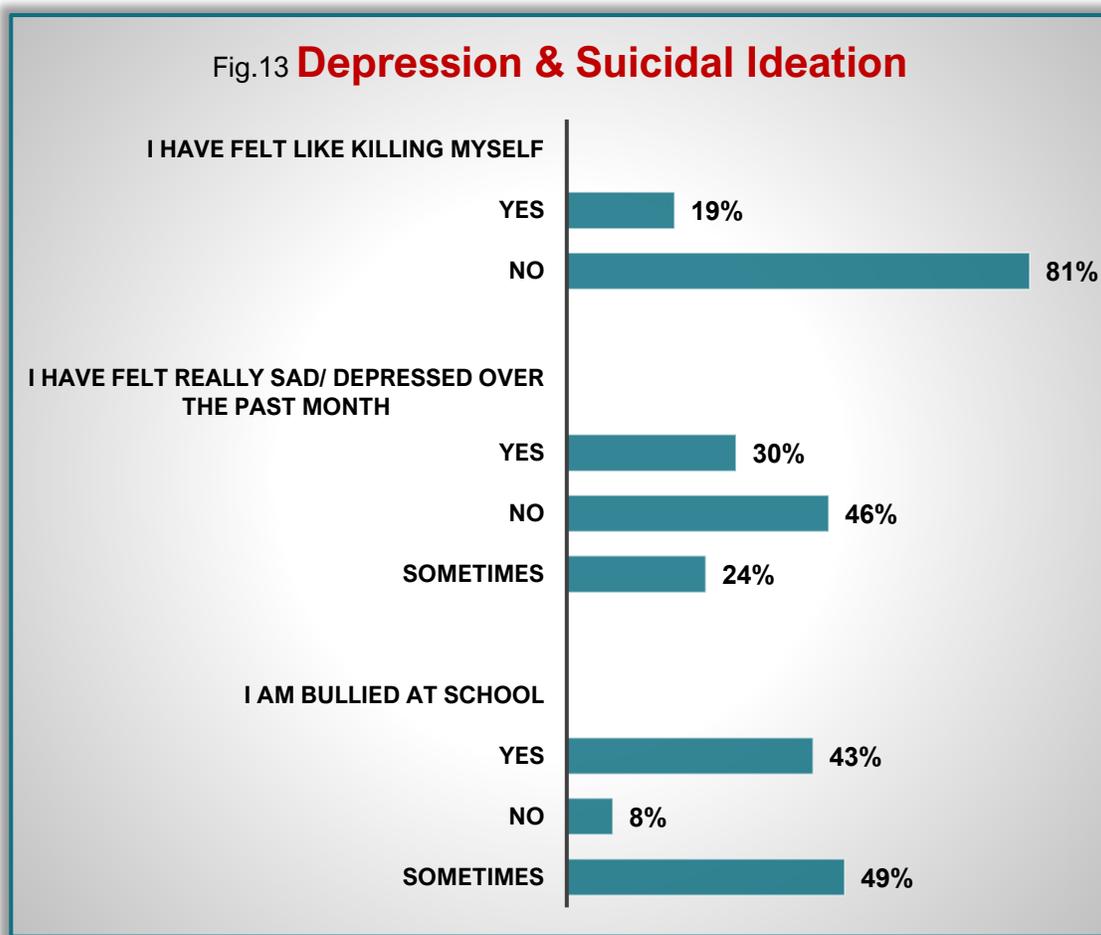
Thirty percent (30%) of Programme children informed that they visited or talked to their **parent who did not live with them** often or all the time; while **27% said the parent who they did not live with, never or hardly communicated with them.** (Fig.10).

Most of the Programme children (89%) reported that their parents/caregivers showed interest in their school and homework; while 11% said their parents/caregivers showed interest sometimes or not at all (Fig.11).



The baseline data showed that **the referred children at the Programme were exposed to excessive occurrences of violence in their communities**: 81% reported seeing ongoing violent fighting in their communities, sometimes several times per week; and 46% said they had actually seen murder committed in their communities (Fig.12).

Generally, the **background context** of the referred children indicated **separation of child from parents due to living arrangement, migration or death; some levels of neglect and extreme exposure to community violence**, all of which contributed to aggressive response to situations and some level of grief and depression in the Programme children.



The data further highlighted the negative effect of these vulnerable families and communities on the Programme children’s mindset and emotions: 30% 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, 19% said they had suicidal ideation; and 43% said they were bullied at school (Fig.13).

CHILD RESILIENCY PROGRAMME

Holy Family Primary & Infant School Monitoring and Evaluation Report June 2025



projectstarja
🎵 Kiri T · Children's Playground (...)

Following ...

Child Resiliency Programme
Child Resiliency Programme

9

projectstarja Happy Global School Play Day! 🎨 🎉

The Project STAR team joined the vibrant students of Holy Family Primary School to celebrate Global School Play Day through interactive literacy and numeracy activities. Thanks to Scotiabank Foundation's support, children experienced dynamic learning through dance, football, circle time and engaging learning sessions. This Project STAR supported initiative, in partnership with the Child Resiliency Programme, demonstrates how play-based learning creates meaningful educational experiences. This initiative reinforces how movement and interactive activities boost student engagement and learning outcomes.

Attendance

Regular attendance of the targeted 40 children averaged 31 attending consistently and the other 9 not attending consistently.

'De Programme teach me to never give up an never push badness.'

Child



Teamwork to retrieve the football



'One day mi come and see seh my child move from 1 star to 5 stars! Mi a watch de star chart too.'

Parent

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.

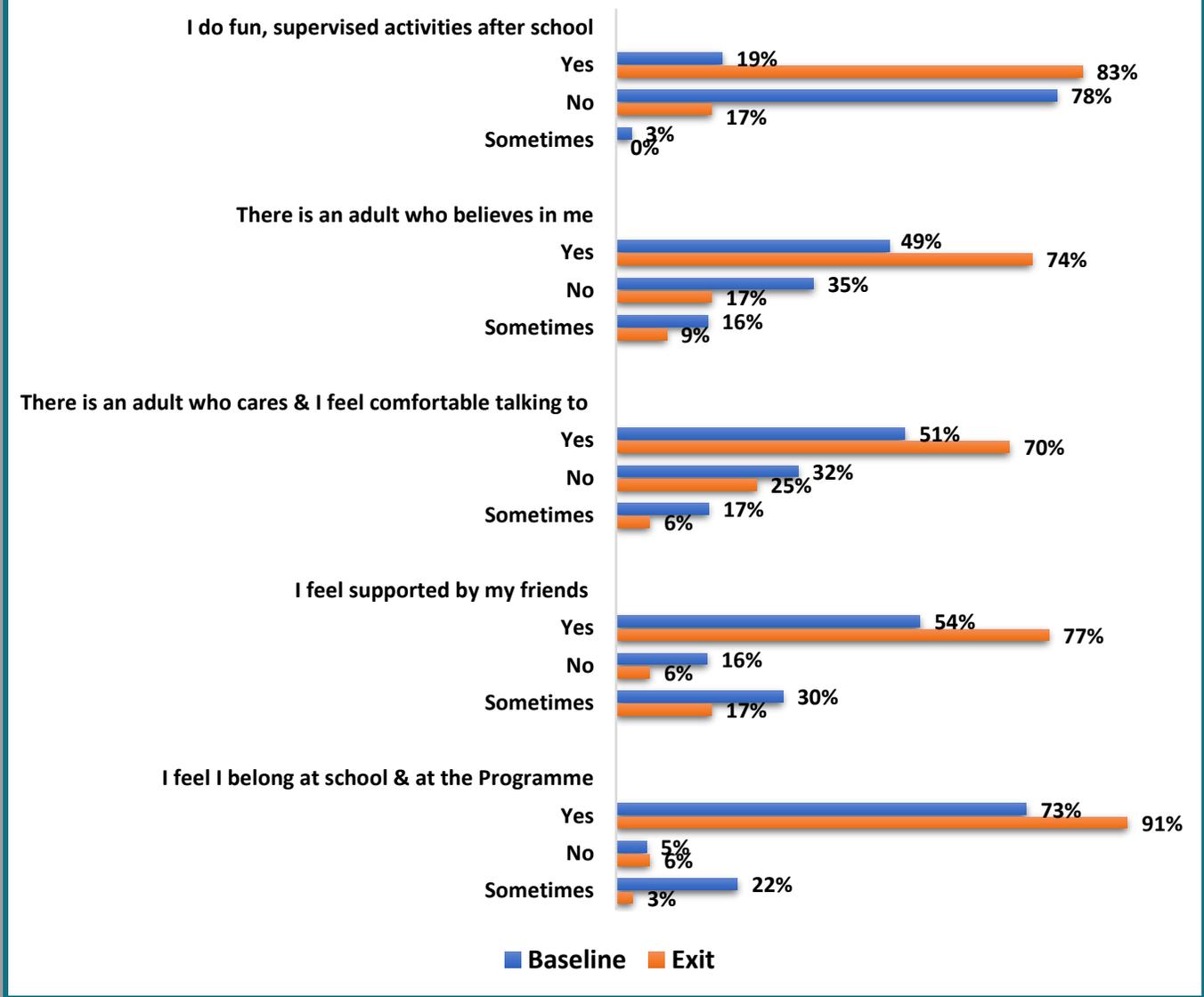
Every week, all activities focused on a Life Skills Theme. This meant that while the children were engaged in various activities, they were learning important 'soft' skills and developing their emotional intelligence, resilient attributes and pro-social behaviours. Topics included Stress Management, 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 spent focusing on faith in God, favourite choruses and songs, and reading Bible passages.



Fig.14 Programme Children's Coping Mechanism & Support



The baseline and exit data after just two terms of intervention, revealed a **significant increase in the coping mechanisms and support of the Programme children after just 2 terms of intervention** with: **83%** reporting that they were a part of a **fun, structured after-school programme**; **74%** and **70%** respectively, saying that they could **identify a teacher at school or an Aunty/Uncle in the Programme who believed in them and with whom they felt comfortable sharing their emotions of happiness, anger, grief etc.**; **91%** stating that they **felt they belonged** at their school and at the Programme; and **77%** expressing that they **felt supported by their friends**. (Fig.14). **Both quantitative and qualitative data highlighted their increased ability to identify someone who cared, to be sociable and safe and to express their emotions; their increased sense of belonging and self-confidence – avenues towards healthy emotional intelligence, stress release and stress management.**

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. The children not only learned to express their emotions and opinions on a variety of topics, they were also 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.



'My son got some counselling wid him anger problem an' him behaviour at de Programme'

Parent

'Circle time is fun. Sometimes we read and play games. We learn about HIV, anger management, gender-based violence, problem solving and not to tell lies.' Child

Resilience!

When things get tough and don't go right,
We **don't give up**, we **hold on tight**.
We take a breath, count one, two, three
And say 'This problem won't stop me!'

If **feelings** bubble like a fizzy soda,
We **name them all**-just like Dora!
'I'm feeling mad.' Or 'I'm so blue.'
Saying how we feel is brave and true.

We **talk it out**, not scream or shout,
Use **kind words** to **work things out**.
'I feel sad when plans don't go my way,
Can we find a better plan today?'

We **listen** close to what friends say,
And try to see it their way.
'Let's take turns.' Or 'Let's share the ball.'
Working together helps us all.

We **try again** if we fall down,
Turn our frown into a crown.
Mistakes help us learn...that's what they do!
Even grown-ups mess up too!

So, when the world feels upside-down,
We **stand up strong** and lose that frown.
We're **Bounce Back Pals**, brave and true
With hearts that shine in all we do!

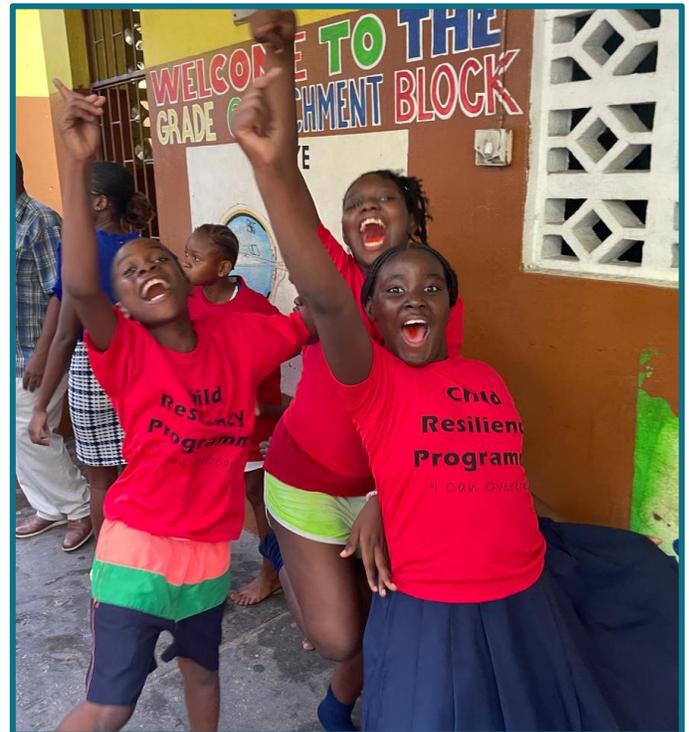
Poem by Holy Family CRP Circle Time Team

Nutritional Support

The Nutritional Arm of the Programme serves to:

- Provide weekly nutritional meals and refreshments to the referred children.
- 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 they are hungry.

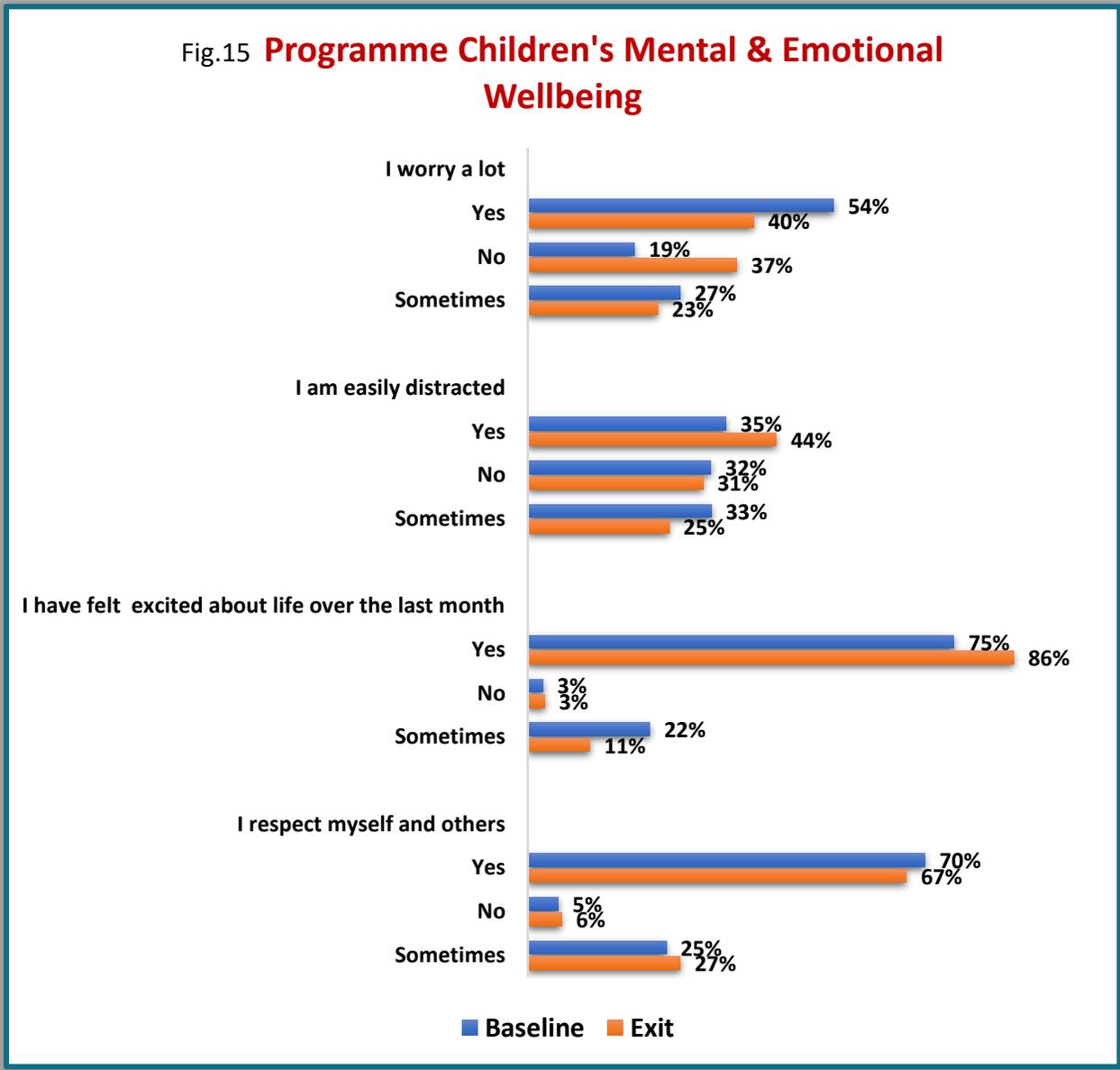


'Mi sen my child to de Programme 'cause me want him fi learn all de activity an improve im behaviour – football, dancing, drumming. An so far, im behaviour improve.' Parent

'We do fun activities, get jokes, we learn, we write down work, we play, and we enjoy!'

Child

Fig.15 **Programme Children's Mental & Emotional Wellbeing**



The baseline and exit quantitative data after just two terms of intervention have begun to support the qualitative noticeable positive changes in the mental and emotional wellbeing of the Programme children with 60% reporting that they did not worry at all or they worried sometimes; 56% saying they were not distracted some or all of the time; 86% stating that they were excited about life; and 94% expressing that they respected themselves and others sometimes or all the time. (Fig.15). Both quantitative and qualitative data pointed to increased resilient attributes such as increased self-esteem, and increased pro-social behaviours such as being excited about life and optimistic about the future.

‘The children are participating more in class and are kinder to each other.’ Teacher

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 and drumming skills and were able to express themselves through these activities on a weekly basis; as well as showcasing these skills 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.



'I learn new things at de Programme and I learn how to drum much better because it teach me new rhythms.'

Child



'Drumming taught these children to work together, listen to each other and cooperate with each other. They've progressed very well.' Facilitator



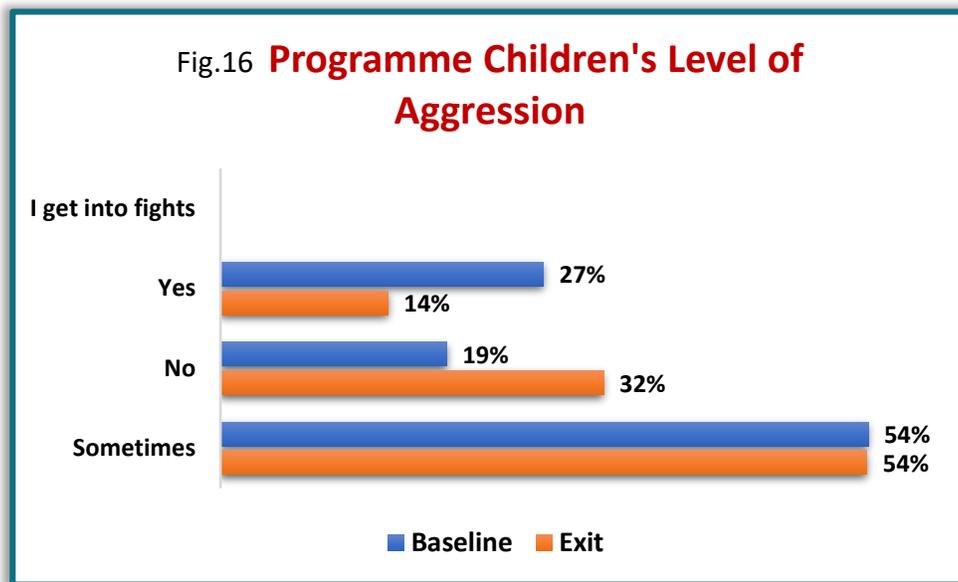
'I watch them in dancing to see what they do. They also teach me some moves that they want to put in the dances.' Facilitator

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 after just two terms of intervention, showed incremental changes regarding **the level of aggression of the Programme children** with **95%** reporting that they did not bully sometimes or all of the times; **80%** saying that they could **resist cursing back** sometimes or all of the times; **86%** stating that they **could resist fighting back** sometimes or all of the times; **and 74%** expressing that they **could resisting troubling someone** sometimes or all of the times. (Fig.16). Both quantitative and qualitative data indicated some level of increased self-control, ability to resist negative peer pressure; anger management and peaceful conflict resolution.

'They're loving but will still fight and then make up and fight again. Even their play is rough.'

Teacher

'My son used to hit people first time but not anymore. He's still boisterous sameway but not like one time. It a tone down.'

Parent

Sports and Physical Activity 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.

‘Sports help me to exercise. It’s energetic and we learn teamwork.’

Child

‘We do warm up, den we do jogging, an exercise, an den run.’

Child



‘We learn how to play football and Uncle always mek funny jokes, an we do fun things like treasure hunt for physical activity.’

Child

CHILD RESILIENCY PROGRAMME

Holy Family Primary & Infant School Monitoring and Evaluation Report June 2025

!!! SPORTS DAY!!!



'My daughter show more interest inna tings weh she neva used to be interested in like sports. Har teacher nah complain anymore. She all improve in how she fix up herself. Mi nah tell no lie.'

Parent

Outcome 4

Increased engagement in educational activities resulting in improved educational performance among beneficiaries (literacy and numeracy, PEP results).

Indicators:

- Children demonstrate an increased love for learning, reading and numeracy.
- Children demonstrating increased proficiency in literacy and numeracy
- #/ 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 and numeracy achievement tests.
- To foster a love for reading, numeracy and learning.

The first step in the Academic Support Arm, whether ‘chalk and talk’ methodology or computer-based learning, are the reading and numeracy assessments of each student to estimate their performance level. The next step is to apply intervention strategies to improve reading, comprehension and numeracy.



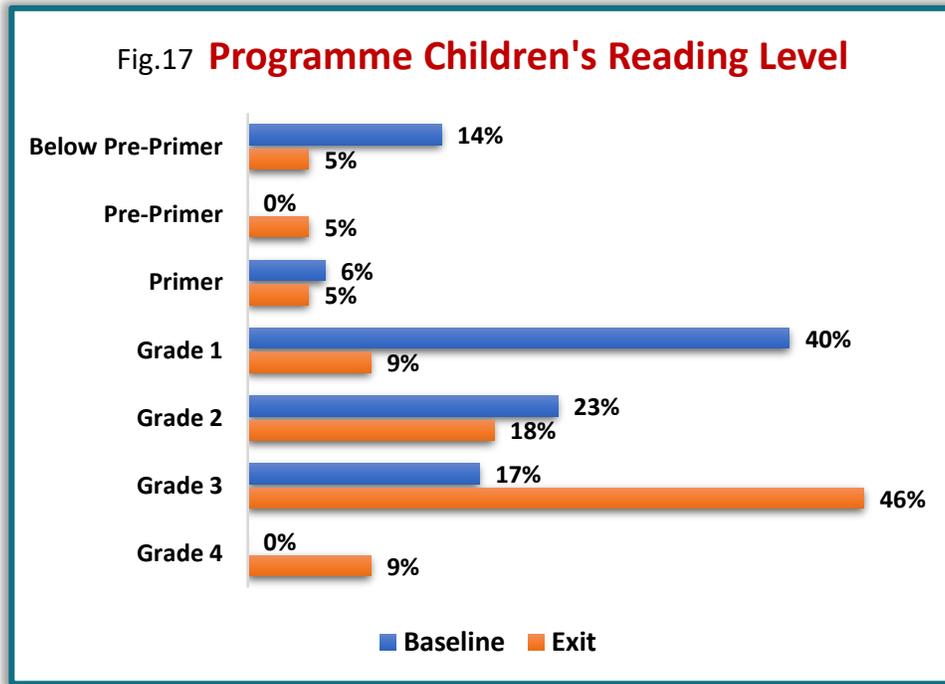
‘We learn how to read and spell and stay focused and Auntie always mek funny jokes in the classroom.’ Child

‘They’ve improved overall, but the leap is in their reading and comprehension.’ Teacher

‘One child’s reading improved and he’s using his phoenix and breaking words down into syllables! He’s putting what he’s learned both at school and in the Programme, into practice.’ Teacher

‘My daughter excited that she can read. An she ask mi to give her something to read, and she read it off!’ Parent

‘They’re quite excited to see themselves reading and this has improved their self-confidence and self-esteem.’ Teacher



The baseline and exit data showed noticeable improvement in the reading skills of the Programme children with 46% reading at Grade 3 level at the end of two terms of intervention compared to 17% at baseline; and 55% reading at Grade 3 Level and above at Exit compared to 17% at baseline (Fig.17).

In addition, at baseline, the in-school exam data showed 52% and 74% Programme children at Non-Mastery in Math and Language respectively; and 39% and 26% at Near Mastery in Math and Language respectively. In-School end of year exam results to follow.

'Before, I was dropping back and because of the Programme, I'm stepping up in my grades.'

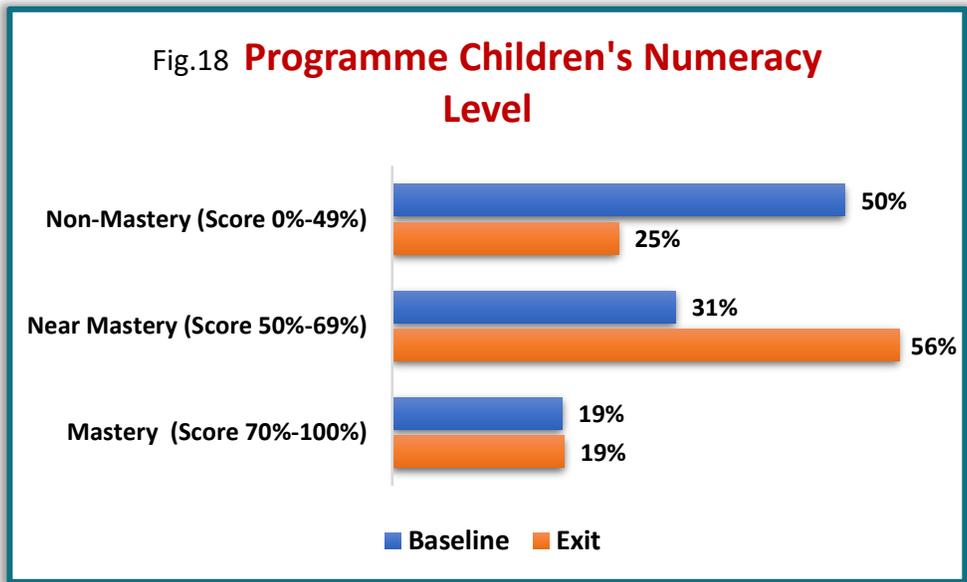
Child

'She show interest in har schoolwork an want to do it over until she get it right. Har class teacher have noting fi seh now.'

Parent

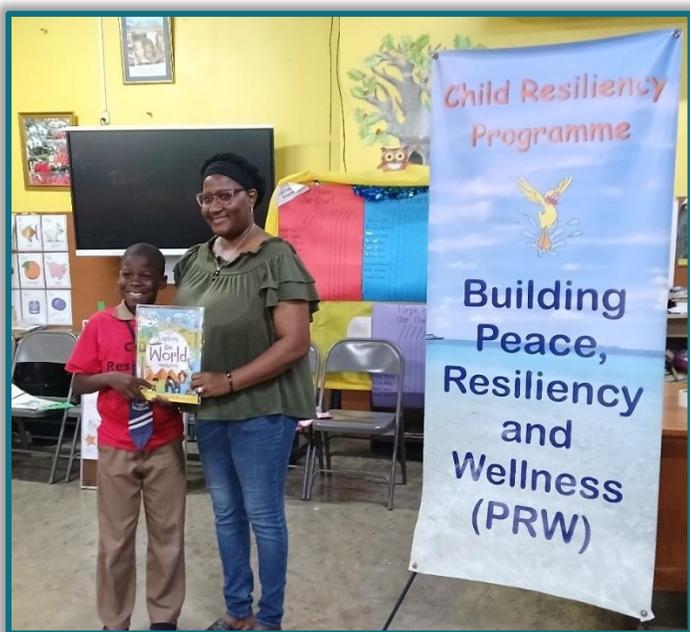
'I see great improvement in har schoolwork like de maths.' Parent





The baseline and exit numeracy assessment also revealed encouraging improvement in that **56% of the Programme children were performing at 'Near-Mastery' level (scoring 50-69%) at the end of two terms of intervention at Exit, compared to 31% on entrance**; and 25% at 'Non Mastery' level (scoring 50-69%) after two terms of intervention at Exit, compared to 50% at 'Non Mastery' at Baseline (Fig.18).

'She seh she understand more when she come to de Programme an mi se seh she improve. Now she a do har homework on har own. Mi grateful fi de progress she meking.' Parent



FRACTIONS!

Chorus

Fraction is a part of a whole

Fraction (rep)

The denominator tell the total part,

The numerator tell yuh how much yuh want.

Dub Song by Holy Family CRP Numeracy & Drumming Teams

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 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.
- To equip parents to model and better communicate with their children.

Monthly Parent Workshops were held where topics such as effective parent/child communication, appropriate discipline and parents'/caregivers' interest in their children's schoolwork were discussed with parents who attended. This workshop built tools to handle frustration, grief, prevent abuse and violence at home and in their communities. The first Parent Workshop was well attended with 22 parents present.

In addition to the Parent Workshop, the Parent WhatsApp group chats were useful in keeping the parent/caregivers engaged. In addition, individual family counselling sessions were conducted as needed.



'If me talk to yuh more dan 5 times an yuh nuh hear mi, mi a go slap yuh. From di first workshop, I did not slap my children, I only talk to dem.'

Parent

'From coming to de workshop, I learn to control my anger wid my children and how to speak to dem properly.' Parent

'We learn different approach to tings. So if yuh usually angry, there's another way to deal wid yuh anger dan to beat de children 'cause it nuh work out.'

Parent

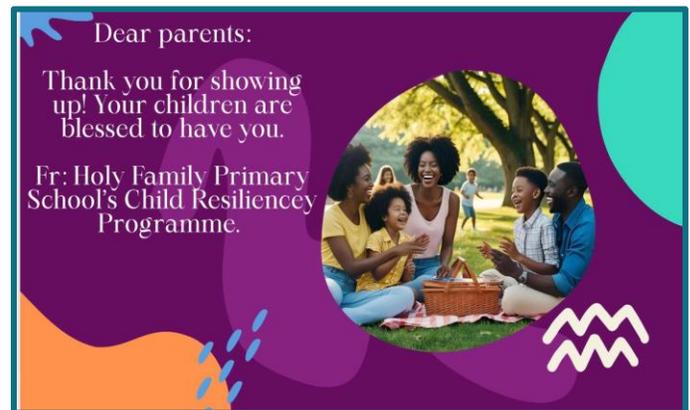
CHILD RESILIENCY PROGRAMME

Holy Family Primary & Infant School Monitoring and Evaluation Report June 2025

'At first my way was to kill har wid lik 'cause mi neva know any other way. Mi stop now. To me, lik mek yuh pickney 'fraid ah yuh an mek dem wan run to other people instead a you.' Parent

'Normally when I talk to dem I use indecent language. I'm trying my best to cut it out.' Parent

'I learn to tell dem I love dem. I used to sit down an beat dem and afterwards I cry an I get very emotional. It bring me back to memories when my mother used to lik me. I don't like seeing mi a be how mi madda used to do to mi. Now mi jus tek mi likkle time an jus calm down.' Parent



Parent data showed 46% of parents shouting/cursing; average 53% slapping/spanking; and 30% beating a harming as reported by the Programme children.

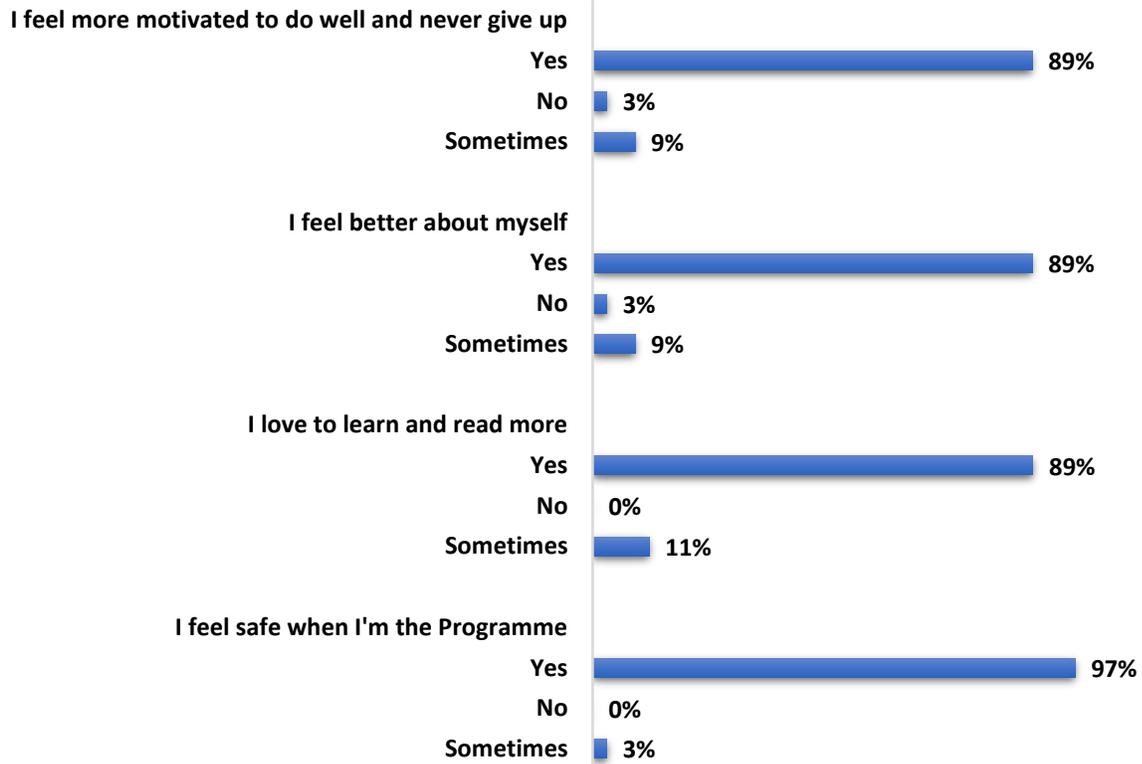
THANK YOU AUNTIES & UNCLES!!



'All the Aunties and Uncles are caring and nice and understanding.'

Children

Fig.19 **Since Being at the Programme...**



In conclusion, the Child Resiliency Programme at the Holy Family Primary and Infant School has successfully completed its first two terms of intervention.

