



Child Resiliency Programme®

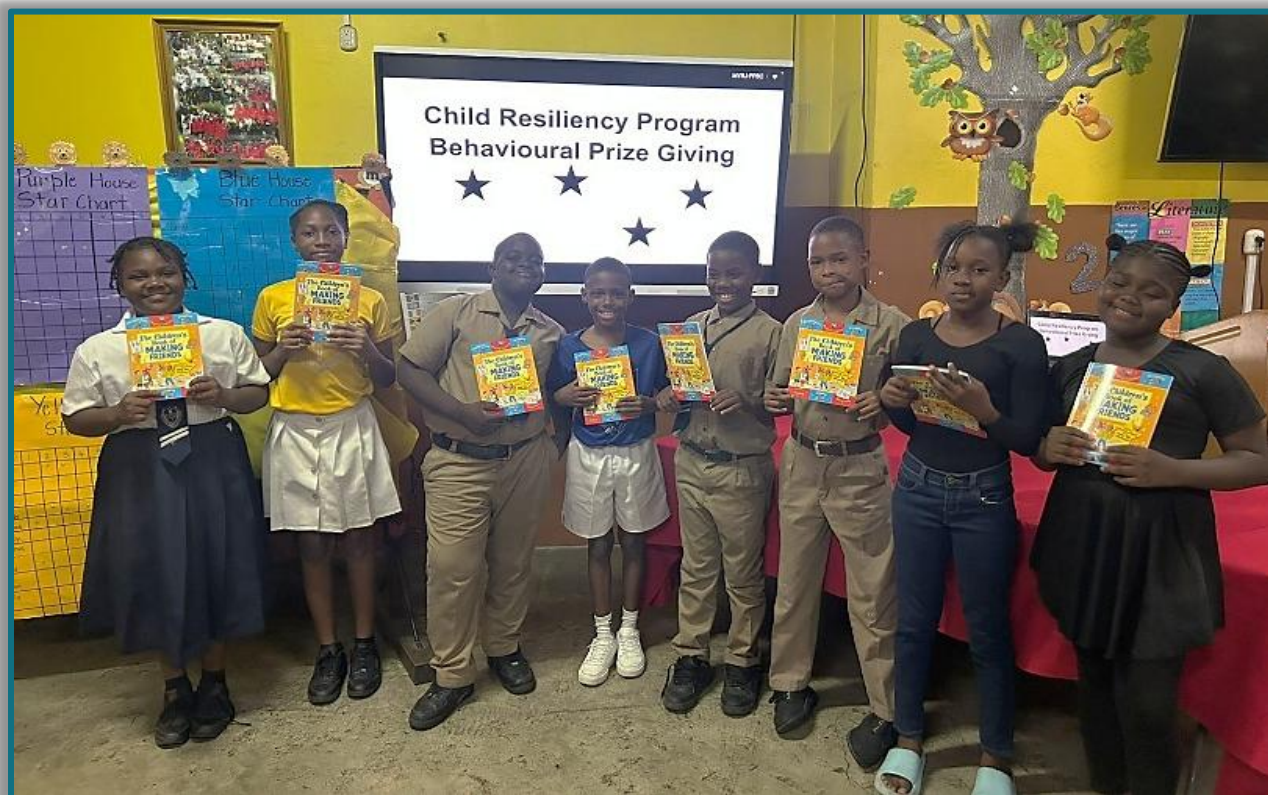
Building Peace Resiliency and Wellness
in the Context of Trauma



Holy Family Primary & Infant School
Monitoring & Evaluation Report
2025-2026

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HUG A CHILD!!!

INTRODUCTION

The Child Resiliency Programme (CRP) administered by the Violence Prevention Alliance (VPA) began the 2025-2026 academic year **firstly**, with a strategy-focused Implementers' training/ staff meeting for its three sites (Boys Town (BT), Mountain View Primary & Infant School (MVPI) and Holy Family Primary & Infant School). The workshop included presentation of the monitoring and evaluation findings of the Programme from the 2024-2025 academic year, with a view to assessing its impact and implementing operation strategies for improvement with the 2025-2026 cohort.

Secondly, with training in Building Peace, Resiliency and Wellness (PRW) in the context of trauma of undergraduates and postgraduates of the International University of the Caribbean (IUC); and the Council for World Mission team as part of the objective of the Peace Institute:

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 trauma, violence, exploitation, abuse and neglect.

OBJECTIVES OF THE PEACE INSTITUTE (excerpt)

- To engage vulnerable children identified to be affected by Adverse Childhood Experiences (ACEs) and at risk for violence in the Child Resiliency Programme at 3 current locations: two In-school models 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 (Research practicum, community service hours).
- 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) affected by Trauma and to feeder-schools of the Child Resiliency Programme.
- To integrate the Peace, Resiliency and Wellness studies Curriculum in the context of Trauma 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 in the context of trauma internationally and domestically to create partnerships and shared learning experiences for students.

CRP'S HURRICANE SUPPORT TO HELP BUILD PEACE RESILIENCY AND WELLNESS (PRW) IN THE CONTEXT OF TRAUMA

The Child Resiliency Programme extended its trauma informed care after the passage of Category 5 Hurricane Melissa on October 28, 2025.

It resumed operations at all three sites (Boys Town community, Mountain View Primary and Holy Family Primary Schools) on the Monday following Hurricane Melissa with ALL facilitators given additional financial assistance along with individual psychosocial support. The children's attendance post Melissa increased significantly, and they were grateful to be in a welcome safe haven in the hurricane aftermath; and responded positively to their emotional and nutritional needs being met during the difficult time. The ongoing activities led by caring adults continued to play a significant role in providing the necessary support for children affected by this unprecedented Trauma.

The Programme also disbursed a 'special needs' fund for 8 facilitators who were trying to assist their families living in the worst affected parishes (St. Elizabeth, Westmoreland, St James and Trelawny) to rebuild their homes.

In addition, CRP provided ongoing psychosocial support and trauma informed care to 20 front line workers on Google classroom via Starlink in communities adversely **affected by Hurricane Melissa** with a reach to St Elizabeth, Savanna la Mar, Westmoreland, Mandeville, Chalky Hill, St Ann, Portland, Clarendon, Montego Bay and Kingston as part of its Building Peace, Resiliency and Wellness Training in the context of Trauma to Undergraduate and Post graduate students of the IUC.



As one of its objectives, the Child Resiliency Programme focuses on the development of Peace, resilient attributes, pro-social behaviours, literacy 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 psychosocial support and Life Skills training (via Circle Time, Sports and Creative Activities), as well as Academic (Literacy and Numeracy) and Parental support.

The CRP partnered with Project STAR (Social Transformation and Renewal), to provide the above Objective through its In-school Model at the Holy Family Primary and Infant School (HF). **Based on Project STARs Objective, the same cohort of forty (40) students (ages 9-11) were to experience the impact of the Child Resiliency Programme from Grade 4 to Grade 6. This is their second year with the Programme as Grade 5 students.** The cohort was selected in Grade 4 by the Guidance Counsellor and teachers based on the following criteria which also stipulated that students must live within the Holy Family community; and exhibit social and behavioural challenges:

- Requires additional reading support
- Fighting, anger, aggression, irritability
- History of physical, emotional abuse or neglect or exploitation
- Needing Mental health/ psychosocial support
- 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.2-4.



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 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.5) ...

- 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.3 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 Trauma and Behaviour challenges.

Indicators:

- # of participants trained in PRW in the context of trauma.

2. Strengthened resilient attributes, mental wellbeing and increased Peace in Programme children affected by Trauma/ Adverse Childhood Experiences (ACE).

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 demonstrate 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.

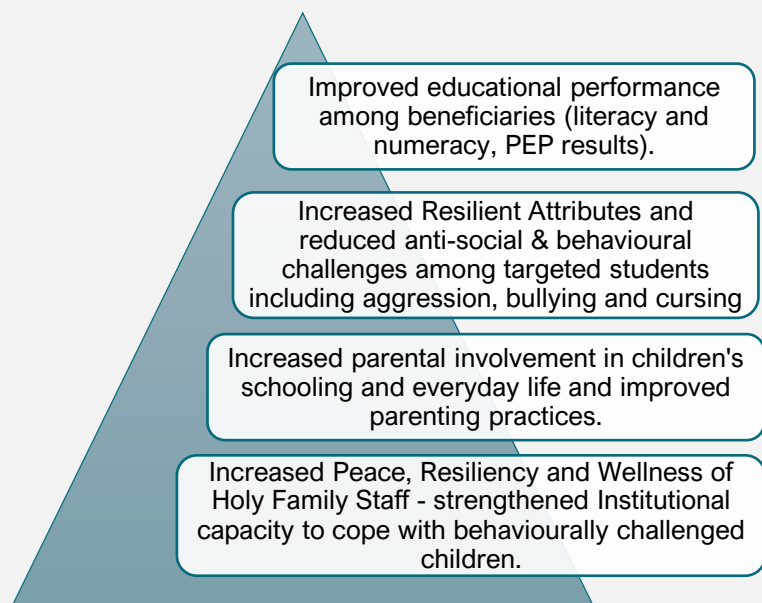


Fig.4

Fig.5 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 OBJECTIVE #I

PEACE RESILIENCY AND WELLNESS (PRW) TRAINING

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 and Infant School (teachers and other members of staff) to cope with Trauma and behaviourally challenged children.

Indicators

- # of participants trained in PRW in the context of trauma.

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.

The Child Resiliency Programme provided ongoing psychosocial support and trauma-informed care to 20 front line workers on Google classroom in communities adversely **affected by Hurricane Melissa** with a reach to St Elizabeth, Savanna la Mar, Westmoreland, Mandeville, Chalky Hill, St Ann, Portland, Clarendon, Montego Bay and Kingston; as part of the Building Peace, Resiliency and Wellness Training in the context of Trauma to Undergraduate and Postgraduates. The training Objective of the CRP uses Pre/post instrument (Fig.7) to assess Learning outcomes.

PRW Training Completed

▪ September 16, 2025. Implementers' Workshop - 20 participants

The CRP staff was refreshed with PRW tools at its Implementers' Workshop, which focused on helping them to fulfill their roles as frontline workers while maintaining their own Peace, Resilience and Wellbeing. The Workshop also included the monitoring and evaluation findings of the Programme from the 2024-2025 academic year, with a view to assessing the impact of the Programme and implementing operation strategies for improvement for the 2025-2026 cohort.



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.

'Although we the facilitators are professionals, the Programme managers knew that even professionals need to continue to build capacity. We were engaged in psychological training especially to build resilience.'

Facilitator

The IUC Class of 2025 graduated on February 26, 2026 - a total of 134 Undergraduates and Postgraduates

The Child Resiliency Programme provided ongoing psychosocial support and trauma informed care with a reach to St Elizabeth, Savanna la Mar, Westmoreland, Mandeville, Chalky Hill, St Ann, Portland, Clarendon, Montego Bay and Kingston; as part of the Building Peace, Resiliency and Wellness Training in the context of Trauma to Undergraduate and Postgraduates. Pre/Post Test and Evaluation of the training by the participants are outlined in Figs.6 and 7.

Despite the devastation of Hurricane Melissa in the West where over 40% of the graduates resided, 134 students from the Class of 2025 graduated from IUC having completed the mandatory course 'Building Peace Resiliency and Wellness (PRW)' under the Universities Theme " Seek Peace Pursue Excellence"



One Thing that stood out for you...

'Having peace with myself.'

'The importance of mental and emotional and physical health'

'Characteristics of a healthy relationship and hallmark of health communication'

Fig.6 **PRW Training in the Context of TRAUMA**
IUC Students' Course Evaluation



Fig.7 **PRW Training in the Context of TRAUMA**
IUC Students' Pre/Post Test



▪ **February 19, 2026. Staff of Mountain View and Holy Family Primary and Infant Schools – 30 participants.**

A one-day Peace Resiliency and Wellness Part 2 Training ‘The Art of Wellbeing’ was held on February 19, 2026 at Alhambra Inn, to train MVPI and Holy Family school staff through an experiential learning process, where participants were equipped to effectively manage students with whom they worked, using the psychosocial skills and techniques taught in the training. This experiential process of learning included in-person interactive lectures, guided role plays, group work and practice exercises along with participatory sessions which allowed time for guided reflection.

The training sensitised personnel who may be working with students from high conflict areas and affected by trauma. It built their skills and confidence to understand the impact of trauma on behaviour; as well as empowered persons to be more resilient, well, and at peace in their own lives as they impacted others.

CHILD RESILIENCY PROGRAMME
Peace Resiliency and Wellness (PRW) Part 2
‘The Art of Wellbeing’

February 19, 2026

Setting the Stage.....8:15am - 8:55am
Mrs. Sheena Copeland

Greetings 8:55am - 9:00am
Mrs. Michelle Robinson, MVPI
Mrs. Phillipa Williams-McGregor, Holy Family
Canadian Fund for Local Initiatives (CFLI) Rep.
Project STAR Rep.

‘ACEs (Adverse Childhood Experiences)/ Trauma /Toxic
Stress and the Importance of Cultivating Wellbeing and
Resiliency..... 9:00am - 9:45am
Dr. Kim Scott

Games & Movement..... 9:45am - 10:15am
PierreFit360

B R E A K 10:15am - 10:30am

Stress Management Techniques: Behavioural/
Relaxation/ Cognitive ...Group work -Red Zone, Yellow
Zone, Green Zone..... 10:30am-11:15am
Dr. Kim Scott

Cultivating Peace.....11:15am-11:45am
Dr. Michelle Miller

Mindful Meditation, Relaxation & Aromatherapy
Refresh..... 11:45am-12:15pm
Ms. Sarah Silvera

L U N C H 12:15pm - 1:00pm

Small Group Tables
T.H.R.E.A.D.S..... 1:00pm- 2:30pm
Dr Michelle Miller

Review/ Summary/Closing remarks..... 2:30pm - 2:45pm
Mrs. Sheena Copeland

TRAINING OBJECTIVES

1. To understand Adverse Childhood Experiences (ACEs)/ Trauma.
2. To explore how to cultivate peace.
3. To understand the importance of applying Resiliency and Wellness Strategies for Overall Wellbeing.
4. To understand and apply Stress Management strategies.
5. To practise 7 strategies (THREADS) for improved Peace Resiliency and Wellness.

Mountain View Primary and Infant School (MVPI)
&
Holy Family Primary and Infant School

PEACE INSTITUTE
(IUC)/
Violence Prevention Alliance
(VPA)

Peace Resiliency and Wellness
(PRW) Part II

The Art of Wellbeing

February 19, 2026
Alhambra Inn

Based on the evaluation survey administered at the end of the training process, 100% of the participants reported that the presentations captured their interest and were clearly organised; that the points were clearly defined; and that the material was relevant to them as individuals in their personal work lives; while 98% reported that the presentations conveyed clear objectives (Fig.8).

Fig.8 **Evaluation of PRW Part 2 Training**



Findings

» Participants better understood post-traumatic stress and how it affected the brain as well as the impact of resiliency on the brain; and they reported an increased ability to help youth manage their traumatic responses.

'I now understand the connection between brain activity and behaviour in children.' Participant

'The THREADS acronym allows me to identify what specific changes I need to make to improve my stress levels.'

Participant

'I better understand how PTSD/ACEs can adversely contribute to students' attitude/behaviour.' Participant

» Participants were empowered to cope better with traumatic events that were understood to be disruptive, pervasive and a source of great grief.

'I need to take better care of 'self', know my stressors, manage my stress better and be resilient.' Participant

'I learned how simple, yet effective physical activities can be and how easily they can be incorporated into our daily lives.' Participant

» After a self-exploratory process, participants made a commitment to intentionally improve on 7 practices to build their own resiliency and wellness according to the THREADS acronym (Thinking, Hope, Rest and Recreation, Exercise, Attachment- Healthy Relationships and Social Connection, Diet/ Nutrition and "Spruce Up").

Peace building strategies including 'Building Healthy Relationships', Meditation techniques, Spiritual development were imparted for participants to be able to maintain peace in conflict riddled situations

'I will try to incorporate better nutrition and exercise into my daily life in order to be able to show up better in the classroom.' Participant

'I now understand how important exercise and a healthy mind are and how they influence one's behaviour.' Participant

» Participants reported being better able to apply Resiliency and Wellness strategies in their daily execution of activities. They understood the importance of building Peace and Resiliency in their own lives to be better equipped to cope with their own experiences of trauma as well as the experiences of the students with whom they interface.

'The THREADS Strategies to building resiliency stood out to me.' Participant

'I learned how stress affects not just adults but also the children in my class and I need to take the initiative to find ways to de-escalate the situation in a beneficial way.'

Participant

'The presentation about trauma was beneficial to me: identifying my cause of stress and finding ways to deal with it or change the causes of stress.' Participant



Ms. Myshka Allen, Community Project Officer, Project STAR



Mrs. Phillipa Williams-McGregor, Principal, Holy Family Primary & Infant School



‘The training was very practical, engaging, informative and timely. It was relevant to the situations we presently face in the classroom on a daily basis. Strategies were suggested for improvement. Thank you!’ Participant

CRP OBJECTIVE #2

CHILD RESILIENCY PROGRAMME...

The CRP partnered with Project STAR to identify and build Peace, Resiliency and Wellness in a cohort of 40 children at Holy Family Primary and Infant School, ages 9-11 years, who suffered Adverse Childhood Experiences (ACEs) and were 'at risk' for trauma, violence, exploitation, abuse and neglect.

CRP MODEL

The holistic approach of the CRP model focuses on building Peace Resilience and Wellness in a fun and nurturing environment.

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: once per Term 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
End of Academic Year 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 school year

It is based on 3 major Pillars of Resiliency:

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

The CRP 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 the school year. The children are suspended from the Programme if they lose all their stars.

The congratulatory field trip this academic year was at Devon House in Kingston 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). Website: www.childresiliency.org

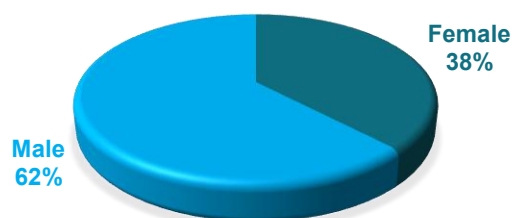
MEASURING THE CHILD RESILIENCY PROGRAMME...

For the purpose of this report, the word 'Exit' will be used to signify the end of the school year for the Quantitative and Qualitative Data.

Quantitative baseline and exit data were collected from samples of the Programme's 40 children (37 at Baseline in February 2025 and 33 at exit in June 2026). In addition, qualitative exit data was collected in November 2025 and June 2026 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.3), were individually administered to each child; and Reading and Numeracy assessments were also conducted. The data was stored in JASP, a statistical analysis tool.

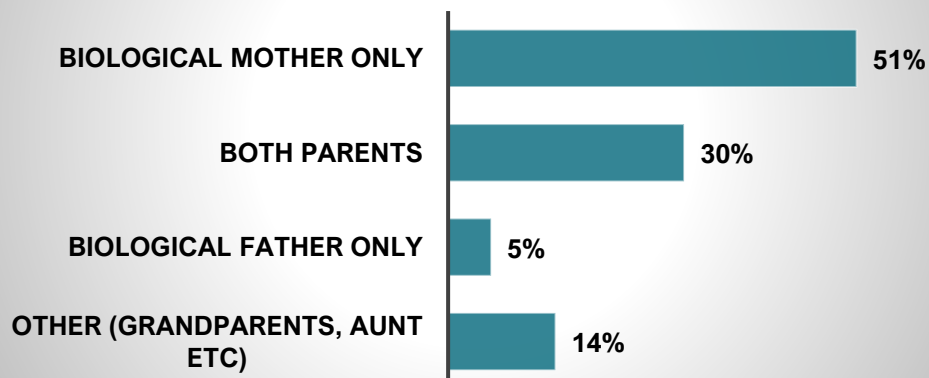
The children surveyed at baseline included 62% males and 38% females (Fig.9).

Fig.9 **PROGRAMME BY GENDER**



BACKGROUND FINDINGS

Fig.10 **Over 50% of Programme Children Live with Their Mothers as Their Primary Caregivers**



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.10).

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 who they said, died by violence (Fig.11).

Fig.11 **Over 40% of Programme Children's Other Parent Live Elsewhere in Jamaica**
11% Migrated
14% Deceased

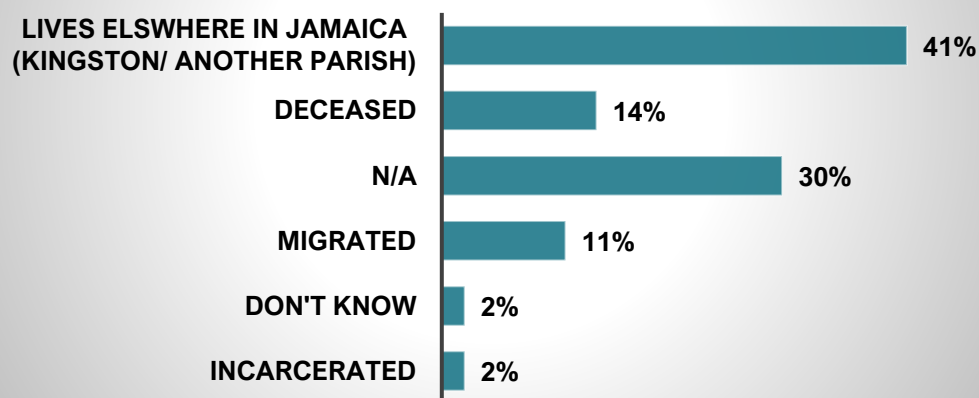
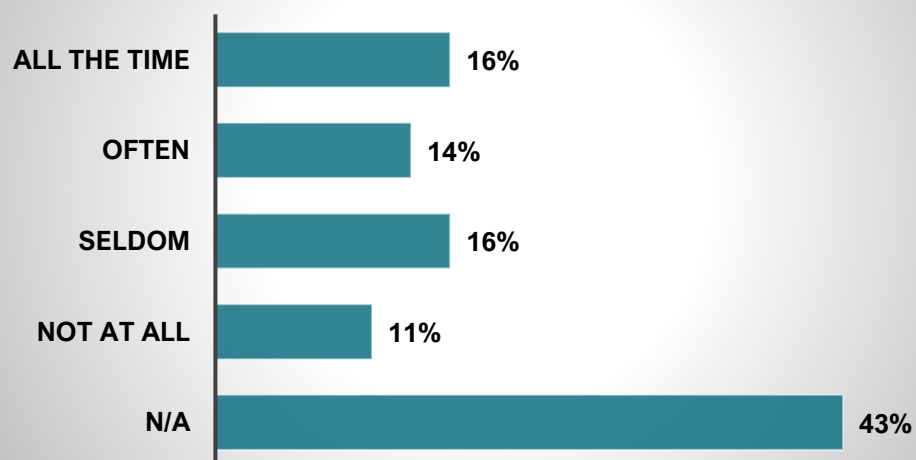


Fig.12 **27% of Programme Children's Other Parent Hardly Keep in Touch**



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.12).

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.13).

Fig.13 **89% of Programme Children's Parents Show Interest in Their Schoolwork**

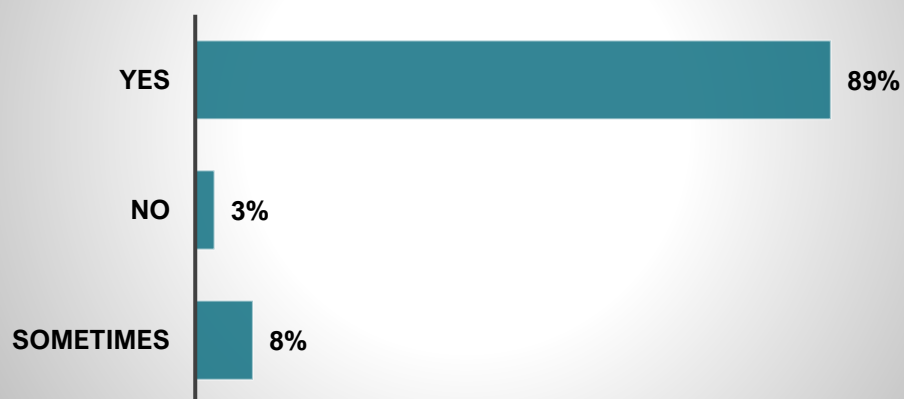
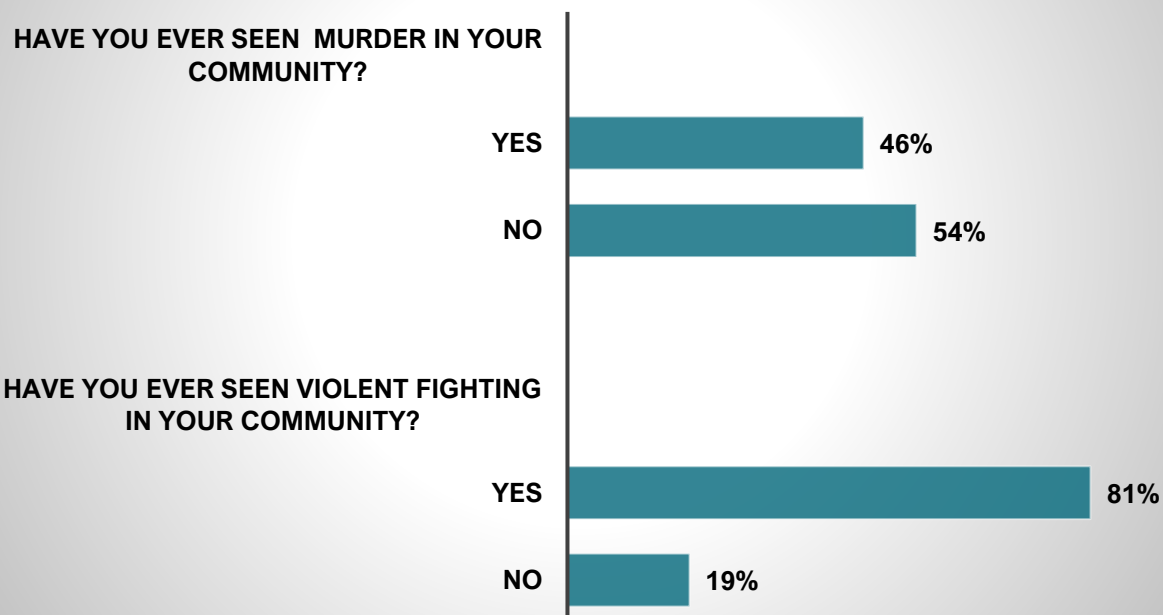


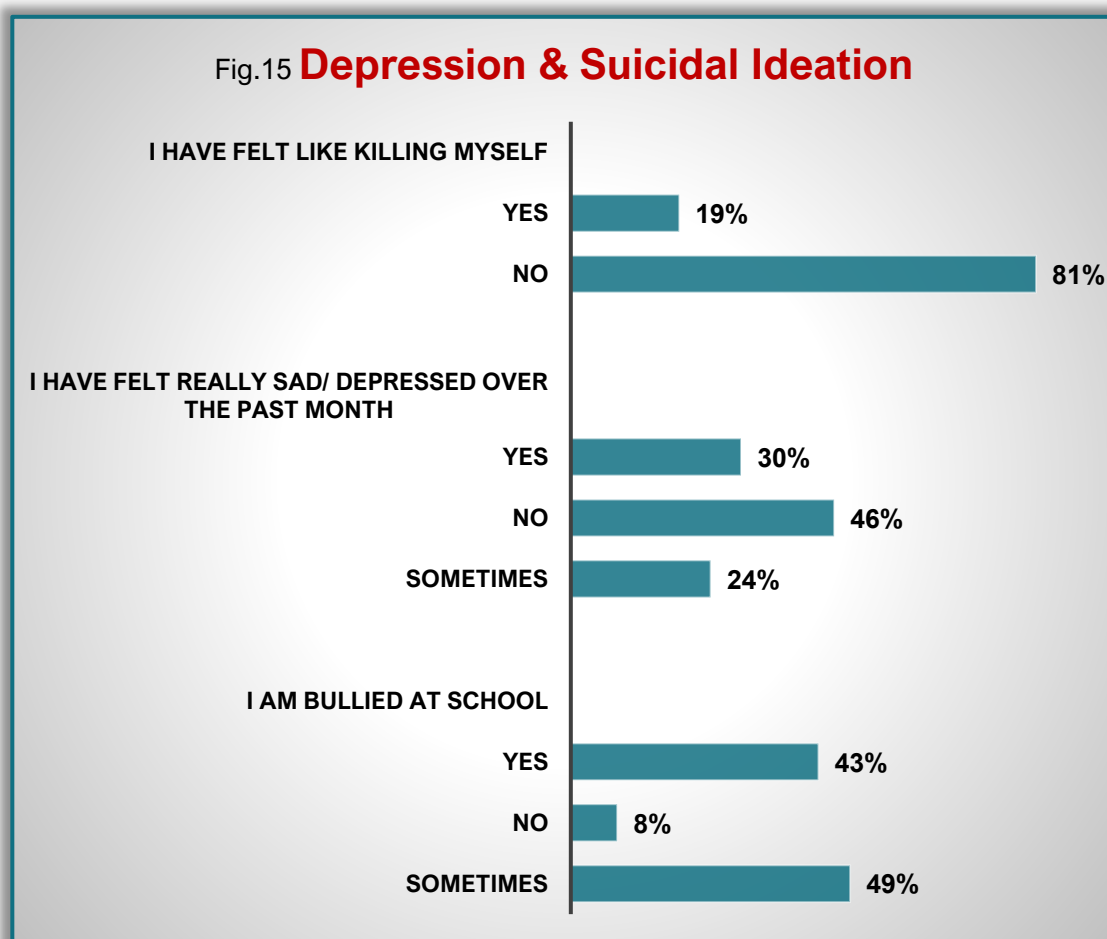
Fig.14 **81% Programme Children Exposed to Ongoing Violent Fighting**
46% Seen Murder Committed



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.14).

Generally, the **background context** of the referred children indicated **matriarchal family structures, 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.15).

Attendance

Regular attendance of the targeted 40 children averaged 29 attending consistently and the other 11 not attending as consistently.



'I learned how to be honest, how to be kind, how to show respect and how to be obedient. So, I'm grateful for the Programme.' Child

FINDINGS BY OUTCOMES

Outcome 2

Strengthened resilient attributes, mental wellbeing and increased Peace in Programme children affected by Trauma/ Adverse Childhood Experiences (ACEs).

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.

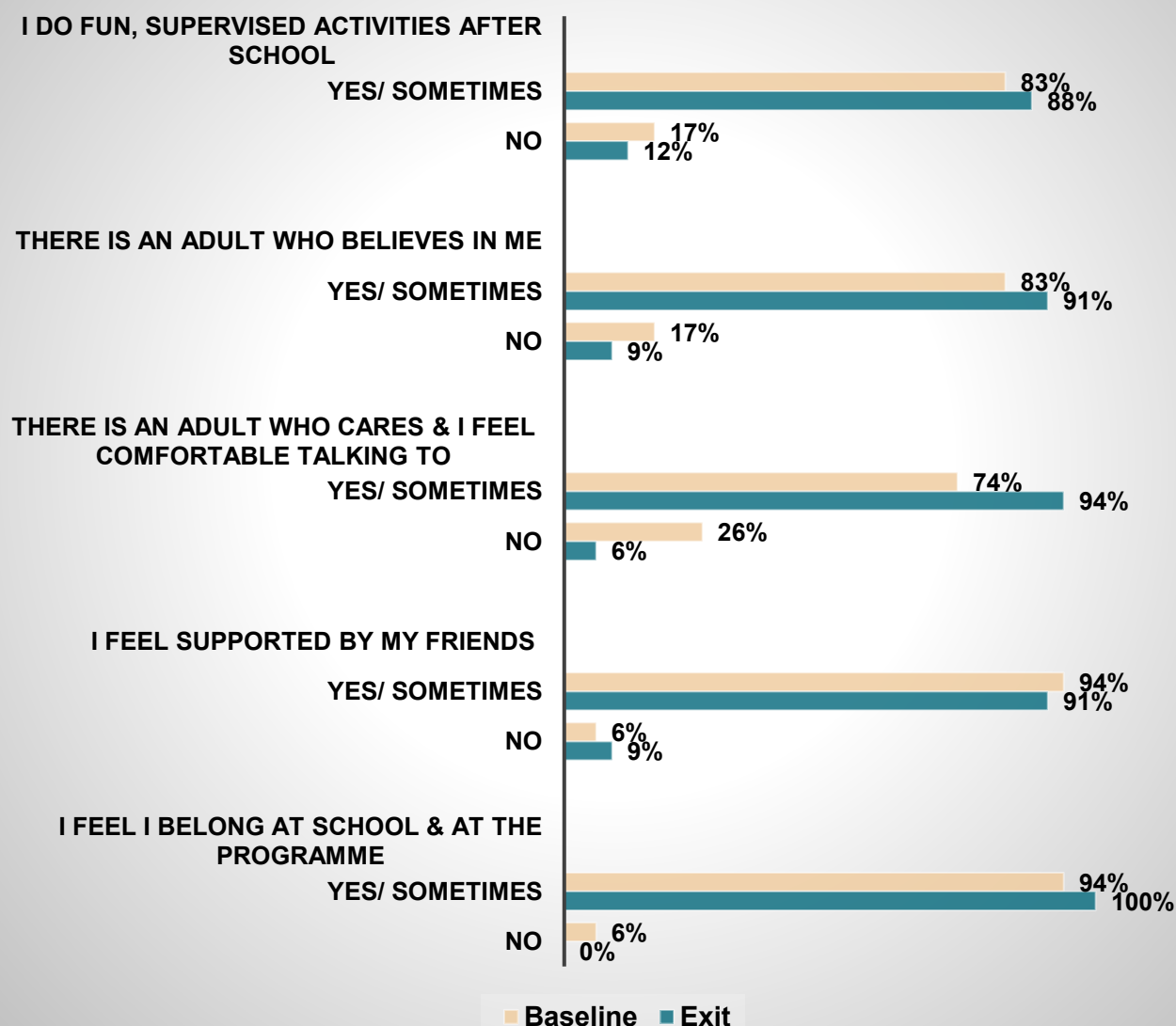
Every week, all activities focused on a Life Skills Theme. This meant that while the children were engaged in various activities, they were learning important 'soft' skills and developing their emotional intelligence, resilient attributes and pro-social behaviours. Topics included Stress Management, 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.16 **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: **88%** reporting that they were a part of a **fun, structured after-school programme** some or all of the time; **91% and 94%** 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.** some or all the time; **100%** stating that they **felt they belonged** at their school and at the Programme some or all the time; and **91%** expressing that they **felt supported by their friends** some or all the time. (Fig.16). **Both quantitative and qualitative data highlighted their increased ability to identify someone who cared, to be sociable and to express their emotions; their increased sense of belonging and self-confidence all 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.

'In Circle Time we learn about self control, staying out of trouble, bullying and HIV.' Child

'I know that we came to the Programme for a reason. We have to be respectful and have to do our best and we should listen. I enjoy everything about the Programme.' Child

'I send my child to continue in de Programme because she did have low self-esteem an' de Programme teach her to believe in herself more.'

Parent

'I learned how to be honest, be kind and show respect. So I am really grateful for the Programme.' Child

'My daughter talk about dis Programme a lot. It help har to read and it help har to be humble. She love it bad bad bad.' Parent



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.

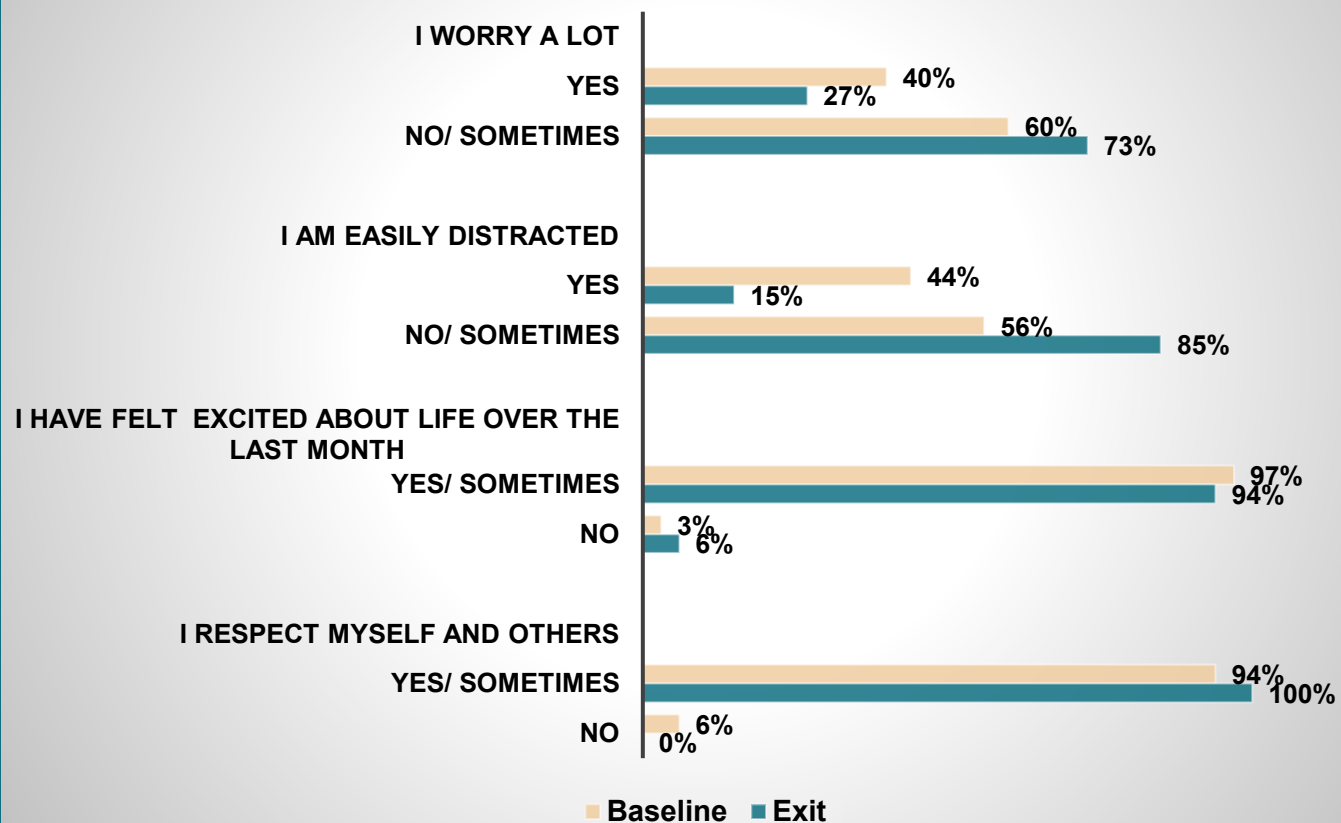


'Since my son join de Programme, him more outspoken and participate in more things.' Parent

'I tink de Programme has done a wonderful job an' we give God thanx for all de support. My child was at a stuck freeze place an' de Programme tek him to a place where he can freestyle, have him own talk, an' believe in himself.'

Parent

Fig.17 **Programme Children's Mental & Emotional Wellbeing**



The baseline and exit quantitative data support the noticeable qualitative positive changes in the mental and emotional wellbeing of the Programme children with 73% reporting that they did not worry at all or they worried sometimes; 85% saying they were not easily distracted some or all the time; 94% stating that they were excited about life some or all the time; and 100% expressing that they respected themselves and others sometimes or all the time. (Fig.17). 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.

'My daughter did have low self-esteem and de Programme help har believe in herself more.' Parent
'Him know how to talk to people more betta an'. so me did want him come back dis year because de Programme really a help him develop as a man.' Parent

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.



'We learn mento rhythm in drumming.' Child

'I learned how to be punctual at the Programme. My new skill I have learned is dancing and singing.'

Child



'The Programme helped me in my school, at home and with friends. The thing I enjoyed most is dancing. Everything that I learned I'm going to use in my everyday life and be Resilient.' Child

CHRISTMUS TIME!

GI MI DE SORREL
GI MI DE WISHLIST
GI MI DE HAM
MEK MI PUT IT INNA DI DISH

CHISTMUS TREE
MEK WI DECORATE IT
AH CHRISTMUS TIME
MEK WI CELEBRATE IT

WHEN A CHRISTMUS TIME
NUH BADDA FIGHT 'AN FUSS
MEK WI LIVE AS ONE
SEH SORRY AN' HUG UP!

'CAUSE TIME HAS CHANGED AND
IT REALLY REALLY SAD
YUH NUH SEE HOW MELISSA
COME DO WESTMORELAND X2

Dub Song by Holy Family CRP Team



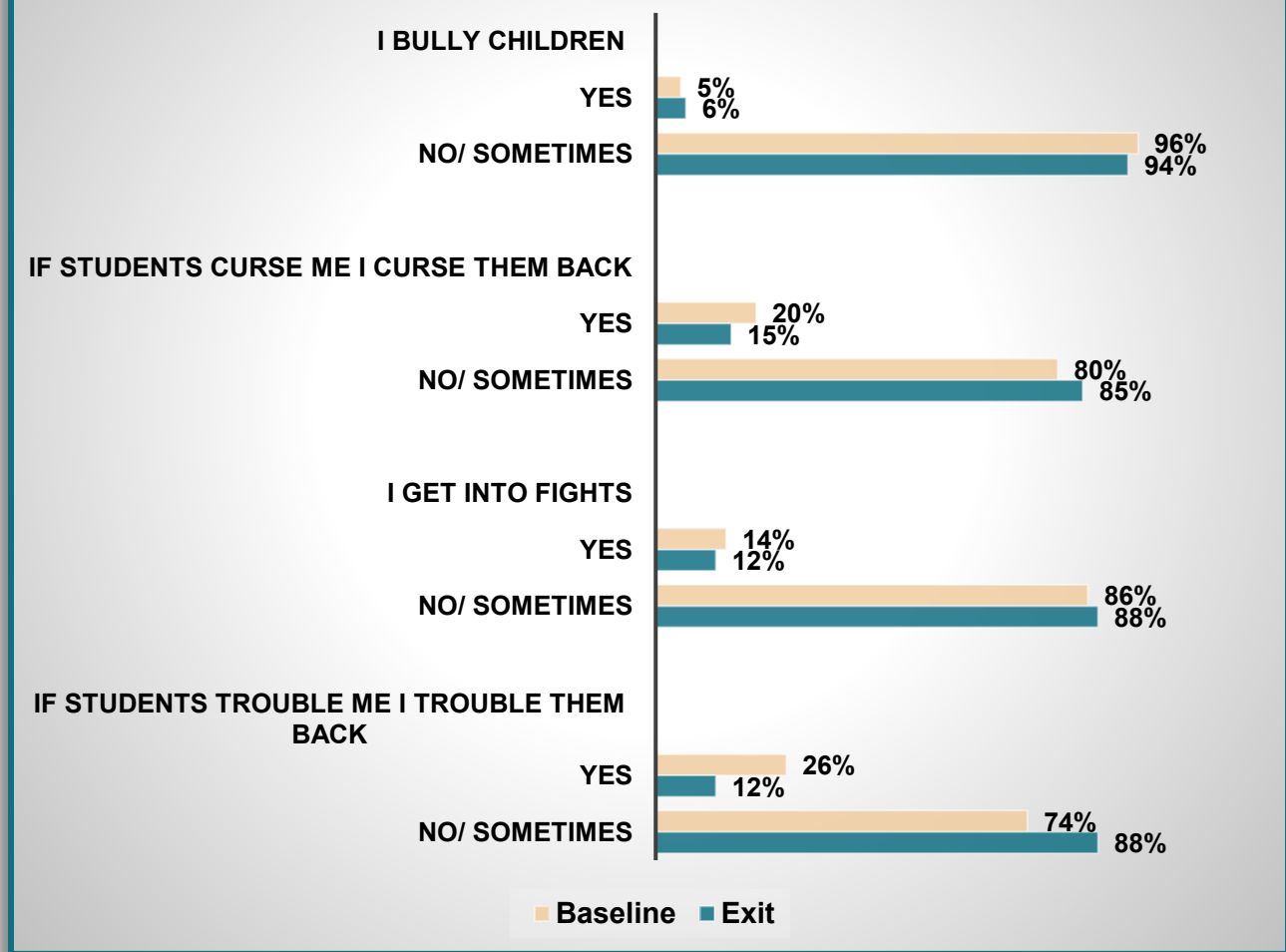
Outcome 3

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.

Fig.18 **Programme Children's Level of Aggression**



The baseline and exit data showed incremental changes regarding the level of aggression of the Programme children with 94% reporting that they did not bully sometimes or all of the times; 85% saying that they could resist cursing back sometimes or all of the times; 88% stating that they could resist fighting back sometimes or all of the times; and 88% expressing that they could resist troubling someone sometimes or all of the times. (Fig.18). Both quantitative and qualitative data indicated some level of increased self-control, ability to resist negative peer pressure; anger management and peaceful conflict resolution.

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 etc. (according to the sport available at the site).

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.

'A nuh everybody a go bright and de Programme show dat yuh have different tings dat yuh can excel in like de sport and de music, so mi believe dat if him nuh too bright inna di education, yuh try something else an be a man in anything weh yuh a do an' thanx to de Programme he's showing improvement.' Parent

'The Programme help my child have confidence in herself.'

Parent



!!! SPORTS DAY!!!



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, Literacy and Numeracy.



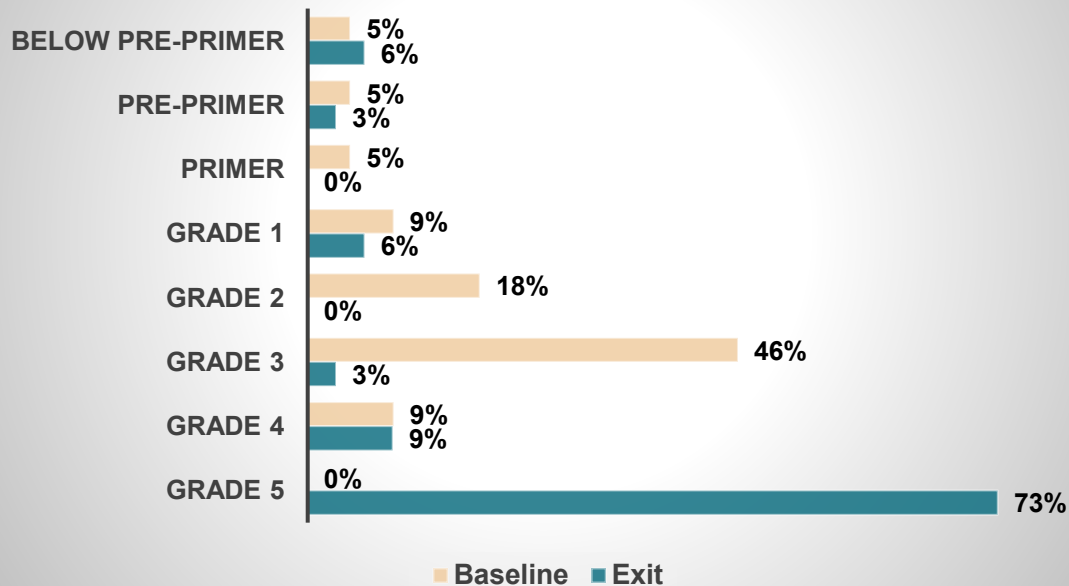
'I see a lot of improvement in my child because him couldn't read and now, everytime him see a sign on de road, him read everything on dem an' him all a read people text. Him pick up a lot! I'm very proud of him.' Parent

'She ah read wid confidence now since de Programme and she not bucking and buffling wid de spelling. She was always a quiet person but since de Programme, she much more confident.'

Parent

'In Literacy I learned parts of speech, prefixes and suffixes, compound words, and kinds of sentences. The new skills or ideas I have gained is how to spell.' Child

Fig.19 **Programme Children's Reading Level**



The baseline and exit data showed **significant improvement in the reading skills of the Programme children with 73% reading at Grade 5 level compared to 0% at Baseline; and 85% reading at Grade 3 Level and above at Exit compared to 55% at baseline (Fig.19).**

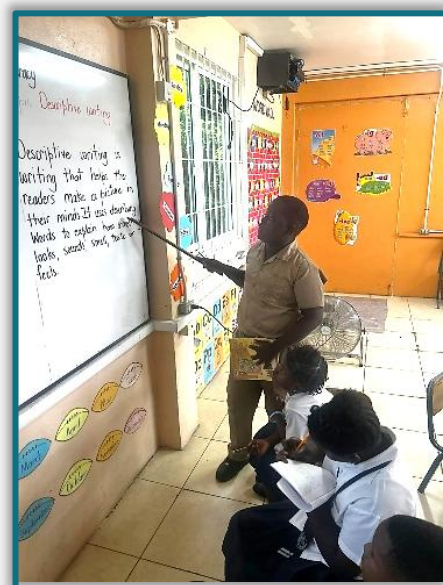
'My granddaughter is a more laid back child but since she in de Programme, she reading more and spelling bigga words. It also help har to come out har shell.'

Parent

'My grandson couldn't read and now him a read an' write good and him a kick because him pass him 4

Grade PEP.' Parent

'Mi si she know some big words. She can spell 'an mi si she can read. Certain tings mi neva expect from har, mi see she a do it. A it mek she even pass har 4 Grade PEP an' 5 grade, mi know she a pass it!.' Parent





'My favourite classes at the Programme were Literacy and Numeracy. The skills I learned from these classes have helped me in my schoolwork and I will use them to help others.'

Child

'I learned about Numeracy and Literacy and how to play the drum at the Programme. I learned that I have to be resilient. In numeracy I learned about measurement, decimals, fractions, geometry and how to use a clock to tell time' Child

Fig.20 HF Internal Numeracy Assessment of Programme Children

	Mathematics	
	Summer Term Grade 4	Christmas Term Grade 5
NON-MASTERY (Score 0%-49%)	54%	38%
NEAR MASTERY (Score 50%-69%)	42%	49%
MASTERY (Score 70%-100%)	4%	13%

The in-school exam data for Mathematics showed marked improvement from Year 1 (Grade 4) to Year 2 (Grade 5) with 62% of Programme children attaining Near Mastery to Mastery grades in Grade 5 Math compared to 46% in Grade 4 (Fig.20).

Fig.21 **HF Internal Reading Assessment of Programme Children**

	Reading	
	Summer Term Grade 4	Christmas Term Grade 5
GRADE 5	13%	20%
GRADE 4	17%	33%
GRADE 3	25%	15%
GRADE 2	20%	17%
GRADE 1	20%	12%
PRIMER	2%	3%
PRE-PRIMER	0%	0%

Similarly, the in-school exam data for **Reading** also showed **significant improvement from Year 1 (Grade 4) of the Programme to Year 2 (Grade 5) with 53% of Programme children reading at Grade 4 and 5 levels as compared to 30% reading at the same level in Year 1 of the Programme (Fig.21).**



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.

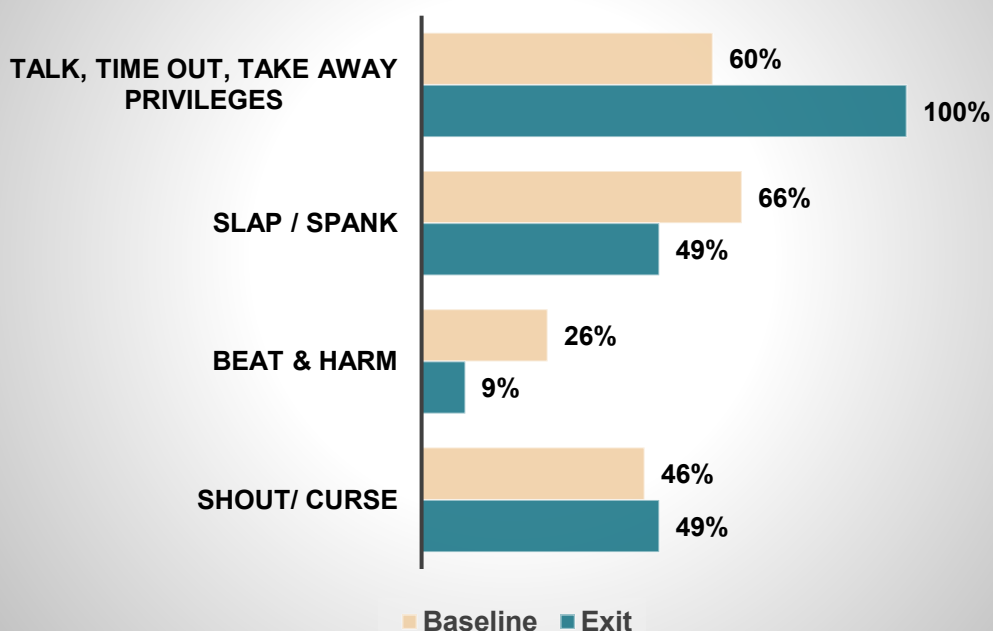
Monthly Parent Workshops were held where topics such as effective parent/child communication, appropriate discipline and parents'/caregivers' interest in their children's schoolwork were discussed with parents who attended. This workshop built tools to handle frustration, grief, prevent abuse and violence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

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.



*'At de workshop mi learn nuh fi seh bad tings to yuh child like 'yuh come in like yuh dutty pupa.'
Uplift yuh child and tell dem seh yuh a go turn out to be something good.'* Parent

Fig.22 **Parental Discipline Reported by Programme Children**



The baseline and exit data showed that talking/ time out/ taking away privileges remained the top form of discipline at 100% at Exit as reported by the Programme children. This was followed by shouting/ cursing and slap/spanking (49%) (Fig.22).



'Him encourage me to be more involved in de Programme. It mean a lot to de children an' dem want dem parents to know it and see how it helping dem. Wi give a lot of tanx to everybody weh come on board and spend time because wi know it don't easy an' wi don't want de Programme stop 'cause wi want other children to get de experience too.'

Parent

'I learn to show my child love and respect...never to talk down to my child, but to say more encouraging things to her.' Parent

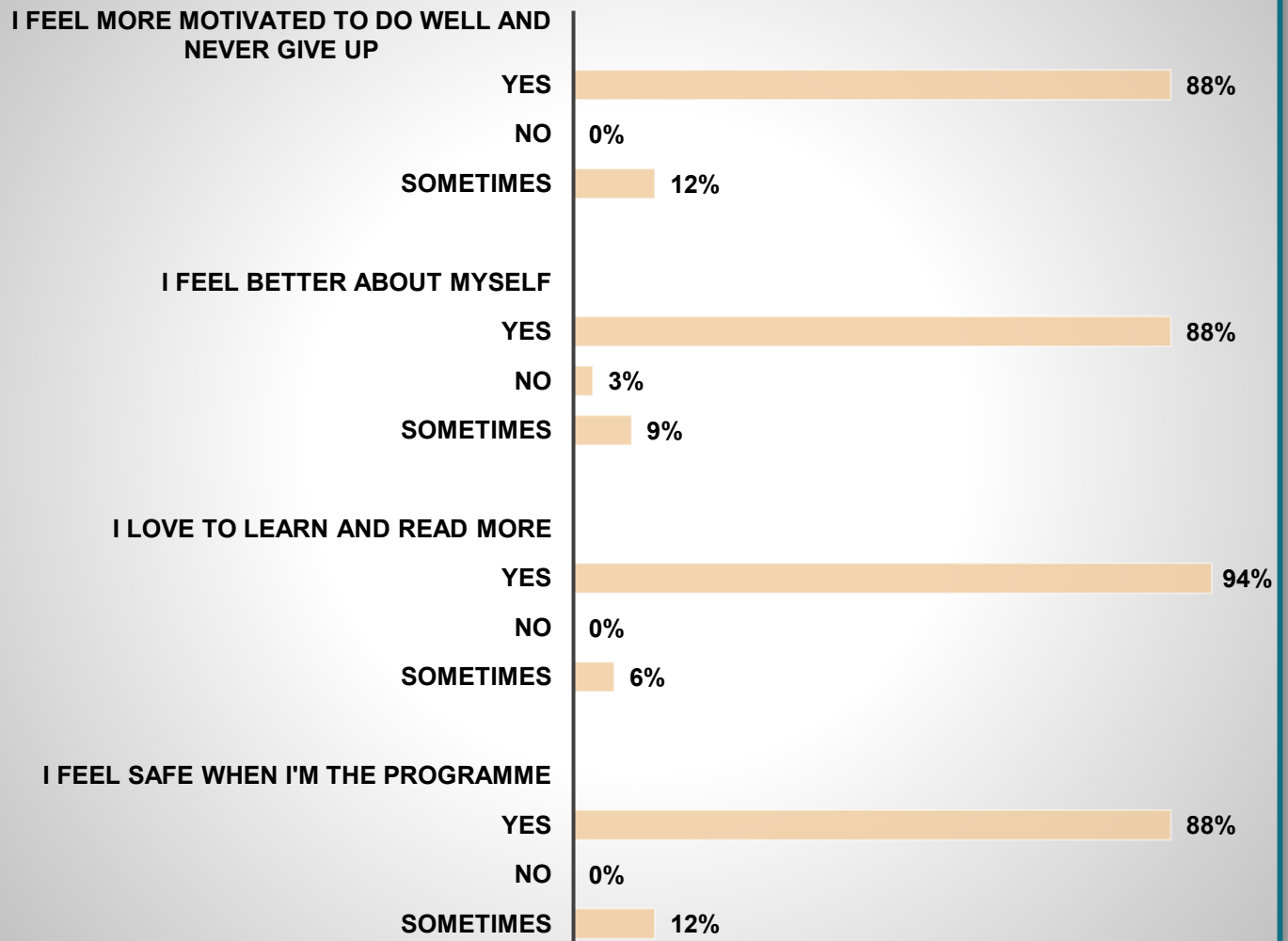
THANK YOU AUNTIES & UNCLES!!



'The Programme help my child a lot from grade 4 with love and care, When my child don't show up at the Programme, I get a call asking why she didn't come, what is happening at home which show they care. It's a big deal for me and it help me a lot.' Parent



Fig.23 **Since Being at the Programme...**



'I'm thankful that I made friends at the Programme. I have learned how to drum, do math and literacy, how to dance and to do fun activities in sports. We get to do little competitions which helped me at school, at home and with friends. At school, the Programme helped me to build up my grades and build up my confidence. At home, the Programme help me to face my fears and help others with hard problems. With friends, the Programme help me to talk to them kindly and share with them. What I enjoyed most about this Programme is that I learned new things and after the Programme is done, we can get refreshments. I will use what I have learned in the Programme to help others be resilient!' Child

*'An' mi a tell yuh de truth. Mi a like yuh keep on continue wid dis Programme wid de yout dem an' build dem up 'cause there is a lot of students out there who **VERY NEEDED** it because some a dem, nuh care how wi try, dem slow an dem nah tek dem book. Wi give tanks fi unnu who come to de innacity an bring out the fatherhood and de manhood inna de chile. Wi want yuh fi continue wid dat inna de innacity an' tanx.' Parent*



MY PROMISE

"I PROMISE TO STRIVE FOR PEACE, TO RESPECT MYSELF AND OTHERS AND TO DO MY BEST TO APPLY WHAT I HAVE LEARNT DURING MY TIME SPENT IN THE CHILD RESILIENCY PROGRAMME".

CONCLUDING REMARKS

As another academic year came to a close, the Child Resiliency Programme could look back and give thanks that although it was a year full of challenges, it lived up to its **Resilient** nature and could applaud its teams at all three sites, its administrative team and the training arm on a job well done!

The positive impact of the Programme is evidenced in the above qualitative and quantitative data as well as the colourfully captured activities, events, training programmes and functions outlined.

The Programme succeeded in having an ongoing focus on Building Peace, Resiliency and Wellness (PRW) in its staff, stakeholders; the various communities that it serves, including the areas in and around the Holy Family Primary and Infant School under the CRP/ Project STAR initiative; and the reach of its PRW Training to several parishes and persons working in various sectors with Children and/or Youth affected by ACEs in Jamaica as well as playing its part in Jamaica's recovery from the devastation and trauma of Hurricane Melissa.

Forty (40) children with Adverse Childhood Experiences (ACEs) were supported to take part in this life-changing Programme to build their Resiliency, Peace and Wellness at Holy Family Primary and Infant School with over 50 persons responsible for their care including teachers, guidance counsellors and principal taking part in Capacity Building Sessions on Trauma and Resiliency. There was continued successful operations for this academic year. All this resulted in strengthening the institutional capacity of Holy Family Primary and Infant School (teachers and other members of staff) to cope with Trauma and behaviourally challenged children.

A huge gratitude to the support of Project STAR for this academic year.

CRP Output Summary for 2025-2026

- **40 children attended after-school activities three times per week** at the In-School site at Holy Family Primary and Infant School.
- **Implementers' Training Workshop** conducted for 20 facilitators, September 16, 2025, Alhambra Inn.
- **Parenting/Family Counseling** for families 'at risk'.
- **Termly Parenting workshops and Parent/Family Counselling** October 2025 – June 2026.
- **Building Peace Resiliency and Wellness (PRW) training** for 134 undergraduates/postgraduates from the International University of the Caribbean (IUC), October 2025 – July 2026.
- **Peace Resiliency and Wellness (PRW) Training Part 2 for 30 Holy Family Primary & Infant and Mountain View Primary & Infant Schools' staff**, February 19, 2025, Alhambra Inn.

