



JAMAICA

Education Sectoral and OR+ (Thematic) Report January – December 2018

unicef 
for every child

Prepared by UNICEF Jamaica

March 2019

Photo: A student at the Maxfield Park Primary School, where SWPBIS is thriving.
© UNICEF/Jamaica/2018/Brown

Table of Contents

Abbreviations/Acronyms	3
Executive Summary.....	4
Strategic Context of the Jamaican Education Sector in 2018	5
Results: Theory of Change Output 3	6
I. Curbing Violence in School through School-Wide Positive Behaviour Intervention and Support (SWPBIS)	6
1. Completion of the SWPBIS Framework Training (at all 3 levels) in all 56 Pilot Schools.....	6
2. Augmentation of the HFLE Curriculum Self Esteem Strand	7
3. Completion of the Pathfinder Roadmap and Updated National Plan of Action.....	8
II. Expanding Game-Based Learning through EduSport	9
1. Scaling up of the EduSport Programme	9
2. Extending Edusport through Partnerships	10
3. Upgrading of the Breds Sports Park	10
Constraints/Lessons Learned/Good Practices	13
Financial Analysis	13
Future Work Plan	13
Expression of Thanks.....	17
Annex 1: Human Interest Stories	188
I. BREDS/EduSport	18
II. SWPBIS.....	19
Solution Summit Program Excerpt – Jamaica	20
Annex 2: Donor Feedback Form	22

Abbreviations/Acronyms

BREDS	Breds - The Treasure Beach Foundation
CCPA	Child Care and Protection Act
CFS	Child Friendly Schools
CRC	Convention on the Rights of the Child
ECD	Early Childhood Development
FFPJ	Fight for Peace Jamaica
GCU	Guidance and Counselling Unit
GTF	Global Thematic Funds
HFLE	Health and Family Life Education
IMCCV	Inter-Ministerial Committee on Children and Violence
MOEYI	Ministry of Education, Youth and Information
NPACV	National Plan of Action for an Integrated Response to Children and Violence
NGO	Non-Governmental Organization
S4D	Sports for Development
SWPBIS	School-Wide Positive Behaviour Intervention and Support
UNICEF	United Nations Children's Fund
UN-MSDF	UN Multi-Country Sustainable Development Framework
VAC	Violence against Children

Executive Summary

In 2018, all UNICEF-supported interventions under the Lifelong Learning programme component focused on equity in education and revolved around the child-friendly school ethos, providing support to disadvantaged children with an emphasis on those living in rural areas and those with special needs. Along these lines, UNICEF supported the implementation of innovative scalable pilot projects aiming at promoting a child-friendly school model through a focus on reducing school violence, ensuring safe journeys to and from schools and promoting inclusive, child-centred, game-based teaching approaches. UNICEF also contributed to significant policy and programmatic changes to increase access to early childhood education for children zero to three years old and children with disabilities.

In 2018, UNICEF positively impacted the lives of close to 50,000 children through school and community-based interventions aimed at increasing child-friendly school components such as eradicating school violence through the expansion of the School-wide Positive Behavioural Intervention and Support (SWPBIS) framework, promoting inclusive child-centered sports for development and student support approaches through the EduSport programme and strategically increasing support for inclusion at the early childhood level. Much of this work was accomplished as a direct result of Global Thematic Fund (GTF) - Child Friendly Schools (CFS) support. Interventions focused on facilitating equitable development by emphasizing two core areas providing support to disadvantaged youth: (i) child friendly schools and (ii) children living in rural areas.

Importantly, following on from results achieved in 2018, both programming areas – positive behavior management vs. punitive practices and sports for development-based learning – are now well positioned for scale up. Both are student-centered, rights-based and child-friendly and each represents strategic opportunities for public-private partnership. In addition, SWPBIS (as the MOEYI's student support framework) is aligned with the national Guidance and Counselling Policy and the Safe Schools Policy and is recognized as a key intervention in the country's Pathfinder Roadmap to address violence against children. EduSport's movement-based philosophy is aligned with a national Ministry of Health campaign entitled "Jamaica Moves" and the MOEYI's new directive to expand the provision of Physical Education in schools.

The most remarkable results achieved as a direct result of Global Thematic Fund (GTF) support during the reporting period of January 1, 2018 to December 31, 2018 include:

- (i) **SWPBIS:** The Health and Family Life Education (HFLE) curriculum was amended to firmly entrench it as a SWPBIS resource within the national curriculum, which has now reached around 6,000 teachers (25% of the total number of teachers), and has started scaling up through USAID support to the MOEYI to expand the reach of this intervention from 56 to an additional 217 schools (reaching some 30,000 children). SWPBIS is well positioned for a 2019 evaluation to inform the development of its phased national scale up plan.
- (ii) **EduSport:** The reach of the programme expanded through the establishment of a Memorandum of Understanding with the MOEYI (2017); the expansion is from an original 63 primary schools reaching 11,000 students aged six to 12, to close to 100 primary schools reaching 25,000 students, including nearly 1,600 students from inner-city communities who are exposed to very high levels of violence. EduSport is now positioned for national scale up as the MOEYI concludes an audit of its physical education provision in early 2019 and has recognized EduSport's model as the way forward.
- (iii) **Pathfinder Roadmap:** This was completed along with the National Plan of Action for an Integrated Response to Children and Violence. It is currently awaiting Cabinet review and final approval.

Strategic Context of the Jamaican Education Sector in 2018

Jamaica continues to make significant strides towards providing access to quality and equitable education. The government's budgetary allocation to education is among its highest and reflects a consistent commitment to education. 2018 saw an increased focus on inclusion and early stimulation as a core component of optimal early childhood development (with specific technical support from UNICEF, with the launch of the new national "First 1,000 Days Strategy") as well as a continued focus on improving access, teacher quality and professionalism.

A child-centred, standards-based curriculum highlighting the acquisition of 21st century skills was finalized and renewed emphasis was placed on building institutional capacities to strengthen school leadership, enhance instructional practices and promote school accountability. Partnerships with private and non-governmental organizations (NGOs) were emphasized, as was strengthened support for parental involvement in school. An interest in the quality of student learning and achievement remained paramount. However, the sector continues to be burdened by a number of systemic issues that impact learning outcomes. Regular attendance and the quality of student learning and achievement is uneven, especially among boys, students from rural communities or low-income households and especially among children with disabilities.

The Theory of Change that guides UNICEF Jamaica's Lifelong Learning Programme 2017-21 is strongly linked to SDG 4's goal of ensuring inclusive and quality education and promoting lifelong learning – which is well aligned with the Government of Jamaica's education strategic plan and annual work plans. UNICEF's education interventions in 2018 combined upstream work that included high-level advocacy, technical assistance to develop national policies and programmes on education, early childhood development and special needs education as well as school and community interventions through pilot projects with civil society organizations that have potential for national scale up.

In Jamaica, getting children to school is not a major challenge. Attendance rates are regularly close to 90 per cent at the primary and secondary levels. Once there, however, children contend with violence. Six in 10 children say they have been bullied at some point in their schools (Child Development Agency Study, 2015). Corporal punishment remains legal in homes and in schools for children over age six.

Also, many schools do not have access to Physical Education teachers, despite rising rates of non-communicable diseases such as diabetes and hypertension among children and adolescents. The subject is time tabled but often becomes a free, unsupervised break time.

The focus of Lifelong Learning projects on child-friendly school (CFS) related interventions is therefore strategic and includes both upstream and downstream work that focuses on children holistically, taking into account their experiences both inside and outside of school. Please see more on CFS at https://www.unicef.org/lifeskills/index_7260.html.

The main challenges continued to be slow project implementation or completion rates caused by governmental bureaucracy. UNICEF's progress in the education sector is also challenged to a certain extent by the overall lack of disaggregated data. The country does not yet have an integrated Education Management Information System (EMIS) and relies mainly on school survey and inspection data. UNICEF is working with the national statistical office and relevant ministries to conduct a new MICS survey that will provide fresh disaggregated data on education outcomes and be integral to monitoring the progress on the Theory of Change outcome and SDG 4.

Results: Theory of Change Output 3

Output Statement: Strengthen organizational capacity of key stakeholders to design and deliver equitable, inclusive and relevant education services, transitioning strategies and protective learning environments, including in emergencies, for all children and adolescents within rights based educational frameworks and principles by 2021.

Headline Statement: Education services improved for close to 60,000 children through school and community-based interventions aimed at increasing child-friendly components including eradicating violence, ensuring safer access, student support and promoting inclusive, child-centered sports for development approaches. Main programmes (EduSport, SWPBIS, Special Olympics Healthy Athletes, Road Safety) are well positioned for scale up.

Implementing Partners: Breds - the Treasure Beach Foundation (EduSport), Ministry of Education, Youth and Information (MOEYI) – (SWPBIS and Pathfinder).

I. Curbing Violence in School through School-Wide Positive Behaviour Intervention and Support (SWPBIS)

Main Results:

1. Completion of SWPBIS trainings at various levels via leveraged USAID partnership to reach 25 per cent of all teachers (6,000) and some 30,000 students.
2. Augmentation of the national Health and Family Life (HFLE) Curriculum Self Esteem strand to be in alignment with SWPBIS Tier 1.¹
3. Completion of the Pathfinder Roadmap and updated National Plan of Action for an Integrated Response to Children and Violence (NPAVC) – with the inclusion of SWPBIS as a key school-based violence reduction strategy).

1. Expansion of the SWPBIS Framework Training in all 56 Pilot Schools

To date, the UNICEF-supported SWPBIS intervention has reached close to 6,000 teachers (25 per cent of the total number of teachers) and in 2018 began scaling up through leveraged USAID support to the Ministry of Education, Youth and Information (MOEYI) to expand the reach to an additional 217 schools (and some 30,000 students overall). Informal data indicates that school violence is down in the pilot schools with active SWPBIS teams and attendance is up.

It is important to note that SWPBIS has been shown to take three to five years to report substantive change as fluctuations are expected when dealing with behaviour impact. For most of the pilot schools to be trending downward in incidences of negative behaviour at this point is significant.

The SWPBIS framework provides a comprehensive response to the psycho-social needs of all students – one that is both proactive and reactive. First developed in the US in the 1980s, it has reaped success

¹ SWPBIS Tier 1 consists of rules, routines, and physical arrangements that are developed and taught by school staff to prevent initial occurrences of behavior the school would like to target for change.

internationally with its team-based, whole-school approach. It uses a tiered system to establish or change a school's social culture relying largely on training and the sharing of experiences and best practices. SWPBIS is structured for sustainability as it is not reliant on materials but rather on "implementation with fidelity, a continuum of evidence-based interventions, content expertise and fluency by all school staff, team-based implementation, continuous progress monitoring, universal screening, and data-based decision-making and problem-solving." Please see pbis.org for more information.

In the first tier, new disciplinary cases are reduced; in the second tier, remaining cases that have not been resolved by the improved school culture are addressed with focused responses; in the third tier, individualized attention is given to the few behavioural cases that have not yet responded to other efforts.

The increased number of schools and teachers trained at all three tiers represents a major step towards the planned national strategic scaling up of this positive behavior support framework. Fortunately, the SWPBIS methodology fits well into existing MOEYI trainings and monitoring and evaluation mechanisms (i.e. school inspections through the National Education Inspectorate), which will help to facilitate the scale up based on data-driven decisions. The strategic scale up plan will also include a real time school-based monitoring and evaluation mechanism to ease reporting and aid planning and follow up.

Please see Annex 1 for a SWPBIS human interest story and for more info on SWPBIS at work in Jamaican schools please see: https://www.youtube.com/watch?v=8cFC9GI_yq0

Challenges to the implementation of SWPBIS were largely a result of governmental bureaucracy and short staffing in the Guidance and Counselling Unit (GCU) to effect the compilation of data required to develop a comprehensive national scale up plan. UNICEF will therefore provide project coordination support to the MOEYI Guidance and Counselling Unit with the specific task of completing the national scale up plan, which along with the completion of the evaluation, represent the main areas of focus for 2019.

2. Augmentation of the HFLE Curriculum Self Esteem Strand

Research continues to show that mental health is as important as physical health to children's quality of life and directly impacts their learning and development. Children cannot learn effectively if they are struggling with a mental health problem, such as depression or low self-esteem or feel overwhelmed by academic, social or family pressures. Students, families, schools, and society at large benefit when schools meet the needs of the whole child through early detection of and timely response to psycho-social challenges. The fostering of social-emotional skills development and the promotion of psycho-social health across the education system are also essential.

The HFLE program is offered from early childhood through to grade 9 and includes components related to health and well-being, self-esteem and safety and security. HFLE's Self Esteem strand was recognized as embedding many of the elements of the School-wide Positive Behaviour Intervention and Support (SWPBIS) framework's Tier 1, which focuses on the concept of core values such as respect, honesty, teamwork and ways in which they can be taught in the classroom and facilitated on the school campus. The revision of the curriculum was timed to coincide with the overall revision of the island's national curriculum and is regarded as a key part of the national scale up plan for SWPBIS.

Participants in the revision process were drawn from many relevant stakeholder groups across the island such as NGO partners, UNICEF, the Ministry of Health, the Council on Persons with Disabilities and the Child Protection and Family Services Agency. The revisions were finalized and included in the national schools' curriculum, cementing HFLE as a mechanism for the delivery of SWPBIS tier one.

In 2018, a total of 50 HFLE staff members (education officers and master teachers) were trained in the revised curriculum to further effect a sharing of the methodology and content. This year also saw the MOEYI expand its complement of HFLE teachers so that all high schools now have a staff member dedicated to the life skills subject which means the updated material now has national reach.

In addition, in response to the rise in mosquito borne illness such as chikungunya, zika and dengue, a small amount of funds was allocated to execute school clean-ups to augment vector control awareness HFLE lesson plans and to advocate for the establishment of an annual national school clean-up day. Please see school clean-up video at <https://www.youtube.com/watch?v=wbKpDpAASKo>

3. Completion of the Pathfinder Roadmap and Updated National Plan of Action

The objective of the Jamaica Pathfinder Roadmap is *“to reduce the impact of violence on children through an integrated approach of prevention, mitigation of and improved response to violence against children so that children may preserve their rights and grow to be productive citizens of Jamaica.”*

The Roadmap was developed by an inter-ministerial technical working group including UNICEF representation. It describes key strategies aimed at achieving five core outcomes by 2023 that cut across multiple sectors and cover the lifecycle of the child. Together they represent thoughtful, holistic, and multi-sectoral activities for the government and its international and civil society partners.

STRATEGY	OUTCOME
Reduce the rate of child homicide.	Strengthened policy, legal and regulatory frameworks to ensure the protection of children from all forms of violence and exploitation
Strengthen social services for children who have experienced violence, particularly victims of sexual violence.	Improved quality of and access to services for children affected by violence.
Outlaw the use of violent discipline in schools.	Strengthened family and community capacities to address issues related to children and violence.
Educate children, parents, teachers and community members to recognize violence in all its many forms and to use alternative non-violent methods of discipline.	Enhanced and increased public education, sensitization and training on violence prevention, the care of child victims of violence and children's rights.
Collect disaggregated data that is used to guide prevention and monitor responses to violence against children.	Establishment of an integrated framework for the effective coordination, implementation, monitoring and evaluation of the NPACV.

The UNICEF-supported School-Wide Positive Behaviour Intervention and Support programme (SWPBIS) is one of a few key partnerships identified in the Roadmap for scale up and as such it was featured in Jamaica's contribution to the Pathfinder Solutions Summit in February 2018. Please see the Solutions Summit program excerpt on Jamaica attached in Appendix 1.

The Pathfinder Roadmap awaits final Cabinet approval for action. Its development was slower than expected due to inter-ministerial bureaucracy which delayed access to key information and subsequently delayed the submission of deliverables by the consultant.

In 2019, UNICEF plans to work closely with the lead ministries to advocate for the Roadmap's Cabinet review and approval, to enable the launch to take place as a key activity for the commemoration of the 30th anniversary of the Convention on the Rights of the Child (CRC30). The Pathfinder Roadmap is strongly linked to UNICEF Jamaica's focus on the prevention, mitigation and reduction of violence against children and UNICEF's global Safe to Learn campaign will constitute a part of the CRC30 focus. To that end, UNICEF will seek to participate in the Inter-Ministerial Committee on Children and Violence (IMCCV) and continue working with an international development partner working group on VAC to leverage strategic partnerships.

II. Expanding Game-Based Learning through EduSport

Main Results:

1. Continuation of the EduSport Programme in the parish of St. Elizabeth and expansion to the neighboring parish of Manchester through a MOU with the MOEYI.
2. Extension of EduSport through partnership with Rockhouse Foundation and Fight for Peace Jamaica (FFPJ).
3. Upgrading of the Breds Sports Park as a model family-friendly community space.

1. Scaling up of the EduSport Programme

In 2018, some 25,000 students aged six to 12 years old in 100 primary schools across two parishes had access to game-based learning taught by 55 coaches with endorsement from the Ministry of Education, Youth and Information. Each class in each school (Grades Pre-K, 1-6) were engaged once weekly during the school year. This almost triples the number of children positively impacted from the first year of programming and represents the establishment of a MOU between Breds and the MOEYI in which the MOEYI covers all recurrent programme costs. This gave the Breds head coach and program officer a larger coordinating role and the opportunity to focus on developing and delivering a training plan to spread the methodology into the PE teacher system at the MOEYI's request and at the pre and in-service teacher levels in 2019.

The EduSport activities manual was also completed, having been amended to be more inclusive and include games on mosquito breeding sites in response to the rise of vector-borne illnesses on the island. It incorporates elements of the regional Health and Family Life Education (HFLE) curriculum emphasizing the teaching of listening skills, discipline, teamwork, self-esteem building and conflict resolution, as well as supporting the development of basic literacy and numeracy skills. Work is underway to address any relevant copyright issues in order to finalize it with a reader-friendly layout and make it available electronically to the MOEYI system.

As the partnership between Breds and the MOEYI grows, the manual has been identified as a resource to be used system-wide to guide physical education instruction in schools and the training of PE teachers. All current EduSport coaches are in the process of being onboarded as PE teachers, which further reinforces the scale up of the intervention.

All activities were undertaken following the signing of contractual agreements between the schools and the implementing partner, Breds, and the essential items (balls, cones, jump ropes, etc.) needed to deliver the games were then sourced with UNICEF funding for all participating schools. Where needed, secure spaces to house the equipment were arranged.

Strategic outreach to parents has remained consistent, as has a focus on adapting the game-based lessons to accommodate special needs learners where identified. In addition, the programme staged its fourth annual EduSport festival with 1,589 students and 162 adults (teachers and parents) attending the event, including high school athletes.

Another annual EduSport activity staged in 2018 is the week long overnight Boys Summer Camp organized for boys in the EduSport schools who struggle with disciplinary problems. The purpose is to reinforce good behaviour, promote leadership, confidence, cooperation and team work, get the parents involved and also allow students to socialise with their peers from different schools.

2. Extending the reach and sustainability of Edusport through Partnerships

Importantly, 2018 saw the expansion of this S4D intervention to the Rockhouse-funded mixed ability infant school in western Jamaica, and the continuation of an after-school modality delivered in an inner-city context reaching some 1,600 students weekly through Bred's partnership with Fight for Peace Jamaica.

With UNICEF's support, Breds implemented a partnership with Fight for Peace Jamaica (FFPJ) which is working in six volatile inner-city areas in after-school violence prevention programmes using martial arts. Ten FFPJ coaches who are trained in the EduSport methodology have incorporated that approach into their work in both in school and after-school settings.

The FFPJ also conducted a reciprocal martial arts-based training for the EduSport head coaches to share some of their own methodology, in order to enable EduSport to build in some martial arts-based self-defence focused games into its curriculum.

Rockhouse Foundation added EduSport to its educational offerings in five early childhood institutions, including one model mixed ability school, reaching some 300 children aged three to six. Breds and FFPJ EduSport coaches are being reviewed for onboarding as PE teachers within the MOEYI system.

3. Upgrading of the Breds Sports Park

Throughout the UNICEF-Breds partnership, the Breds Sports Park has become a well-used community space with thousands of people using it some quarters of the year. In 2018, some of the project funding also enabled the addition of new components, namely a pool and playground equipment. The pool provides another avenue for general recreation and keeping fit, but is also being used for rehabilitation purposes, to teach children and older community members to swim (the majority of whom, although living in a coastal town, do not know how to swim) and to provide additional jobs for

the community (life guards and pool maintenance). In addition, it is intended to become another revenue generator for the park's upkeep as a small fee will be charged for use by adults.

The playground is one of only a handful available on the island. As such, it is in high demand by families who use it regularly and send their children to weekend program offerings at the park which are not only sport-based. An early childhood arts space, "The Happy House," was also added in a leveraged partnership with another local NGO, Food for the Poor.

To date, approximately 300 children have been given swimming lessons by four instructors through another Breds partnership with the NGO Likkle Swimmers. Regular swimming classes are also extended to adults.

Please see Annex 1 for a related human interest story and for a look at the EduSport programme in action see: https://www.youtube.com/watch?v=k7_qSbQttKc.

In 2019, UNICEF plans to provide funding to cover the Head Coach who will become the lead trainer for the national scale up of the inclusive S4D methodology using existing planned MOEYI training sessions. UNICEF will also provide equipment for additional parishes based on the MOEYI's identified needs once all PE teachers (both in service and pre-service) have been trained on the game-based, child-centred methodology. In addition, the manual will be finalized for use system-wide and the EduSport Festival and week-long leadership and self-confidence summer sessions will be supported.

Challenges to EduSport implementation were largely a result of governmental bureaucracy which delayed the implementation of the MOU between the MOEYI and Breds to facilitate the expansion to the neighbouring parish of Manchester. Once the expansion occurred, however, the MOEYI moved quickly to survey its PE teacher provision and plan EduSport's infusion into its existing system of physical education instruction. This is the main goal for 2019 which will take the EduSport intervention to a national level.

Constraints/Lessons Learned/Good Practices

Some of the interventions suffered from delays in the implementation largely due to inclement weather, shipping issues or to internal bureaucracy within the Ministry of Education, Youth and Information (MOEYI). All were largely beyond the control of UNICEF and its implementing partners. They, however, reflect an important lesson on the need to strategize more carefully in anticipation of such challenges.

Importantly, opportunities arose for deepening joint initiatives between implementing partners across the country programme, such as the cross-over work between Breds and Fight for Peace Jamaica. Scale up has started for both major interventions, EduSport and SWPBIS, into the Ministry of Education, Youth and Information's national system. This reflects strong recognition of the value of UNICEF's contribution to national development on the part of the Government of Jamaica and exemplifies the good practice of starting at a pilot level and building on momentum to facilitate movement towards national scale up.

EduSport and SWPBIS are also strongly linked to both upstream and downstream work as the programming affects students, teachers and parents; and it also complements national policies. The Pathfinder Roadmap, on the other hand, represented an opportunity to support technical work that will have long-lasting effects on all programming and policies related to Jamaica's response to violence against children. This not only enabled the deepening of UNICEF Jamaica's existing relationships with a number of NGOs and government agencies; it also facilitated high-level contact with additional NGOs and government agencies.

A close working relationship from the beginning of implementation with the Ministry of Education, Youth and Information was critical, as was regular communication about the experiences of the pilot phase to enable requisite support for scale up.

Financial Analysis

As a result of Jamaica's classification as an upper middle income country by the World Bank, its ability to qualify for international aid has suffered. This impacts the sustainability of social programmes and the work of NGOs. The economy's slow growth and high debt also continues to affect all aspects of life, especially an education system whose budget covers recurrent costs and some capital costs and is unable to do much more. Capacity building and education reform therefore suffer.

Education Global Thematic Funds enabled UNICEF Jamaica to support both government and non-governmental partners in their efforts to raise the quality of schooling and provide additional support to students, while making their schools more child-friendly.

Table 1 below outlines the planned funds for Thematic Fund pool goal # 4 – and Jamaica CPD outcome Lifelong Learning, output area 3 - Equitable Education Services.

Table 1: 2018 Planned budget by Thematic Sector

Outcome Area 4: Education
Planned and Funded for the Country Programme 2018 (in US Dollars)

Output Areas	Funding Type ¹	Planned Budget ²
National Frameworks	RR	30,000
	ORR	30,000
National Capacity	RR	40,000
	ORR	40,000
Equitable Education Services	RR	130,000
	ORR	130,000
Total Budget		400,000

¹ RR: Regular Resources, ORR: Other Resources - Regular

² Planned budget for ORR does not include estimated recovery cost.

³ ORR funded amount exclude cost recovery (only programmable amounts).

Table 2 Thematic contribution received for Thematic pool

Outcome Area 4: Country-level Thematic Contributions to Thematic Pool Received in 2018
(in US Dollars)

Resources	Grant Number*	Contribution Amount	Programmable Amount
OR			
Global Thematic- Education	SC 149905	278,309	278,309

Child-centered, life-skill based sports for development, school-based positive discipline, student support approaches and long-term advocacy at the policy level (SC 149905) are the three main interventions with potential sustainable national impact that comprised close to 50 per cent of all funds programmed in education.

Table 3: Expenditures in the Thematic Sector**Thematic Sector 5: Education****Jamaica****2018 Expenditures by Key-Results Areas (in US Dollars)**

Organizational Targets	Expenditure Amount*			
	Other Resources - Emergency	Other Resources - Regular	Regular Resources	All Programme Accounts
22-01 Equitable access to quality education	128	224,243	141,300	365,671
22-02 Learning outcomes	3,918	84,552	35,790	124,260
22-03 Skills development		30,002	5,872	35,874
Total	4,045	338,797	182,962	525,805

Table 4: Thematic Expenses by result Area

Fund Category	All Programme Accounts
Year	2018
Business Area	Jamaica - 2280
Prorated Goal Area	22 Learn
Donor Class Level2	Thematic

Row Labels	Expense
Other Resources - Emergency	161
22-01 Equitable access to quality education	128
22-02 Learning outcomes	34
Other Resources - Regular	254,191
22-01 Equitable access to quality education	224,056
22-02 Learning outcomes	183
22-03 Skills development	29,953
Grand Total	254,353

Table 5: Expenses by Specific Intervention Codes

Fund Category	All Programme Accounts
Year	2018
Business Area	Jamaica - 2280
Prorated Goal Area	22 Learn
Fund Sub-Category	(Multiple Items)

Row Labels	Expense
22-01-08 System strengthening - risk informed programming, including climate, resilience, disaster, conflict, and emergency preparedness	324
22-01-11 Other activities for equitable access to quality education e.g. school feeding, school grants	144,566
22-01-99 Technical assistance - Equitable access to quality education	118,985
22-02-05 Provision or procurement of accessible learning materials for children with disabilities	96,654
22-02-15 System strengthening - early learning / pre-primary standards and governance	7,065

22-03-07 System strengthening - life skills (for personal empowerment, active citizenship, etc.)	32,712
26-02-01 Situation Analysis or Update on women and children	5,952
26-02-05 Administrative data, registers and non-MICS household surveys and censuses	292
26-02-08 Programme monitoring	21,101
26-02-09 Field monitoring	1,524
26-05-02 Corporate, multi country, multi region and multi outcome evaluations	680
26-06-04 Leading advocate	19,345
26-06-05 Leading voice	14,731
26-06-06 Supporter engagement	24,828
26-07-01 Operations support to programme delivery	35,864
28-07-04 Management and Operations support at CO	1,182
Grand Total	525,805

Table 6

**Outcome Area 4: Education
Planned Budget 2019
(US Dollars)**

Intermediate Result	Funding Type	Planned Budget ¹	Funded Budget ¹	Shortfall ²
001- National Frameworks	RR	30,000	30,000	0
	ORR	30,000	30,000	0
002- National Capacity	RR	40,000	20,000	20,000
	ORR	40,000	0	40,000
003 – Equitable Education Services	RR	130,000	10,000	120,000
	ORR	130,000	100,000	30,000
Sub-total Regular Resources		200,000	60,000	140,000
Sub-total Other Resources - Regular		200,000	130,000	70,000
Total for 2019		400,000	190,000	210,000

¹ Planned and Funded budget for ORR (*and ORE, if applicable*) excludes recovery cost. RR plan is based on total RR approved for the Country Programme duration.

² Other Resources shortfall represents ORR funding required for the achievements of results in 2019.

For 2019, some funds have been secured to continue the work begun in previous years with support from Global Thematic Funds on child-centred life-skill based sports for development, school based positive discipline and student support approaches. Advocacy at the policy level related to Jamaica as a Pathfinder country will continue through technical assistance from the UNICEF Jamaica country office. The shortfall noted in the table above affects other equitable education activities planned for 2019 - namely bolstering inclusive early childhood provision through trainings, a public expenditure review within the MOEYI as well as more support for disability data collection and overall data driven decision making as we move towards establishing an Education Management Information System within the MOEYI.

Future Work Plan

Future plans revolve around continuing the capacity development for scale up of EduSport and SWPBIS by the Ministry of Education, Youth and Information. This includes conclusion of the SWPBIS evaluation and support to the GCU within the MOEYI on the development of the SWPBIS scale up plan (with a built in monitoring and evaluation component) and finalization of the EduSport Manual to be used in PE teacher training.

Implementation of the Pathfinder Country Roadmap will be led by the Inter-Ministerial Committee on Children and Violence (IMCCV), chaired by the Prime Minister's delegated representative or the Permanent Secretary of the Ministry of Education, Youth and Information. A coordinating framework will be established to provide a common frame of reference and a mechanism for communication among key stakeholders on the state of progress, and the required measures to be applied across the range of issues identified to ensure efficient and effective implementation. To ensure accountability and resourcing for the National Plan of Action for an Integrated Response to Children and Violence to End Violence against Children (NPAVC) in the public sector, line ministries will:

- Collaborate with relevant entities in aligning their policies, programmes and interventions (in their ministries and agencies' corporate/strategic plans) with the outcomes, strategies and actions of the NPAVC.
- Engage NGOs, local and international development partners in providing and/or identifying funding support for programmes and initiatives not currently funded by the Government of Jamaica.
- Establish Memoranda of Cooperation and Understanding, where necessary, to ensure that specific elements of the Plan of Action are implemented.

This coordinating framework will promote, monitor and evaluate the implementation of the NPAVC and ensure that the government meets its national and international obligations.

Expression of Thanks

UNICEF Jamaica wishes to express appreciation for the support of these Global Thematic Funds to facilitate this important work, which is helping to make Jamaican schools more child-friendly in multiple ways and at various levels of intervention.

We also recognize the inputs of our NGO and government of Jamaica partners who work through bureaucratic challenges and with limited human and financial resources. We especially recognize the children and teachers who give us critical feedback for the way ahead.

UNICEF Jamaica looks forward to your continued support as we work on behalf of Jamaica's children.

Annex 1: Human Interest Stories

I. BREDS/EduSport

A Happy Space for Jamaican Children to Play and Learn

By Mark Connolly (former UNICEF Jamaica Representative) – March 20, 2018

Imagine you're a child. Now imagine if you had a chance to go to a place of natural beauty to be yourself: to play, learn and be safe.



*Depiction of Treasure Beach Sports Park
Credit: Dennis Bennett (community artist)*

The Breds Foundation now offers that unique space for children in Treasure Beach, St. Elizabeth, and surrounding communities.

Over several years, the Foundation has developed the expansive Treasure Beach Sports Park, a 17-acre space with a range of activities for children, from competition-level football and tennis to basketball and cricket; spaces for workshops, yoga and boxing; plus a challenge course that was developed with support from UNICEF.

On Saturday, the Foundation unveiled its newest additions to the park, including an instructional swimming pool, a performance stage, upgraded playground and a “Happy House” for fun and play. UNICEF invested in the development of the swimming pool for one very important reason: to save young lives. Ninety percent of the population in Treasure Beach – an area made up of five fishing bays – is involved in fishing or water activities linked to tourism. Despite being surrounded by water, the majority of children in Treasure Beach cannot swim.

Sadly, young children and teenagers are frequent drowning victims. So, we saw the sports park as a good place to provide a safe swimming facility with supervised sessions and regular swimming lessons.

Other areas in the park are supported by partners like Do Good Jamaica, who conceived the Happy House. The philosophy of the space is centered on a primary question: what makes children genuinely happy? Activities like art and craft, dance and drama are designed to reflect and encourage the things that make children and their families feel happiest.

UNICEF’s partnership with Breds goes beyond the sports park – our collaboration around EduSport gives children a new way to learn life skills while enjoying their right to play. We all know that sport is larger than life in Jamaica. It represents more than hope – it represents opportunity. EduSport is now offered in 60 primary schools in St Elizabeth. Our partnership is expanding the programme into neighbouring Manchester with the Ministry of Education, Youth and Information.

Together with the Rockhouse Foundation we are adding EduSport to seven schools in Westmoreland, including a model mixed-ability infant school, and with Fight for Peace Jamaica, we’re introducing it to six communities in inner-city Kingston. We are thrilled that so many children will continue to benefit from EduSport, and from everything the truly unique sports park has to offer.

II. SWPBIS

Effortville Primary: A Safe Haven, and A Place for STARS

By Christine Russell-Lewin, Guidance Counsellor – May 10, 2018

Usually when I arrive at school, there are about five or six students who are waiting for me at my office door. Oftentimes they start unloading even before I open up. Most times my breakfast is left uneaten. Effortville Primary is their safe haven; the place where they can enjoy their childhood without fear. After traumatic events of the night they cannot wait for school to tell me about their fears and their pain. We've had students and parents who've been shot and the stress of these events are evident on the faces. As a result of violence, our enrolment – which should have been 330 – is now down.

I've been a teacher since 2001 and a guidance counsellor since 2008 and during that time I have seen the violence in the community increase, and so have the demands on me. This is so, because it is not only the students that are affected. Everyone wants to release their fears and pains: parents, other staff members and administrators. Everyone seeks advice from the counsellor.

Guidance counsellors themselves need help

A few months ago I did a stress test and the lady told me, "Compassionate fatigue has taken you over and you have to let it go girl!" So yes, I'm recuperating.

At times I honestly feel that my work is not of any worth because there are so many issues coming at you and you don't see yourself making a difference. Guidance counsellors like me, we have to find a better way as we cannot do it alone – we need a framework where the entire school is involved. About two years ago, I got an email about a town hall meeting where Albert Town High School was sharing their experience of being part of the Schoolwide Positive Behaviour Intervention and Support (SWPBIS) pilot.



*Students at Effortville Primary
Credit: Russell-Lewin*

Children respond to positive behaviour incentives

As I sat there I could relate to their situation, about what they've done to encourage 'being RICH' (Respectful, Industrious, Courteous and Honest) and I'm glad that we've reached a point where Effortville too is joining SWPBIS.

I believe people are motivated by incentives and I see where reinforcing positive behaviours works. I know our culture is to highlight negatives but we need to move away from that and have a child-friendly environment.

Our Boys and Girls Day, which we just held, is a springboard. We wanted to get our boys and our girls to appreciate themselves more. "Be STARS wherever you are" was the theme for the day. STARS being: Smart, Trustworthy, Ambitious, Respectful and Safe. I'm looking forward to Effortville Primary doing that 365 days of the year.

Jamaica



Lead Ministry: Ministry of Education, Youth and Information

Minister: Kamina Johnson-Smith, Minister of Foreign Affairs and Foreign Trade and Floyd Green, Minister of State in Ministry of Education, Youth and Information

Pathfinding Country since: 2016

Faced with rising levels of violence against children, the Jamaican government decided to review existing interventions, policies and legislation to enable greater combined action guided by the global INSPIRE strategies.

In November 2016 about 100 stakeholders, including six Cabinet Ministers and representatives from key government line agencies, the UN, the private sector, academia, youth and civil society met at the Office of the Prime Minister (OPM), for a high level launch of the Jamaican initiative.

The Prime Minister stressed the need for an urgent and cohesive commitment to deal with the threat of violence: "As a Pathfinding Country, Jamaica is committed to providing comprehensive, coordinated and multi-sectoral services for preventing and responding to violence," he said.

"We are prepared to strengthen legislation to protect children from all forms of violence and exploitation by bringing all sectors together in a movement to end violence and provide children with a meaningful role at the heart of that movement. Through this partnership, we are making use of a key opportunity to take the lead in making a difference and we owe it to our beloved children to do so."

A national inter-ministerial steering committee was established which has taken a number of steps to ensure progress is made on the issue of violence against children. National stakeholder consultations were convened between February and December 2017, including one with children. Regular senior level meetings took place in order to update the 2015 national plan of action for an integrated response to children and violence as the country's 'road map'. New research from Know Violence and UNICEF's 'Familiar Face' report was disseminated to over 100 stakeholders, highlighting the high number of Jamaican children who

die violently and who are regularly subjected to sexual violence and violent discipline in their homes, schools, and communities. National reporting and response systems were also coordinated, including the merger of the Child Development Agency (CDA) and the Office of Children Registry (OCR) into the Child Protection and Family Services Agency (CFPSA).

The country's commitment to ending violence against children was once again made clear on 7th November, 2016, when the Prime Minister referred to the UNICEF 'Familiar Face' report, stating the Government's commitment to ban corporal punishment: "I wish to declare that I am totally against corporal punishment," he said.

"I believe that the time has come for the Parliament to have a debate on this issue and finally declare corporal punishment at an end, both within public institutions and as a means of discipline available to parents."

While debates around legislative changes are likely to continue, Jamaica has already taken a range of concrete steps to improve the lives of its young. Supported by UNICEF, the School-Wide Positive Behaviour Intervention and Support (SWPBIS) framework in government schools was significantly expanded. The Violence Prevention Alliance (VPA) extended the work of their Child Resiliency Program, an intervention tailored to primary school children with serious behavioural problems. And with the support of the Peace Management Initiative, child-focused, community-based peacebuilding interventions have taken place in areas prone to violence.

Through concerted action across sectors, Jamaica is making significant strides towards a violence-free nation.

Gotcha!

How recognising positive behaviour cuts violence in Jamaican schools

Positivity, not punishment, undergirds an ambitious new strategy to reduce violence in schools

As the tide turns against corporal punishment worldwide, Jamaica's schools are cutting rates of violence in schools by focusing on positive behaviour, rather than punishment.

Eight in 10 children between the ages of two and 14 in Jamaica experience some form of violent discipline. Around six in 10 say they have been bullied at some point in their schools. The School Wide Positive Behavioural Interventions and Supports (SWPBIS) framework reduces rates of violence by recognising children for good behaviour and shifting school cultures towards more affirmative modes of education. Coordinated by the Ministry of Education, Youth and Information, the intervention began in 2015, covering 56 pilot schools, all of which have a duty to share their skills with other schools in the local area.

SWPBIS is a framework that is delivered to the whole school—not only children at risk of harmful behaviour. "It's about modelling positive behaviour in everyday activities," explains Rebecca Tortello of UNICEF Jamaica. "The message is delivered through whole school assemblies, paintings on the walls, and teachers recognising students who exhibit positive behaviours at the start of lessons."

To begin the implementation of SWPBIS, a school leadership team is assembled comprising the principal, guidance counsellors, the dean of discipline, a nurse, a parent and a senior teacher. The leadership team then assembles the implementation team from other faculty members, administrators, and even conductors on the local transport system.

The teams, in dialogue with pupils, determine a set of core values unique to the school. Behaviour is measured against these core values, and pupils who embody the school's ideals are rewarded.

SWPBIS functions at three levels. The first is school-wide, disseminating information and lessons on positive behaviour to

all students. The second is targeted, providing specific support to at-risk children to better understand the challenges they face and provide preliminary support. The third tier deals with children who whose behaviour repeatedly falls short of school standards, and can involve referrals to child counsellors or social services where appropriate.

George Sugai, Professor of Special Education at the University of Connecticut and Co-Director of the PBIS Centre, developed the four core tenets of the framework around 20 years ago: "The first principle is that every single decision a school makes must be linked to how it benefits students. Student benefit is the ultimate criteria. A second principle is the importance of data. Collecting data is vital to informed decision making, and it is at the heart of the PBIS framework.

"Third is the focus on evidence-based practices based on the needs of the child. And fourth is a focus on systems. We don't see PBIS as a program just for children, but a framework that changes the way adults relate to children."

The framework boasts a range of randomised controlled trials to date, demonstrating outcomes such as a decline in anti-social behaviour, improvement in self-management among pupils and decreases in bullying as reported by schoolchildren. While data for Jamaica's work with SWPBIS remains preliminary, current evaluations suggest violence is declining across the majority of intervention of schools.

SWPBIS is but one arm of Jamaica's strategy to end violence against children, but its evidence-based programming is among the most promising strategies. With a recent call by Prime Minister Andrew Holness to abolish corporal punishment, Jamaica's commitment to child protection stands stronger than ever.

INSPIRE

Implementation of Laws

✓ Norms and Values

✓ Safe Environments

Parent and Caregiver Support

Income and Economic Strengthening

✓ Response and Support Services

✓ Education and Life Skills

Annex 2 – Donor Feedback Form

Please access the form at:

<https://forms.office.com/Pages/ResponsePage.aspx?id=IQFBd-EUuE-QS6sYkgI2Z1EJsLcYAJBHh2bCnwnlhtZUOEY3NTBQVUJFMU9TTzVCQ1A4MDNNTERHSy4u>