

EVALUATION of PROJECT

**“Strengthening diversion opportunities,
rehabilitative and reintegration programmes for
children deprived of their liberty and not in the
formal school system: An integrated livelihood and
remedial education project”**

and DRAFT SUSTAINABILITY PLAN

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Acronyms

AIDS	Acquired Immunodeficiency Syndrome
BA	Bachelor of Arts
CDA	Child Development Agency (CDA)
CXC	Caribbean Examinations Council
ED	Executive Director
EEHP	Expanding Education Horizons Project
EFJ	The Environmental Foundation of Jamaica
FGD	Focus Group Discussions
HEART	Human Resource Employment and Training
HIV	Human Immunodeficiency Virus
ILO	The International Labour Organisation
INSPORTS	Institute of Sports
IT	Information Technology
JAMAL	Jamaica Movement for Literacy
JCF	Jamaica Constabulary Force
JDF	Jamaica Defence Force
JFLL	Jamaica Foundation for Lifelong Learning
JNBS	Jamaica National Building Society
JP	Justice of the Peace
JSIF	Jamaica Social Investment Fund
JSAS	Jamaica School Attendance System
JAWOW	Jamaican Women of Washington
KABP	Knowledge Attitudes Behaviour and Practices
KWL	Know, Want to know, Learn
MOE	Ministry of Education
MP	Member of Parliament
NCU	Northern Caribbean University
NEPA	National Environmental Planning Agency
NGO	Non-government organisation
NIS	National Insurance Scheme
NTA	National Training Agency
NYS	National Youth Service
PACT	People's Action for Community Transformation
RADA	Rural Agricultural Development Agency
ROSE	Reform of Secondary Education
SPSS	Statistical Package for Social Scientists
STATA	STATA for Biostatistics
STI	Sexually Transmitted Disease
TIP	Trafficking in Persons Programme
TPDCo	Tourism Product Development Company
TRN	Taxpayer Registration Numbers (TRN)
UAP	Uplifting Adolescents Project
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
WSUC	Western Society for the Upliftment of Children
YIC	Youth Information Centre

Glossary of Patois

<i>dem</i>	<i>them</i> (on its own) Placed after a noun, e.g. <i>teacher dem</i> , it pluralizes the noun
<i>fi dem do still</i>	<i>for them to do all the same</i>
<i>likkle bit</i>	<i>very few</i>
<i>mek di school look a way</i>	literally, <i>make the school look wrong or bad</i> , i.e. bring the school into disrepute
<i>nah laugh</i>	<i>wouldn't laugh</i>
<i>nuff</i>	<i>many</i>
<i>nuh waan see</i>	<i>don't want to see</i>
<i>pickney</i>	<i>children</i>
<i>'tan' up</i>	<i>stand up</i>
<i>wutless</i>	<i>worthless</i>

EXECUTIVE SUMMARY

A summary of this evaluation has to begin with the considerable challenges of undertaking the process. Record-keeping and filing has been a serious weakness in this NGO. This has been compounded by several other factors: the sudden December 2009 departure of the first Executive Director who led the organisation from its beginnings in 1997 and whose knowledge of the records was not handed over to her part-time replacement who acted as Executive Director and senior teacher for Level 4; as well as the corruption of the computer file which recorded attendance under the Jamaica School Attendance System (JSAS). No electronic student files meant Evaluators spent five person days originating a database and entering poorly recorded data for 110 current student files, having to take records away to work off-site because of lack of physical space to carry out the required tasks at WSUC. Several violent incidents occurred, including a stabbing between male WSUC students outside the 'top school' and a wounding outside the 'bottom school'. The Police had to be called for both incidents and students sent home. For reasons of time and availability, only 36 randomly selected current students could be interviewed instead of the targeted 50; access to enough past students for a survey was ruled out since there was no-one with the time to make the extended and repeated calls this required; and for similar reasons only five parents rather than 10, also randomly selected, were interviewed.

Despite the data limitations the Evaluators are of the view that they were able to fully assess both the efficacy and the efficiency of the Western Society for the Upliftment of Children as at April 2010 based on the data available. However better record keeping would have allowed for a deeper analysis, especially in the area of post WSUC mainstream school reintegration, skills training and job placement which is a significant gap.

The evaluation found that a typical WSUC student is a male between the ages of 14-16 years who is a slow learner, has come with low self-esteem and a history of difficulties coping in mainstream school. He is likely to come from a poor community, many prone to frequent violence. His lack of academic achievement and poor circumstances render him vulnerable and increase his chances of experiencing negative outcomes. Far less female students come to WSUC - presently 17 out of 110 students - so the profile is less well defined, but the majority also

appear to be slow learners (boys usually far outnumber girls in the remedial classes in public primary schools¹).

Following a standard MOE classroom observation, the assessment by a qualified educator of the five teachers (two of whom are pre-trained) and of the learning experience at the school is that the teachers without exception deal in both a caring and effective way with the students, many of whom have a limited attention span and anger management issues that can result in fighting over turf and personal possessions, and name calling. The records of the current students indicate that after their first 12 months at the WSUC 68% of the students have moved up one grade in literacy and 54% one grade in numeracy. The records also show that all the students 15 years and over have been exposed to skills training in at least one skill and that 82% have received training in two. Out of 31 students leaving WSUC in 2009, 20 (65%) left to re-enter school, to continue their education or to work, a good record for a school which 71% enter functionally illiterate.

Feedback from present and past students via the survey and focus group discussions, as well as from parent interviews, underscores these findings and frequently emphasises the caring nature of the teaching. Every group contrasts it with negative experiences in mainstream schools, bringing out both the customised attention they receive at the WSUC and the experience of being cared for as a person. When asked in the survey to choose between five ratings of the school, “poor, fair, good, very good, or excellent”, 44% of the students rated the school as “excellent” and only 19% gave it a “poor” or “fair” rating. When asked to rate their own progress at WSUC 42% rated it as “excellent”, 28% as “very good” and only 11% as “fair”. No student chose “poor”. Asked to give scores out of 10 for the school, three parents gave 10, one 7 and one 6. For lower scores and ratings, in the instances of the parents and among the students who volunteered their reasons, these were related either to disciplinary problems or to inadequate school facilities. Thus the evaluation from the limited data, student and parent reports and teacher observations, found that the WSUC has scored highly in terms of efficacy.

The behavioural problems posed by these students highlight the most critical gap in the present school operation, the absence of a guidance counsellor who should be a male given the gender

¹ Personal communication with member of the National School Inspectorate

distribution in the school. It is acknowledged that even in schools where guidance counsellors are present, there is an increasing problem of violence. However the absence is a very serious one in this instance given the target population, who have a tendency to be highly volatile and unpredictable and need individualised attention. A new school is presently being built and one new classroom has been occupied since the 2010 Easter Term, making it possible to end the deleterious two campus situation and combining two Level 1 classes by moving some students up to Level 2, thus releasing the Executive Director to run the project. This should go a long way to improving the overall learning environment and positively impact on behaviour.

Inefficiency in the WSUC is a very serious threat to its sustainability and survival. The evaluation found that the departure of the founding Executive Director exposed the inadequate governance mechanisms for this NGO and significant administrative gaps, including serious financial irregularities involving a former member of staff. Thus the Board was found to be negligent in its duties and responsibilities, which are both legal and ethical, to provide a robust governance framework for WSUC. However the Board's genuine intentions are fully acknowledged as seen by the openness of members to the evaluation, the voluntary work of its active members (about 50%) in local fund-raising, provision of assistance at parent meetings, sports days, student counselling and its critical role in the design and supervision of the new building including the reported highly efficient use of building funds.

As requested a sustainability plan and budget of an estimated \$6.64M annually have been proposed, apart from the estimated at 6M to complete the new building, Strategies include:

- developing a Terms of Reference for the board and establishing robust governance procedures;
- seeking funds to hire an Interim Project Manager and advisor to the board, who can begin to execute the sustainability plan;
- rebranding and re-launching for a major fund-raising drive;
- approaching large private sector companies in Montego Bay as planned and working towards long term private public partnerships;
- seeking funding from the MOE as a private school taking children in instances where there are insufficient places in public schools, as well as from appropriate line ministries, once the new building is in place.

1. INTRODUCTION AND BACKGROUND

The Western Society for the Upliftment of Children (WSUC) in Montego Bay, like Children First in Spanish Town, was established to continue the work started by the overseas international non-government organisation (NGO), British Save the Children Fund (now Save the Children U.K.), with marginalised and at-risk youth between the ages 10-18 years. British Save the Children Fund left Jamaica in 1997 and both local NGOs were established with their full cooperation. Mrs. Glenda Drummond, who led the new organisation, worked formerly as a Project Officer for British Save the Children, and was in charge of the Montego Bay Office when they left. With the support of British Save the Children, Mrs. Drummond established a Management Board for the WSUC and this has remained in place since and has been chaired by Mr. Conrad Grant up to the current time.

British Save the Children worked directly with around 100 out-of-school children annually in Montego Bay and indirectly with around 100 more children already in mainstream schools. Out-of-school children were recruited mainly from the market where they were selling, from families too poor to send them to school, from the population of street children in Montego Bay and other children in difficult circumstances. Both groups were provided with a range of services including remedial education, via evening school, and welfare support that included food from the World Food Programme, which ended in the mid-nineties.

WSUC expanded after British Save the Children left in 1997, through the USAID Uplifting Adolescents Project 1 (UAP 1) which enabled the organisation to start a day programme as it was able to rent alternative premises, access additional furniture and equipment, and increase its staff complement to eight: seven teachers and a Project Supervisor /Executive Director. Pre-vocational skills were also added to the programme at this time. The pre-vocational programme is not just focused on equipping the children for work when they leave school – many do not reach this stage in the skill. However it gives them an experience of success when they can make a pillow or a spread or some craft item and experience satisfaction and pride with their achievement. The former Executive Director, members of the Board, and the present staff testify that most children come to WSUC with very low levels of self-esteem.

The expanded programme provided the opportunity to accept children who had wanted to join the programme but for whom there had been no space. Referrals came via parents and family, by street children who had been on the programme and who recommended it to their friends, the Family Court, and Children Services Officers. The day programme intake increased to such an extent - more than doubling previous numbers - that WSUC had to stop recruiting.

a. Major Funding Cycles

The major funding cycles for WSUC to date have been as follows:

1997-2000	Uplifting Adolescents Programme 1 (UAP1), funded and managed by the United States Agency for International Development (USAID), provided funding for Literacy/Numeracy Programme (teachers' salaries, books/materials) and for the Pre-vocational Skills Training Programme
2001-2004	UAP 2, funded and managed by USAID (as above)
2004-2007	Trafficking in Persons Programme (TIP), funded by USAID and managed by People's Action for Community Transformation (PACT), provided funding for Literacy/Numeracy Programme (teachers' salaries, books/materials)
2006 – Mar 2009	Expanding Education Horizons Project (EEHP), funded by USAID and managed by PACT. This programme involved 12 Jamaican NGOs doing educational work but midway funding problems necessitated ending funding for six of these. WSUC was among the six NGOs that remained in the programme but with reduced and less regular funding.
1999 - Dec 2009	United Nations Children's Fund (UNICEF - see below)

Other funders that have assisted areas of WSUC's work have included:

- *The International Labour Organisation (ILO)* who helped with working children and funded a course for sex workers to provide skills to lead to employment.
- *The Jamaica Women of Washington* who helped to fund HIV training.
- *Food for the Poor* who in 2008 provided a large classroom, a small office, three toilets, a kitchen with stove (since stolen) and fridge and a small porch.
- *The Environmental Foundation of Jamaica (EFJ)*
- *The Rotary Club of Montego Bay*. Paid one year's rent for the top school.
- *PACT* has recently (August 2009) set up WSUC as a venue for the USAID funded *Entra 21 skills training programme*. This is a nine-month afternoon employability programme for young persons between 17-25 years of age and its participants include four Level 4 WSUC students and one 2009 WSUC graduate. The skills at this venue are cosmetology and barbering. It also provides resources for WSUC in the form of a part-time administrative assistant, who also teaches Spanish, as well as salary top-ups for two members of staff (see Table 14, p. 46). This is important as there are no benefits at WSUC and salaries are below government levels.

b. UNICEF's support to the Project

From mid-2007 to December 2009 the United Nations Children's Fund (UNICEF) provided major support funding of over J\$8.4m to WSUC for staff, namely the Project Supervisor/ Executive Director, four literacy and numeracy instructor/teachers for each of the four levels in the school, and three pre-vocational/livelihood skills instructors as well as for some materials to support the skills training and funding for career week outings for the graduating class. The cost of the present evaluation was included. Various programmatic activities were also funded between 1999 and 2006. Overall UNICEF has contributed US\$234,783 to the WSUC.

The framework under which UNICEF funded this programme included child rights, child justice and child protection outcomes, which would cover children in conflict with the law benefitting from diversionary and community based programmes, and out-of-school children benefitting from programmes to rehabilitate and reintegrate them into the formal school system. Older youth were equipped through remedial education, skills based learning, livelihood skills and increased work opportunities.

A detailed description of the programme to be funded under UNICEF is provided in a document entitled “Multifaceted Activity Proposal Form”. The project’s key result is identified as follows:

“By December 2009 in the parishes of St. James, Hanover, Trelawny and Westmoreland, 424 vulnerable and out of school children (12-14) and (15-17+) (21% of five-year CPAP target), especially boys equipped with remedial education and 70% of this total (15-17+) equipped with livelihood (i.e. prevocational) skills and increased work opportunities; fostering the rehabilitation and reintegration of 195 children into formal school systems, work opportunities (for 15-17+), apprenticeships and skills training programs (for 15-17+).” (Multifaceted Activity Proposal Form, p. 8).

Tasks and expected results or outputs, with appropriate indicators and their sources, are set out. The tasks fall under two main headings: 1) School Programme and 2) Livelihood (i.e. Prevocational) Skills Training and Job Placement with a third task, 3) A Baseline Assessment, to be carried out in 2007 (it was actually done in 2008) as well as a final evaluation to be carried out in 2009 (started in February 2010) of which this report is an outcome.

Under this programme quarterly reports were provided to UNICEF by the WSUC.

c. A Brief History of WSUC

The history of the WSUC emerged from interviews with the founding Project Supervisor/Executive Director, who left in December 2009, Board Members, former staff members including a Guidance Counsellor and a Peer Counsellor, a Children’s Officer who knew WSUC first as a school Guidance Counsellor then from the Child Development Agency (CDA), and from the findings of the Baseline Assessment.

It is evident that WSUC started with a considerable funding increase that allowed the rapid expansion referred to above. There were between one to four computers in every classroom with free internet access through Cable and Wireless. Information Technology (IT) could be taught on the spot. Its skills training programmes enabled items to be produced that the children could take home or that could be sold. At one point Tourism Product Development Company (TPDCo) was involved and students were making baskets and items out of straw; wood carving was also introduced, as well as the more traditional sewing and cosmetology.

In the school year of 2004/5 under a strong Guidance Counsellor, the Peer Counsellor programme was conceived and developed. Twenty two Peer Counsellors, taken from Levels 2-4, were trained in HIV/STI awareness and in conflict resolution, and at a later stage in trafficking in persons. All reports suggest they were a very vibrant group who made a big difference inside and outside the school. They went out to other schools on outreach twice a week. They would receive extra lessons after school ended at 2.30 pm to make up for the class times they missed.

A former student, Peer Counsellor and later staff member, describes the spirit and achievements of those years: “We were taken on to work on the Human Trafficking Project. We were also certified by EEH. It was so great. For one year we went into schools, we worked in Hanover, Trelawny, St. James. We mostly focused on the all age schools, Bogue Hill, Tower Hill, Johns Hall, Sandy Bay and Mr. Green worked with us. We used to call Mr. Green a ‘Vybz Machine’ - he was just such fun and always knew how to make things interesting.”

This guidance counsellor was apparently very creative. “He had Wacky Wednesdays with the students, which was like a call-in radio show...have you ever listened to Barbara Gloudon? Well it was like that, and you’d be surprised what came out of the students; all sorts of issues would come out - it was amazing - about their circumstances.” He also began a performing arts group, known as West Vybz Outreach Group and did some work with Claudette Pious in Guyana and Trinidad. Local groups, like the Doctors at Cornwall Regional Hospital through one of their numbers who did a lot for young people, would also use the West Vbyz group for events.

Other activities included an AIDS Awareness outreach programme. It made a significant impact in sensitising residents of Railway Lane and Barnett Lane, according to the Principal of Barrett Lane Primary, Vice-Chair of the WSUC Board, who gathered this from parents and students at his school. He said they would visit the communities and perform skits – the Guidance Counsellor had a lot of talent, drive and energy, and a way with young men. Later a project with the ILO involved running evening classes for sex workers. They were trained in a skill and in literacy and numeracy. The Principal said he knows of parents who now have regular jobs as a result of this programme. The skills offered included videography, hospitality, needlework, cosmetology and barbering. There were funds for these adult trainees which were put in a bank

account and given to them at the end of the training so that they were able to buy some capital equipment. The Principal notes that WSUC did a lot for their self-esteem.

During this period WSUC went abroad to Washington where the Guidance Counsellor represented the agency at the ILO Pilot Anti-Human Trafficking project. A proposal written with the help of an outstanding Peace Corps volunteer, a number of whom worked with WSUC during those years, enabled WSUC to get funding from the Jamaican Women of Washington (JAWOW) conference for the HELP project (an HIV/AIDS prevention programme targeting adolescents) where the Guidance Counsellor also gave a speech about WSUC.

During the Trafficking in Persons (TIP) Programme the school reached over 1,000 children. They would visit schools at convenient times for them, like 7.30 – 9.30 am or 10.00 am – 12 noon. The former Project Supervisor, who provided the transportation, and another part-time voluntary Guidance Counsellor (after the former had left) would go. Mrs. Drummond recalls: “We had a skit that our youngsters acted. We also gave out a questionnaire. We did this almost every day.”

Funding was beginning to get more difficult after the ending of UAP2. It came to a crunch at the end of March 2009, when the EEHP project, which had run into problems before, closed nine months earlier than expected. WSUC was forced to lay off staff. The five remaining staff members had to multi-task and the Project Supervisor/Executive Director reported taking no salary after that time and having to teach a class and also act as Guidance Counsellor for the students. The space at the building they occupied was also reduced in order to cut down on rent, closing the kitchen space and ending the lunch programme. With no full time guidance counsellor to lead it, the Peer Counselling Programme begun to fade by the beginning of the 2008/9 school year and the few young people still involved in the TIP Programme were not able to sustain it.

d. Sustainability

Historically WSUC has survived mainly on donor agency and international NGO support. It has supplemented this with small fund-raising efforts. As early as 2000 it also felt it necessary to ask

families of children attending to pay a contribution of \$2,000 per year. A minority paid the fee. In 2006 it went up to \$5,000 a year – about 45-50% paid, although no-one was ever turned away because of their inability to pay. The former Executive Director reported however that in September 2009 the financial situation was becoming untenable and rented space had to be reduced even further. This along with a 100% increase in the fee to \$10,000 per year was enacted to offset increasing financial demands.

Its main thrust towards sustainability has been to find land and to erect a building, which would eliminate rental expenses and offer the possibility of letting space to others to contribute towards self-sustainability. More recently the move by the Ministry of Education (MOE) to ensure all children up to the age of 18 years are in an educational institution means that, with approved space and facilities, the WSUC should qualify to receive the current allocation of \$77,000 per student, per year, placed by the MOE.

The search for land began early, but met with unfortunate setbacks. By 2001, with the help of the St. James Parish Council, land was identified and surveyed and a waiver on the usual fees was granted. The Jamaica Social Investment Fund (JSIF) agreed to fund the building of the school. However the National Environmental Planning Agency (NEPA) then entered the picture, vetoing the building despite the Parish Council having surveyed and passed plans for construction. The search for land consequently had to recommence.

JSIF continued to be committed to supporting WSUC and kept calling to find out if alternative land had been found. By the time WSUC did eventually find another piece of land, this time with the help of the Member of Parliament (MP), the JSIF funding was allocated to another project due to time constraints for committing funds. The MP provided the first \$6M and construction began in the summer of 2009. However another \$6m is needed to complete the building. The Digicel Foundation has been approached for assistance and WUSC is now awaiting their response.

The other thrust towards more sustainable funding sources has been the ongoing attempt by WSUC, through PACT and now formally supported by UNICEF, to get at least one senior teacher funded by the Ministry of Education.

e. The Current Situation of WSUC

In February 2010 the Evaluators found WSUC to be in a weakened position compared to its situation even two years before. The organisation's reduced staff complement, in comparison with the situation at the time of the Baseline Assessment, is shown in Table 1 below:

Table 1: WSUC Staff Complement in July 2008 and March 2010

Job Title	No. in Position		Comment
	July 2008	Mar 2010	
Project Supervisor/ Executive Director	1	1	The current Project Supervisor is also solely responsible for the top class, Level 4.
Senior Teacher	1		
Guidance Counsellor	0	0	There was a full time male GC up to 2007 and a voluntary part-time male GC during part of 2009
Literacy/Numeracy Teachers	4	4	
Prevocational Teachers	3	0	
Admin. Assistant/ Assistant Teacher	1	1 (part-time)	This position is currently supported by the Entra21 Programme. This person also teaches Spanish.
Assistant Teacher	1	0	
Peer Counsellor/ Assistant Teacher	1	0	
Auxiliary (Cook, Messenger, Security)	3	0	
TOTAL:	15	6	

Source: Baseline Assessment 2008 and findings of current evaluation

Until April 2010 the institution was divided between 2 campuses, about 10 minutes walk away from each other. Due to the necessity of reducing the former more spacious rented accommodation, the Administrative Office and classrooms for students in Levels 3 and 4 were in a two room facility on the third floor of a building on Miriam Way. The larger room was divided by two chalkboards, which served as a partition between two classrooms. The space was so limited that if a student needed to use the bathroom (also shared by the staff) the other students had to be physically disturbed by his/her departure. The office space, best described as a corridor due to its narrow shape, accommodated two desks with computers, filing cabinets, a copy machine and a host of boxes packed with stationery, files and furniture from earlier days stacked on each other. It was impossible for two people to pass each other without close contact (see photograph below)

WSUC Office on Miriam Way premises (Top School). From the Office Door a view of the Executive Director to the left, an Evaluation Team member and two teachers. A fridge is to the right of the door and to the left, out of view, are stacked boxes of files, materials etc.



These rooms led through onto a grilled corridor and then to a grill opening to the stairs outside with a balcony that is approximately 70ft above ground level. To reach the corridor from the office one had to pass through part of the classroom. There was absolutely no external space for any physical exercise for students.

The 'Bottom School', about 10 minutes walk away on Humber Avenue, is situated in the middle of the building site of the new building which has already necessitated the knocking down of classrooms. Since September 2009 teaching and learning has had to take place amidst the dust and the noise caused by the

construction. This site had no security until recently when the entrance was secured with two large wooden panels which act as an entrance to the school compound and can be locked. It is on the same compound as the Youth Information Centre (YIC) of the Ministry of Youth, Sports and Culture, but separated by a high fence, and is surrounded by some open space. As a result of the reduction in classroom and storage space at this venue the skills training classes for students have been abandoned since the beginning of the 2009/10 school year. The WSUC is hosting a nine-month Entra 21 skills training programme for young adults between 17-25 years. Because of the present space constraints, in order to enable the programme to start at 1.30 pm, the school

has to end at 1.00 pm, one and a half hours earlier than its usual closing time of 2.30pm. The programme will end in the summer and hopefully, even if a second programme starts in September, there will be enough space to accommodate it to prevent this shortening of the school day which was never intended by Entra 21.

In December 2009 the Project Supervisor and founding Executive Director unexpectedly retired from her position for health reasons and left the country to join her family on an extended visit abroad. She arranged with the Board to appoint the senior teacher to her position; however there seems to have been little or no time for a full handover process. Since there is presently no funding to hire another staff member, this person plays a dual role and still retained her duties as teacher of the graduating class for the first two terms. The two funding agencies supporting WSUC at the time, UNICEF and PACT were only informed of the Executive Director's retirement shortly before it occurred.

These changes significantly impacted on the Evaluation, although the current Project Supervisor made supreme efforts to accommodate the team providing access to files, students, teachers and parents to the best of her knowledge whilst simultaneously playing the role of substitute guidance counsellor and Executive Director, dealing with disciplinary matters and liaising with parents when necessary. It has to also be noted that an incident involving stabbing between students which occurred on the road below the top school on the day before we arrived for our first extended visit, had repercussions for students, teachers and evaluators for this and the following visit and hampered the process significantly. This coupled with running the administrative side of the institution, and coping with an end-of-cycle funding situation in which months of rent were owed while funds to pay teachers and other expenses were running out, proved highly detrimental with regard to the context in which this evaluation was undertaken.

This situation has now improved with the move to one campus. The extra teacher for Level 1 has now been moved with some of her students to Level 2 in a new spacious classroom (see photos below). The former Level 2 teacher has moved to Level 4, freeing up the Executive Director, who now has a more spacious room to use as a temporary office.



Newly built classroom (minus window fittings)

The absence of critical data, or knowledge thereof, meant that the Evaluation Team had to originate a beneficiary database which seriously hindered the time intended for other data collection activities, particularly the survey and parent interviews.

The YIC staff were exceptionally helpful throughout the Evaluation and the Evaluators were able to use the conference room and other offices in the YIC, which was built and equipped by UNICEF and the Government of Korea, to undertake data entry, interviews and focus group discussions. The school premises had no facilities whatsoever to accommodate this.

2. METHODOLOGY

In evaluating the Western Society for the Upliftment of Children, a framework for the evaluation was developed from the original multifaceted activity proposal, and the following methodologies used:

a. School Programme

- A desk review of records and reports that included the WSUC Baseline Assessment July 2008; the UNICEF Multifaceted Activity Proposal Form completed by WSUC for a project to run start from July 2007-Dec 2009; and Quarterly Progress Reports submitted by WSUC to UNICEF from Dec 2007 to Sep 2009. Missing is the final report for Oct-Dec 2009.

- A review of initial intake, assessment and placement, reasons for coming to WSUC, involvement in child labour, and relationship to person responsible for the child, from secondary data from all 110 current individual student files. These files should all have contained an Initial Interviewing Sheet, a Registration Data Entry Form, including entry performance in literacy and numeracy, a Reproductive Assessment Test and Score, administered on entry, periodic Performance Assessment Forms for numeracy and literacy and skills training areas, and forms recording learning objectives and their achievement. Forms also recorded parent attendance at meetings. These records were manually transposed onto an Excel database by the evaluators and then analysed using Intercooled STATA 9 software.
- A review of literacy and numeracy levels on entry and periodically after 12 months, 2 years and 3 years, utilizing secondary data from the database developed from current student files.
- A review of the number of learning plans in place and an assessment of the percentage of objectives met as contained in the current student files on the database.
- A review of attendance and drop-out rates for the terms September-December 2009 and January-March 2010.
- A review of the students' assessment of their school and of their own progress, as well as the person with the most positive influence in their life. These views were obtained by utilizing primary data from a survey that was administered to a stratified random sample of 36 students currently registered at WSUC, entered and analysed in an Statistical Package for Social Scientists (SPSS) 17.0 database, and from three Focus Group Discussions (FGD) with a) an all male group of four current students 13-17 years old, b) an all female group of six current students 12-19 years (see Appendix 1 for Current Students FGD guide), and c) a past students group of three males (it was intended to be a mixed group) of 15-28 years of age (see Appendix 2 for Past Students FGD guide).

- Parents' experience and evaluation of WSUC and of the challenges of educating children were collected through interviews with five parents (all mothers), selected randomly (see Appendix 3 for Parent Interview Guide).
- Interviews were conducted with Board Members and with experts in the field of education and child protection, most of whom are very familiar with the WSUC (see Appendix 4 for list of interviewees).

b. Livelihood (Prevocational) Skills Training and Job Placement

- An assessment of livelihood skills was undertaken by reviewing secondary data from the database of 110 current student files, which identified the skills training undertaken by each student as well as periodic performance assessments. .
- An assessment of children reintegrated into the formal school system, or transitioning into the National Youth Service (NYS), the Human Resource Employment and Training (HEART)/National Training Agency (NTA), the Jamaica Foundation for Lifelong Learning (JFLL) and similar educational and training programmes, or placed in apprenticeships or jobs, in relation to Level 4 students in the last complete academic year of 2008/9. This data includes the number of drop-outs from that level during the year.
- Phone interviews were conducted with two HEART staff members (see Appendix 5).

c. Beneficiary Data

- Personal data on all current students is on the Excel database referred to above.
- Data on family, housing, occupation and income of main wage earners in household, child's assessment of family financial situation, stay in children's homes, involvement in activities that are in conflict with the law, substance use and abuse, exposure to violence, family disciplinary measures and the child's assessment of these, and sexual behaviour and health, were collected through a survey using a random sample of 36 current students, stratified by class level. It was entered and analysed using SPSS 17.0.

d. Staff Demographic Data and Evaluation of Quality of Teaching

- Personal data on staff, their age, education, work experience and current professional development activities, along with salary and benefits, including a comparison with government salaries and benefits, has been collected from interviews and records.
- An assessment of the quality and relevance of the teaching methodology, curriculum and implementation and teacher to student ratios through observations of teaching staff classroom activities, reviews of lesson plans, classroom records and tests and assignments, and teacher interviews, was done over a three day period by a trained graduate teacher with a master's degree in counselling and over 20 years teaching and counselling experience, including work with HEART and JAMAL (Jamaica Movement for Literacy, now JFLL). The time was spent conducting teacher evaluations in the classroom, interviewing teachers, and reviewing staff records, lesson plans (from September 2009 to February 2010) and student data (tests and assignments for the corresponding period as staff records and lesson plans). Students' views on their teachers and teaching methods emerged strongly in the focus group discussions referred to below as did parent views from their interviews.

3. LIMITATIONS

- WSUC does not have an accessible database of student beneficiary data. Therefore a database had to be originated in order to measure success against the indicators in the project proposal and TOR. The unscheduled time it took to extract the data from the files and to enter it into this database made it impossible for the Evaluators to enter student data from the files of all the students entering WSUC from September 2007. Only data covering the 110 current students could be entered.
- The current student files were often missing data. For example 21 of the 110 current student files had no initial interview sheet on which is recorded significant background data on the child including who the child lives with, the reason they are coming to WSUC, and their involvement in child labour. In fact 26 files did not have information on

who the child lived with. Performance data sheets were sometimes missing the year of the test, even though the day and month were given, and could not therefore be used to assess academic or skills training progress. There are numerous other examples of missing data as will become clear throughout the report.

- There has been no access to the attendance data recorded on the Jamaica School Attendance System (JSAS) which is on the crashed hard drive². An assessment of attendance patterns for the project period would be necessary in order to fully evaluate it. Only attendance and drop-out data for the last two terms is available. This was manually extracted.
- The assessment of career pathways and the effectiveness of re-integration into mainstream schooling were not adequately undertaken due to the absence of available data on these indicators at WSUC. It could only be undertaken in relation to the students in Level 4 for the last complete academic year of 2008/9 as no other data has yet been forthcoming; moreover a discrepancy was found between two figures of total graduates. This data includes the number of drop-outs from that level during the year. One high school was checked in relation to three known past students.
- The student sample of 36 students is small. It was hoped that at least 50 students could have been surveyed but time was severely limited chiefly by having to originate a database of current students.
- Two Focus Group Discussions (FGD) for males 12-14 years and 15-17 years were planned. However one could not be held, because on the afternoon that the first (15-17 years) was scheduled an outbreak of violence took place at the school among this age group, which resulted in the police being called and the school being closed for safety reasons. This was one of three serious incidents that took place whilst we were present

² It has since been 'opened' with technical assistance from the UNICEF office but the WSUC password is unable to open what appear to be the database files and warnings appear on the screen against opening them.

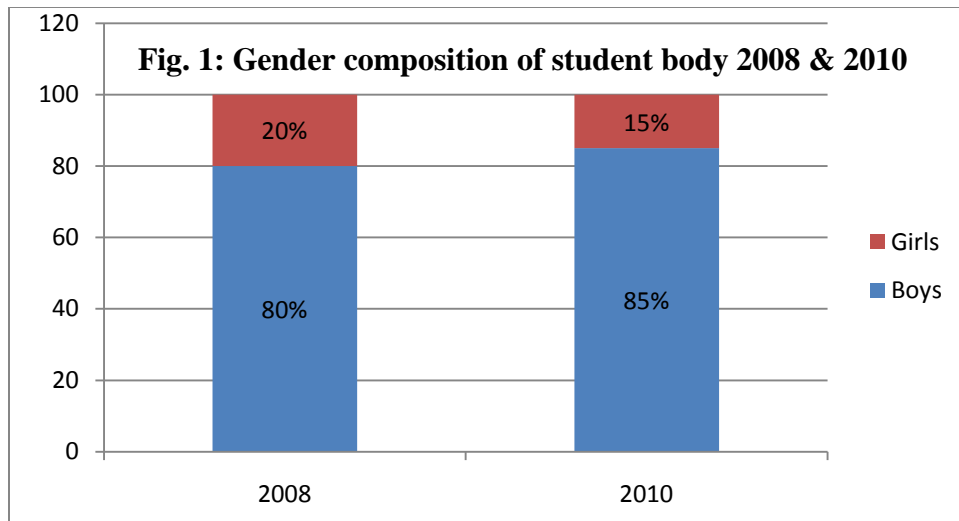
and trying to evaluate this project. As a result only one FGD was held with four males, three in the 12-14 age range and one 17 year old.

- No survey of past students could be undertaken because of the extended time required to follow up such a group and the absence of a staff member who could dedicate time to this. A planned focus group with a mixed group of 8-10 past students ended up with three male past students, two of whom had left in July 2009. The current staff shortage has resulted in a situation in which there is no guidance counsellor and the Executive Director/Project Supervisor is also teaching the graduating class, making it extremely difficult to give the adequate administrative time necessary to follow up a group like this. In addition it is clear that the sudden departure of the founding Executive Director/Project Supervisor meant that there was a very limited handing over period so that there may be data in files somewhere in the extremely congested office space but their existence and whereabouts have yet to be discovered.
- Only a small sample of parents, five out of a random sample of 10, could be interviewed because of similar problems as well as time constraints on the part of parents.
- Board activities could not be tracked via records, only through interview information, as the Board minutes, although promised, were never made available.

4. FINDINGS

a. Beneficiary Data from Current Student Files

In the current school population male students outnumber female students by almost 6 to 1 (Figure 1), a situation which does not sit happily with the girls nor with the male past students. However some current male students claimed teacher favouritism “*Girls can do anything in class*”, “*Yeah, we ever wrong, but girls dem neva wrong!*” The Baseline Assessment recorded 118 students attending of whom 80% were male and the general impression from interviews is that the male population of the school, while always higher than the female, has steadily been rising, although the reasons for this increase are not clear.



The most popular age range for registration at the WSUC, based on the current student data, is between 12-14 years, with a significant number also registering as late as 15 years old (Table 2).

Approximately 26% of the current student population are between the ages of 12-14, while 63% are between the ages 15-17 years (Table 3). When compared to the students recorded in the 2008 Baseline Assessment, the current population is somewhat older with only 26% between the ages of 12-14 years compared to 38% two years ago.

Table 2: Ages of current WSUC students at Registration

Age	No.	%
11 yrs	9	9%
12 yrs	20	19%
13 yrs	20	19%
14 yrs	24	23%
15 yrs	18	17%
16 yrs	10	10%
17 yrs	2	2%
Over 17 yrs	0	0%
	103*	99%
*7 files had no data on age at registration		

Table 3: Age of current WSUC students in Jan 2010 compared to the 2008 body

Age	No.	%	2010	2008 Baseline
11 yrs	8	7%	7%	4%
12 yrs	2	2%	26%	38%
13 yrs	10	9%		
14 yrs	16	15%		
15 yrs	30	27%	63%	55%
16 yrs	26	24%		
17 yrs	13	12%		
18 yrs	2	2%	4%	2%
19 yrs	2	2%		
Total	109*	100%	100%	99%**
* 1 file had no age data				**Age of 1% was unclear

Data from the Child Development Agency (CDA) indicates that children between the ages of 13-17 account for the highest number of children seen by the Agency (Table 4) and that in the

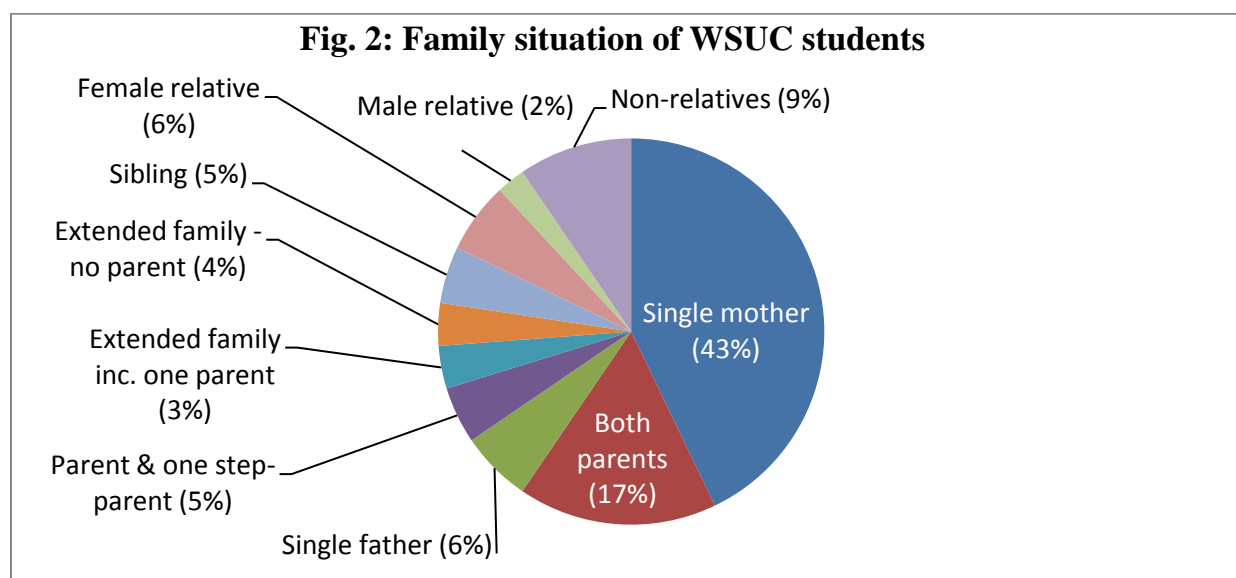
Western Region more than two in five children are referred to the CDA because of behavioural problems (Table 23, p. 83). As WSUC's student intake is of a similar age-group primarily associated with low literacy, that when left unabated may spiral into behavioural problems, WSUC may be proving a critical intercept from state level interventions such as the CDA or the criminal justice system for these young people.

Table 4: Intake by CDA by Age 2004/5 – 2008/9 – All Regions

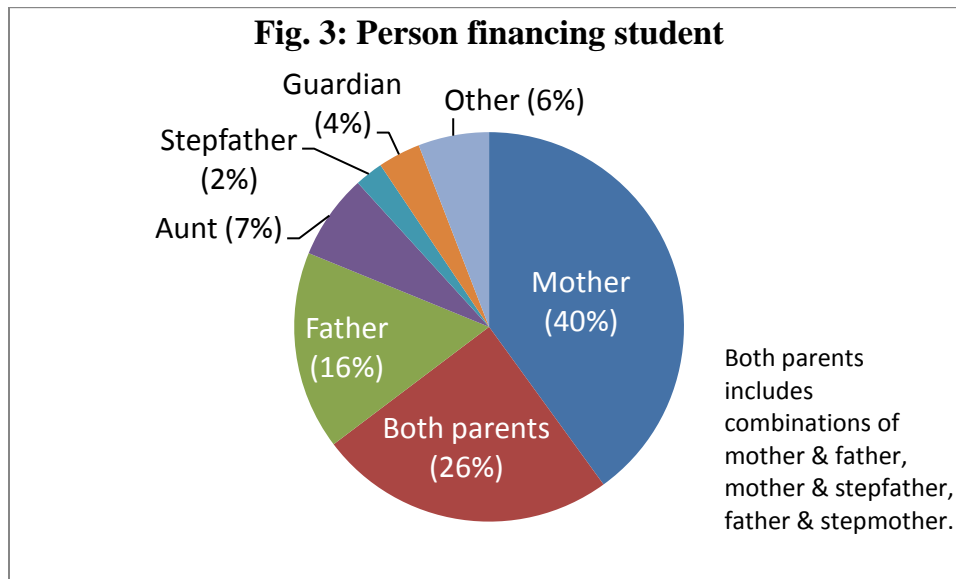
Age	2004/5	2005/6	2006/7	2007/8	2008/9
0-6 yrs	335 (18%)	428 (16%)	605 (17%)	536 (16%)	685 (16%)
7-12 yrs	643 (35%)	857 (33%)	1,163 (32%)	1,144 (34%)	1,410 (33%)
13-17yrs	857 (46%)	1,304 (50%)	1,842 (50%)	1,672 (50%)	2,195 (51%)
18 yrs & over	14 (1%)	38 (1%)	49 (1%)	20 (0.6%)	6 (0.1%)
Total:	1,849 (100%)	2,627 (100%)	3,659 (100%)	3,372 (100.6%)	4,296 (100.1%)
Age unknown	175	913	906	1,461	1,385

Source: Research and Development Dept., Child Development Agency

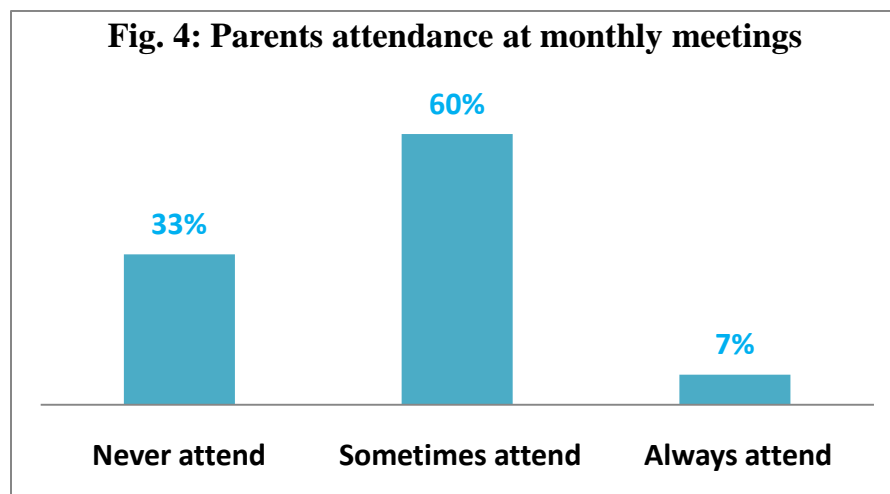
Almost three out of four students (73%) live with at least one parent (Figure 2). More than two out of every five students (43%) live with a single mother. Only 9% do not live with relatives.



Most of the students (82%) were financed by at least one parent with mothers alone supporting two out of every five students (40%) (Figure 3).

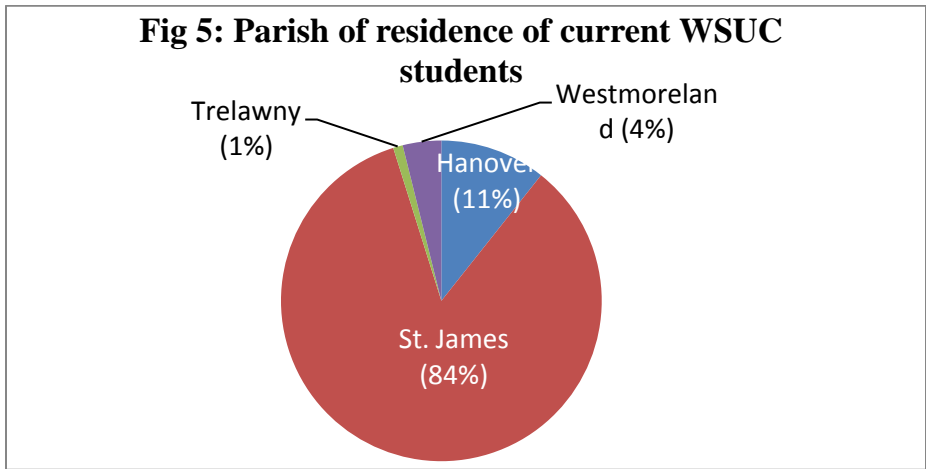


Attendance at the monthly parent meetings during term was not recorded on the majority of files although the form was in the file. From the 30 files that had this information it was indicated that two thirds attended at least sometimes (Figure 4). A third, however, never attended meetings. Efforts to contact these parents, in particular, is very difficult as they do not respond to written notices and the Executive Director reported that phone contacts left at registration by parents frequently do not work.

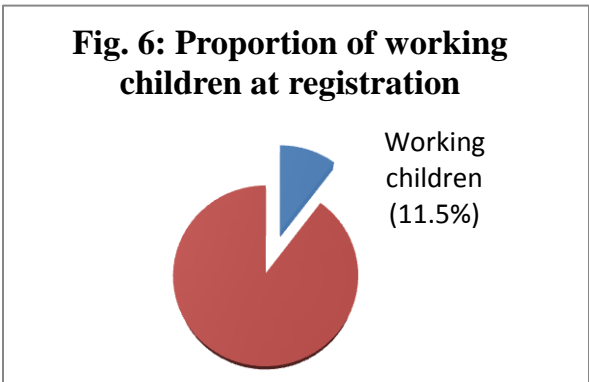


Over four out of five students attending WSUC come from the parish of St. James. The next best served parish is Hanover with one out of 10 students (Figure 5). The comparative statistics from

the 2008 Baseline Assessment were fairly similar with 82% from St. James and 6% from Hanover. For both years Trelawny at 1% has clearly not been a major catchment areas for WSUC students as suggested by the Multifaceted Activity Proposal Form.

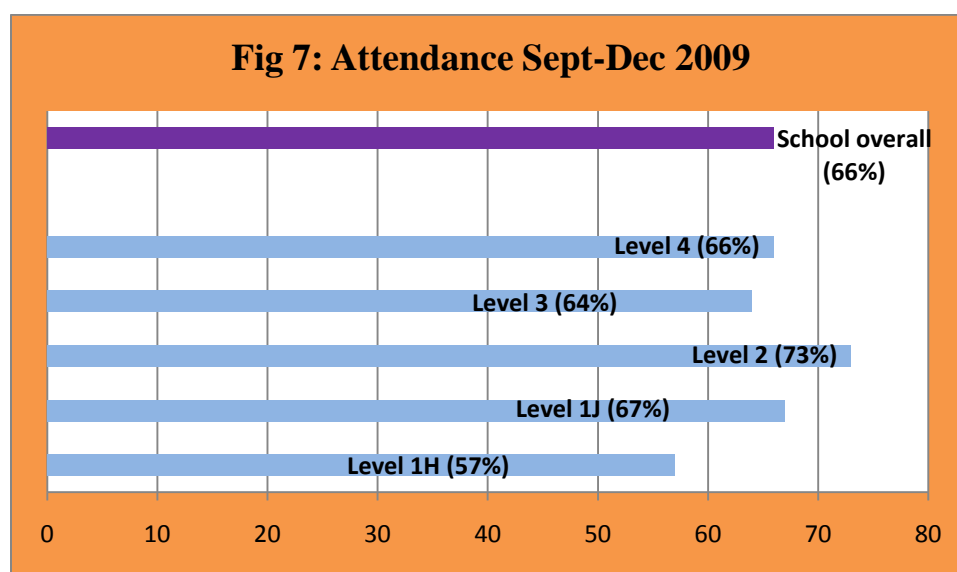


At registration 10 children, or 11.5% of those for whom data was available (87), were identified as working children (Figure 6). Two were female, one of whom worked in her aunt’s shop while the other was an unpaid carer. Among the boys three were working in skill areas, one in auto mechanics and two in construction (one a family business), although perhaps as unskilled labourers. One was in farming while three were in unskilled occupations (supermarket, delivery, handyman). One boy, who was found by the police begging and sleeping in the market at night, gave the occupation of dancing.

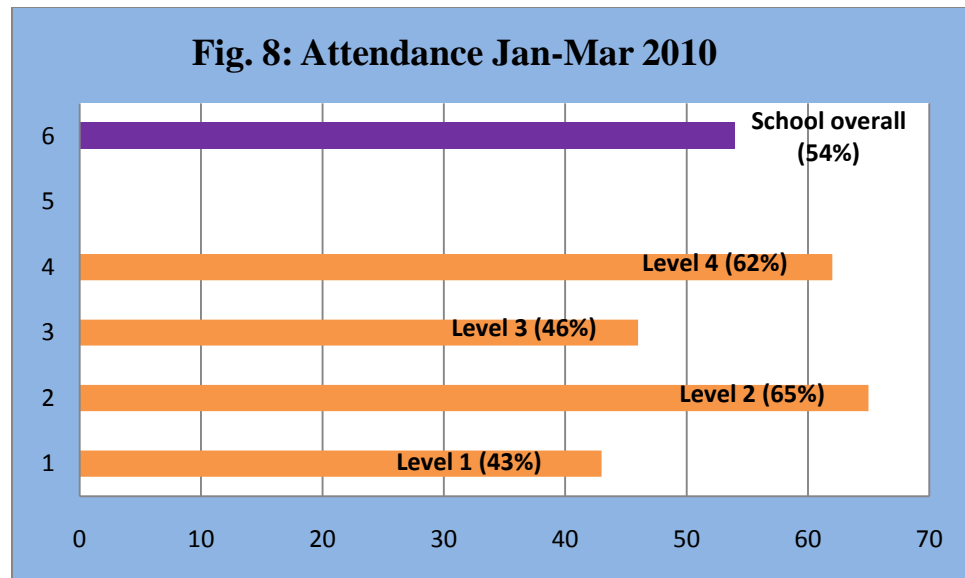


The student survey (next section) omitted to ask a question on whether students did jobs outside of school³. However two male students when answering questions about the main wage earners in the household volunteered information on their own wage earning activities. One was 16 years old and assisted his mother, a domestic helper and single parent, by working as a delivery boy outside school times, earning from \$1,500-\$3,000 per week, inclusive of tips. His employers knew of WSUC and insisted he only work after school hours. Another 16 year old assisted his mother, also a domestic helper and single parent, by working as an assistant mason on weekends, earning between \$6,000-\$7,000 per week.

Average attendance could only be judged by going through the registers for the current academic year 2009-2010 as the data from previous years, entered on the JSAS, could not be accessed. Overall average attendance for the Sept-Dec 2009 term was 66%, from a low of 57% for Level 1H to a high of 73% for Level 2 (Figure 7). This dropped in the Jan-Mar term to 54%, from a low of 43% in Level 1 to a high of 65% in Level 2 (Figure 8). The MOE standard is 85% but many government schools still do not reach this level. Average attendance nationally for the secondary level collected in one month through the Jamaica Survey of Living Conditions sample in 2007 was 73.9% (Planning Institute of Jamaica and Statistical Institute of Jamaica 2008: VI).



³ An error



N.B. The Level 1 average represents the two Level 1 classes combined

Between September 2009 and March 2010 (Christmas and Easter Terms) 20 students dropped out (Table 5), 12 or 11% in the first term and 8 or 8% in the second term. Six of this number were females, a much higher proportion - 20-23% respectively - of the student body. Seven new students joined the school in the second term.

The most common reason was the student's own serious social problems, which impacted on their behaviour as well as their parents' attitude to this, or were of such a nature that they could not attend school (one student had witnessed a serious crime and was in fear of his life) (Table 5). Financial problems were the next most common reason, sometimes related to personal family disasters, such as death or illness of the main earner. For one in three of the students who had dropped out the cause was unknown to the WSUC. It is not uncommon at the school for students to drop out for long periods for such reasons and then to return.

Table 5: Students who dropped out in Christmas and Easter terms 2009/10

Reasons	Sex	Age	Years at WSUC	Comment
TROUBLED CHILD	M	12	1 term	Relocated to family. Suspected molestation by persons he was staying with.
	M	15	2 yrs	Witnessed a serious crime and has to be in hiding. From Norwood.
	M	16	1 ½ yrs	Mother no longer prepared to spend money on lunch & transportation because of his bad behaviour.
	F	16	½ term	Specific reason unknown but school suspect prostitution.
	M	17	2 ½ yrs	Mother says she has other children to send to school and N a waste of money. “Just like his father”. Father killed by police 3 yrs ago; brother killed on New Year’s Eve 2009 in a gun salute. Has other family members killed thru violence. Lives in Salt Spring,
	F	17	1 ½ yrs	Spends a lot of time away from home. In and out of jail.
FINANCIAL REASONS	M	15	4 ½ yrs	Financial problems
	M	15	2 yrs	Financial problems
	M	15	1 term	Mother is ill and sister has to be looking after him. Cannot find busfare and lunch money.
	F	15	1 term	Mother died and now lives with grandmother, who cannot find busfare & lunch money.
	F	16	1 term	Babyfather was looking after son in separate accommodation while mother was at school. Father met in accident and had to return son.
HEALTH	M	17	1 yr	Constant tiredness at home and in school. Doctors yet to find the cause.
HARASSMENT BY MALE STUDENTS	F	14	2 ½ yrs	Physical development has triggered the harassment of a female student by boys at the school. Parents have pulled their daughter, who is also very assertive in relation to her rights, and sent her to another school.
DON’T KNOW THE REASON	M	13	2 yrs	
	M	14	1 term	
	M	14	1 term	cousins
	F	15	2 yrs	
	M	16	½ term	Cousins
	M	16	1 ½ yrs	
	M	16	3 yrs	

b. Beneficiary Data from Student Survey

The age distribution of the survey of 36 students is similar to that of the full student body (Table 6), although leaning slightly more towards the younger students. The gender distribution was more skewed more towards males with only 11.1% female students represented (full student body has 14.5% females).

Table 6: Ages of WSUC students surveyed and full student body

Age	No.	%	Full student body %
12 yrs	1	2.8%	1.8%
13 yrs	4	11.1%	9.1%
14 yrs	7	19.4	14.6%
15 yrs	10	27.8	27.5%
16 yrs	10	27.8	23.8%
17 yrs	4	11.1%	11.9%
18yrs	0	0%	1.8%
19yrs	0	0%	1.8%
Total	36		100%

Almost two out of every three students (61%) in the sample had been in WSUC for less than two years; in the full student body this proportion is even higher at 71% (Table 7). Of the rest just over a half had been at WSUC for two to just under three years, while the other students had spent at least three years at WSUC. Two had spent four or more years. This profile is more skewed towards students who have spent a longer time at WSUC than the full student body (Table 7).

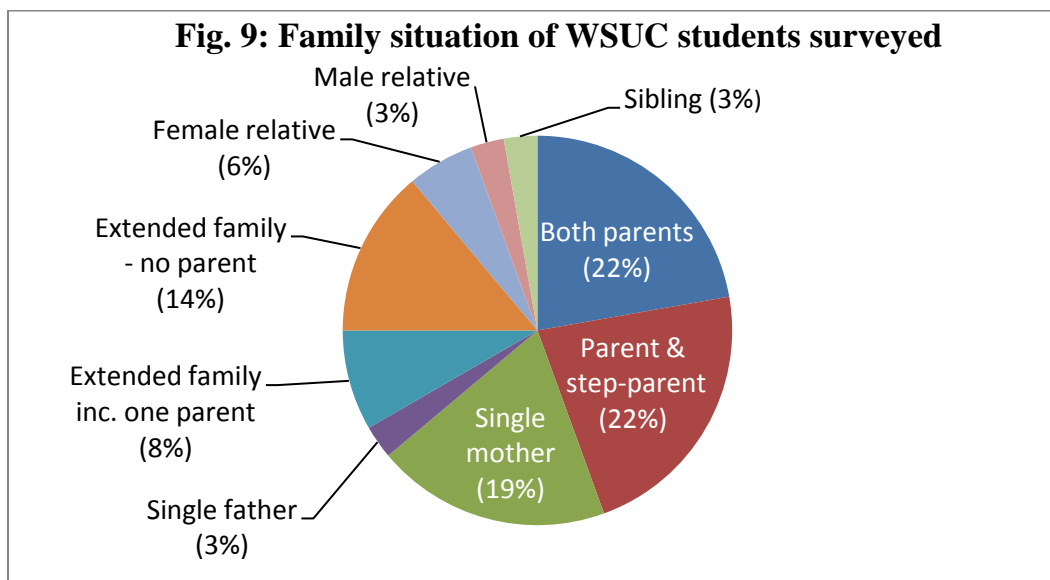
Table 7: Length of time at WSUC of students surveyed and of full student body

Length of time	No.	%	Full student body %
< 12 months	12	33%	51%
1 year - 23 months	11	31%	20%
2 years - 35 months	7	19%	18%
3 years – 47 months	4	11%	7%
4 years and over	2	6%	4%
Total	36	100%	100%

The sample was stratified to ensure as even a distribution as possible between class levels (Table 8). This may account for the difference in weighting referred to above as the higher levels tend to have less students. The objective had been a sample of 50 current students but this did not prove possible.

Table 8: Class levels of students surveyed		
Level	No.	%
1	8	22.2%
2	10	27.8%
3	9	25.0%
4	9	25.0%
Total	36	100%

Within this sample, while students lived in a variety of family structures only one in four (24%) did not live with at least one parent (Figure 9), a similar statistic to that found in the analysis of the current students' files (Figure 2, p. 28). However a much lower proportion of students in the sample lived with a single mother (19% compared to 40%) and a much higher proportion lived with a parent and step-parent (22% compared to 5%). What accounts for this difference can only be surmised. Is it that these households are poorer and, as a result, these children are more often absent, accounting for some of the students in the first random selection who were not available? Answers to the question on family finances (Figure 12, p. 38) certainly suggests these households are poorer as only 7% of the students living with a single mother said their financial situation was "very good" or "excellent", compared with 36% of all the other children.



Almost three quarters (72%) also lived with at least one sibling (Table 9). Among the 10 students who did not live with a sibling, four lived with cousins. Among the children who lived with siblings, just over half (54%) lived with only one or two siblings.

Table 9: No. of siblings lived with among WSUC student sample

No. of siblings lived with	No.	%
0 siblings	10	28%
1 sibling	8	22%
2 siblings	6	17%
3 siblings	4	11%
4 siblings	5	14%
5 siblings	1	3%
6 siblings	1	3%
7 siblings	1	3%
	36	101%*
*Percentages were rounded		

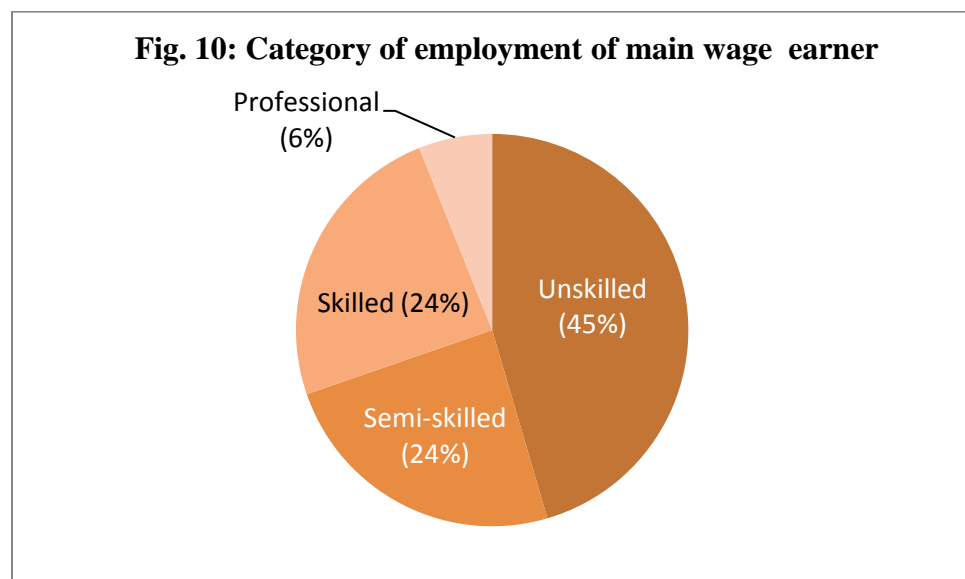
The housing situation suggests considerable poverty among a significant proportion of WSUC students. Just over half (53%) live in households occupying only one or two rooms (excluding bathroom); just under half (47%) share a bed with another person(s); just over a third (36%) do not have access to water in their house or yard; and a quarter (25%) have no inside toilet (Table 10). At least one of the very large households rents out rooms.

Just over half (53%) of the main wage earners in the students' households are employed, while the remainder are self-employed⁴. Almost half the main wage earners work in unskilled occupations (45%), while the most of the rest are either semi-skilled (24%) or skilled (24%) (Figure 10). Unskilled occupations include domestic helper, construction labourer, market or ice-cream vendor, street sweeper, washing up dishes in hotel kitchen, fast food worker, while semi-skilled occupations include taxi operator, farmer, shopkeeper. Skilled occupations include electrician, carpenter, mason, cashier. The two professionals were a teacher and a manager.

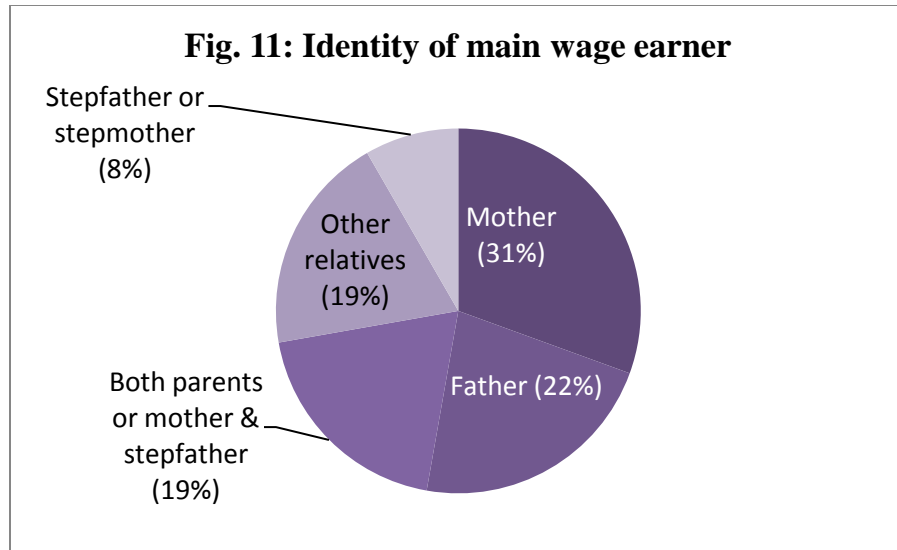
⁴ Three students did not know exactly what the main wage earner did but knew they were employed.

Table 10: Details of WSUC students' housing

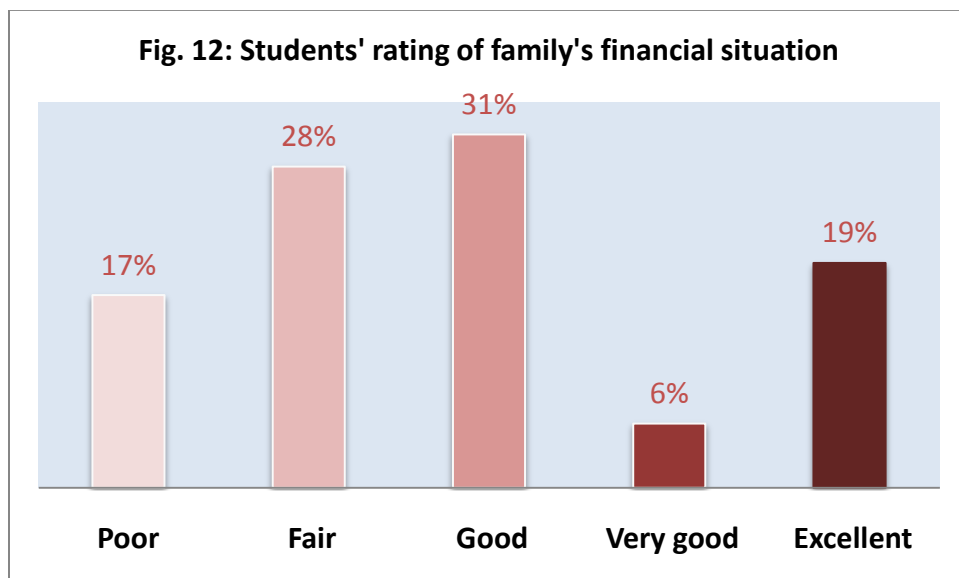
No. of rooms in house (excluding bathroom)	No. (%)	Access to water	No. (%)	Inside toilet	No. (%)	Share bed	No. (%)
1	4 (11%)	In house	20 (56%)	Yes	27 (75%)	Yes	17 (47%)
2	15 (42%)	In yard	3 (8%)	No	9 (25%)	No	19 (53%)
3	7 (19%)	Standpipe	7 (19%)	Total	36 (100%)	Total	36 (100%)
4	4 (11%)	Spring/River	5 (14%)				
5	3 (8%)	Another yard	1 (3%)				
6	1 (3%)	Total	36 (100%)				
8	1 (3%)						
9	1 (3%)						
Total	36 (100%)						



Main wage earners are usually parents and step-parents, alone or combined as equals (72%). For almost a third of the students (31%) it is their mother who is the main wage earner (Figure 11).



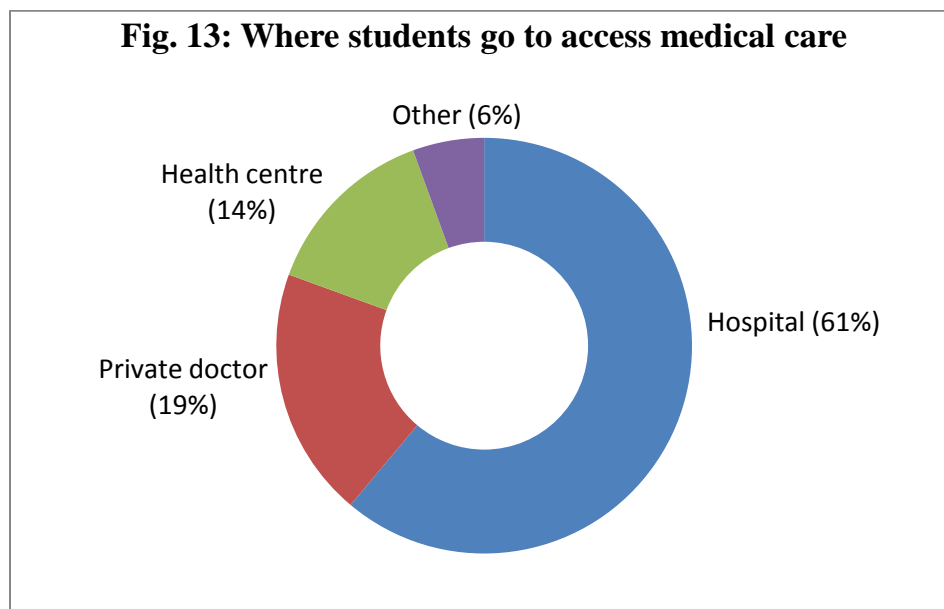
The students sampled were asked to describe their family's financial situation using five score categories which were read out to them: "poor, fair, good, very good, excellent". After some hesitation before answering this question on the part of most, almost one half (45%) put it as "poor" or "fair", almost one third (31%) described it as "good", while the remaining 25% assessed it as "very good" or "excellent" (Figure 12).



Only five answered in the affirmative when asked if they knew the weekly wage of the head of the household. The lowest wage was "about \$2,000" a week for a father who farmed, \$4,000 a week (but mother's occupation not known), \$5,000 a week for a babysitter, \$7,000 for a female

bartender and the highest \$10,000, being the wage of a father whose occupation was given as street sweeper (one explanation of this unexpectedly high wage for such an occupation might be that this is the fortnightly wage package not the weekly).

Choice of medical care can be used as one proxy for income level. A private doctor is the almost universal first choice of Jamaicans for health care if it can be afforded. Among the student sample only one fifth (19%) went to a private doctor if they needed medical care (Figure 13) and this group did not include any of those who identified their financial situation as “poor” (this latter group accounted for the “Other” responses, such as “Boil tea” and “Never go”). The majority (61%) went to a hospital, which most identified as the Cornwall Regional Hospital, while 14% used a health centre. This is compatible with the national figures of 65% who access public medical care (hospital and health centre combined) among the poorest quintile in society versus 28% who access private medical care (Planning Institute of Jamaica 2008: III),



With regard to sexual behaviour and reproductive health, 56% of the sample said they are sexually active (Table 11). None of the four girls in the sample, who were all between the ages of 14-17, reported that they were sexually active. Among the males who reported that they were

sexually active, this increased from 36% among boys 13-14 years to 86% among boys 16-17 years.

Table 11: Sexual behaviour and reproductive health

	Sexually active*	Used a condom last time had sex	Had an STI*	Been tested* for HIV
No. (%)	20 (56%)	13 (65%)	1 (3%)	7 (19%)

*Questions asked of all interviewees

Nationally the mean age for sexual initiation is 13.2 years for boys and 15.2 years for girls (National KABP Survey 2008). However in poor urban communities these ages are likely to be lower than the national average and girls are likely to have sex partners 10 or more years older than themselves. Therefore either underreporting of sexual activity is likely among females or the small sample size accounts for differences.

Age was not significant in relation to condom use. All students denied they had ever had sex in exchange for money or any kind of gift (food, clothes, taxi fare, phone card). Nineteen per cent reported that *they had been tested for HIV but not all these answers may be valid as there seemed to be an assumption among some students that if you went to hospital and did a number of routine tests one would automatically be an HIV test* - a common misconception that persists in Jamaica.

Three males, between the ages of 15-17 years, answered “Yes” to the question “Have you ever been forced into sex when you did not want to do it”. Two said they had been “forced” by older peers (friends or cousins) into having sex with girls. In one case it was the girl herself who forced the boy. The circumstances of the third case are not clear. What is important to note however is that these were unwanted sexual experiences, which made the boys very uncomfortable.

On entry students are given a one-off test on reproductive health with two parts: a) knowledge of family planning and contraception and b) knowledge of HIV/AIDS. Sixty seven student files had a record of the results. Knowledge of the first subject was higher than knowledge of the second, with 35% of the new students scoring over 60% on Family Planning and Contraceptives and only

Table 12: Reproductive Health Scores – A - Family Planning and Contraceptives			
%	Freq.	Percent	Cum.
0-20	3	4%	4%
21-40	9	14%	18%
41-60	31	46%	64%
61-80	21	31%	95%
81-100	3	4%	99%
Total	67	99%*	
<i>* Percentages rounded</i>			
Reproductive Health Scores - B – HIV/AIDS			
%	Freq.	Percent	Cum.
10-20	8	12%	12%
21-40	18	27%	39%
41-60	17	25%	64%
61-80	19	29%	93%
81-100	5	7%	100%
Total	67	100%	

18% getting 40% or less (Table 12). On knowledge of HIV/AIDS almost the same proportion (36%) scored over 60%, but 39% scored 40% or less

In relation to alcohol and drug use, 50% of the students, all of who were male and 15 years or over, reported using alcohol (Table 13). Most said that it was only at parties or occasionally. Two sixteen year old males reported ganja use. Every student answered negatively when asked if they use crack or cocaine. In almost all instances this particular question was greeted with some expression of emotion: from amusement, surprise to shock, and/or strongly denied.

Table 13: Use of alcohol, ganja or crack/cocaine

	Use alcohol	Use ganja	Use crack/cocaine
Number (%)	18 (50%)	2 (6%)	0 (0%)
Comment	All males, all 15 yrs & over	Both males, both 16 yrs old	

None of the children surveyed reported ever staying in a government institution such as a children's home or juvenile correctional centre or ever having been convicted of a crime.

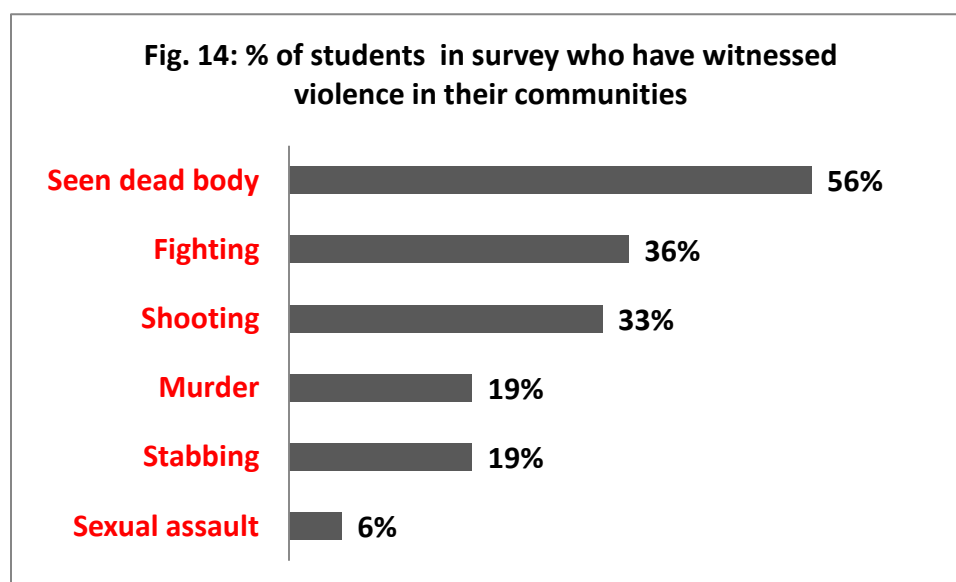
Ten students (28%), including one female, had experienced some incident with the police and four had been placed in a lock-up, one on two occasions. Five, or half of the incidents, were either connected with random searches of youth, e.g. in the Flanker community, or with a search based on an observation: in one instance the child was selling seasoning on the street, and in another instance the female student was unthinkingly openly carrying the scissors for her sewing class at school. Three of the five students involved in these incidents had been placed in a lock-up. Of the other five incidents, three were for fighting with two involving stone throwing - two happened on school premises (one at WSUC) - while the fourth was for a threat which the

student claimed was misinterpreted, and the fifth for skipping school (aunt and grandmother carried him to the station). In the last case the student reported that he had been in a lock-up twice, so the full story may not have been reported.

Two male students reported past involvement with gangs and both were also among those involved with the police. The 14-year old reported that it had only been “for a day”. He was the youth who had been taken to the police by his relatives for skipping school and who reported that he had been in a lock-up twice. The 16-year old reported that he had been a gang member for three years when “They came in with this Gaza Gully thing in 2006” in the public high school⁵ he had attended previously. He had been involved with the police because, he reported, “I fling stone after a man who provoke me.”

Three students had witnessed domestic violence in their home but only one said it was on a regular basis about once a month or “no special time, anytime”, between his mother and stepfather.

Almost two thirds of students in the sample (61%) had witnessed at least one form of violence in their community and many had witnessed more than one (Figure 14). Over half of the students in

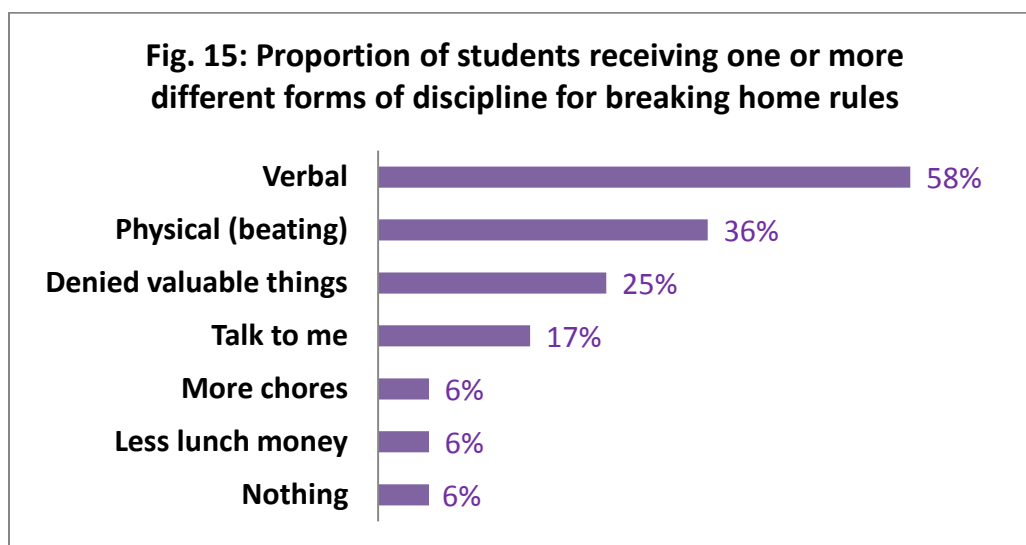


N.B. Sexual assault was defined as unwanted fondling of the body, e.g. of breasts, buttocks etc

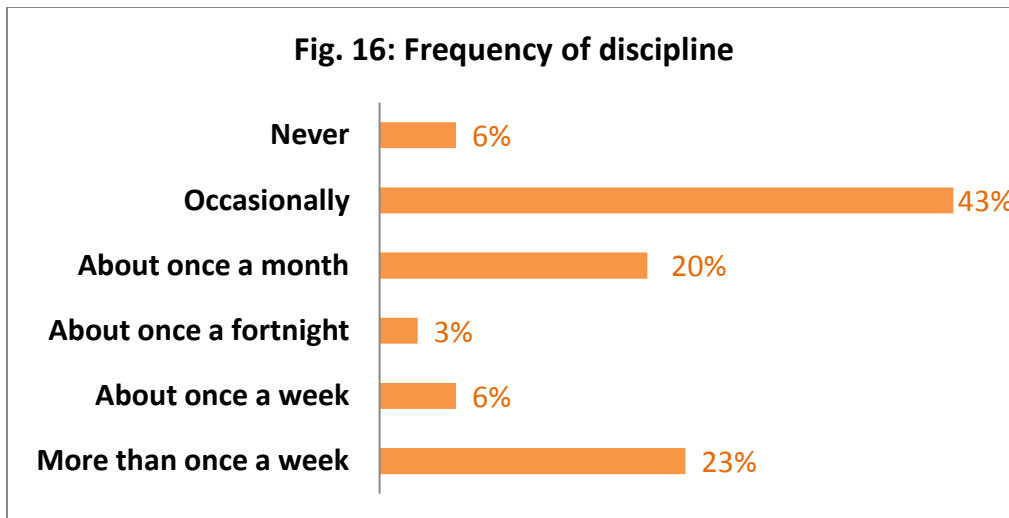
⁵ Name withheld

the sample had seen a dead body resulting from violence. Almost one in five (19%) had witnessed a murder (Figure 14). No student reported witnessing rape.

On the subject of how they are disciplined when they break home rules, most students receive more than one type of discipline, the most common being verbal (talk rough/hard, cursing, quarrelling) received by over half the students (58%), which they distinguish from being sat down and talked to (Figure 15). Of the 13 students who said they were physically beaten (the group included one female), four volunteered that it had stopped now (including the 14-year old female) while one said it had only happened once and another only twice. None of the six children whose forms of discipline include being talked to about the issue are physically disciplined. One in four of the students (25%) are denied valuable things or privileges like watching TV, using their cellular phone, going out etc. as a form of punishment. Two male students, one aged 14 and one aged 17, said they are never disciplined. The latter lives alone with his brother, a teacher.

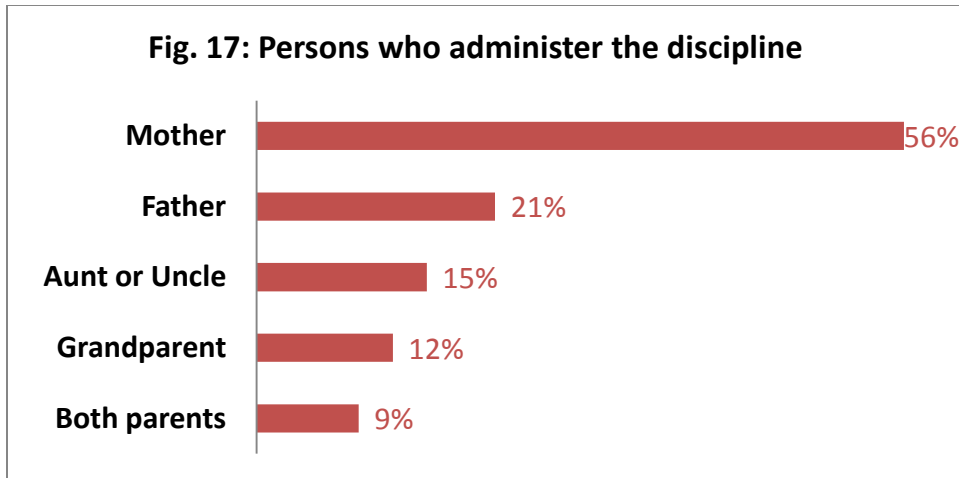


For half the student sample (49%) discipline is either only administered occasionally (43%) or not at all (6%) (Figure 16). However almost one in four students (23%) is disciplined more than once a week.

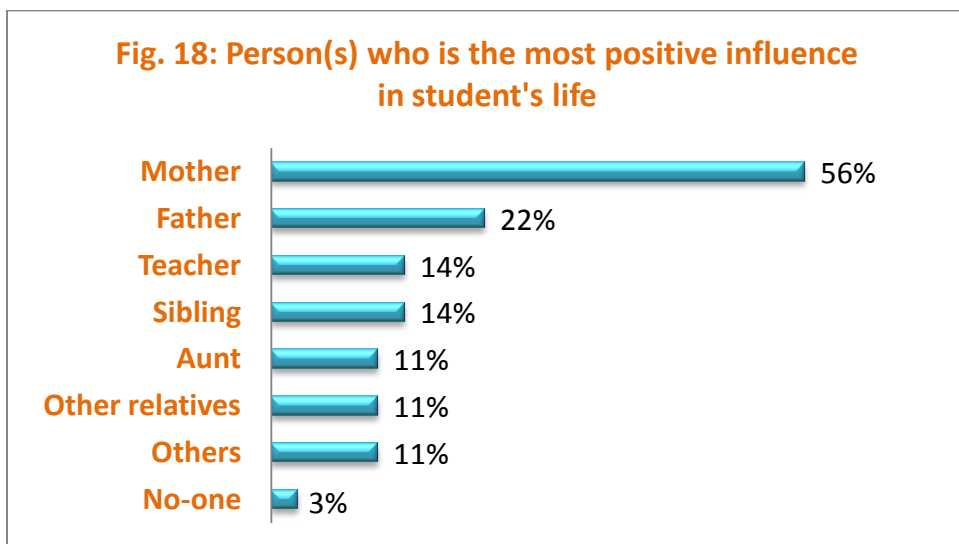


Six of the 34 children who were disciplined (18%) answered in the affirmative to the question “Do you consider the punishment you get at home abusive?” All except one were physically abused. One 15-year old volunteered that this abuse had only occurred when his stepfather was alive. Of the other five, one was verbally abused more than once a week and made to do more chores, while physical discipline was the only form of punishment received by the others. One 13 year old said he was beaten three times a week, two said they were beaten more than once a week, while the fourth was beaten about once a month. The latter three were either 15 or 16 years old.

Twenty nine of the 34 students (85%) who were disciplined when they broke home rules were disciplined by one or more of their biological parents. In over half the households (56%), the person who administered the punishment was the mother (Figure 17) either alone or, in two households, assisted by the grandmother. In seven households the father alone administered the discipline. In three households both mother and father were involved in disciplining the child and in all three cases discipline meant being sat down and talked to and being denied valuable things. No verbal or physical discipline was involved. The other five students were disciplined by aunt and uncle or by one of these relatives alone.



The last question interviewees were asked was “Who has been the most positive influence on your life?” Just under three quarters of the students (72%) identified only one person. Over half the students (56%) named their mother (Figure 18). For two thirds of this group their mother was also the person who alone administered the discipline when they broke home rules - and two of these students considered this punishment to be abusive. In contrast, in the case of those eight students who identified their fathers, only one father was the person who alone administered the discipline when they broke home rules. Three of the five students who identified teachers named the present WSUC Executive Director. For the 13 year old boy who considered his thrice weekly beatings to be abusive his siblings and cousins were his mentors. For the 16 year old boy who considered the verbal discipline he received more than once a week to be abusive, there was no one he could identify as a positive influence.



c. Staff Background Data

The staff of the Western Society for the Upliftment of Children presently consists of five female teachers, three of whom are trained, including one who has retired from the formal school system (Table 14). Two members of staff have not taught in a mainstream school and two have only done so as interns. The retired teacher, who has taught in mainstream schools, compares the experience as like chalk to cheese. She says the children at WSUC are much more disruptive and disrespectful than those in the mainstream schools.

Table 14: Current WSUC Staff Data

Initials & Level of Class	Age	Duration WSUC	Education/Training	Work Experience	Gross Monthly Salary	Benefits	Current further training
SH Level 1	31 yrs	13 yrs	<ul style="list-style-type: none"> Up to Gd 11 in Sec. School but did not graduate (family reasons) JAMAL teacher training courses under EEHP (2 x 1 week) Mediation Course under EEHP (2 days) Drapery & sewing course (6 mths part-time 2007) 	<ul style="list-style-type: none"> Ancillary worker at WSUC 1997-2001 Teacher At WSUC 2002- present 	\$26,000	None	None
HJ Level 1 (Level 2 since new term starting in April)	62 yrs	8 mths	<ul style="list-style-type: none"> Bethlehem Teachers College – Trained Teacher Diploma (Primary Level) NCU – B.A. in Education 	<ul style="list-style-type: none"> Sir Clifford Campbell Primary 1973-78 Barracks Rd Primary (Grade 4, top stream) 1978-2008 WSUC 2009- present 	\$40,000	As a retired teacher HJ pays no income tax	None

Initials & Level of Class	Age	Duration WSUC	Education/Training	Work Experience	Gross Monthly Salary	Benefits	Current further training
DW Level 2 (Level 4 since new term starting in April)	29 yrs	8 mths	<ul style="list-style-type: none"> Sam Sharpe Teachers College - Trained Teacher Diploma (Primary Level) 	<ul style="list-style-type: none"> Roseheart Prep. 2004-2009 WSUC 2009-present 	\$53,000 <u>Govt. School equivalent:</u> \$65,904	None <u>Govt. School:</u> 147,909 Annual allowance + 94,700 books 80% of health insurance Pension	Registered at Northern Caribbean University (NCU) (Mo-Bay) to start degree in education in Sept 2010
SL Level 3	26 yrs	7 yrs	<ul style="list-style-type: none"> Cambridge High – 4 CXC's inc. English but not Maths 	<ul style="list-style-type: none"> WSUC 2003-present 	31,000 + 20,000 as Entra 21 accountant	None	Human & Social Bio. O-Level – resuming course Sept.
NC Level 4 Also Executive Director and Project Supervisor (Since April working full time in the above position)	29 yrs	1 yr, 8 mths	<ul style="list-style-type: none"> Sam Sharpe Teachers College - Trained Teacher Diploma (Special Education) 	<ul style="list-style-type: none"> School of Hope – 3 mths internship with severe cases E-Services Group International (Quality Professional Supervisor) 2005-2008 WSUC 2008-present 	48,832 + 30,000 as Entra 21 coordinator <u>Govt. School equivalent:</u> \$63,070 With a degree: \$80, 774	None <u>Govt. Schl</u> 147,909 Annual allowance + 94,700 books 80% of health insurance Pension With a degree annual allowance increases to \$295,277	Doing Bachelors in Special Ed. at Sam Sharpe. Will graduate later this year

Source: Information on government salaries and benefits from the Jamaica Teachers Association (JTA)

By teaching in WSUC the two young trained teachers are earning lower salaries (although projects can sometimes make this up as is presently the case for the Executive Director/Project Supervisor) and are foregoing a pension, the opportunity to participate in a highly subsidized health scheme, as well as approximately \$240,000 per year in non-taxable allowances and book grant. It is therefore very difficult for WSUC to attract trained teachers for any length of time unless they are retired.

The Senior Teacher/Executive Director is currently pursuing a Bachelors Degree in Special Education at Sam Sharpe Teachers' College, while the younger trained teacher is already registered to start her degree in September. One of the two pre-trained teachers is re-starting classes in Human & Social Biology in September. She would like to enter training college and already has four CXC subjects but still has to obtain Maths and a science subject. The other pre-trained teacher is considering a course in early childhood but has not yet registered.

The student: teacher ratio is 22:1.

d. Staff Assessment

An assessment of the quality, relevance and methodology of the teaching practices at WSUC and of the teaching materials and facilities was undertaken by a trained graduate teacher with a master's degree in counselling and over 20 years teaching and counselling experience, including work with HEART and JAMAL. She used the Ministry of Education Classroom Observation Form used in their panel evaluations (see Appendix 4 for full details). Table 15 provides a summary of the individual teacher assessments.

Each teacher was observed for an entire class period (40 minutes for Level 1 and 60 minutes for Levels 2-4). A comprehensive evaluation was undertaken, covering lesson planning, learning targets, lesson content, methodology, student assessment, lesson delivery, interaction with students, appropriateness of questions, student behaviour and its management, and record keeping (see Appendix 4 for these individual assessments). The physical facilities were also assessed (Appendix 4). The summary Table 15 above indicates that overall the quality of teaching and learning was Satisfactory or Good. Teachers scored strongest on their interaction

Table 15: Summary of Individual Teacher Assessments

	Lesson planning	Lesson delivery	Feedback (interaction with students)	Class learning environment	Behaviour of students in class	Overall teaching/learning quality
SH L1	Satisfactory	Good	Very good	Good	Good	Satisfactory
HJ L1	Satisfactory	Good	Very good	Good	Very good	Satisfactory
DW L2	Good	Satisfactory	Very good	Good	Very good	Good
SL L3	Satisfactory	Satisfactory	Good	Good	Poor	Satisfactory
NC L4	Satisfactory	Satisfactory	Good	Satisfactory	Satisfactory	Satisfactory

L = Class level The score range is as follows: Very Poor, Poor, Satisfactory, Good, Very Good.

with students which, in every instance, was positive, encouraging, inclusive of all the students, and never indifferent. The class environment was usually good and never less than satisfactory. The behaviour of students was scored at the highest level, Very Good, in two of the observed lessons. The only teacher who received a Poor received it for student behaviour in the classroom (Table 15). This Level 3 teacher was, nevertheless, praised as “able to effectively deal with the disruptive behaviour of some of her students in a very professional manner, while keeping others on task.” Moreover the Evaluation noted that the space in which this and one other class (Levels 3 and 4) were taught was inadequate and, in addition, “the classes distract each other as they are separated by a chalkboard”.⁶

Comments on the Level 1 teachers noted that HJ “was extremely patient with these slow learners ensuring that they all participated. She ensured that they all stayed on task even though their attention span is very limited” and for the other Level 1 class it was noted that these very slow learners with very limited attention spans “were encouraged by SH whenever they got frustrated. A number of simple but effective strategies making use of the limited resources available were employed to ensure that students grasped the concept taught.” The Level 2 teacher used appropriate “eye-catching charts” and “ensured that all students participated in the class activities. She also used the learners who grasped the concept quickly to help their classmates.

⁶ This situation ended in April at the beginning of the new summer term when both classes moved to the bottom campus.

She provided positive feedback for all her students.” The pressure being placed on the Executive Director who is also the full-time teacher for Level 4 emerged in the Evaluator’s observation: “NC was interrupted during the session to deal with an administrative issue. She was distracted by this and did not deal with the disruptive behaviour effectively”⁷.

The only negative teacher evaluation that was present throughout the school was the failure to display student work (Appendix 4). The exercise also brought out the paucity of continuous professional development these teachers are exposed to. Only the two Level 1 teachers had participated in professional development. This was over two years ago in 2007.

With regard to the physical facilities none of the classrooms were considered to be “well lit”, only one was considered “clean”, partly because on the bottom campus the classrooms suffer from ongoing dust invasion as they are adjacent to classrooms being built. One classroom was considered to be insufficiently ventilated⁸. In no classroom was the furniture considered to be adequate.

The Evaluator has noted that teachers’ files need to be updated. The files lack basic data such as Taxpayer Registration Numbers (TRN) and National Insurance Scheme (NIS) numbers. In some cases certification to support academic qualification claims are not available.

e. Overall comments on WSUC from the Teaching Evaluator

From observation it would appear that teachers at Western Society for the Upliftment of Children have truly embraced the concept of “every child can learn, every child must learn’. With a small inexperienced but very dedicated staff they have taken on the task of ensuring that 110 children, who are viewed as misfits in the regular school system and by other sectors of the society, become numerate and literate. What these teachers lack in terms of training and experience, they make up for in the level of interest shown in the welfare of the children placed in their care. They exhibit genuine love for their students and for the job that they are doing.

⁷ This situation has also ended as the Executive Director is devoting herself entirely to administrative work this term.

⁸ This was the Level 4 classroom in the top campus from which the school has now moved.

As there is no structured curriculum guide for them to use with the youngsters at this level, the teachers have taken the initiative to craft a curriculum suited to their needs by combining aspects of the Primary School curriculum, the Grades 7-9 Reform of Secondary Education (ROSE) curriculum, and curricula from Human Resource Employment and Training (HEART) and the Jamaica Foundation for Life Long Learning (JFLLL). They have created a workable programme for themselves that engages their students. The students are separated into levels according to their ability, and when this is done no child feels left behind. Role play, songs (they like to sing so this strategy is often used to cement concepts), games, group and individual seat work are some of the strategies used to capture and hold the students' attention. This has helped them to achieve their stated objectives of ensuring that the students leave with literacy and numeracy skills, while at the same time learning some social skills that will allow them to make worthwhile contributions to society.

Level 1: Caters to those who are functionally illiterate and non-numerate.

Level 2: Increases the numeracy and literacy skills they gained in Level 1.

Level 3: Here students have reached a level of competency that enables them to be exposed to the HEART and ROSE Curricula. Alpha Smart, a computer generated literacy programme, is used along with power point presentation in Levels 3 and 4.

Level 4: The students are now reading at the Grade 8 level and can be sent back to the mainstream schools or sent for skills training. At this stage they are very responsive and eager to learn. They are given extra lessons.

Most of the students who enter the programme are slow learners who are reading below their grade level. The curriculum is therefore centred mainly on teaching literacy and numeracy skills. Teachers operate using the simple but effective KWL principle: What do you know? What do you want to know? And what have you learnt?

The Level One learners are taught basic reading and computation skills and what the staff calls General Knowledge (GK). When the GK topics taught were closely scrutinized they were found to be from the Grade 7 Social Studies ROSE Curriculum.

The communities that many of these students come from are torn by gang violence, drug running, credit card and lotto scams. With this in mind the staff at WSUC has introduced Religious Education, teaching simple but profound bible stories in a bid to strengthen the spiritual life of these children, many of whom live in very difficult circumstances.

Classroom interaction between teachers and students reflects genuine warmth and caring on the part of the teachers. Teachers are highly respectful and sensitive with regard to students' background, culture and levels of development. Students are placed according to their academic level rather than their age. Because of this some older students are in level one, teachers however take into consideration their physical as well as their academic development and they are treated accordingly.

Teachers report that they believe that the causes of student misbehaviour come from the home situation: limited attention span, and anger issues that can result in students fighting over turf and personal possessions, and name calling. Some of these students are abused; as a result, they come to school with unresolved issues and take them out on their peers. Some are deemed to be juvenile delinquents as they already have cases in court.

Teachers have attempted to create a classroom environment that embodies a culture for learning with classroom routines and procedures having been established. Sometimes this functions smoothly with little or no loss of instructional time but often there are outbreaks of violence that interfere with the smooth running of the day's activities and learning. Conflicts involving quarrelling, bottle throwing, verbal abuse and fighting (turf war) are encountered frequently, some on a daily basis. When these incidents occur students are separated and teachers provide counselling. Students are suspended if the incidents warrant a suspension. The police are called in to quell disputes that have escalated. Sometimes parents are asked to remove their children voluntarily. Others are expelled. Other strategies employed include timeout, one to one counselling, parent/student and teacher conferences, self esteem building exercises, and parent sensitization exercises conducted by the Child Development Agency (CDA).

Teachers are well aware of the negative types of behaviour that may be displayed by students and have established clear standards of conduct. They were observed to respond to students'

behaviour in ways that are appropriate and respectful to students. They firmly reprimanded them whenever they misbehaved, without being sarcastic or disrespectful. In cases where classes have been interrupted because of inappropriate behaviour, teachers move away from regular lesson delivery to rap sessions and drama to help ease the tension. During these sessions students are encouraged to express their opinions freely and to share their feelings.

Effective teaching is also seen to be highly significant as anytime the lesson captures the students' attention and they are actively engaged, the level of inappropriate behaviour is significantly reduced. In this regard, identifying the learning styles of students and planning lessons to meet their needs is seen to be extremely important. The teacher's attitude is critical, as the level of enthusiasm displayed influences the students' behaviour.

Teachers communicate clearly and accurately to students. Communication is appropriate for students' levels of development and teachers use questioning and discussion techniques to gain the participation of all students. Students are engaged throughout the lesson in significant learning activities, and materials and content selected are appropriate for each level. Assessment is regularly used in instruction. Teachers monitor students' progress, books are graded and constructive feedback is provided. Teachers are responsive and flexible in order to ensure that all students learn. They make adjustments where necessary by re-teaching a lesson or two. In some cases extra lessons are offered after school for those students who have not grasped concepts taught after a number of efforts have been made. There is never any charge attached.

The following strategies are also utilized for assessment: test and projects, group work, oral quiz (teams compete against each other) and homework. Depending on the type of assessment, it is done weekly, monthly or at the end of a unit. According to the staff, both formative (throughout the course) and summative (end of the course) assessment is used to ensure that a true reflection of the students' progress is made as some students who normally do well sometimes get nervous and fail the monthly test. Students are not allowed to correspond with each other during these periods of assessment so the work they produce is truly their effort.

Students' and teachers' files should be updated. Teacher's files lack basic data such as Taxpayer Registration Numbers (TRN) and National Insurance Scheme (NIS) Numbers. In some cases certification to support academic qualification claims are not available.

Student's entry data forms were incomplete. On these forms students are asked to state what they would like to achieve within a specified time frame (educational goals). The time period under review has passed however the forms have not being updated. One is therefore left to wonder if these goals were achieved and, if yes, have new ones have been set.

f. The WSUC Board and its input

There are eight external members on the WSUC Board including a Chair, Vice-Chair and a Secretary. The Executive Director and a Teachers' Representative are ex-officio members. Present at the Board Project Steering Committee Meeting held on February 24, 2010 with the UNICEF representative and the Evaluators were:

- The Chair, Mr. Conrad Grant J.P. and former secondary school principal, who the Evaluators had also met on their first school visit. On the Board from its inception in 1997.
- Mr. Jerry Reid, Board member and Parish Officer for Youth Sports at INSPORTS.
- Mr. Anthony Williams, relatively new Board Member who joined four years ago, works in the MOE regional office Building Department, who has designed the new school building,
- Mrs. Maxine Coates-Brown, a teacher representing the Vice-Chair, Mr. Alonzo Jones, Board Vice-Chair and Principal of Barracks Road Primary School, who has been on the Board from its inception in 1997. Mrs. Coates-Brown was supported in her schooling by WSUC and was very informative.

The Evaluators interviewed separately Mr. Conrad Grant, Mr. Alonzo Jones and Mr. Jerry Reid. From observation and interviews it is the impression of the Evaluators that those at the Steering Committee Meeting, along with the Vice-Chair, represent the most active members of the Executive. It was also said in an interview that often board meetings would be scheduled, but they would be unable to proceed because there were not enough members to form a quorum.

Unfortunately there is no documented way to measure this as the Evaluators were never able to access the Board Minutes.

The Evaluators also gathered that the Board is not now as active as it used to be. Prior to 2008 they would be asked to help with fund-raising like Walkathons, Pageants, a fund-raising Luncheon at Dragon Gym, a sports meet led by sporting personalities and so on. Others connected to Board Members, e.g. staff at Barracks Road Primary, would also assist. However, according to one board member, in the last two years they were not asked to be involved in the day to day functioning. It was also clear that they were unaware, and this included the Board Chair, of how serious a position the WSUC was in with regard to its funding deficit, including the level of rent owed on the top school premises. However it was also evident from observation by the evaluators and from the interviews that Mr. Grant was very committed to WSUC and was always willing and available to assist when staff called upon him and therefore was very active in this capacity.

In addition the Board Chair and Mr. Williams have obviously put a great deal of work into the design and overseeing the construction of the new school building, and have been praised by government officials for the excellent budget control and for ‘stretching’ the money. Not only was this heard from the Board but also from a Ministry of Housing official who came by when one of the Evaluators was there. It seems that some of the workmen themselves have also put some voluntary time on the construction site, on observing the kind of work that the WSUC undertakes.

The Board Members interviewed emphasised the key directing and coordinating role played by the former Executive Director:

“She was the one in contact with the funding agencies and we would give minimal help. She had the handle on everything and she would advise the board on matters...Well, we ratified Mrs. Drummond’s decisions, but she did everything. We didn’t set the salaries, she did. She made the decisions, but she was open and we never dissented from her decisions.”

“We used to have monthly meetings called by Mrs. Drummond. She would prepare the agenda and the financial report”.

The former Executive Director in talking about the Board said they assisted in planning fund-raising functions, appointing staff, and with disciplinary actions etc. She said she expected the Board to be a strong support to the WSUC, but did not expect them to do the footwork. For example as Project Supervisor she would undertake the proposal writing and then the Board would give their comments on the proposal. However, she said, “The buck stops at the Board.”

The Board Chair felt that the present difficulties were connected to the sudden departure of the Executive Director: *“Yes, well we have come to this critical moment because the Director left...She left suddenly and the timing was very bad for us.”*

The Evaluators learnt from several interviews with different individuals that there had been some financial irregularities and these were brought to the attention of the Board by Mrs. Drummond. What emerged was that a former staff member involved in administration had misappropriated substantial amounts of funds, running into hundreds of thousands of dollars. On the first occasion, the Executive Director requested that the Board give her a second chance and allow her to pay back the money through salary deductions. However she repeated her fraudulent actions, including forging the signature of the Board Chair on cheques. It is also understood that cheques were passed by the bank with only one signature although two are required. Mr. Grant said this time he insisted that it should be brought to the attention of the Police but Evaluators were told that the bank refused to cooperate and the police would not go forward with the prosecution. With regard to the expenditure of funds one Board member said there were “loopholes”. Asked to explain he responded that they would be told that “the train needs two wheels when maybe the train only needed one wheel. We thought it was going to the school but it was not.”

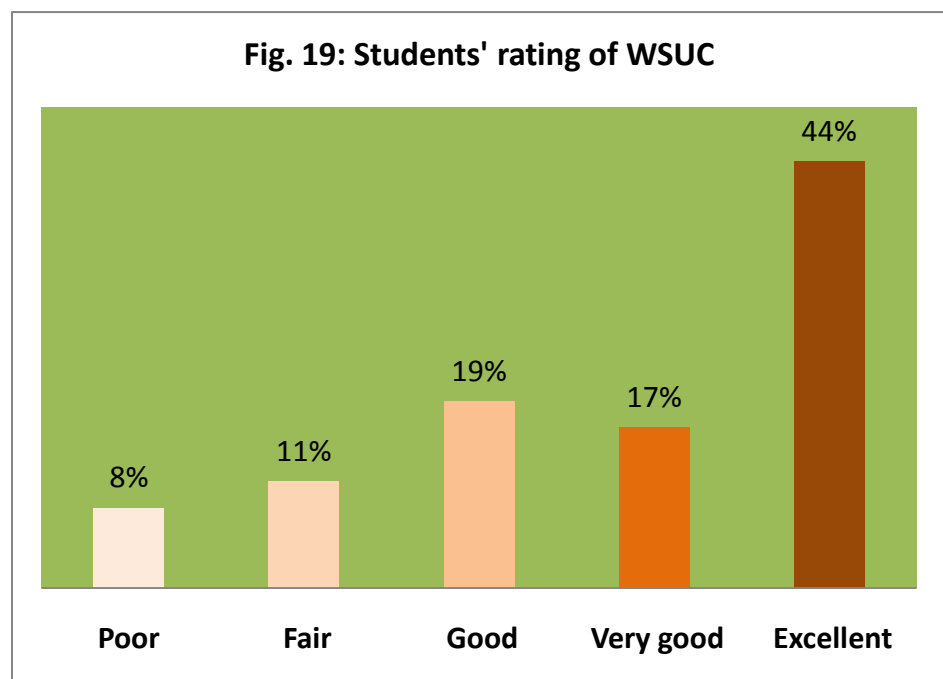
The other discrepancy that emerged was that while Mrs. Drummond said she had received no pay during the last year, the Board Chair, who signed all the cheques, was not aware of this and in fact noted that she was “very well paid for what she did”.

g. Student Feedback on WSUC

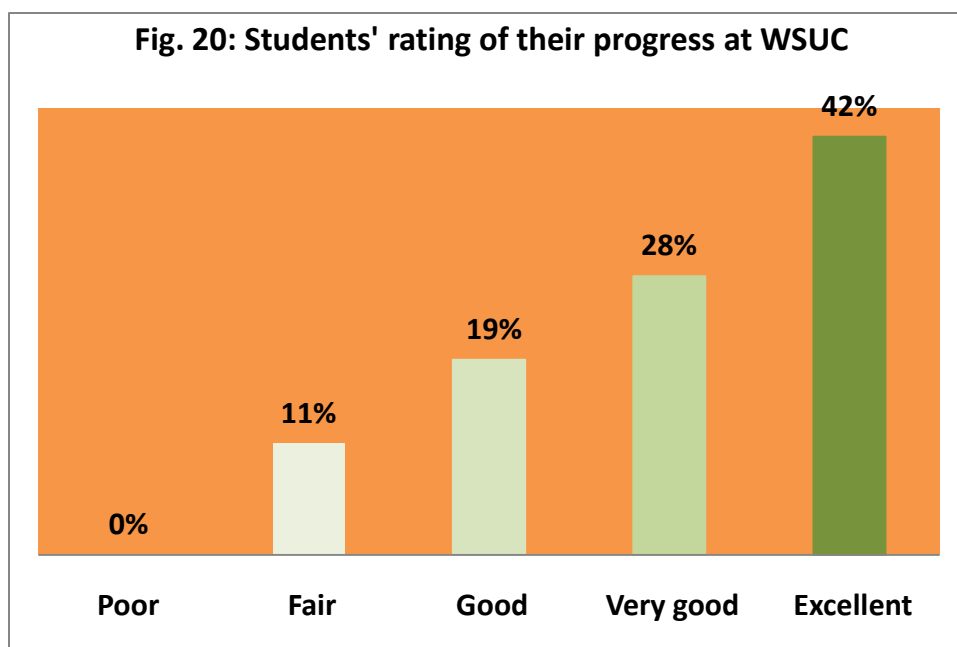
- **Survey**

The sources of student feedback on their school are the survey of 36 current students, the two focus group discussions with present students (one male and one female) and the focus group discussion with past students. In relation to this topic in the student survey, interviewees were asked two pertinent questions: a) “How do you rate WSUC?” and b) “How do you rate your progress at WSUC?” They were offered a choice of the same five ratings for both questions: 1. poor, 2. fair, 3. good, 4. very good, 5. excellent.

In rating WSUC, three out of five students (61%) rated it as either “very good” or “excellent”, the majority in this group giving it the highest rating (Figure 19). One in five students rated it as either “poor” or “fair”, while the remaining one in five rated it as “good”.



Those students who had been at WSUC for less than two years were the most enthusiastic: 78% of them rated it as “very good” or “excellent” compared to 31% of those who had been at WSUC for two years or longer.



In rating their own progress at WSUC students were even more positive. Seven out of 10 students rated their own progress as either “very good” or “excellent”, with the majority here, once again, choosing the

highest rating (Figure 20). No-one rated their progress as “poor” and only one out of 10 (11%) rated it as “fair”. Two out of 10 (19%) rated it as “good”. Ninety per cent of those who rated the WSUC as “very good” or “excellent” also gave their own progress these ratings. On the other hand one student who rated WSUC as “poor”, due to its lack of resources, rated his own progress as “excellent”. It was a similar story for another student who only awarded a rating of “fair” to the school.

A number of children explained their WSUC rating responses. Several children repeated what came out again in the focus groups: that the teachers care, that they are “so nice”, that they spend as much time as needed to ensure that you learn. For some children their experience at WSUC is in marked contrast to their experience at former schools:

“This school helped me a lot. My cousin used to beat me to learn – abused me. My grades were low, (named private high school) refused me. This school helped me. I used to be the duncest in class. Ms. Clayton take you after school but you have to learn. No discrimination like some schools – all the teachers are patient.”(13 year old male)

“At the school I usually went to I could hardly read. I pick up more here and I study more” (15 year old female)

“Teachers learn me here – teachers never learn me at (named school).” (16 year old male)

“This school is helping a lot of children. When I rap with the boys and hang out with them they say when they go to high school they were influenced to do bad things. But here teachers talk to them – they have the zeal; although there are some who are still confused...” (17 year old female)

On the other hand, a number of the children, including some who gave top ratings to WSUC, expressed their concern at the lack of resources at the school (need more books, walls need painting, not enough space, need more sports activities) and about the fighting that takes place:

“It is so bad! The children are the problem – they need to get some out. They are stealing and fighting. I got into a fight yesterday. There are gangs in school, at top school and bottom.” (15 year old male who rated it “poor” and rated his own progress as “good”)

“Teachers don’t ‘tan’ up to pickney. ‘Tan’ up! Hold them! Jerk them! My principal at (named former school) used to do that” (16 year old male who similarly rated WSUC as “poor” and his progress as “good”. This student receives verbal discipline at home several times weekly, discipline that he considers abusive)

Another child expressed the opposite view to the one above, both of them together illustrating the difficult path that the teachers are treading:

“Teacher dem stand up for children dem – don’t make them fight and quarrel – call them and talk to them.” (16 year old male who rated WSUC as “excellent” and his own progress as “very good”. His home discipline consists of being talked to and denied TV watching)

- **Current male students’ focus group**

Of the two current student focus groups it was the males (four in the group, aged 13, 13, 14 and 17) who were most concerned about the discipline at WSUC. In answering the question “What do you like least about WSUC?” the following responses emerged:

“Teachers are likkle bit.”

“Dem have nuff pickney, dem can’t manage.”

“No police never use to come to mi last school. Di only time dem come is mi dem come fah!”

“Is the right ting fi dem do still (call the police), teacher cyaan manage some ah dem”

“Di teacher nah laugh wid dem at last school. Dem laugh wid dem too much and gi too much chances” (“Do you understand why the teachers give them chances?”) “Yes, because dem nuh waan see dem out on di road and have no education and no job and turn wutless.”

“Dem smoke and mek di school look a way”.

In answering the question “What do you like most about WSUC?” the male students said:

“The teachers are good.”

“Teachers help you to understand.”

“The teachers are nice.”

“Smaller classes because children don’t come all the time.”

“You get more help”

- **Current female students’ focus group**

The students in the female focus group (six, aged 14,15,16,17,18,19) presented a more wide-ranging evaluation of the school. In answer to the question “If you wanted to tell someone like me that doesn’t know anything about your school, how would you describe it?”

“The school is good, but it needs more exposure” (“In what way?”) “Well it is labelled a dunce school or JAMAL. But the teachers are good, they teach at your level and make you understand, they make it fun.” However they said that the school is lacking in resources and that it needs computers.

The students said they have a good relationship with all the teachers and that they are very supportive.

In answering the question “What do you like least about WSUC?” they answered:

“The lack of space at the top school.”

“We need more male teachers.” (“Why?”) “Because the men can interact better with the boys; they don’t take the females seriously.”

They introduced the topic of discipline and said that Mrs. Clayton does not believe in beating children at this age, but (named teacher) will beat with a belt and they said it works because *“You can hear a pin drop in her class”*. (“Is the fact that she beats a problem to you?”) *“No, because she is caring.”*

In answer to the question “Does the school have any problems that you know of?” they responded:

“Well, only the behaviour of some of the students.”

“Boys are bad.”

“How do you think you can overcome some of these problems?”

“More male teachers.”

“There are not enough teachers to manage the students.”

When asked “Where do students go to for help at WSUC?” they said Mrs. Clayton only and most agreed on this. All agreed on a teacher they would not confide in (the same one who they said beats), although they rate her as both caring and a good classroom teacher.

- **Past students focus group**

What was most noticeable in the past students FGD was their emphasis on the successful way in which WSUC teachers enable students to learn – students who have not had success in other environments. Three male students participated, two who had left in 2009 and had reintegrated back into school, and one who had left 11 years ago straight into work (he is a farmer and takes other part-time jobs e.g. as a packer, fast food employee etc.).

In response to the question “If you wanted to tell someone like me that doesn’t know anything about your former school, how would you describe it?” they replied:

“Teachers are nice, teach good. Go over and over again until you learn.”

“If I see kids on the street I advise their mothers to take them to WSUC.”

“An excellent school for slow learners. Teachers break it down from university (level) to basic school. Very good standards at that school.”

What are some of the things you liked most about this school?

“The way teachers break down the words.”

“When I came to leave (after 6 years) I did not want to go. I missed my biggest best teacher.”

(Mrs. Drummond)

“The teachers – I picked up faster and faster because of the way they broke it down.”

What are some of the things you liked least about this school?

“How some students wear their uniform – come with it crushed up.”

“Fighting among boys and girls.”

“Poor behaviour of students, e.g. indecent language, walking out of class.”

Are there any things you would like to recommend be changed at WSUC?

“Security.”

“Would like more people to know WSUC.”

Are there any new things you would like to see introduced at WSUC?

“Completion of the new school building.”

“The school needs to get stricter – it is too noisy.”

“The school needs to re-introduce the lunch programme- some students do not have it.”

“WSUC should offer subjects (at CXC level) like a secondary high school.”

What are the differences between WSUC and the school you have attended since you left?

Both students who are now attending schools said it was hard changing and that they really missed their friends and their teachers. However they saw many positives in their new schools:

“People visit these schools.” (implication: no-one is interested in WSUC)

“These schools are more popular.” (implication: WSUC is insufficiently known among the general public, i.e. their peers, because it has no ‘ratings’[status])

“There is a football team.”

“There are more students.”

“There are more girls.”

“You can do CXC subjects.”

“They have evening classes.”

“There is good security.”

h. Parent Feedback on WSUC

Five parents of current students, all mothers, were interviewed. They were randomly selected and offered a choice of the Youth Information Centre, their home or their workplace for the

interview.⁹ All had sons at WSUC but one also had a daughter attending. Five of the students, including the siblings, had attended for six months (one and a half terms) and one student had attended for one year (three and a half terms).

When asked why they came to WSUC with their child three mothers said their children were slow learners (one also mentioned a behaviour problem as well), one said her son had a reading problem, and one had a son who had been expelled from his previous school for fighting, but also mentioned that he had problems learning and that the previous school did not help. All were also raising other children and three had good support from the fathers although one was not living with him. Two were single mothers. Three lived in violent communities (Flanker, Mount Salem and Norwood) and, of these, two were worried about the impact of these communities and the general behaviour of teenage youth on their sons (and in one case daughters too). The third was trying to move out of Norwood as she cannot go home when her shift ends after dark as it is too dangerous. She stays with a friend and her children have to stay elsewhere with her mother. Her brother and two 15 year old twin nephews were murdered – a case of mistaken identity they think – and her son “is very frightened to leave out. If Omar¹⁰ hears a car door slam he gets scared and wants to run. He’s afraid to take the front road, he always takes the back road.”

All the parents reported positive results in the academic progress of their children, especially in literacy, since they had attended WSUC, and several spoke of a new and positive attitude to school:

There is a difference with his reading and spelling. He is picking up. All the while he is on the computer¹¹ so I know he is picking up. He did not do this before.

(After sending her daughter to two different schools and a Saturday class) *“She still couldn’t read or spell. WSUC has helped tremendously. She can read well, she knows her letter sounds. She uses a Leapfrog Learning CD for letters, reading and maths. Although maths was not so much of a problem she is doing fantastically well... I began to think she had a brain problem, but the doctor said “No”, that it was only her eyes. She couldn’t break down sounds and syllables.*

⁹ They all came to the Centre

¹⁰ Not real name

¹¹ At home

It has helped him a lot. His grades are up, his reading is up, all his school work is up! He has started to come home and do his homework. If he has assignments, e.g. to go to the Library, he does them. With his behaviour, he has his time...but it is generally better than before.

He was lost before, he just couldn't manage the school work, but he is more confident now. When he joined them he was at 1+1 and cat and rat, so I have no criticisms, I am thankful and proud now. I would recommend the school to anyone.

Glendon¹² was doing quite fine in Level 2¹³. Can't tell if he is doing better yet – needs to settle down. He is improving in reading and maths.

Four of the mothers answered in the affirmative when asked if their child was more confident since they came to WSUC:

I hear him boast to his sister about “Mi can help myself now, yu know. Not yu alone can spell, mi can spell now.” (This is the boy who was expelled from his previous school)

Keisha is right now so excited because she is going to read a poem at school. She used to be so shy, she hardly talked. She used to sit on a corner at home by herself. Keinoi is not a talkative child but his personality shows in his actions. He is more settled, does more work, is more active.

He has more confidence. He has now decided to go to HEART. He wants to be a chef. He did not have that intention before he went to WSUC.

The fifth was uncertain as to whether her son's calmness, as she described it, was due to the drumming classes he was now having at church or to the WSUC as both had started at the same time.¹⁴

The parents were clear and quite sharp on the differences between the WSUC and the previous schools their children had attended:

¹² No real names are used in this section.

¹³ Moved in January to Level 3

¹⁴ Apparently the consideration that it might be both did not arise in her mind.

Here the teachers spend time. They don't just move on. Want to know that you know.

They are the only teachers who ever sit down beside the children and help them do the work.

I did not see his work at Taunton High School¹⁵ – he never showed me the work. Now he shows me the work – I see a difference there. He wants to go to school every day. He did not want to go to Taunton.

The only thing that WSUC does not have is the playfield. The teachers here take time and make the children understand. The teachers at Cross Hill High School¹⁶ just talk and talk.

Three of the parents gave a score of 10/10 to the WSUC while the others gave 7 and 6. It was clearly stated that the lower scores related to the facilities and lack of resources as these parents praised the school otherwise and one had said she would recommend it to anyone (see above). They were concerned about the space issues and poor furniture. Other parents also mentioned the darkness in the former campus on Miriam Way. Four also mentioned behaviour problems although one said you find this in any school. One suggested that a male guidance counsellor was needed to assist with this issue. The parents of the siblings was distressed that more parents did not come to the monthly parent meetings (see Table 4, p. 28) and offer some material assistance, even a roll toilet tissue or coins (\$20 etc.) at meetings. She said she had mentioned this to parents but only a few had taken this up. Since the Easter term she has started to volunteer at the school on a daily basis. She is a hairdresser with her own parlour nearby to the school.

5. PERFORMANCE AGAINST EXPECTED RESULTS - JUL 2007-DEC2009

This section will follow the framework based on the Expected Results and their Indicators in Multifaceted Activity Proposal submitted by WSUC and accepted by UNICEF in 2007.

¹⁵ Not real name of school.

¹⁶ Ditto

School Programme

- Expected Result 1.1 Intake, Assessment and Placement of 195 children**

Table 16: Intake of students from Sept 2007 – Sept 2009

Academic year	2007-2008	2008-2009	2009-2010	Evaluators' Comments
No. of children registered	170	155	110	In the last 2 years registration has been reduced due to the space shrinkage. This in turn was due to a reduction in funds as well, in 2009, to the destruction of some older classrooms for the erection of the new school building,
No. of graduates	52 (31%)	42 (27%)	Not yet available	
Average student attendance	115 (68%)	107 (69%)	66 (60%) ¹⁷	

Source: Data from WSUC submitted by the People's Action for Community Transformation (PACT) to the Programme Monitoring and Evaluation Unit of the Ministry of Education.

Without access to the data for 2007/8 and 2008/9 it is not possible to say how many new students joined the WSUC from September 2007 – December 2009. However From September – December 2009 we know that 55 new students registered, were assessed and placed in an appropriate level. This is 50% of the current student body. If this percentage of the student body is used to estimate new students in 2007-2008 and 2008-2009 (Table 16), this would give 85 new students in 2007-2008 and 77 in 2008-2009 or a total of 162 for these two years. Adding 55 from 2009-2010 to this number it is estimated that from September 2007 to December 2010 there was intake, assessment and placement of 217 children, or 11% over the target of 195 children.

- Expected Result 1.2 424 children equipped with numeracy & literacy with 31% (132) improving by 1 grade level each 12 months**

To measure this target properly data on all students who have attended WSUC from September 2007, including drop-out rates, would be needed.

At this point the measurement can only be taken from the current student files and only for students who have attended the WSUC for more than 12 months. This eliminates the 55 students

¹⁷ This figure was added by the Evaluators. It should be noted that the Evaluators included in the attendance rate children who dropped out, once they had not left in the first 4 weeks of term, even if they attended less than 20% of the sessions, as was sometimes the case. It is not known how the rates for the other years were calculated.

who joined WSUC in the 2009/10 academic year, leaving 55 student files for students who joined from 2004-2008¹⁸. For literacy analysis the content of the 55 files reveals:

- no test data on literacy or numeracy: 8 files
- no entry test in literacy (although have the 12 month follow-up): 3 files
- no 12 month follow-up literacy test (although have entry test): 10 files

This eliminates a total of 21 files for assessing the target of improving by one grade in literacy in the first 12 months. So 34 student files remain. Of the 34 students, 23 (68%) moved up one grade in literacy in their first year. This percentage - for the students' first year - exceeds the target.

For the 27 current students registered in 2007 and previous years, there should also be test data on literacy for their second year, 2009. However only 11 student files had this data and of these only one student or 9% had moved up one grade per year in literacy. All the others, except one, had each moved up only one grade in two years. One student had not moved from Level 1. Thus the full target of 31% of students moving by one grade level each 12 months was missed by a long way by students staying two years or more.

For numeracy analysis the content of the 55 files reveals:

- as indicated above, no test data on literacy or numeracy: 8 files
- no entry test in numeracy (although have the 12 month follow-up): 2 files
- no 12 month follow-up numeracy test (although have entry test): 10 files

This eliminates a total of 20 files for assessing the target of improving by one grade in numeracy in the first 12 months. 35 student files remain. Of the 35 students 19 (54%) moved up one grade in numeracy in their first year. Although not as good as the literacy percentages these percentages - for the students' first year - still exceed the target.

With regard to test data on numeracy for their second year, only 13 student files had this data. There was no student who had moved up one grade per year in numeracy. Nine had moved up one grade in two years, two students had not moved from Level 1, and two students had moved down, from Level 3 to Level 2. So the results in numeracy are not as good as the results in literacy and the target of moving up one grade each year was completely missed.

¹⁸ Only five of these students joined in the years 2004-2005.

Tables 17-18 provide all the data on current student files, once their files have any test data. Using the results of the JFLL tests it indicates that almost three in four students (71%) enter the WSUC functionally illiterate and just over one in two (54%) enter functionally non-numerate.

Table 17: Comparison of literacy levels at entry and in subsequent annual tests

LEVEL	Entry Test		12 Months		Year 2		Year 3	
	No.	%	No.	%	No.	%	No.	%
1	63	71%	12	32%	3	19%	1	33%
2	16	18%	24	65%	11	69%	3	67%
3	7	8%	1	3%	2	12%	-	-
4	3	3%	-	-	-	-	-	-
TOTAL:	89	100%	37	100%	16	100%	4	100%

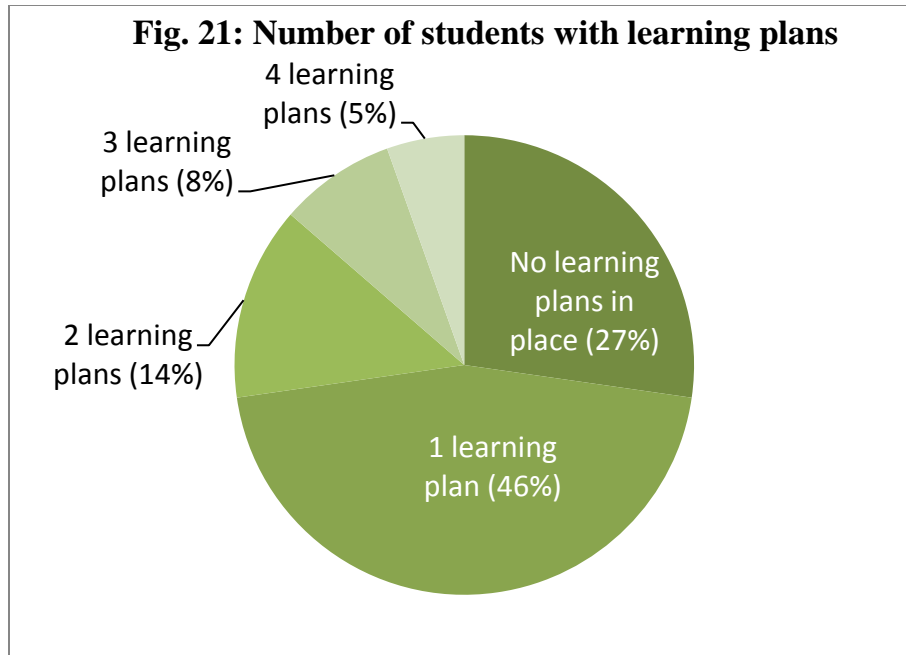
Table 18: Comparison of numeracy levels at entry and in subsequent annual tests

LEVEL	Entry Test		12 Months		Year 2		Year 3	
	No.	%	No.	%	No.	%	No.	%
1	46	54%	11	30%	3	19%	3	33%
2	24	28%	25	68%	11	69%	2	67%
3	14	16%	1	3%	2	12%	-	-
4	2	2%	-	-	-	-	-	-
TOTAL:	86	100%	37	101%	16	100%	3	100%

Expected Result 1.3 Learning plans developed annually for each child (12-17+); children exhibit improved self-esteem and academic performance.

The current student files with this data indicate that:

1. Thirty students, more than one in four (27%), have no learning plan in place on file. Half (15) are new students.
2. Almost half the students (46%) have only one learning plan in place.
3. The remaining 26% have 2-4 learning plans in place (Figure 21).



Of those who have learning plans, only 45 or 41% have had a new learning plan in place for every year they have been attending the WSUC. The school has therefore lagged significantly in the attainment of this target.

The value of the learning plans is only half served by their preparation by student and teacher. The process is not complete until the review of these plans to see how much of the learning objectives have been achieved, using this as the platform for preparation of the next plan. Of the 80 students who have learning plans in place, 76 had records of an assessment of these plans including a termly assessment for the new students. One in four students (25%) achieved over 90% of their objectives, another one in three students (33%) achieved between 71-90% of their objectives and only 6% achieved below 41% (Table 19). This tallies with the students' own perception of their progress as recorded by the survey, in which no-one rated their progress as "poor" and only 11% rated it as "fair". Forty two percent rated it as "excellent" (Figure 20, p.57). The student focus group discussions and the parent interviews support this perception. In this respect, therefore, which measures the efficacy of the learning process and its impact on self-esteem, the school is making significant progress.

Table 19: Percentage of learning objectives (in learning plan) achieved

% of Learning objectives met	No. of students	% of students	Cum. %
0-9%	1	1%	1%
10-20%	-	-	-
21-30%	1	1%	2%
31-40%	1	1%	3%
41-50%	17	22%	26%
51-60%	6	8%	34%
61-70%	6	8%	42%
71-80%	13	17%	59%
81-90%	12	16%	75%
91-100%	19	25%	100%
Total	76	100%	

- **Expected Result 1.4 Quality, relevance and methodology of teaching materials and delivery to children enhanced.**

This is covered under the Staff Assessment and Teacher Evaluator's Remarks (pp. 48-54) and the Student and Parent Feedback (pp. 57-66). It clearly indicates a very satisfactory professional performance by teachers and a very high level of satisfaction among students and parents.¹⁹

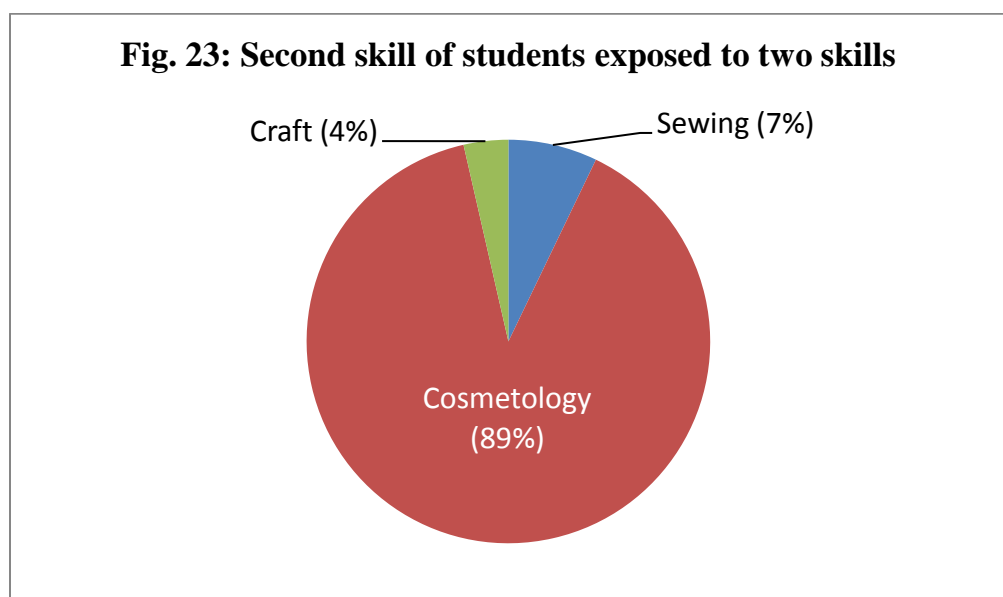
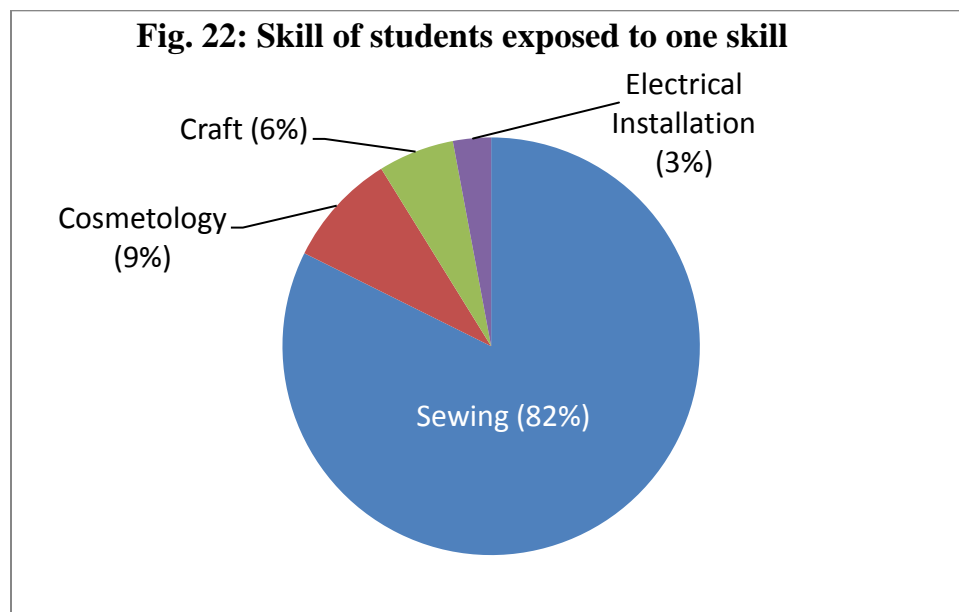
Livelihood (Prevocational) Skills Training and Job Placement.

- **Expected Result 2.1 296 children (15-17 yrs) equipped with minimum 1 livelihood (prevocational) skill by December 2009.**

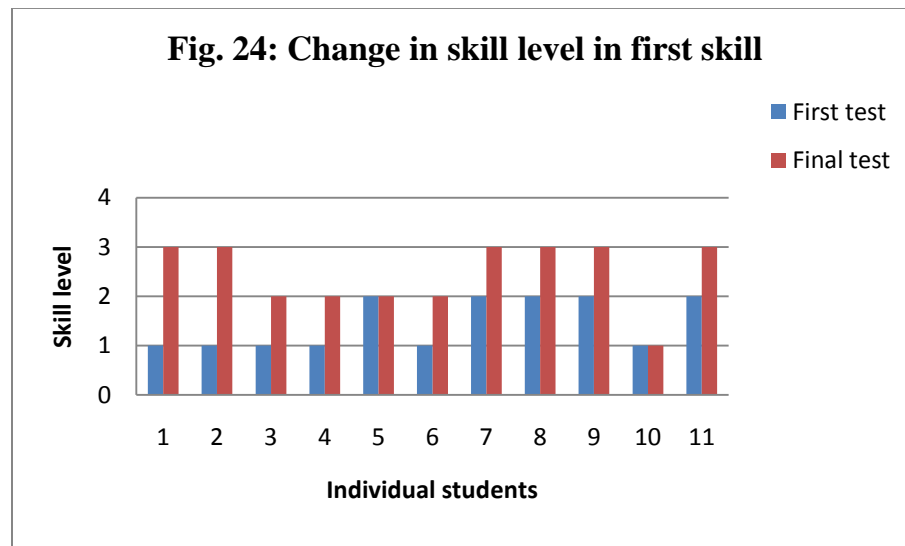
Skills training has been suspended in the present school year because of space reduction due to the erection of the new school building. As a result there are 29 new students aged 15 or over who have never been exposed to skills training. In addition there are seven files that cannot be counted in the statistics. Three belong to students in the appropriate age group who are not new, but they have no data on skills training. There are another four files that also have no data on skills training but they are also missing the date of registration so it is not clear whether the absence of this data is related to the fact these are new student files.

¹⁹ Bearing in mind that only five parents were interviewed.

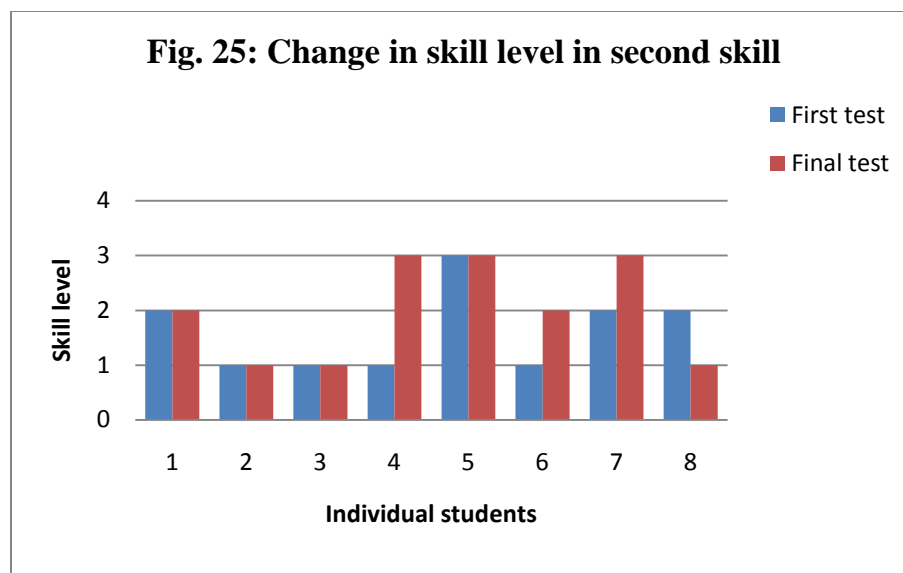
Of the 34 remaining students who are aged 15 or over, all have been exposed to one skill and 28 (82%) have been exposed to two, including 100% of the female students (who number six). The main skills have been sewing and cosmetology (Figures 22-23). A few of the students who have been at WSUC for several years have had exposure to craft or electrical installation along with one of these skills. Teachers explain that the male students, even if hesitant at the start, usually take to these skills enthusiastically and some outperform the females. Barbering was about to be introduced as a more useful alternative to cosmetology for most male students when the space constraints caused by the construction of the new building put this on hold.



The issue of competency in the skills is more difficult to assess. The first point to make is that this is a pre-vocational level so that competency at Level 3 approaches a HEART Level 1 and would enable the student to ply a trade. The second point is that a high proportion of files do not have the assessment forms filled in by the instructor. Thus 38% of the students who had taken one skill had no initial performance assessment and 26% had no final performance assessment. Overall for the first skill only 11 students (33%) (all took sewing) had a first and final assessment. The time between the assessments averaged 11 months. Of the 11 students, two did not move in their skill level, seven moved up one level, and two moved up two levels. Just over half (55%) ended at Level 3 (Figure 24).



With regard to the second skill, 21% of the students had no initial performance assessment and a further 50% had no final performance assessment. Overall for the second skill only 8 students (29%) (all took cosmetology) had a first and final assessment. The time between the assessments was similar to the first skill and averaged 11.5 months. Of the 8 students, half did not move in their skill level, one dropped a level, two moved up one level, and one moved up two levels. Three ended at Level 3 (Figure 25). Two of these students had also attained Level 3 in their first skill.



Therefore if one focuses on the first skill and assumes that the assessment of 34 students would follow the same pattern as the known assessment of 11 students (a big assumption), just over half of these students would have left WSUC with a skill at a level at which they could start a small business.

WSUC reports to UNICEF for 2008 include IT instructor reports indicating that IT training was also carried out in that year. However there are no comparable performance grades, only marks for different topics. There is nothing on IT performance in the student files.

- Expected Result 2.2** **Each year (2007/8/9) 200 children exposed to roles, responsibility and academic/work experience and qualifications required for different job types**

WSUC holds its career day activities between February to March prior to final exams but at a time appropriate for the Level 4 students who will be graduating. Since the UNICEF project began in July 2007, only the full years of 2008 and 2009 would be covered under the project.

In February, March and April 2008 the following activities exposed all the children in the school to career roles and responsibilities and to the academic and skills qualifications required:

1. Speakers coming to the school for Level 1:
 - A male Police Officer who explained the many less familiar areas of the Jamaica Constabulary Force (JCF) that students could work in, such as the Telecommunications Dept., the Marine Police, and the Canine Department.
 - A female Hairdresser
 - An male Engineer and owner of Hamilton's Industrial Machine Shop, which is in fact one of the leading machine shops in the island and is located on the same road as the 'top school' until it recently moved. Mr. Hamilton brought some tools with him to show the students.
2. Speakers coming to the school for Level 2:
 - Two male Mechanics from a mechanic shop
 - A male Mason
 - A male Agricultural Extension Officer from Rural Agricultural Development Agency (RADA)
 - A female Teacher
 - A female Health Educator
3. Speakers coming to the school for Levels 3 and 4:
 - A female Representative from the Gleaner Company who introduced students to the career of journalism.
 - A male Soldier who spoke about careers in the Jamaica Defence Force (JDF)
 - A male Fire Brigade Officer who spoke about the history of the Brigade, its different departments, qualifications needed for entry and benefits.
4. Field Trips to:
 - West Best Foods in Darliston, Westmoreland (Level 1)
 - Ebony HEART Academy (Level 2 and Levels 3 & 4 on two different days)
 - Longville Fish and Sheep Farm (Levels 3 & 4)

This was a full set of activities for one year. There were no reports on career day activities in 2009. The Executive Director says there were no field trips in 2009, due to resource constraints,

but the following speakers came to talk to all the children: a mechanic, a carpenter, a policeman, and a merchandiser²⁰. None were females. So although the target was fulfilled well in 2008, the same could not be said for 2009.

When they prepare their first learning objective the students are asked about their ambition in life. Almost one in four (23%) are undecided, over one in three (38%) choose a profession, and another one in four (23%) choose a skilled occupation (Table 20). This suggests that many have ambitions beyond their parents' and relatives' social and economic status (Figure 10, p. 37). It

Table 20: Career ambitions of students on entry to WSUC

Category & % choosing	Occupation	No. students choosing	%	Comment
Undecided (23%)		18	23%	
Professional (38%)	Police	11	14%	
	Soldier	9	12%	
	Doctor	3	4%	Two said Paediatrician
	Engineer	2	3%	
	Firefighter	2	3%	
	Pilot	1	1%	
	Nurse	1	1%	
	Lawyer	1	1%	Criminal lawyer
Skilled (23%)	Mechanic	11	14%	
	Welder	2	3%	
	Sportsman	2	3%	Footballer, Cricketer
	Mason	1	1%	
	Tiler	1	1%	
	Technician	1	1%	
	Actress	1	1%	
Semi-skilled (12%)	Farmer	2	3%	
	Artist	2	3%	One said Singer
	Barber	1	1%	
	Cosmetologist	1	1%	
	Housekeeper	1	1%	
	Dressmaker	1	1%	
	Duco worker	1	1%	
Unskilled (3%)	Bartender	1	1%	
	Security guard	1	1%	
	TOTAL	78	99%*	

*Percentages were rounded

²⁰ A merchandiser is the name for the representative of a company who packs out their goods in retail outlets.

will be noted that occupations in the area of security are a favourite choice. These choices should be noted by the school in preparing their career activities, directing them to what students favour but also to alternative careers that may be unknown to students.

- **Expected Result 2.3 195 children placed into formal school system, work opportunities (15-17 year olds) and apprenticeship and skills training programmes**

In relation to this target the only data that could be obtained from the school was in regard to the year 2008/2009. This data was supplied by the current Executive Director whose duty it had been in 2008/9 to ensure the placement of graduates in jobs, training or further education. Twenty nine persons started in the graduating class of Level 4 in 2008. Of this group 5 (17%) dropped out, including two female cousins who left in the last term when their house was burnt down, and a male student who got locked up in the last term for possession of a gun. Two other students left in the first term to work as self-employed entrepreneurs, one in the craft market, one vending fruits. This drop-out rate matches the overall school drop-out rate of 18% for the first two terms of 2009/10. At the end of 2008/9, therefore, of the 29 Level 4 students, six (21%) were reintegrated into high school, six (21%) went on to further education or training, and six went into jobs, including two who left before the end of the school year (21%). The remaining 11 (37%), including five who dropped out of school during the year, went in other directions (Table 21).

Table 21: Summary of destination of Level 4 students at end of 2008-2009 school year

Level 4 Pre and Post 2009 graduation	No.	%
Dropped out	5	17%
Integrated into formal school system	6	21%
In skills training or further education	6	21%
In a job	6	21%
Other (migrated, at home with baby, parent rejected high school placement, unknown)	6	21%
Total:	29	101%*

* percentages rounded

Two students from Level 3 were also integrated into mainstream schools making a total of 31 students accounted for. However, according to the information sourced from WSUC through PACT, 42 students graduated from WSUC in 2008/9. WSUC cannot account for this discrepancy. Exit data seems almost non-existent unless it is in an, as yet un-located, file. This means that there is a serious gap in the Evaluators' ability to assess this expected result, one of the most critical of all.

Table 22 gives further details of the Level 4 and two Level 3 students who left in 2008/9, excluding the five students who dropped out from Level 4.

Table 22: Details of destination of students graduating from WSUC in 2008/9

	Sex	Age	School	Further Training	Job	Other/Comment
1. TTo	M	14	Flanker Jun High			
2. CB	M	14	Harrison Memorial High			
3. MH	M	16	Harrison Memorial High			
4. RB	F	14	St. James High			Moved on from Level 3
6. OC	M	16	St. James High			
7. JJ	M	16	St. James High			
8. KS	M	16	The Learning Centre			Moved on from Level 3
9. OW	M	17	The Learning Centre			
10. BD	M	19		Entro 21: Barbering		
11. VG	F	18		NYS		Pregnant at gradn. but now entering NYS
12. OO	M	16		NYS		
13. OW	M	17		JFLL	Assisting in family store	In the HEART Pre-vocational Prog.
14. MC	F	18		JFLL		In Foundation Course Level 2
15. DS	M	16		JFLL		In Foundation Course Level 3
16. SC	F	17			Hairdresser employed in salon	
17. S.J.	M	17			Chef in Hotel	
18. SB	M	16			Assisting in family store	
19. UG	M	18			Working in supermkt	
20. SL	M	16			Fruit vendor	
21. LW	M	16			Runs shop in craft mkt	
22. RF	M	16				Got into St. James High but parent objected to school (stigma)
23. CM	M	16				Migrated
24. SS	F	16				Pregnant at Gradn. Now home with child.
25. AL	F	19				Unknown
26. CR	M	16				Not sure
27. TTh	M	16				Not sure

6. ANALYSIS

- **The Changing Social Environment and its Implications for the WSUC Target Group**

WSUC's target group, like Save the Children before it, was initially street children in the 10-15 years age group who were not attending school but were found in the market or hanging around intersections. Some had been expelled from their primary school – for reportedly being too crude, fighting other boys etc. In the '90s there were many more children out of school. These children were hustling, selling spices, newspaper, and other items at the market and on the street, or wiping windscreens, selling bottles, or begging. You would find them congregating by Doctor's Cave Beach and other similar tourist locations, and as they were assisting in the support of the family economy some adult family members valued this kind of small enterprise. British Save the Children Fund/WSUC intervened in this scenario to offer education and to assist the children in re-entering school. Alonzo Jones, the former Principal of Bogue Hill All Age, took many of these children in, once they had passed through WSUC. Now Principal of Barracks Road Primary and a WSUC Board Member since 1997, Mr. Jones estimates that across the Montego Bay area, from Flanker to Bogue Hill, there were from 300-500 children of school age out of school and on the street and that British Save the Children Fund/WSUC made "a big dent" in reducing that number. He observed that when the children came to the school their self-esteem grew to the point where they began to recruit others. At one point WSUC had over 300 children enrolled and had to be turning others away.

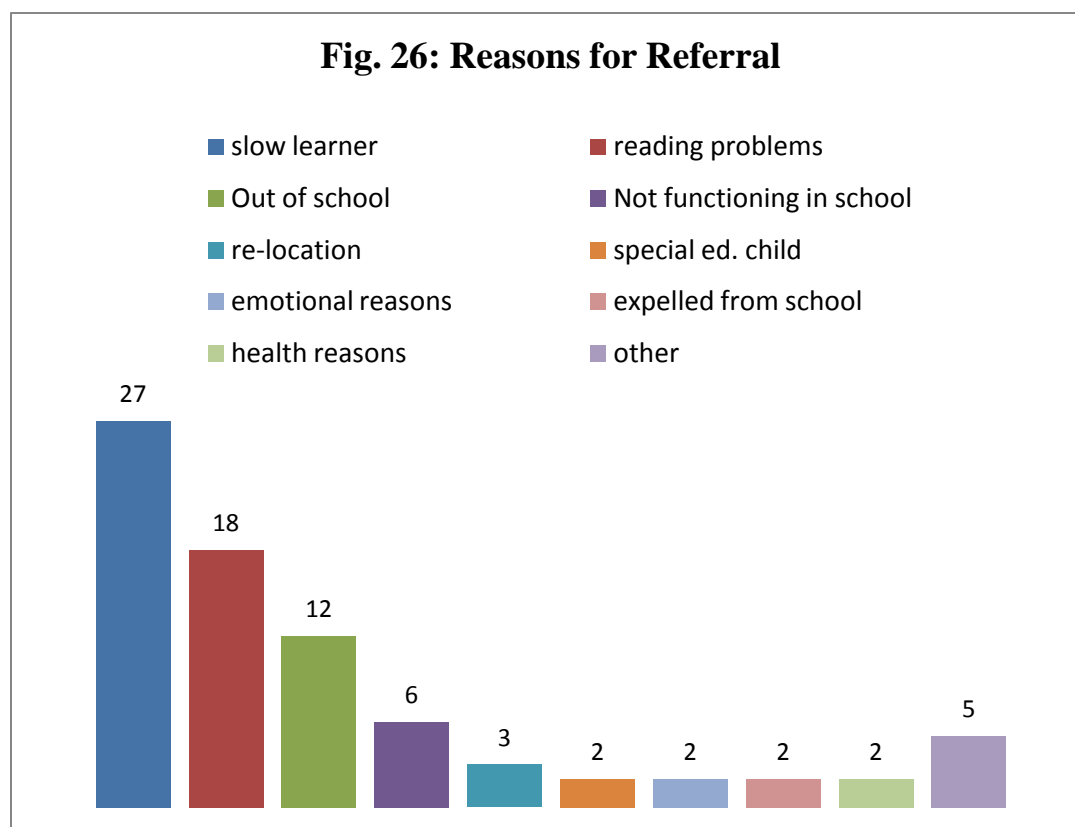
However a number of interviewees, notably Mrs. Drummond herself, the Children's Officer from CDA, Eric Vassell, and Mr. Jones have all spoken of a different social environment that has emerged in Montego Bay since that time. Now the younger children are not on the street in these vast numbers – a positive development. However for those who are, they can no longer easily be 'recruited' for school as they are now connected or working for so-called 'dons'. The landscape has altered dramatically. The children are now "hungry for money", in the words of the Children's Officer. Money rather than survival is now the overriding aim for many young people in the second city; and the Lotto Scam has given access to this. It is affecting students, especially the boys, who come to school with 'scamming' on their mind not their lessons. So they go to socialise but not to be educated. Although you may find the odd street child who needs and wants to be rescued, generally speaking everyone wants to be hustling – to be their own man or

woman. Their behaviour is more aggressive and you have to be careful how you interact with them – just looking at them can provoke aggression. The general profile of the boys whose parents bring them to the Child Development Agency with behavioural problems is of a teenager who stops from school, smokes ganja, may join a ‘gang’ and whose parents accuse him of disrespect – “you can’t talk to him”. For the girls, they sleep out for days, don’t go to school, have multiple partners, put tattoos on their bodies and there is the same complaint of disrespect. In fact the authorities find the girls can sometimes be more difficult to deal with in the sense that some are very insolent and insubordinate. It is part of the culture of the communities they come from – there is a new sub-culture of crudeness. Principal Alonzo Jones describes as “an emerging sociological reality”.

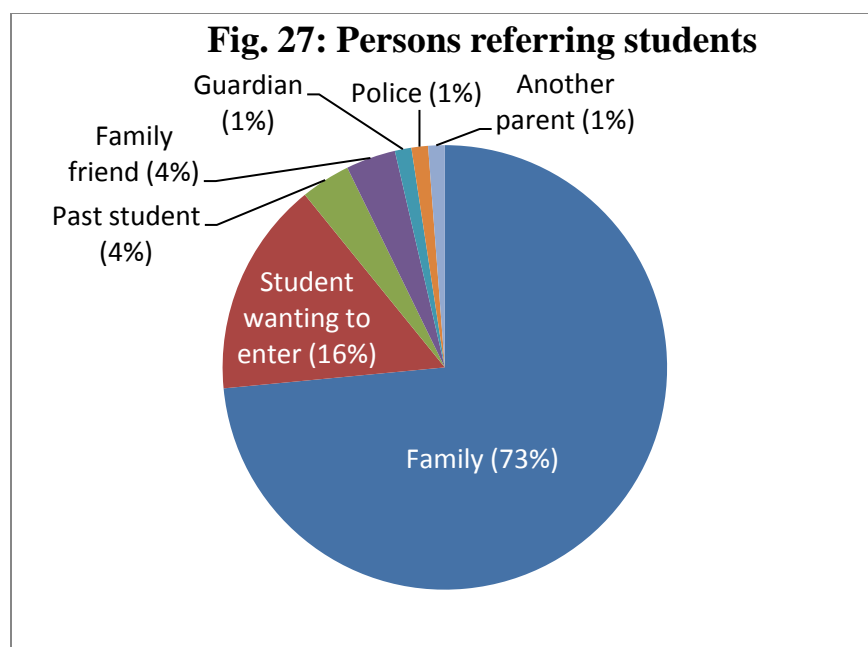
The Children’s Officer gave the example of a 10 year old boy he dealt with recently to illustrate how difficult it is to rescue even young children. He was found sleeping in a bathroom in an LOJ building. He had been on the street since he was six years old. His family was found – his aunt abroad was willing to pay for him to be in an institution to be looked after and sent to school. He was sent to the Child Guidance Clinic for assessment and counselling; but he kept running away from the Place of Safety. Then his mother said she wanted him back. But after two months he left – couldn’t be found. The other day his cousin called the Officer and said he had been murdered – his body was found in Flanker. This has not been verified, hopefully it is not true but, sadly, it would not be surprising if it was.

There are very few children who now attend WSUC who are street children. The evidence on the current files suggested only one. According to the files almost three out of every five students (59%) attend WSUC because they are slow learners, have problems with reading or are described as special education children (two children only) (Fig. 26). It is more difficult from the files to ascertain how many children come because of behavioural problems. Certainly children who have learning problems often have behaviour problems directly connected with this negative experience and this is sometimes indicated. Two have been recorded as formally expelled from their previous schools but, as Ministry of Education officials admit, ‘illegal expulsions’ account for the exit of many children whose behaviour schools find seriously disruptive. The exasperated principal threatens to take the student before the School Board to recommend expulsion and the

family prefers to remove the child rather than face the possibility of a formal expulsion on their child's record. Thus, when the file indicates that the child is not functioning well in the main school system or simply cites "poor behaviour" or "out of school", some of these children may well have been facing the threat of formal expulsion.



It is noteworthy that most of these persons referring the children and giving this information are family (73%) or, according to the files, the student themselves (16%) (Figure 27). In the 2008 Baseline Assessment it was 65% of family members who referred the student. The Children's Officer referred five children in the first term of the 2009-2010 academic year but none are recorded on the files – either because the parent or student does not want this to be known or because their files have missing information in this category (28% of the files did not have the referral information).



Data from the Child Development Agency (CDA) shows that in all regions behavioural problems are the leading reason children are taken to the CDA. However a higher proportion of children with behavioural problems are taken to the Western Region office when compared to the all island figures (Table 23). In 2008/9 behavioural problems accounted for 37% of the children taken to CDA offices island wide and for 48% of children taken to the Western Region office.

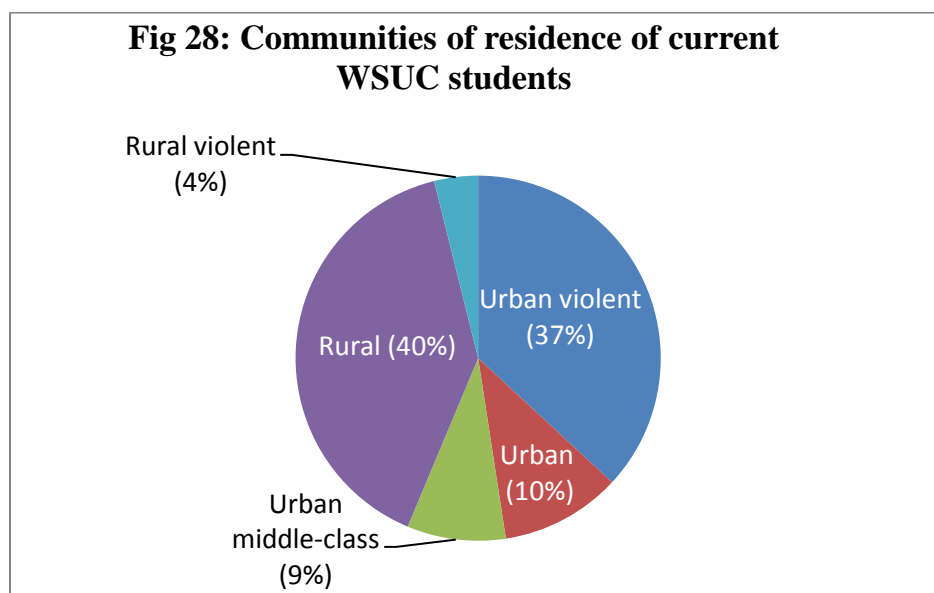
Table 23: Proportion of children with behavioural problems in total CDA intake 2005/6-2008/9 for all regions and for the Western Region

Region	2005/6	2006/7	2007/8	2008/9
All Regions	1,435 41%	1,712 38%	1,639 34%	2,116 37%
Western Region	230 47%	377 43%	400 41%	437 48%

Source: Research and Development Dept., Child Development Agency

It is also noteworthy that two out of every five students (41%) either reside in a violent urban community in Montego Bay and its environs (Flanker, Norwood, Mount Salem, Granville, Rose Heights, and Salt Spring are the most prevalent) or in one of the emerging rural violent

communities (Figure 28). Housing and other data indicate that many are poor (see Findings). Only 9% reside in middle class Montego Bay communities (Figure 28)²¹.



These and other beneficiary data indicate that a typical WSUC student is male, has been referred by his family as a slow learner who has had problems coping with mainstream school and in fact is probably illiterate (71% on entry – see Table 17, p. 69), lives with at least one parent, comes from a poor family and registers at WSUC between the ages of 12-14 years. There is a 41% likelihood that he comes from a community prone to frequent violence. His lack of academic achievement, poor circumstances and low self esteem identify him as an at-risk and marginalised youth.

- **How efficacious has WSUC been?**

How successful has WSUC been over the last two and half years in transforming vulnerable and marginalised youth, mainly boys, and transferring them back into mainstream schooling or into training, apprenticeship or a job? In assessing this we will look at the extent to which:

- a. The institution attracts and retains at-risk children
- b. Children in the lower age groups are reintegrated into the formal school system

²¹ The categorisation of the communities was undertaken with the assistance of the CDA Children's Officer.

- c. Children in the higher age groups are provided with a skill and leave the institution to enter into further training, apprenticeship or the job market
- d. The children who enter the WSUC progress in their own personal development and in good citizenship.

a. Attracting and retaining at risk children

The evidence suggests that the WSUC has reached at-risk children, particularly boys, in St. James and to a less extent Hanover. In the nineties the main distinguishing character of many of these children was that they were out of school children who were found on the street. This is less of a problem now in St. James and the evidence suggests that they are slow learners who have not succeeded in mainstream schools. Many have emotional and behavioural problems, some come from very volatile communities and more than half have witnessed one or more forms of violence in their community. The majority come to WSUC functionally illiterate with low levels of self-esteem.

WSUC is known to the police, to the Child Development Agency, and to the family court. Information from interviews shows that all refer children to the organisation, although the extent of this has not been recorded. The files suggest that many children come because of word of mouth recommendations. The Ministry of Education through its Western Regional Office provides some minimal level of monitoring. They are clear that the WSUC is reaching marginalised children. An officer from the building department of the regional office, who has joined the Board, has designed their new building, which is on Ministry owned land, to MOE specifications, and the MOE officials interviewed are of the view that with a new building the WSUC has the potential to become a centre of excellence for marginalised children who are not succeeding in the formal school system.

Bearing in mind that this evaluation can only rely on quantitative data on the 110 current students, these data make it clear that most children do not stay in the institution for prolonged periods, which fits with the intention of WSUC which wants to bring them to a state of functional literacy and numeracy in order to pass them back into the formal school system or on to further training or a job. Half the current student body have been at WSUC

less than 12 months and only 11% have remained for three years or over. In interpreting this, however, the drop-out rate must be considered. For the first two terms of 2009/10 it was 18% which is high, almost one in five. There is no easily available comparable data on drop-outs from the Ministry of Education. This is partly because the data is unreliable: “Currently it is not possible to tell whether a student has dropped out of the education system or has moved onto another school, migrated etc.” (Cabinet Office Jamaica 2008: 150)²². However what is known of the causes fits with the situation of vulnerable children: six are described as ‘troubled children’ who have dropped out for reasons connected to witnessing violence, mothers refusing to spend the lunch and transportation money because they are frustrated by their sons’ behaviour, child is in and out of jail, suspected molestation and suspected prostitution (Table 5, p. 33). Another five have dropped out for economic reasons. For seven the reasons are unknown.

b. Reintegration into the formal school system

For those students for whom we have quantitative data on progress in literacy and numeracy the evidence suggests that WSUC is having considerable success, especially in literacy. The survey data as well as the qualitative data from discussions with students and parents also suggest that the great majority of students have experienced academic progress at WSUC. The specific evaluation of teachers indicates that the curriculum is aligned with the formal system, that there is a child centred learning approach, that there is good interaction with the students, and an ability to deal patiently with the above average behavioural problems posed by these children. There is a high level of client satisfaction with the staff.

In terms of the numbers transitioning into the formal school system the only available evidence relates to the students who left Level 4 at the end of the 2008/9 school year. Of the total of 29 students, including the five who dropped out, six were reintegrated into the formal school system, public and private (Table 21, p. 77). Another two from Level 3 were also integrated into the school system. Thus of 31 students 26%, or about one in four, were reintegrated into the mainstream. When the public high school that three of the students

²² The Ministry is about to be put in a unique identifier system which will eliminate this problem and enable it to track each individual child throughout the system.

entered was checked, their reports were clear of any behavioural problems, although one of the two boys is said to waste a lot of time which is affecting his achievement. The girl is described as a very hard-working student who takes pride in her work.

c. Skills training and graduation to further training, apprenticeship or jobs

The quantitative data on skills training is limited with regard to performance but certainly suggests that up to the end of the 2008/9 school year every child 15 years and over had a chance to learn at least one skill. Some certainly left at a level sufficient to qualify for employment or to become self-employed but the paucity of the data leaves us unable to say with any certainty what proportion. The fact that in this year none have gone on to enter HEART for skills training is disappointing although one of the six (out of 31) who went on to further education, is registered in a HEART pre-vocational course. Another six took up jobs (two leaving school before the year finished to go into self-employment) (Table 22, p. 79).

Thus, overall, out of 31 students leaving WSUC in 2009, 20 (65%) left to re-enter school, to continue their education or to work. Five (16%) dropped out, one migrated, one refused to take up a high school place on his parent's bidding, and WSUC is unaware of what has happened to the other four. That is a good record for a school in which only 29% of its pupils are literate when they enter and half of these are testing at only one level above illiteracy (Table 17, p. 69).

d. Personal development

Progress in personal development and good citizenship is challenging to measure. It is even more difficult in this case because no guidance counselling records were available and there has been no guidance counsellor for almost two years. The assessment by students of their own academic progress and the experience of parents – but only five were interviewed – was overall very positive indeed. Given the negative academic experiences of the great majority of these children prior to entering WSUC and their low levels of self-esteem considerable weight is given to their evaluation, which was repeated by different students in different forums (FGDs with three different groups and individual interviews for the administered questionnaire).

However they have been deprived of the individual counselling services of a guidance counsellor; their parents and those looking after them have also been deprived of this service. This is particularly damaging for those children with serious emotional problems, such as the child who dropped out because his mother refused to send him anymore and who would publicly liken him disparagingly to his father who the police murdered a few years ago and whose brother died violently last year (Table 5, p. 33). A good guidance counsellor might have made a significant difference to both individually and to their relationship. Quite apart from this, adolescent youth should have access to counselling and be engaged in rap sessions on topics like safer sexual behaviour and relationships and conflict resolution. The teacher in the class from which a female student dropped out because of unwanted sexual advances by boys (Table 5, p. 33) says some of the young male students need a male counsellor to guide them in discussing adolescent sexual urges and strategies to control them – if this was available she feels the problem could have been overcome.

The school-parent relationship is also very important in its impact on student success. WSUC experiences the same problems as the vast majority of secondary educational institutions in engaging parents. The records, again limited, suggest that two out of three parents attend monthly meetings during term time at least sometimes. It was noted through observation at the school that parents feel quite comfortable in coming to the school to talk to the Executive Director or the staff, suggesting a good school-parent relationship for those who are engaged. The five parents interviewed, who were chosen from a random sample, all expressed high levels of satisfaction with the staff.

In the past the WSUC has used its outreach activities to motivate the students, assist their self-development and leadership qualities, and to educate them in citizenship. The Peer Counsellors were the potential leaders in the WSUC. This programme unfortunately died when the guidance counsellor responsible left the WSUC. The new ED, aware of the need for activities to expose the children, has since September 2009 initiated drama and dance clubs and entered them into competitions with amazing success. The school has won the all-island trophy for drama in the Inter-Schools Christian Fellowship Drama competition and they have reached the national finals, to be held in June, of the Festival Dance Competition.

- **How efficient has WSUC been?**

How successful has WSUC been in managing its operation and in its use of resources? In assessing this we will look at:

- a. The role and input of the Board
- b. The quality and number of staff and their management
- c. The quality and management of the physical plant
- d. Links with government and private partner organisations

It is in the area of efficiency that the major gaps in the operation of WSUC emerge. Some of these are undoubtedly due to resource constraints which are standard experience for almost all NGOs.

- a. The Role and Input of the WSUC Board

The WSUC seems to have developed in the way that is not unusual in new innovative NGOs and other organisations: they are led by strong dynamic personalities who give them an excellent 'push-start' and are able to gather around them a talented team. However there is a weakness in succession planning and their dynamism tends to create a situation in which others provide support but not leadership so that a vacuum tends to open up when they leave.

With regard to the WSUC Board, although it is clear that individual members have made important and significant contributions to the success of the organisation and this commitment is clearly and undeniably altruistic, as a Board they have not directed the management of the organisation. This was left to the Executive Director who never appeared to have been managed or supervised or made accountable in any way. There were also no checks and balances in place to guard against malpractice and when they did attempt to introduce more stringent measures after adverse events took place, there was no monitoring of financial probity to ensure that this did not occur again. This means therefore that the Board was negligent in its duties and responsibilities, which are both legal and ethical, to provide a robust governance framework for WSUC to ensure proper accountability of its members and staff and proper accountability of project funds.

The weakness in handling the criminal matter of financial fraud was seen in the agreement to allow the alleged fraudster to continue and the lack of further internal investigations. Secondly the Board should have insisted that their bank, who contravened their client's instructions thus facilitating a serious crime, should provide evidence in court or be sued or exposed through the media. They also were recalcitrant in their contractual obligations to inform their funders of this situation.

Another major responsibility of the Board should have been to ensure financial sustainability. Again while they played a role in local fund-raising activities and the Board Chair raised funds for rental costs for one year from his branch of the Rotary Club, they did not play a role in major fund-raising efforts and were not cognizant of the organisation's financial position, including some of its debts. However they were successful in making an important contribution to a critical element of the organisation's sustainability: a new and appropriate facility which can hold up to 250 students with 10 teaching staff as well as administrative and ancillary staff, but they have an urgent task now to raise an additional estimated \$6M to complete the building and make it safe for use.

The Board members interviewed do recognise a number of these weaknesses. They are also voluntary persons, as is both customary and unavoidable, and therefore their time is limited. However they need to understand and appreciate their individual liability as Executive Board Directors in relation to their status with the Registrar of Companies which is significant. What is evident and by the admission of the Chair is that currently the Board do not have the experience, skills or expertise to get the project through the present process of getting onto a firm and sustainable path and need to increase their capacity through both additional and skilled membership and technical support.

b. Staffing

With regard to staffing, the most serious and deleterious gap is the absence of a male guidance counsellor. No regular school, let alone a school that deals with the very high proportion of vulnerable children attending the WSUC, can operate properly without one or more guidance counsellors. WSUC had no guidance counsellor at all in 2008 and only a part-time voluntary

guidance counsellor for the earlier part of 2009. This puts a huge burden on the teaching staff and, even more importantly, deprives the students of the individualised counselling and follow-up with their home situation that many need to cope with their problems, as discussed in detail above. Disciplinary problems would be harder to cope with without such a member of staff. They were mentioned with concern by many students and parents, and it was suggested that a male staff member was needed. One of the two Coordinators of the Youth Information Centre, situated next to the former ‘bottom school’, is also concerned as fights immediately outside school affect his operations. He is also of the view that a male staff member is needed, because there were less problems of this nature when a particular male staff member was there. In the view of the Evaluation Team this is the most damaging gap that has been found in the operation of the school.

Since the Easter Term the Executive Director has moved the school to one campus and reorganised classes so that she can be free to undertake the management and administrative work that the school requires. It also means that she is on hand to deal with any emergency situation that may arise, which was not the case when the campuses were divided. It is essential that the ED be free of responsibility for a class. The teacher evaluation indicates that teachers have been sufficiently monitored but that more participation in continuous professional development is needed. This is one of the many tasks that the ED has to take on. In addition this move frees the organisation of any more rental payments for which it is already in debt.

In addition, with the new term has come the assistance of three volunteers who have made a difference in particular to providing a male presence in the school²³. One volunteer is a Jamaican male, who is in the process of setting up a JDF cadet corps as he is a JDF reserve and therefore has this experience. He is the official Dean of Discipline. Another is a retired male teacher, originally from Europe, who acts as a substitute teacher and also holds rap sessions with the students. The third volunteer is a mother of two students who provides support in checking the registers and other administrative duties. They are available to the school on a daily basis. There has been some external feedback that since the Easter Term that there have been less fights.

²³ Due diligence has to be carried out on all volunteers and has reportedly been implemented.

WSUC will not be able to increase its student population without an expansion in teaching staff. The other immediate staffing gap is one or more skills training instructors due to the temporary halt in skills training because of the building. Skills training is integral to WSUC's complete programme, serving a functional need for employability but also valuable in itself for answering the needs of children talented with their hands and whose talents need to be validated as well as for the developing the capacity to complete a product and reap the satisfaction that rewards this accomplishment. It should restart as soon as space becomes available.

c. Physical plant

The teaching evaluation found serious gaps in the quality of the physical plant. Some of the worst have been eliminated by the move from the top campus. Once the new school building is in place, built to MOE specifications, the worst should all be eliminated. There are two photographs earlier in this report of one of the spacious new classrooms, albeit without window fittings (p. 21).

However there are major equipment gaps. Towards the end of last year, just after the new building works had started, there was a major theft due to the lack of adequate security. Stolen was the stove, deep freeze, microwave, and all the cooking pots, dishes, cups and cutlery that had been used in the lunch programme when it was running. In addition to this six of the 12 sewing machines used for skills training were taken.

There are also computer problems which have severely impacted certain record-keeping processes including attendance which is recorded on the Jamaica School Attendance System (JSAS). Recent severe resource constraints have apparently prevented the repair of this computer but there does not seem to be any maintenance system in place, e.g. an identified agent to deal with computer repairs, which could be activated if the resources were available.

Strengthening the security is in fact another need of the institution. This term security has been improved through the erection of two tall wooden panels, providing a gate which can be locked, at the entrance to the building site which is otherwise surrounded by zinc. This is a definite

improvement but can easily be climbed and is therefore still inadequate. A school such as WSUC needs a security guard, with two-way radio contact, trained in how to handle young people.

d. Sustainability and links with government and private partner organisations

WSUC has since its inception, following in the footsteps of the former British Save the Children Fund (now Save the Children UK), had good relations with government agencies and non-government organisations as well as with some private service clubs like Rotary. However it is not making full use of all of these links. In particular it needs to link more closely with Children First, who have a wealth of experience and have worked with WSUC in the past, the Jamaica Foundation for Lifelong Learning, whose Regional Manager is very keen on closer ties since both organisations deal with youth who have not succeeded in the formal system, and HEART/NTA, with whom WSUC have begun to make links. The Community Based Training Department, based in Kingston but with officers who travel the island, has already indicated that it is very open to receiving an application from WSUC. The department will find instructors and pay them as well as provide basic materials for Level 1 courses as long as the agency can provide a suitable venue. In WSUC's future plans the skills training programmes would have profit areas e.g. cosmetology services by the advanced students under supervision, offered to the public at a lower price, or craft and sewing items – WSUC used to sell some of these items when this programme was running before. This would provide additional income to the school and the most accomplished students. This is of course dependent on a new building with sufficient space.

The link with the CDA needs to be formalised as there is the possibility that CDA could send some of the children in Places of Safety who need remedial education to the WSUC. Use of state services like the CDA is critical in cases of suspected child abuse. The once frequent use of the Child Guidance Clinic has greatly diminished with the absence of a dedicated guidance counsellor. Generally WSUC should have networks with all NGOs and state institutions that offer any kind of specialised help to children so that referrals are made promptly and become easier because the organisation is known. The YIC has become an important and supportive neighbour and partner to the WSUC.

7. CONCLUSION AND RECOMMENDATIONS

“Although at present there is no system to accurately assess the school drop-out rate, the declining ratio of boys to girls at secondary level suggests a higher drop-out rate among them. Students who are functionally illiterate fall further and further behind and it is difficult for schools to cope without specialised remedial programmes. However many of these students need specialised remedial education as well as other types of support of a psychological and emotional nature. It is a serious challenge for the education system. It is therefore very important to support those NGOs and special schools that assist such children.” (Cabinet Office of Jamaica 2008: 143).

WSUC is one of those NGOs that is reaching the boys who drop out, it is reaching the functionally illiterate, it is offering specialised remedial education as well as support of a psychological and emotional nature, even though this latter is weaker without a guidance counsellor to lead it. The majority are leaving to take up places in mainstream high schools, to continue their education or to take up employment or self-employment, The conclusion of this evaluation is that the WSUC is offering a critically needed service that has pulled children back from academic failure and low self-esteem, and all its consequences, from futures of hustling and unemployment and a life of poverty, or from the false lure of criminals and their crime, even though not all will – or perhaps can - take advantage of it. It is offering a successful service but the institution’s inefficiencies are putting in jeopardy its short-term survival and its long term sustainability.

Below is a list of short and medium term recommendations directly related to the Evaluators’ analysis. They depend on the successful design and implementation of a sustainability plan. Suggestions for a sustainability plan are made in the next section.

Short – term Recommendations (6-9 months)

1. The Board needs to secure funds to complete the new building. It should immediately carry out its plan to approach large private sector companies in Montego Bay even as it begins consideration and action around a sustainability plan (see next section).
2. Hire a male Guidance Counsellor.

3. Make greater use of government services such as the Child Guidance Clinic and the Child Development Agency for referencing of students with behavioural and/or emotional problems that need specialised professional help.
4. Formalise the link with the CDA, particularly in light of the possibility that the Agency could send some of the children in Places of Safety who need remedial education to the WSUC.
5. Restart skills training as soon as possible.
6. Ensure the system of learning plans, and objectives achieved, is continued in order to motivate students and help them to focus on the long term.
7. Display students' work.
8. Use the reproductive test administered on entry to guide the teaching of reproductive health.
9. Organise some form of physical recreation for each student at least once a week, using an appropriate external venue such as Jarrett Park.
10. Ensure that there are written policies and practices for the institution including health and safety procedures, behaviour management, expulsion and that teachers, parents and children are familiar with them.
11. Update all current student files.
12. Ensure that all the appropriate forms are completed when a child is registered.
13. Ensure files of students who register but do not turn up are removed from current student files following an appropriate period.
14. Ensure the standard literacy and numeracy tests are given periodically, at minimum annually, and recorded in student files.
15. Ensure that skills training instructors complete tests for each student on a regular basis and that the results are recorded in student files.
16. Update all current staff files including proof of certification, TRN number, NIS number etc.
17. Contact the Ministry of Education, the Jamaica Foundation for Lifelong Learning and any other appropriate body to find out about accessing professional development seminars, workshops and courses to ensure continuous professional development for staff.
18. Open a tuck shop serving nutritious snacks.
19. Fit the school with fire extinguishers.

Medium Term Recommendations (10 – 18 months)

20. Once the new building is complete, seek funding from the Ministry of Education as a private school taking children in instances where there are insufficient places in public schools.
21. Link with HEART re. offering evening programmes and exploring certification for the top levels in the school's skill training programme
22. Hire a suitable security guard to man the entrance during daytime hours.
23. Restart the cooked lunch programme.

8. SUSTAINABILITY PLAN

The Western Society for the Upliftment of Children (WSUC) has reached a critical juncture in the project's history and the decisions that it makes from hereon have implications for the survival of the organization, especially in the current economic climate where non governmental agencies and ministries alike face unprecedented financial challenges. Their key now to sustaining the programme is by demonstrating that the WSUC is a unique and viable entity that can make a significant difference in the lives of vulnerable young people in Montego Bay. This can only be achieved by promoting the work of the organization and its achievements and focussing on the impact it has had on young persons, particularly young males who may become involved in crime and violence without WSUC intervention. This is not hard to do, as a cohort of the most vulnerable young men in our society, those who are not contained in mainstream schools, attend WSUC. Albeit the project does not achieve 100% success (but which can?) with the population in which it intervenes, given the difficult circumstances in which it operates, it can boast an impressive track record of positively influencing a significant proportion of the lives it serves, through its literacy, numeracy and pre-vocational skills training programmes and its tenacious approach to building self efficacy. However, as stated that in the Multifaceted Activity Proposal, 2007:

“Finding the resources on an annual basis to conduct this type of remedial/livelihood (i.e. prevocational) skills training is difficult. It is difficult in the first instance because WSUC is really picking up where the formal structures have failed children and because it is difficult to maintain the recurrent costs of staff without funding support.”

The following sustainability strategy speaks to the steps that WSUC must take in order to succeed in securing its financial security over its short and long term future and ensuring that the exclusive services that WSUC offers in Montego Bay continue to meet the needs of the most vulnerable young people in our society. The task may be an arduous one, but WSUC possesses a track record of having succeeded in the past by taking an entrepreneurial approach to its development and sustainability by generating:

”...An income to cover recurrent running costs i.e. water, electricity and rent and...[paying]...recurrent costs...through private fundraising events and monies raised from items made by students in their livelihood skills training classes...[It also succeeded in securing]...a piece of land to construct a building...[Thus]...rental fees paid...will [be] re-directed towards supplementing programmatic activities towards meeting the needs of the children that WSUC serves (Multifaceted Activity Proposal 2007:11)

The organization has also had prior discussions with the Ministry of Education about “...registering the organization as a private institution for education, making the organization eligible for funding support from the Ministry of Education..” and PACT and UNICEF have advocated on its behalf for the Ministry of Education to fund a full-time teaching post at WSUC.

Therefore a private/public partnership approach with individual schools, community organizations, businesses, service clubs and government ministries is essential if WSUC is to be successful in pooling resources, advocating for funding, and demonstrating its credibility to prospective funders. With this in mind, the following next steps are essential basic tenets of its sustainability:

1. Strengthen its management and leadership capacity and representation by developing a Terms of Reference for the board and establishing robust governance procedures. This includes electing new and active members to the board and seeking technical guidance to enable them to execute the recommendations of the evaluation and the sustainability plan. If WSUC does not put this in place the likelihood of the organization surviving is slight. Therefore securing technical guidance, perhaps from an agency like Children First who are familiar and experienced with the terrain and have provided informal technical support to WSUC in the past, may be the quickest and surest way to get the agency back on track.

2. WSUC must also strengthen its administrative capacity by appointing full-time Project Management staff. A project of this nature cannot flourish without proper dedicated management. It may be prudent in the short-term to seek funds for an Interim Project Manager and advisor to the board, who can begin to execute the sustainability plan immediately. It should also seek similar expertise from Peace Corps and look to this source for project support.
3. To develop a clear mission statement and philosophy incorporated within a Terms of Reference that identifies the target population with which it is working and the types of intervention it can offer to each population (e.g. Remedial education, Diversionary Activities, Skills training etc). One option, given the population that WSUC currently serves, would be to focus on a male adolescent population. A single sex institution will allow WSUC to specialise in intervening with adolescent males at risk for crime who are often those with learning difficulties. If this route is not chosen, then it is important that WSUC recruit more girls so that the school population is more balanced. Young females are not best catered to in male dominated educational settings.
4. WSUC should review other initiatives that can guide the organization in its re-branding and re-launching such as the Possibility Programme (see extract below), and Children First, that has an identical history and has grown from strength to strength, receiving international commendation for the quality of their work, by remaining proactive and attuned to national strategy and the Millennium Development Goals.

“Government...maintaining its commitment to the island's street children, with \$12 million budgeted for that purpose in the 2010-2011 Estimates of Expenditure.

The money is to be channeled into the Ministry of Youth, Sport and Culture's Possibility Programme, which is aimed at providing the necessary resources and support for street children to improve their life chances.

Specific targets under the programme are to develop a coordinated and proactive approach to their social problems; remove children and youth who wipe windscreens at intersections, and enroll them in skills training projects; assist in the reintegration of children and

youth with their families or schools, where possible; and encourage the participation of stakeholders.

The Components of the programme comprise a care centre, skills and employment centre, resocialisation camps and a recently built hostel.

Launched some nine years ago as an intervention programme for street boys who wipe windcreens in the Corporate Area, the Possibility Programme has become a lifeline for many of them.

Boys under 13 years old are reintegrated into the traditional or non-traditional education system. Boys, 13 years and older, are sent to the skills employment centre on Hope Road, Kingston. After graduation, the programme tries to place them in jobs or with HEART Trust for further training. To date, the programme has taken in over 500 boys and has taught more than 400 of them a skill, while placing some in jobs. (Jamaica Information Service)

5. WSUC must then develop a medium and long term strategic plan in order to progress the work of the agency. This must include a robust monitoring and evaluation framework, as without evidence that the interventions that you undertake produce the desired outcomes, it is difficult to convince prospective funders to invest in the product that you offer, a weakness of the agency to date. Strategic plans are also useful documents for prospective investors to see where their own organizational objectives fit with yours and assist in helping them in deciding whether the stated outcomes are ones that they are willing to support. They also demonstrate the professionalism of the agency and organizational logic applied to the target population needs.
6. To fulfil the criteria essential for it to be established as an Educational Institution, serving the needs of a population who are not best served or managed in the mainstream school system, and for whom specialist and more individualised learning plans can be created to address the specific developmental delays in the student's learning, will mean working closely with the Ministry of Education. This will ensure that its approach is compatible and conducive to re-integrating the child back into mainstream schooling as quickly as

possible and optimally within a year and should ensure that the MOE provides financial and technical assistance to the agency to improve its educational outcomes.

7. It is now critical that WSUC build its capacity by establishing or strengthening relationships with the relevant line Ministries (MOE, Ministry of Youth, Sports and Culture, Ministry of Health, Ministry of Justice, Ministry of Labour and Social Security) to maximise technical guidance and access to resources. This is entirely appropriate given that WSUC is a cross cutting agency that serves a range of purposes that align themselves to national strategies across the board. WSUC would benefit from developing a multi-agency framework with a management structure and agreements that establish clear lines of responsibility and accountability, which can incorporate the mission of agencies such as the Child Development Agency, The Heart Trust NTA, the Jamaica Foundation for Life Long Learning, and the National HIV/STI Programme.
8. Develop a Business Plan and foster private public partnerships, through the Chamber of Commerce and the Tourism Sector and Service clubs, in order to develop skills training and income generating opportunities for the school. This may also be an area in which the Peace Corps can provide technical and developmental support as it has done so successfully in the past. Unlike the strategic plan that speaks to the core functions of the agency, a business plan captures the entrepreneurial goals on which sustainability is hinged.
9. Sustainability planning means in essence seeking out alternative sources of international and local funding, that support the target group that you serve and the philosophies of the agency. The Executive Board must therefore establish a Fund Raising Committee that will develop a Fund Raising Strategy that has a clear direction on how they will go about this.
10. WSUC must also urgently strengthen its teaching and guidance capacity by recruiting additional staff to fill staffing gaps. WSUC currently has no guidance counsellor in place and this is an essential element of achieving its outcomes with young males in particular who come to WSUC with a range of behavioural and emotional problems and for whom

many are vulnerable to ‘the gun and scamming culture’ by virtue of the communities in which they live.

11. Complete the premises that are purpose built and suitable to carry out its mission and serve the needs of beneficiaries, by seeking developmental funds through the Ministry of Water and Housing, which has already made a major contribution, the Rotary Club and other local service clubs and through donations of building materials, furniture, computers etc.
12. Many non-governmental entities survive because of the involvement of high profile ‘Champions’ who have the ability to highlight the work of the agency and keep its mission in the minds of the public. Therefore WSUC needs to build on the work that it has already undertaken in this area in order to maximise the benefits that it has undoubtedly received as a result of this.

WSUC BUDGET
ACTIVITY BUDGET FOR 2010- 2011

BUDGET COMPONENT & DETAILS	1ST QUARTER	2ND QUARTER	3RD QUARTER	4TH QUARTER	Total JA\$	Total JA\$ Sponsored by:
<u>Staff:</u>						
1. In take, assessment of children referred to WSUC Project Manager to manage and coordinate all aspects of the programme including project development, intake assessment / livelihood skills placement, placement into formal school system, apprenticeships, skills based training and work opportunities (00 per month)	300,000	300,000	300,000	300,000	1,200,000	e.g. Unicef Digicel Foundation JFLL. JNBS Foundation, JSIF, MOE
2. Literacy and Numeracy Teachers to work full time 9:00 – 2:30. 5 days weekly. 1 Level 1 instructors @\$40,000.00 per month = \$120,000.00 per quarter 1 Level 2 instructors @\$40,000.00 per month each. =\$120,000.00 per quarter 1 Level 3 Instructor @\$40,000.00 per month= \$120,000.00 per quarter 1 Level 4 Instructor @\$40,000.00 per month= \$120,000.00 per quarter	120,000	120,000	120,000	120,000	480,000	
	120,000	120,000	120,000	120,000	480,000	
	120,000	120,000	120,000	120,000	480,000	
	120,000	120,000	120,000	120,000	480,000	
Sub Total	780,000	780,000	780,000	780,000	3,120,000	

3.	Guidance and Counselling						
	Guidance Counsellor @\$75,000.00 per month x 1 = 300,000 per quarter	75,000	75,000	75,000	75,000	300,000	
	Peer Educator@\$40,000 per month 1=120,000 per quarter	120,000	120,000	120,000	120,000	480,000	
2.	Sub Total	195,000	195,000	195,000	195,000	780,000	
Recurrent Costs							
1.1	Capital Costs	100,000	100,000	100,000	100,000	400,000	e.g. Unicef Digicel Foundation JFLL. JNBS Foundation, JSIF, MOE
1.2	Utilities						
	Electricity (15,000 per month)	45,000	45,000	45,000	45,000	180,000	
	Water	15,000	15,000	15,000	15,000	60,000	
	Telephone	60,000	60,000	60,000	60,000	240,000	
	Cleaning	60,000	60,000	60,000	60,000	240,000	
	Security	60,000	60,000	60,000	60,000	60,000	
	Total	685,000	685,000	685,000	685,000	2,740,000	
GRAND TOTAL 2009		1,660,000	1,660,000	1,660,000	1,660,000	6,640,000	

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7. APPENDICES

APPENDIX 1: CURRENT STUDENTS FOCUS GROUP GUIDE

Western Society for the Upliftment of Children

FOCUS GROUP DISCUSSION GUIDE

Good morning/afternoon! Welcome to our discussion group. I am Audrey Brown and Ms. Jenny Jones and myself are doing an evaluation of your school for Unicef. An evaluation is something that tells us how well or not so well we are doing.

We want to hear from all of you, because we believe that you are all special and have something important to say about your school. We also think that you are some of the best people to tell us how to improve your school and your education. Your names were chosen out of a hat so there is no favouritism. Some other students, whose names will also be chosen out of a hat, will be interviewed individually.

We have some questions that we want to ask you, but we want you to feel free to tell us about anything else that is important to you and that affects your schooling. What you say in this group is confidential, so no one will know who said what, but in our report we will tell them about your suggestions for improvement and your concerns in general. This information will be put together from all the students we interview. At the end this general information will be shared with your school and others who support it, like HEART, the Ministry of Education etc.

Is that ok with you?

Just so I don't miss anything that you say during our discussion I will be taking some notes.

So can we start now?

INTRODUCTION

1. If you were to tell someone who doesn't know you about yourself, how would you describe yourself?
2. If you wanted to tell persons (like me) that don't know anything about your school, how would you describe it?

EVALUATION OF WSUC

3. What are some of the things you like most about the WSUC as a school?
4. What are some of the things you like least about the WSUC as a school?
5. What are the subjects you like best? (For each subject ask) Why?
6. Have you seen any changes at this school since you came?
7. Are there any things you would like to see changed at WSUC?
8. Are there any new things you would like to see introduced at WSUC?

(Some of the answers to this question may already be included in the answers to the previous question)

CHALLENGES FOR WUSC

9. Does the WUSC have any problems that you know of?

10.(If yes) How do you think they can overcome these problems?

11. Do you have any messages that you would want us to pass on to the government about your school?

CHALLENGES FOR STUDENTS

12.What are the biggest problems that some of the students at WSUC have?

13.Who do they go to, to get help?

14.(If no-one/nowhere) What do you think they could do to get help? Who do you think could help them?

OTHER COMMENTS

15.Is there anything else that you would like to tell us about WSUC?

16.Is there anything else you would like to tell us about the children at WSUC or the children in your community or in Montego Bay generally?

Thank you for taking the time out for this discussion.

APPENDIX 2: PAST STUDENTS FOCUS GROUP GUIDE

Western Society for the Upliftment of Children **FOCUS GROUP DISCUSSION GUIDE**

Good afternoon! Welcome to our discussion group. I am Jenny Jones and Mrs. Audrey Brown and I are doing an evaluation for Unicef of your former school, the Western Society for the Upliftment of Children. As you know an evaluation is something that tells us how well or not so well we are doing.

We want to hear from all of you, because we believe that you are all special and have something important to say about your school. We also think that you are some of the best people to tell us how to improve your school and your education. Your names were chosen out of a hat so there is no favouritism. We have also had discussions with some of the students, who are presently attending the school.

We have some questions that we want to ask you, but we want you to feel free to tell us about anything else that is important to you and that affects your schooling. What you say in this group is confidential, so no one will know who said what, but in our report we will tell them about your suggestions for improvement and your concerns in general. This information will be put together from all the students we interview. At the end this general information will be shared with your school and others who support it, like HEART, the Ministry of Education etc.

Is that ok with you?

Just so I don't miss anything that you say during our discussion I will be taking some notes.

So can we start now?

INTRODUCTION

1. If you were to tell someone who doesn't know you about yourself, how would you describe yourself?
2. If you wanted to tell persons (like me) that don't know anything about your former school, how would you describe it?

EVALUATION OF WSUC

3. How long did you spend at WSUC? (go round the room)
4. What are some of the things you liked most about this school?
5. What are some of the things you liked least about this school?
6. What are the subjects you liked best? (For each subject ask) Why?
7. How many of you went on to other schools after leaving WSUC?
8. What were the differences between WSUC and the school you attended after you left?
9. How well do you think WSUC prepared you for this transition?
10. Now a question for everyone. Are there any things you would like to recommend be changed at WSUC?
11. Are there any new things you would like to see introduced at WSUC?

(Some of the answers to this question may already be included in the answers to the previous question)

CHALLENGES FOR WUSC

- 12. Does the WUSC have any problems that you know of?
- 13. **(If yes)** How do you think they can overcome these problems?
- 14. Do you have any messages that you would want us to pass on to the government about the WSUC or about your education generally?

CHALLENGES FOR STUDENTS

- 15. What are the biggest problems that some of the students at WSUC used to have?
- 16. Who did they go to, to get help?
- 17. (If no-one/nowhere) What do you think they could have done to get help? Who do you think could have helped them?

LIFE SINCE WUSC

- 18. Let's turn now to your present situation, since you left WSUC. We know some of you are attending school. Have any of the rest of you been able to go on to further training or start a small business or find a job?
- 19. How many of you did skills training at WSUC? How helpful was this training generally?
- 20. Have any of you used this training since you left? (answers may already have come after previous question)

21. Was your stay at WSUC helpful to your educational progress? (Probe)

OTHER COMMENTS

22. Is there anything else that you would like to tell us about WSUC?

23. Is there anything else you would like to tell us about the life of young people, whether in your community or in Montego Bay generally?

Thank you very much for the effort you made to take part in this discussion

APPENDIX 3: PARENT INTERVIEW GUIDE

Semi-Structured Parent Interview Guide: WSUC

Hello. I'm _____ and I'm a member of the team of two persons, myself and _____, carrying out an evaluation for UNICEF on the Western Society for the Upliftment of Children. I understand that the school has contacted you and you have agreed to have a discussion on the services you and your child/ward receive from Western Society?

I am going to be writing notes while we talk. No-one else will see the notes in this notebook except the other member of the team, _____. We will be using them to help in the overall evaluation. Everything we discuss here is completely confidential. Your name will not be used in the evaluation – you and nine other parents or guardians will be giving your opinions but none of them will be linked to anyone's name.

Do you have any concerns or any questions you want to ask me?

Choosing WSUC/ Challenges of Educating Children

1. Why did your child come to the WSUC? Did anyone recommend you to the school? Had you heard about it before you sent your child there? (If yes) What had you heard?
2. How long has s/he attended WSUC?
3. How many other children are you raising? Are you raising them on your own?
4. What are the challenges you find in raising children these days, including sending them to school? Do any of these challenges relate to the community you live in? (probe peer influences, gangs, etc.)

5. How do you deal with behavior problems with your children? Do you experience a great deal of stress from this?
6. Do you get any help in meeting these challenges? (If yes) From who? (probe)

Expectations for child

7. Have your expectations about your child's future path changed since they have been at WSUC? (probe)

Experience of WSUC

8. Has WSUC helped your child? (If yes) How? (If no) Please explain (probe reading and writing, arithmetic, behaviour)
9. Do you see any change in your child's confidence in themselves?
10. Do you see any other changes?
11. Do you feel able to assist them their school work? If not, would you be interested and have the time to attend evening classes?
12. How many other schools has your child attended? How does WSUC compare? (probe differences)
13. Do people look down on WSUC as a school? Is there a stigma attached to children who attend?
14. Are there any concerns you have about WSUC?

Evaluating WSUC

15. On a scale of 1-10, with 10 being the top score, how would you score overall the help of WSUC?
16. Is there any advice you would like to give WSUC that you think would help them to improve what they are doing?

Thank you very much for taking the time to have this discussion.

APPENDIX 4: STAKEHOLDER INTERVIEWEES

Interviewee	Agency/Position	Date of Interview
Sheila Nicholson Cecile Bernard	Head/Programme Director Project Director People's Action for Community Transformation (PACT)	19 Feb 2010
Jerry Reid	WSUC Board Member and Parish Officer for Youth Sports at INSports	25 Feb 2010
Allen Green	Former WSUC Guidance Counsellor	26 Feb 2010
Colin Reid	Former WSUC student, Peer Counsellor and staff member	26 Feb 2010
Glenda Drummond (by telephone)	Former WSUC Executive Director	4 Mar 2010 8 Mar 2010
Arthnel Edwards	Co-Coordinator, St. James Youth Information Centre	11 Mar 2010
Clyde Evans Vilma Miller	Senior Education Officer, Secondary Unit Education Officer, Secondary Unit Region 4, Ministry of Education, Montego Bay	12 Mar 2010
Conrad Grant (2 nd by telephone)	WSUC Board Chair and retired Secondary School Principal	12 Mar 2010 30 Apr 2010
Owen Laing (by telephone)	Community Based Training Officer, HEART Trust	8 Apr 2010
Eric Vassell	Institution Children's Officer, Child Development Agency (CDA), Montego Bay	13 Apr 2010
Eunice Scott-Shaw	CDA Regional Director, Montego Bay	13 Apr 2010
Delores Samuels	Regional Manager, Jamaican Foundation for Lifelong Learning, Montego Bay	13 Apr 2010
Alonzo Jones	WSUC Board Vice-Chair and Principal, Barracks Road Primary School	14 Apr 2010
Elvey Hamilton (by telephone)	Director, Community Based Training Department, HEART Trust	20 Apr 2010

APPENDIX 5: INDIVIDUAL TEACHER ASSESSMENTS

CLASSROOM OBSERVATION FORM

SCHOOL NAME: WESTERN SOCIETY FOR THE UPLIFTMENT OF CHILDREN

DATE: March 9, 2010

TEACHER NAME: SHERENE HUDSON

SUBJECT/FOCUS: MATHEMATICS - ADDITION

CLASS/GRADE: LEVEL 1

DURATION: 40 MINS.

Is this a special class? Yes

EXPLAIN: Remedial

ENROLMENT (Class register)

Boys: 30

Girls: 4

Total: 34

Number of students in class today:

Boys: 12

Girls: 2

Total: 14

1. TEACHING/LEARNING QUALITY (KJ3):

AREA	Y	N	AREA	Y	N
A1. Is there a written lesson plan?	X		B Lesson Delivery cont'd		
A 2. Was the plan monitored/vetted	X		B3 Interaction with students was		
A 3.1 PURPOSE			Positive, encouraging	X	
For review			Inclusive of all students	X	
Introducing new concept/skills	X		Indifferent		X
For practice					
Other			B4 most questions asked were		
A 3.2 LEARNING TARGETS/OBJECTIVES			Appropriate	X	
Clear	X		Challenging		
Ambiguous		X			
Relevant	X		B5 management		
A 3.3 CONTENT			Presentation is organized	X	
Accurate	X		Materials & or equipment ready	X	
Matches grade level	X		Materials & equipment well used	X	
Matches curriculum	X		Any disruptive behavior?		X
Adequate	X		Disruptive behavior handled well		
A 3.4 METHODOLOGY/PROCEDURES			B 6 Students' in class behavior		
Will achieve objectives	X		On task for most of the class	X	
Include student activities	X		Attentive	X	
Links or integrates other disciplines		X	Restless, won't settle down		X
Caters to different individuals	X		On time for start of lesson	X	
A 3.5 MATERIALS /EQUIPMENT IDENTIFIED			Remained for entire lesson	X	
A 3-6 STUDENT ASSESSMENT/FEEDBACK			Were ready (had books, pencils etc.)	X	
Matches objectives & methods					
Allows for feedback	X		Responded willingly/appropriately	X	
Uses samples of students work	X		B 7 Lesson delivery matched		
			Lesson plan	X	
B LESSON DELIVERY			Length of period (time plan)	X	
B 1 Did the lesson begin on time	X		C FEEDBACK/ASSESSMENT		

AREA	Y	N	AREA	Y	N
B2 what is (are) the predominant method(s)			C1 in – class assessments were		
Note-giving and /or lecture			Encouraging, friendly	X	
Class discussion			Sufficient	X	
Group work			Part of a system of rewards	X	
Student presentation	X		Checked, corrected	X	
Individual seatwork	X		Used to give feedback	X	
Other			C2 Record (mark books etc.)		
			Show regular assessments	X	
			Student's books were marked	X	
			Show a variety of assessments	X	
AREA					
Physical Facilities (Classroom)			Note deficiencies		
Clean		X	The building is under construction. The area was swept but it was still very dusty because of the construction.		
Well lit		X			
Enough ventilation	X				
In good repair (no leaks etc.)					
Classroom space/specialist rooms					
Appropriate for lesson	X				
Adequate		X			
Furniture					
Storage space available for materials	X				
Sufficient		X			
Needs repairs	X				
Arranged to foster group work	X				
Classroom materials aid learning					
Student work is displayed		X			
Charts are at students eye level	X				
Charts are appropriate	X				
Books other than text available	X				

INSTRUCTIONAL SUPERVISION

At the end of the lesson please ask the teachers these questions.

1. How often are you asked to present lesson plans? Fortnightly
2. Who reviews your lesson plans? Mrs. Naomi Clayton
3. Do you find the reviews helpful? Yes
4. What are your expectations for this class? To be able to master simple addition.
5. When was the last professional development session/Ministry Workshop you attended. 2007
6. What was the topic? Lesson Planning – Strategies to teach effectively.
7. When was your last evaluation or appraisal done? 2008

OVERALL RATINGS COMMENTS

AREA	RATING					COMMENTS
	1	2	3	4	5	Areas of strengths or for improvement
KJ3 Teaching/learning quality (overall)			X			These students are very slow learners with very limited attention spans. They were encouraged by Mrs. Hudson whenever they got frustrated. A number of simple but effective strategies making use of the limited resources available were employed to ensure that students grasped the concept taught.
Lesson planning (A1 – A4)			X			
Lesson delivery (B1 – B7)				X		
Feedback (C1 –C2)					X	
KJ4.2 class learning environment				X		
KJ2.2 Students in class behavior (B6)				X		

KEY: 1 –*Very weak or very poor* 2 - *Weak/poor* 3- *Satisfactory* 4 – *Good* 5 – *Very good*

Name of Observer: ERICA TOMLINSON- FARQUHARSON

Signature:



DATE: MARCH 9, 2010

CLASSROOM OBSERVATION FORM

SCHOOL NAME: WESTERN SOCIETY FOR THE UPLIFTMENT OF CHILDREN

DATE: March 9, 2010

TEACHER NAME: HYACINTH JOBSON

SUBJECT/FOCUS: LANGUAGE ARTS – PHONICS – “TH”

CLASS/GRADE: LEVEL 1

DURATION: 40 MINS.

Is this a special class? Yes

EXPLAIN: Remedial

ENROLMENT (Class register)

Boys: 30

Girls: 4

Total: 34

Number of students in class today:

Boys: 12

Girls: 2

Total: 14

1. TEACHING/LEARNING QUALITY (KJ3):

AREA	Y	N	AREA	Y	N
A1. Is there a written lesson plan?	X		B Lesson Delivery cont'd		
A 2. Was the plan monitored/vetted		X	B3 Interaction with students was		
A 3.1 PURPOSE			Positive, encouraging	X	
For review			Inclusive of all students	X	
Introducing new concept/skills	X		Indifferent		X
For practice					
Other			B4 most questions asked were		
A 3.2 LEARNING TARGETS/OBJECTIVES			Appropriate	X	
Clear	X		challenging		
Ambiguous		X			
Relevant	X		B5 management		
A 3.3 CONTENT			Presentation is organized	X	
Accurate	X		Materials & or equipment ready	X	
Matches grade level	X		Materials & equipment well used		
Matches curriculum	X		Any disruptive behavior?		X
Adequate	X		Disruptive behavior handled well		
A 3.4 METHODOLOGY/PROCEDURES			B 6 Students' in class behaviour		
Will achieve objectives	X		On task for most of the class	X	
Include student activities	X		Attentive	X	
Links or integrates other disciplines		X	Restless, won't settle down		X
Caters to different individuals	X		On time for start of lesson	X	
A 3.5 MATERIALS /EQUIPMENT IDENTIFIED			Remained for entire lesson	X	
A 3-6 STUDENT ASSESSMENT/FEEDBACK			Were ready (had books, pencils etc.)	X	
Matches objectives & methods					
Allows for feedback	X		Responded willingly/appropriately	X	
Uses samples of students work	X		B 7 Lesson delivery matched		
	X		Lesson plan	X	
B LESSON DELIVERY			Length of period (time plan)	X	
B 1 Did the lesson begin on time	X		C FEEDBACK/ASSESSMENT		

B2 what is (are) the predominant method(s)			C1 in – class assessments were		
Note-giving and /or lecture			Encouraging, friendly	X	
Class discussion	X		Sufficient	X	
Group work	X		Part of a system of rewards		X
Student presentation			Checked, corrected	X	
Individual seatwork	X		Used to give feedback	X	
Other			C2 Record (mark books etc.)		
			Show regular assessments	X	
			Student's books were marked	X	
			Show a variety of assessments	X	
AREA					
Physical Facilities (Classroom)			Note deficiencies		
Clean		X	The building is under construction. The area was swept but it was still very dusty because of the construction activities.		
Well lit		X			
Enough ventilation	X				
In good repair (no leaks etc.)					
Classroom space/specialist rooms					
Appropriate for lesson		X			
Adequate		X			
Furniture					
Storage space available for materials		X			
Sufficient		X			
Needs repairs					
Arranged to foster group work		X			
Classroom materials aid learning					
Student work is displayed		X			
Charts are at students eye level	X				
Charts are appropriate	X				
Books other than text available	X				

INSTRUCTIONAL SUPERVISION

At the end of the lesson please ask the teachers these questions.

8. How often are you asked to present lesson plans? Fortnightly
9. Who reviews your lesson plans? Mrs. Naomi Clayton
10. Do you find the reviews helpful? Yes
11. What are your expectations for this class? That students will be able to read fluently at this level.
12. When was the last professional development session/Ministry Workshop you attended? 2007
13. What was the topic? Curriculum Development for Language Arts
14. When was your last evaluation or appraisal done? September 2009

OVERALL RATINGS COMMENTS

AREA	RATING					COMMENTS
	1	2	3	4	5	Areas of strengths or for improvement
KJ3 Teaching/learning quality (overall)			X			Mrs. Jobson was extremely patient with these slow learners ensuring that they all participated. She ensured that they all stayed on task even though their attention span is very limited.
Lesson planning (A1 – A4)			X			
Lesson delivery (B1 – B7)				X		
Feedback (C1 –C2)					X	
KJ4.2 class learning environment				X		
KJ2.2 Students in class behavior (B6)					X	

KEY: 1 – very weak or very poor 2 - Weak/poor 3- Satisfactory 4 – Good 5 – Very good

Name of Observer: ERICA TOMLINSON- FARQUHARSON

Signature: 

MARCH 9, 2010.

CLASSROOM OBSERVATION FORM

SCHOOL NAME: WESTERN SOCIETY FOR THE UPLIFTMENT OF CHILDREN

DATE: March 9, 2010

TEACHER NAME: DADRIAN WAUGH

SUBJECT/FOCUS: MATHEMATICS- SUBTRACTING FRACTIONS WITH UNLIKE DENOMINATIONS

CLASS/GRADE: LEVEL 2

DURATION: 60 MINS.

Is this a special class? Yes

EXPLAIN: Remedial

ENROLMENT (Class register)

Boys: 20

Girls: 5

Total: 25

Number of students in class today:

Boys: 17

Girls: 3

Total: 20

1. TEACHING/LEARNING QUALITY (KJ3):

AREA	Y	N	AREA	Y	N
A1. Is there a written lesson plan?	X		B Lesson Delivery cont'd		
A 2. Was the plan monitored/vetted	X		B3 Interaction with students was		
A 3.1 PURPOSE			Positive, encouraging	X	
For review			Inclusive of all students	X	
Introducing new concept/skills	X		Indifferent		X
For practice					
Other			B4 most questions asked were		
A 3.2 LEARNING TARGETS/OBJECTIVES			Appropriate	X	
Clear	X		Challenging		
Ambiguous		X			
Relevant	X		B5 management		
A 3.3 CONTENT			Presentation is organized	X	
Accurate	X		Materials & or equipment ready	X	
Matches grade level	X		Materials & equipment well used	X	
Matches curriculum	X		Any disruptive behavior?		X
Adequate	X		Disruptive behavior handled well		
A 3.4 METHODOLOGY/PROCEDURES			B 6 Students' in class behavior		
Will achieve objectives	X		On task for most of the class	X	
Include student activities	X		Attentive	X	
Links or integrates other disciplines		X	Restless, won't settle down		X
Caters to different individuals	X		On time for start of lesson	X	
A 3.5 MATERIALS /EQUIPMENT IDENTIFIED			Remained for entire lesson	X	
A 3-6 STUDENT ASSESSMENT/FEEDBACK			Were ready (had books, pencils etc.)	X	
Matches objectives & methods					
Allows for feedback	X		Responded willingly/appropriately	X	
Uses samples of students work	X		B 7 Lesson delivery matched		
	X		Lesson plan	X	
B LESSON DELIVERY			Length of period (time plan)	X	
B 1 Did the lesson begin on time	X		C FEEDBACK/ASSESSMENT		

B2 what is (are) the predominant method(s)			C1 in – class assessments were		
Note-giving and /or lecture			Encouraging, friendly	X	
Class discussion	X		Sufficient	X	
Group work			Part of a system of rewards	X	
Student presentation			Checked, corrected	X	
Individual seatwork	X		Used to give feedback	X	
Other			C2 Record (mark books etc.)		
			Show regular assessments	X	
			Student's books were marked	X	
			Show a variety of assessments	X	
AREA					
Physical Facilities (Classroom)			Note deficiencies		
Clean	X		The building is under construction so some areas are blocked off.		
Well lit		X			
Enough ventilation		X			
In good repair (no leaks etc.)					
Classroom space/specialist rooms			The classroom is very small so students have to sit close together.		
Appropriate for lesson		X			
Adequate		X			
Furniture					
Storage space available for materials		X			
Sufficient		X			
Needs repairs		X			
Arranged to foster group work		X			
Classroom materials aid learning					
Student work is displayed		X			
Charts are at students eye level	X				
Charts are appropriate	X				
Books other than text available		X			

INSTRUCTIONAL SUPERVISION

At the end of the lesson please ask the teachers these questions.

15. How often are you asked to present lesson plans? Fortnightly
16. Who reviews your lesson plans? Mrs. Naomi Clayton
17. Do you find the reviews helpful? Yes
18. What are your expectations for this class? That students will be able to grasp the concepts taught and subtract the fractions correctly.
19. When was the last professional development session/Ministry Workshop you attended? I have never attended any.
20. What was the topic? N/A
21. When was your last evaluation or appraisal done? November 2009

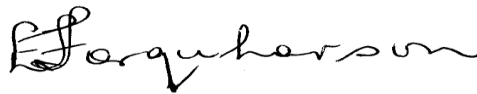
OVERALL RATINGS COMMENTS

AREA	RATING					COMMENTS
	1	2	3	4	5	Areas of strengths or for improvement
KJ3 Teaching/learning quality (overall)				X		Ms. Waugh class had a number of eye catching charts that were appropriate for the student's grade level. She ensured that all students participated in the class activities. She also used the learners who grasped the concept quickly to help their classmates. She provided positive feedback for all her students.
Lesson planning (A1 – A4)				X		
Lesson delivery (B1 – B7)			X			
Feedback (C1 –C2)					X	
KJ4.2 class learning environment				X		
KJ2.2 Students in class behavior (B6)					X	

KEY: 1 – very weak or very poor 2 - Weak/poor 3- Satisfactory 4 – Good 5 – Very good

Name of Observer: ERICA TOMLINSON - FARQUHARSON

Signature:



DATE: MARCH 9, 2010

CLASSROOM OBSERVATION FORM

SCHOOL NAME: WESTERN SOCIETY FOR THE UPLIFTMENT OF CHILDREN

DATE: February 25, 2010

TEACHER NAME: SHERIKA LEWIS

SUBJECT/FOCUS: ENGLISH LANGUAGE- Personal Pronouns

CLASS/GRADE: LEVEL 3

DURATION: 60 MINS.

Is this a special class? Yes

EXPLAIN: Remedial

ENROLMENT (Class register)

Boys: 24

Girls: 4

Total: 28

Number of students in class today:

Boys: 10

Girls: 2

Total: 12

1. TEACHING/LEARNING QUALITY (KJ3):

AREA	Y	N	AREA	Y	N
A1. Is there a written lesson plan?	X		B Lesson Delivery cont'd		
A 2. Was the plan monitored/vetted	X		B3 Interaction with students was		
A 3.1 PURPOSE			Positive, encouraging	X	
For review			Inclusive of all students	X	
Introducing new concept/skills			indifferent		X
For practice	X				
Other			B4 most questions asked were		
A 3.2 LEARNING TARGETS/OBJECTIVES			Appropriate		
Clear	X		challenging	X	
Ambiguous		X			
Relevant	X		B5 management		
A 3.3 CONTENT			Presentation is organized	X	
Accurate	X		Materials & or equipment ready	X	
Matches grade level	X		Materials & equipment well used		
Matches curriculum	X		Any disruptive behavior?	X	
Adequate	X		Disruptive behavior handled well	X	
A 3.4 METHODOLOGY/PROCEDURES			B 6 Students' in class behaviour		
Will achieve objectives	X		On task for most of the class	X	
Include student activities	X		Attentive		
Links or integrates other disciplines		X	Restless, won't settle down	X	
Caters to different individuals	X		On time for start of lesson	X	
A 3.5 MATERIALS /EQUIPMENT IDENTIFIED			Remained for entire lesson	X	
A 3-6 STUDENT ASSESSMENT/FEEDBACK			Were ready (had books, pencils etc.)	X	
Matches objectives & methods	X		Responded willingly/appropriately	X	
Allows for feedback	X		B 7 Lesson delivery matched		
Uses samples of students work	X		Lesson plan	X	
B LESSON DELIVERY			Length of period (time plan)	X	
B 1 Did the lesson begin on time	X		C FEEDBACK/ASSESSMENT		

B2 what is (are) the predominant method(s)			C1 in – class assessments were		
Note-giving and /or lecture	X		Encouraging, friendly	X	
Class discussion			Sufficient	X	
Group work			Part of a system of rewards	X	
Student presentation			Checked, corrected	X	
Individual seatwork	X		Used to give feedback	X	
Other			C2 Record (mark books etc.)		
			Show regular assessments	X	
			Student's books were marked	X	
			Show a variety of assessments	X	
AREA					
Physical Facilities (Classroom)			Note deficiencies		
Clean		X	The space is inadequate classes distract each other as they are separated by a chalkboard.		
Well lit		X			
Enough ventilation	X				
In good repair (no leaks etc.)					
Classroom space/specialist rooms					
Appropriate for lesson		X			
Adequate		X			
Furniture					
Storage space available for materials	X				
Sufficient		X			
Needs repairs					
Arranged to foster group work		X			
Classroom materials aid learning					
Student work is displayed		X			
Charts are at students eye level	X				
Charts are appropriate	X				
Books other than text available	X				

INSTRUCTIONAL SUPERVISION

At the end of the lesson please ask the teachers these questions.

22. How often are you asked to present lesson plans? Fortnightly
23. Who reviews your lesson plans? Mrs. Naomi Clayton
24. Do you find the reviews helpful? Yes
25. What are your expectations for this class? That they will be able to complete the activities given accurately.
26. When was the last professional development session/Ministry Workshop you attended? I have never attended any.
27. What was the topic? N/A
28. When was your last evaluation or appraisal done? 2007

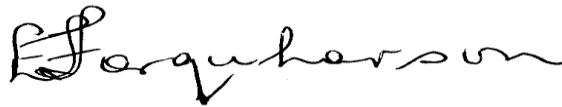
OVERALL RATINGS COMMENTS

AREA	RATING					COMMENTS
	1	2	3	4	5	Areas of strengths or for improvement
KJ3 Teaching/learning quality (overall)			X			Mrs. Lewis was able to effectively deal with the disruptive behavior of some of her students in a very professional manner, while keeping the others on task. She used information from a number of sources to provide the material needed for her lesson.
Lesson planning (A1 – A4)			X			
Lesson delivery (B1 – B7)			X			
Feedback (C1 –C2)				X		
KJ4.2 class learning environment				X		
KJ2.2 Students in class behavior (B6)		X				

KEY: 1 – very weak or very poor 2 - Weak/poor 3- Satisfactory 4 – Good 5 – Very good

Name of Observer: ERICA TOMLINSON - FARQUHARSON

Signature:



DATE: FEBRUARY 25, 2010

CLASSROOM OBSERVATION FORM

SCHOOL NAME: WESTERN SOCIETY FOR THE UPLIFTMENT OF CHILDREN

DATE: MARCH 9, 2010

TEACHER NAME: NAOMI CLAYTON

SUBJECT/FOCUS: MATHEMATICS – FINDING CIRCUMFERENCE

CLASS/GRADE: LEVEL 4

DURATION: 60 MINS.

Is this a special class? No

EXPLAIN:

ENROLMENT (Class register)

Boys: 17

Girls: 4

Total: 21

Number of students in class today:

Boys: 9

Girls: 3

Total: 12

1. TEACHING/LEARNING QUALITY (KJ3):

AREA	Y	N	AREA	Y	N
A1. Is there a written lesson plan?	X		B Lesson Delivery cont'd		
A 2. Was the plan monitored/vetted		X	B3 Interaction with students was		
A 3.1 PURPOSE			Positive, encouraging	X	
For review	X		Inclusive of all students	X	
Introducing new concept/skills			indifferent		X
For practice					
Other			B4 most questions asked were		
A 3.2			Appropriate	X	
LEARNING TARGETS/OBJECTIVES	X		challenging		
Clear		X			
Ambiguous	X		B5 management		
Relevant					
A 3.3 CONTENT			Presentation is organized	X	
Accurate	X		Materials & or equipment ready	X	
Matches grade level	X		Materials & equipment well used	X	
Matches curriculum	X		Any disruptive behavior?	X	
Adequate	X		Disruptive behavior handled well		X
A 3.4 METHODOLOGY/PROCEDURES			B 6 Students' in class behaviour		
Will achieve objectives	X		On task for most of the class	X	
Include student activities	X		Attentive	X	
Links or integrates other disciplines		X	Restless, won't settle down		some
Caters to different individuals	X		On time for start of lesson	X	
A 3.5 MATERIALS /EQUIPMENT IDENTIFIED			Remained for entire lesson	X	
A 3-6 STUDENT ASSESSMENT/FEEDBACK			Were ready (had books, pencils etc.)	X	
Matches objectives & methods	X		Responded willingly/appropriately	X	
Allows for feedback	X		B 7 Lesson delivery matched		
Uses samples of students work	X		Lesson plan	X	
B LESSON DELIVERY			Length of period (time plan)	X	
B 1 Did the lesson begin on time	X		C FEEDBACK/ASSESSMENT		

B2 what is (are) the predominant method(s)			C1 in – class assessments were		
Note-giving and /or lecture			Encouraging, friendly	X	
Class discussion	X		Sufficient	X	
Group work			Part of a system of rewards		
Student presentation			Checked, corrected	X	
Individual seatwork	X		Used to give feedback	X	
Other			C2 Record (mark books etc.)		
			Show regular assessments	X	
			Student's books were marked	X	
			Show a variety of assessments	X	
AREA					
Physical Facilities (Classroom)			Note deficiencies		
Clean		X	The space is inadequate classes distract each other as they are separated by a chalkboard.		
Well lit		X			
Enough ventilation	X				
In good repair (no leaks etc.)					
Classroom space/specialist rooms					
Appropriate for lesson		X			
Adequate		X			
Furniture					
Storage space available for materials	X				
Sufficient		X			
Needs repairs					
Arranged to foster group work		X			
Classroom materials aid learning					
Student work is displayed		X			
Charts are at students eye level		X			
Charts are appropriate		X			
Books other than text available	X				

INSTRUCTIONAL SUPERVISION

At the end of the lesson please ask the teachers these questions.

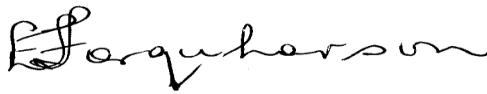
29. How often are you asked to present lesson plans? Fortnightly
30. Who reviews your lesson plans? No one
31. Do you find the reviews helpful? NA
32. What are your expectations for this class? That the majority if not all the students will grasp the concepts taught.
33. When was the last professional development session/Ministry Workshop you attended? I have never attended any.
34. What was the topic? N/A
35. When was your last evaluation or appraisal done?

OVERALL RATINGS COMMENTS

AREA	RATING					COMMENTS
	1	2	3	4	5	Areas of strengths or for improvement
KJ3 Teaching/learning quality (overall)			X			Mrs. Clayton was interrupted during the session to deal with an administrative issue. She was distracted by this and did not deal with the disruptive behavior effectively.
Lesson planning (A1 – A4)			X			
Lesson delivery (B1 – B7)			X			
Feedback (C1 –C2)				X		
KJ4.2 class learning environment			X			
KJ2.2 Students in class behavior (B6)			X			

KEY: 1 – very weak or very poor 2 - Weak/poor 3- Satisfactory 4 – Good 5 – Very good

Name of Observer: ERICA TOMLINSON-FARQUHARSON

Signature: 

DATE: MARCH 9, 2010