

Jamaica School Wide Positive Behaviour Intervention System (SWPBIS) Evaluation

Terms of Reference

Project Evaluation Consultant

1. CONTEXT

In Jamaica getting children to school is not the issue. Attendance rates are regularly close to 90% at the primary and secondary levels. Where the challenge lies is in the type of schooling in which boys and girls participate. Eight in ten children aged 2 – 14 in Jamaica experience some form of violent discipline (Multiple Indicator Cluster Survey, 2011) and six in ten children say they have been bullied at some point in their schools (Child Development Agency study, 2015). Although the Ministry of Education has implemented policies against corporal punishment, it remains legal in Jamaica for children at home, and in schools for children over age six. Data from Jamaica's Ministry of National Security's Safe School Programme indicates that on average over 3000 students are cited for antisocial behaviours of varying degrees annually. These behaviours vary from school to school but incidents include fights, use of expletives, truancy, assaults, sexual offences (inappropriate touching, sex acts, etc.), weapon possession/use, and theft.

Additional data from the Global School Health Student-based Survey conducted in 2017 among students 13-17 years old, indicated that during the last 12 months before the survey approximately 30% of students were in a physical fight. In addition 40% of all students were seriously injured one or more times during the year. This reflects a decline from the 2010 survey, which reported 50% and 60% respectively for these indicators. Additionally, 24% of students were bullied one or more days over the last 30 days. The survey also revealed that one in four of these students seriously considered attempting suicide during the previous 12 months. Boys were more likely to be affected by physical fights and injuries whereas girls were more vulnerable in regard to the mental health issues.

Article 29 of the Convention on the Rights of the Child (CRC) defines the goal of education as empowering "the child by developing his or her skills, learning and other capacities, human dignity, self-esteem and self-confidence." This cannot happen in a situation where schools struggle to meet the social and emotional needs of students. Children cannot learn effectively if they feel overwhelmed by academic, social or family pressures or are struggling with a mental health problem, such as depression. Children are best positioned to learn in schools that are child friendly and this requires system-wide cooperation that provides leadership, direction and support to the holistic development of the child.

2. SWPBIS - Description of the Intervention

In line with progressive and child-centred movements to ensure students have the best opportunities to learn and develop into positive citizens, in 2014-15 the Ministry of Education, Youth and Information (MOEYI) began implementing the School-wide Positive Behaviour Intervention and Support (SWPBIS) framework with approximately JMD15 million support from UNICEF in a 3-year pilot project in 56 primary and secondary level schools nationwide (Annex III). This represented a shift in policy direction by the MOEYI to emphasize a comprehensive response to the psycho-social needs of all students – one that was both proactive and reactive.

First developed in the US in the 1980s, the SWPBIS framework has achieved success internationally with its team-based, whole-school approach. It uses a tiered system to establish or change a school's social culture relying largely on training and the sharing of experiences and best practices. SWPBIS is structured for sustainability as it is not reliant on materials but rather on “implementation with fidelity, a continuum of evidence-based interventions, content expertise & fluency by all school staff, team-based implementation, continuous progress monitoring, universal screening, and data-based decision making and problem solving” (pbis.org).

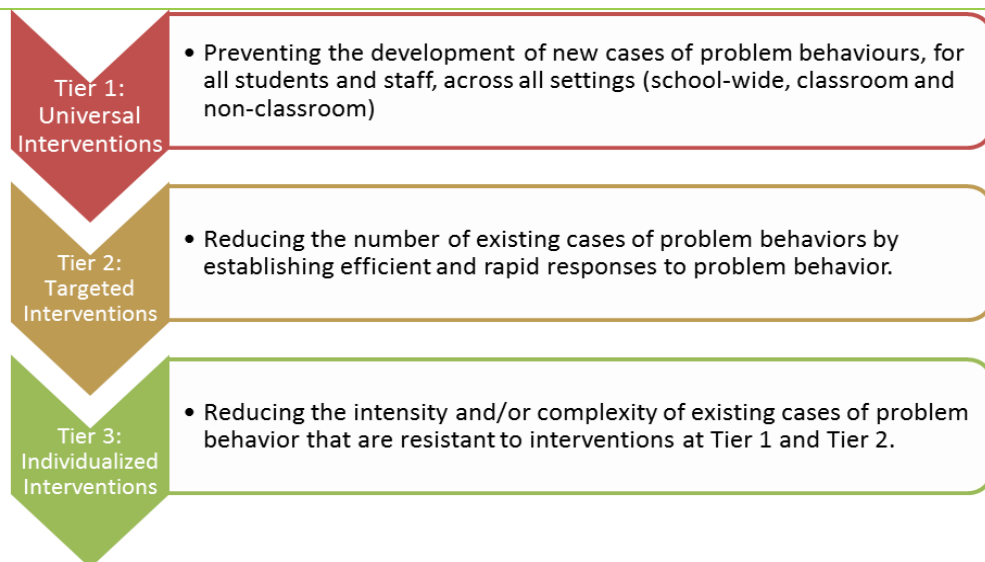
SWPBIS is considered a major conduit for reducing violence in the school setting and Jamaica's work is considered to be experienced to other countries in the region. It is a proactive, team-based framework for creating and sustaining safe and effective schools. SWPBIS places emphasis on the prevention of problem behaviour (in particular those identified through the schools' critical incident reports), the development of pro-social skills, and the use of data-based problem solving for addressing existing behaviour concerns. SWPBIS increases the schools' capacity to educate all students, using research-based school-wide, classroom, and individualized interventions. It is a systems approach for establishing the social culture and individualized behavioural support needed for schools to achieve both social and academic success for all students.

The SWPBIS Framework was selected primarily because the approach used for discipline concurs with the Ministry's policy on non-use of corporal punishment in schools¹ and because it fits into existing MOEYI trainings and monitoring and evaluation mechanisms (i.e. school inspections through the National Education Inspectorate). In the first tier, new disciplinary cases are reduced; in the second tier, remaining cases that have not been resolved by the improved school culture are addressed with focused responses; in the third tier, individualized attention is given to the few behavioral cases that have not yet responded to other efforts. These changes are also expected to be evidenced in positive changes in student behavior, and the school climate in general.

¹ Although the MoEYI has a Ministry Policy on non-use of corporal punishment in all schools, the law has not been amended to reflect this.

ANNEX I: Evaluation Design Matrix

TERMS OF REFERENCE



The project is managed by the Guidance and Counselling Unit within the Ministry of Education Youth and Information. An overseas consultant was hired to oversee implementation, carry out the training of trainers and support the MoEYI in monitoring the pilot results. At the end of 2017, 15 of the pilot schools were at PBIS tier 1; 25 at tier 2; 15 at tier 3. The majority of the pilot schools are secondary (38), with 15 primary schools and the remainder being All Age and Independent schools (Annex III). To date over 6000 educators have been exposed to the methodology and 2500 trained as trainers. All of which have a duty to serve as SW-PBIS coaches to neighbouring schools, to complete all three tiers of the SWPBIS training.

Strategies covered include – Norms and Values, Safe Environments, Response and Support Services, Education and Life Skills. SWPBIS focuses on teaching behavioural expectations in the same manner as any core curriculum subject (pbis.org). Each SWPBIS school decides on 3 – 5 behaviour expectations that are taught and modelled by all members and affiliates of the whole school.

A SWPBIS school incorporates a few simple systems practices that are crucial to sustaining the program over time (Michigan Department of Education, 2010). These include:

- The establishment of a representative, school-based SWPBIS team with a strong administrative presence and support. The SWPBIS team uses the “framework” of school-wide SWPBIS to design that school’s unique set of practices.
- SWPBIS activities are embedded into existing school activities such as school improvement and student assistance teams.
- The school establishes a system for using behavioural data (e.g., office discipline referrals or some other method of incident reporting). These data are analyzed and used in a robust way to guide the design and implementation of additional behaviour support, especially at the targeted and intensive levels.

There is a baseline measure of violent incidents per school collected by the Ministry of Education, Youth and Information and each school uses a SWPBIS Team Implementation Check-list to monitor activities for implementation of SWPBIS in the school, and then subsequent checklists thereafter to monitor progress. Academic progress is tracked using national test results and attendance is monitored by all schools and reported to the ministry, collated in its annual school survey. Data collection challenges exist in having all pilot schools to use the same reporting framework. Human resource challenges also impact collation of this data at national level. Much

of the time to date has been focused on the establishment of core values and the training of education officers to continue to provide support once the contract with the international SWPBIS consultant ends in early 2018.

Violence against children is a major cross-cutting issue in the UNICEF Jamaica 2017-21 Country Program. Support to SWPBIS provided an opportunity to contribute to reduction of violence in the school setting. School violence is down in the pilot schools with active SWPBIS teams, while both attendance and punctuality show increases.

These activities represent major steps towards the national strategic scaling up slated to begin in 2019 guided by a phased roll out plan.

3. Evaluation Purpose

With pilot activities coming to a close and most of the 56 pilot schools making significant progress to attain Tier 3, the Ministry is now poised to roll-out the SWPBIS framework to all schools on a phased basis. Consequently UNICEF Jamaica is providing support to conduct an evaluation that will strengthen the planning and monitoring process for full implementation. The evaluation findings will feed directly into the Ministry of Education's national roll-out plan and will provide evidence on the extent to which SWPBIS has positively influenced school culture including issues of violence against children.

The documented lessons learned will also assist the pilot schools in making improvements to their existing programmes. It will determine the factors that contributed to successful implementation, and also document the challenges experienced. The findings will contribute to a more effective roll-out and increase sustainability of same.

This evaluation is mainly formative, garnering knowledge that will improve the project design as it is being rolled out and determine its effectiveness. As such the evaluation will examine the relevance, effectiveness, and sustainability of SWPBIS implementation. Due to the on-going nature of the programme, the evaluation can be considered to have summative aspects, in the determination of results achieved in the pilot schools. Although the PBIS framework is well defined the evaluation will reconstruct a specific theory of change and requisite monitoring framework in the Jamaican context.

SWPBIS has been shown to take 3 to 5 years to report substantive change as fluctuations are expected when dealing with behavior impact, therefore additional time would be required to assess the impact of the initiative.

4. OBJECTIVES & SCOPE OF WORK

The overall objective is to conduct a comprehensive programme-specific evaluation which will review all aspects of the SWPBIS pilot implementation and analyze the benefits of SWPBIS to the student, school and community(where applicable) while capturing key linkages and lessons learned for the longer term national roll-out plan. The evaluation should review and assess the relevance, effectiveness, and sustainability of the pilot project and provide specific recommendations for national roll-out. Specifically, the evaluation should:

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- I. Document and analyze the results achieved (intended and unintended) and challenges of SWPBIS implementation through a formative evaluation design.
- II. Document the operational processes, lessons learned and good practices of the intervention and make recommendations for the national roll out.
- III. Ensure that data collection mechanisms address the indicators outlined in the evaluation design matrix [\(ANNEX I\)](#).
- IV. Recommend changes in strategy and process that should be incorporated to increase effectiveness
- V. Provide recommendations to improve on-going monitoring of programme activities at the school and ministry levels.

Investigations will include all stakeholders including key government partners, school administration, teachers and students. The evaluation requires a consultant or team of consultants over the period September 2018 to January 2019. The consultancy is expected to last 5 months and will include an assessment of the achieved results in accordance with the objectives, evaluation criteria and methodology specified.

5. EVALUATION CRITERIA

The evaluator should analyze the programme based on the evaluation criteria outlined below. Initial evaluation questions are proposed, it is anticipated that these will be refined and data sources identified in the inception report.

- **Relevance:** Were the objectives of the project in line with the needs and priorities of the beneficiaries and government partners?
 - To what extent were the objectives consistent with addressing the needs of the students?
 - Were the strategies developed provided in line with the needs of the target schools?
 - To what extent is SWPBIS aligned with the UNICEF's strategic and country programme plans, government priorities, and the sustainable development goals?
- **Effectiveness:** To what extent were the planned outputs and outcomes achieved?
 - How accurate was implementation (fidelity) at the school, parish, and national levels?
 - To what extent did the persons trained affect implementation
 - What were the obstacles to effective implementation?
 - What professional development strategies were available for the persons trained or needed to support implementation in schools who were resistant to implementation?
 - Were the training methods sufficient for effective implementation?
 - To what extent were the objectives met?
 - What factors were associated with successful implementation?
 - What were the most/least successful practices implemented at Tier 1 (all students and staff)?
 - What were the most/least successful practices implemented at Tier 2/3 (small group/individual)?
 - What associated effects of SWPBIS implementation were experienced at the student level?
 - What associated effects of SWPBIS implementation were experienced in school disciplinary actions?
 - What associated effects of SWPBIS implementation were experienced in school climate?

- To what extent have these activities generated unexpected effects? If so, what were the effects and who has benefited?
- What would have made these initiatives more effective?
- **Sustainability:** To what extent can the interventions be maintained without external funding?
 - Is there sufficient budget allocation and human resource capacity in the MoEYI to continue project activities and scale them up?
 - Do stakeholders have the capacity to support island-wide implementation?
 - To what extent are the requirements for effective implementation in place/being addressed?
 - How has or will future implementation be supported with respect to policy, funding, personnel development, alignment & integration with existing priorities and programs?
 - What implementation examples ('best practices') and demonstrations have been identified, and how can their implementation be supported and sustained?

Human Rights, Child Rights and Gender issues should be taken into consideration in the evaluation approach and analysis. Evaluation questions and/or data should be disaggregated to sufficiently address these cross-cutting issues.

6. METHODOLOGY & FRAMEWORK

The evaluation will employ a mainly formative evaluation design to analyze the relevance, effectiveness and sustainability of the SWPBIS Programme, summative aspects of the evaluation should address the results achieved in the pilot schools. A mixed-methods approach will be utilized to ensure that data can be sufficiently triangulated to deliver aggregate quantitative and qualitative judgments.

Evaluators should ensure that the final methodology addresses the specific information needs and responds to the final set of evaluation questions. Draft questions are proposed in the evaluation design matrix (Annex I). The evaluator will also refine key indicators for on-going monitoring of the national roll-out, to measure outputs and outcomes; to assess the extent to which targets were achieved and document constraints experienced. The final set of indicators will contribute to refinement of the monitoring framework for SWPBIS.

Anticipated approaches to be used for data collection and analysis by the evaluator are: desk review, interviews with key stakeholders, field visits, beneficiary surveys and focus groups. Data collection methods and process should consider gender sensitivity and data should be systematically disaggregated by sex and age and, to the extent possible, disaggregated by education regions, school type, and other contextually-relevant markers of equity. Participatory techniques will be used to capture qualitative perspectives on the Programme.

Data should also be analyzed by the following categories of schools. Pilot schools that have 1. Successful Implementation 2. Unsuccessful implementation and 3. No implementation started; as determined by the SWPBIS implementation fidelity tool currently being utilized. Similar elements will be examined within each category namely; student level outcomes, teacher level implementation, and trainer/coaches level of implementation. The

final school category will support the measurement of attribution and whether the results achieved were environmental or due to the intervention. Successful implementation will be determined by the results of the most recent assessment utilizing the SWPBIS evaluation tool. A representative sample of schools within each category will therefore be required for primary data collection.

Secondary data for this evaluation will emerge from several points:

- The SWPBIS framework has standardized tools for monitoring and evaluating school progress and implementation. There is a baseline measure of violent incidents per school collected by the Ministry of Education, Youth and Information and each school uses a SWPBIS readiness checklist to self-assess prior to beginning work at Tier 1 and then subsequent checklists thereafter to monitor progress.
- Academic progress is tracked using national test results and attendance is monitored by all schools and reported to the ministry, collated in its annual school survey.
- Administrative data on critical incidents within the schools is also collated by the Ministry (Under-reporting is a potential limitation in regard to the critical incident reports.)
- Implementation review conducted by the McCam Child Development Centre in 2015.
- Qualitative reports from pilot schools and case studies completed as a part of UNICEF/MOEYI violence against children advocacy initiatives.

The consultant will be required to submit a detailed methodology for approval before execution of the project. The final report should also include a final theory of change. Limitations of the evaluation should be well documented and included in the final evaluation report. These may include access to informants due to time constraints and accessibility issues; access to administrative data and reports; sampling bias. The evaluator will therefore be required to present viable solutions to mitigate against these and other limitations identified.

Ethical Considerations

The evaluation should be conducted in accordance with the principles outlined in the United Nations Evaluation Group (UNEG) norms and standards², UNEG Code of Conduct for Evaluation in the UN system³ and 'Ethical Guidelines for Evaluation'⁴. Evaluators must address evaluation ethics and enact safeguards to protect the rights and confidentiality of information providers, provisions to store and maintain security of collected information and protocols to ensure anonymity and confidentiality. The evaluator will remain impartial and will not act as representative of any party throughout the evaluation process.

To ensure that the key ethical principles for the conduct of evaluation involving human subjects are followed, each potential respondent will be given full information about the evaluation including the purpose and potential benefits of the evaluation, their rights, and how the information collected will be used. They will also be informed that all data will be kept confidential, being only accessible by members of the evaluation team.

Special attention must be paid to working with children and adolescents, and the evaluation team must tailor their data collection techniques and tools to be adapted to that population. The evaluation team must consult the Ethical Research Involving Children (ERIC)⁵ and apply standards. Questionnaires and questions or other materials may have to go through an Ethical Review Board to ensure protection of participants and the ethics

² UNEG Norms and Standards for Evaluation, 2016, <http://www.unevaluation.org/document/detail/1914>

³ UNEG Code of Conduct for Evaluation in the UN system, 2008, <http://www.unevaluation.org/document/detail/100>

⁴ Ethical Guidelines for UN Evaluations, 2008, <http://www.unevaluation.org/document/detail/102>

⁵ UNICEF Office of Research Innocenti, Ethical Research Involving Children, 2013, <https://childethics.com/>

of the evaluation. Verbal consent is required from all adults who agree to participate. Participants under the age of 18 will require written parental consent. All participants will be informed of their right to discontinue their participation at any point and approaches for ensuring confidentiality will be described.

This evaluation is fully endorsed by the Ministry of Education, therefore no political risks in acceptance of the findings are anticipated. However, the findings of the evaluation are expected to inform a national roll-out of the SWPBIS, the roll-out may be at risk in regards to stakeholder buy-in and financial support. As such, advocacy efforts have already begun at the ministerial level and technical levels within the Ministry of Education to plan for the roll-out.

Gender and Human Rights Considerations

Gender equality and children's and women's rights should be integrated into the evaluation processes. Principles of inclusion, participation, and developmentally appropriate evaluation methods are examples of this mandate. The evaluator should utilize the United Nations Evaluation Group, Guidance on Integrating Human Rights and Gender Equality in Evaluation, 2014; accessible online: <http://unevaluation.org/document/detail/1616> to ensure that:

- The evaluation design and implementation of the object, the assessment of results and the evaluation process should incorporate a gender equality perspective and child rights based approach.
- Data collection and analysis **methods** are appropriate for analyzing the gender equality, child rights issues including child rights identified in the scope.
- The evaluation meets or exceeds UN-System Wide Action Plan (UN-SWAP) evaluation performance indicator criteria.

7. DELIVERABLES:

The evaluator will prepare an evaluation inception report, budget and work-plan that will operationalize the Terms of Reference. It will be based on an initial documentary data collection, review of existing data and preliminary interviews and will also present a draft reconstruction of the programme theory.

1. Inception report - four weeks after the signing of the contract and should include:
 - a. Description of the evaluation design and methodology, including an evaluation matrix that includes evaluation questions, indicators, and the related data collection method(s), and its limitations; a sampling approach; a description of data collection methods and tools, and a description of the data analysis approach; Draft list of possible interviews and sites visits
 - b. Clearly outlined work plan including timelines and strategies for each phase of the evaluation.
 - c. Preliminary findings from the desk review and some preliminary hypothesis that will be tested during the data collection phase.
 - d. Outline of full report structure
 - e. A clear description of the SWPBIS Programme, including logic model and contextual factors.
 - f. Full explanation of the evaluation purpose and scope
 - g. Evaluation methodology
2. Preliminary Evaluation Findings (by evaluation criteria) - Ten weeks after the signing of the contract
3. Draft final Evaluation Report - Fourteen weeks after the signing of the contract

The draft final evaluation report should follow the structure outlined in UNICEF-Adapted UNEG Evaluation Reports Standards (see Annex I), and have at least the following sections:

- Table of contents which also lists Tables, Graphs, Figures and Annexes
 - Executive Summary
 - Background/Context
 - Description of SWPBIS
 - Purpose, objectives and scope of the evaluation
 - Methodology
 - Evaluation criteria and evaluation questions I
 - Evaluation process: methods for data collection and analysis
 - Limitations
 - Evaluation Findings (by evaluation criteria)
 - Conclusions
 - Lessons learned
 - Recommendations
 - Annexes should include the ToRs, data collection tools, list of persons interviewed and sites visited, lists of documents consulted, evaluation matrix, theory of change and/or results framework
4. Facilitation of consultation/validation session organized with key stakeholders of both components of the project to share report and recommendations sixteen weeks after the signing of the contract.
 5. Final Evaluation Report nineteen weeks after the signing of the contract addressing all comments and recommendations made by the stakeholders to improve the report.

Evaluation Report

The evaluation report should describe the evaluation and put forward the evaluator's findings, recommendations and lessons learned. The presentation of results should be linked to the evaluation issues, establishing a logical flow derived from the information collected. The final report should conform to the [UNICEF-Adapted UNEG Evaluation Reports Standards](#) included in Annex II.

8. PAYMENT SCHEDULE

Deliverables	Completion Dates	Amount Payable
Inception report including a preliminary outline of the final report	Four weeks after the signing of the contract	30%
Preliminary Evaluation Findings	Ten weeks after the signing of the contract	15%
Draft Evaluation Report	Fourteen weeks after the signing of the contract	25%
Conduct Consultation Session with stakeholders	Sixteen weeks after the signing of the contract	-
Final Evaluation Report submitted	Nineteen weeks after the signing of the contract	30%

9. QUALIFICATIONS, EXPERIENCE AND COMPETENCIES:

Qualifications

- Postgraduate degree in social sciences, development, planning, strategic planning or statistics.

Experience

- At least 5-8 years professional work experience in project implementation, monitoring and evaluation
- Proven experience in conducting qualitative and quantitative research and analysis
- Proven experience in conducting evaluations
- Proven experience and knowledge of the education sector and reduction of violence in schools programmes is an asset
- Knowledge of the Jamaican context is an asset
- Previous experience with UNICEF or the UN is an asset

Key Competencies/Skills

- Good understanding of UNEG evaluation norms and standards
- Excellent interpersonal and human relations skills
- Workshop facilitation skills.

10. SUPERVISION

The consultant will be supervised by the UNICEF Monitoring and Evaluation Specialist and the Education Specialist and will work closely with the MoEYI team to complete the deliverables. The Specialists will evaluate the consultant's performance and certify invoices for payment, in accordance with deliverables. The role of the Monitoring and Evaluation Specialist will be supported by a Technical Oversight Committee comprising representatives of the implementing and strategic partners.

The oversight committee will review project deliverables and provide feedback within two weeks.

11. REMUNERATION, TIMEFRAME AND DURATION

The consultancy will commence by September 17, 2018 and terminate on January 31, 2019 following approval of the final evaluation report. Persons interested in applying for this consultancy will be asked to submit separate technical and financial proposals. Technical proposals should include a proposed design, methodology and team composition (with relevant CVs). Financial proposals should cover all aspects and travels of the evaluation. The ratio between the technical and financial criteria established will be 70/30 (technical/price), given the importance of the technical aspects of this assignment.

Payments will be made as indicated in Section 8, Payment Schedule, upon the satisfactory completion of tasks. In order to efficiently complete the assignment, the consultant may find it necessary to travel to the targeted parishes, engage an assistant or persons providing technical services. Funds for such expenses will be covered by the consultant using his/her own resources and recruitment of such personnel will be the responsibility of the consultant. UNICEF will cover the cost of validation workshop.

Changes to the agreed dates for deliverables must be mutually agreed in writing by UNICEF and the consultant. UNICEF reserves the right to impose a **penalty of payment** on the following conditions: a) unsatisfactory delivery; and b) unjustifiable late completion of deliverables (by five days or more), through a 10% deduction of the cost of the assignment.

The Consultant will be responsible for making his/her own tax returns and other statutory payments.

12. TECHNICAL EVALUATION CRITERIA

The technical evaluation criteria for the technical rating will be as follows --

Qualifications: Postgraduate degree in social sciences, development, planning, strategic planning or statistics.	25
Experience: <ul style="list-style-type: none"> ▪ At least 5 years professional work experience in project implementation, monitoring and evaluation; At least 5-8 years professional work experience in project implementation, monitoring and evaluation ▪ Proven experience in conducting qualitative and quantitative research and analysis ▪ Proven experience in conducting evaluations ▪ Proven experience and knowledge of the education sector and reduction of violence in schools programmes is an asset ▪ Knowledge of the Jamaican context is an asset ▪ Previous experience with UNICEF or the UN is an asset 	35
Key Competencies: Specialist skills in evaluation and development and planning Excellent interpersonal and human relations skills Workshop facilitation skills	10

13. OWNERSHIP OF OUTPUT:

The final report and all related deliverables and materials under the contract shall be owned by the Government of Jamaica and used by UNICEF, upon consultation with GOJ, for the benefit of the project.

EVALUATION CRITERIA	QUESTIONS	SUB -QUESTIONS	MEASURES OR INDICATORS	DATA SOURCES	DATA ANALYSIS METHOD	COMMENTS
RELEVANCE	1. Were the objectives of the project in line with the needs and priorities of the schools and the MoEYI	To what extent were the objectives consistent with addressing the needs of the students?	Summarize challenges programs sought to address Perceptions of students	Key Interviews Focus Groups Evaluation survey		
		Were the strategies developed provided in line with the needs of the target schools?	% of schools that achieved targeted outcomes	Key Interviews Focus Groups Evaluation survey		
		To what extent is SWPBIS aligned with the UNICEF's strategic and country programme plans, government priorities, and the sustainable development goals?	Specific national goals and targets addressed	Desk Review		
EFFECTIVENESS	To what extent were the planned outputs and outcomes achieved?	How accurate was implementation (fidelity) at the school, parish, and national levels?	% of schools at 80% or greater for Tier 1 % of schools at 80% or greater for Tier 2/3	Evaluation survey SWPBIS Fidelity Assessment tool		
		To what extent did the persons trained affect implementation	# of trainees disaggregated by role in implementation	Evaluation survey		
		What were the obstacles to effective implementation?	% of schools were unresponsive/ineffective in implementation of Tier 1 practices?	Evaluation survey		
			List of main factors determined to hinder implementation			
		What professional development strategies were available or needed to support	% of schools were responsive to professional development and implementation opportunities?	Evaluation survey		

implementation in schools who were resistant to implementation?		
Were the training methods sufficient for effective implementation?	% of schools trained at (tier 1, tier 2 and tier 3)	SWPBIS Reports
To what extent were the objectives met?	% of schools which achieved their targets	SWPBIS Reports
What factors were associated with successful implementation?	List main factors determined to support implementation	Key Interviews Evaluation survey SWPBIS Reports
What practices were implemented at Tier 1 (all students and staff)?	Document practices undertaken Tier 1	As Above
What practices were implemented at Tier 2/3 (small group/individual)?	Document practices undertaken Tier 2	As Above
What associated effects were experienced at the student level?	% change in critical incidents Attendance Physical fights Weapons use/possessions Substance use/possessions Bullying, teasing harassment Defiance/disruptions (disaggregated by sex)	Critical Incident Reports
What associated effects were experienced in school disciplinary actions?	# of Out of school suspensions # In school detention # Expulsions (disaggregated by sex)	School Administrative Data
What associated effects were experienced in school climate?	Perceptions/Opinions on the effects on school climate (Student, Staff, Family)	Key Interviews Evaluation survey
To what extent have <i>these activities</i> generated unexpected effects? If so, what were the effects and who has benefited?	Perceptions/Opinions on the effects on school climate (Student, Staff, Family)	Key Interviews Evaluation survey

SUSTAINABILITY	To what extent can the interventions be maintained without external funding?	What would have made these initiatives more effective?	Student perceptions Staff perceptions Family perceptions	Key Interviews Evaluation survey
		Is there sufficient budget allocation and human resource capacity in the MoEYI to continue project activities and scale them up?	% of SWPBIS scale-up budget estimates approved Extent to which SWPBIS is included in MOEYI plans and strategies	MOEYI annual reports and Budget
		Do stakeholders have the capacity to support island-wide implementation?	# of competent (accurate and fluent) trainers needed to sustain and scale up implementation?	Key Interviews Desk review
		To what extent are the requirements for effective implementation in place/being addressed?	Awareness of Requirements by MOEYI % of requirements in place	Key Interviews Desk review
		How has or will future implementation be supported w/r to policy, funding, personnel development, alignment & integration with existing priorities and programs?	Specific actions taken or planned (3-5 yrs.) for implementation of national roll-out	Key Interviews Desk review
		What implementation examples ('best practices') and demonstrations have been identified, and how can their implementation be supported and sustained?	# of examples initiated that have been discontinued/sustained disaggregated by reason	Key Interviews Desk review

UNICEF references and standards for evaluation final reports:

- **UNICEF-Adapted UNEG Evaluation Reports Standards:**
https://www.unicef.org/evaluation/files/UNICEF_adapted_reporting_standards_updated_June_2017_FINAL.pdf
- **GEROS handbook:**
https://www.unicef.org/evaluation/files/GEROS_Handbook_FINAL_summary.pdf

ANNEX III – List of Pilot Schools

No.	Name of Schools	Level (Primary, Secondary, Special)	Parish	MoE Region
1.	Chetolah Park Primary	Primary	Kingston	1
2.	Edith Dalton-James High	Secondary	St. Andrew	1
3.	Kingston High	Secondary	Kingston	1
4.	Maxfield Park Primary	Primary	St. Andrew	1
5.	Rennock Lodge	Primary	Kingston	1
6.	Lister Mair Gilby High School for the Deaf (Special Education)	Secondary	Kingston/St. Andrew	1
7.	Holy Trinity High	Secondary	Kingston/St. Andrew	1
8.	Norman Manley High	Secondary	Kingston/St. Andrew	1
9.	Donald Quarrie High	Secondary	Kingston/St. Andrew	1
10.	Penwood High	Secondary	Kingston/St. Andrew	1
11.	Jones Town Primary	Primary	Kingston/St. Andrew	1
Sub-total				11
12.	Buff Bay Primary	Primary	Portland	2
13.	Belle Castle Primary & Infant	Primary	Portland	2
14.	Brimmervale	Secondary	St Mary	2
15.	Yallahs High	Secondary	St. Thomas	2
16.	Port Maria	Primary	St Mary	2
17.	St Thomas Technical	Secondary	St Thomas	2
18.	Seaside Primary	Primary	Portland	2
19.	Fair Prospect High	Secondary	Portland	2

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20.	Peer Tree River Primary	Primary	St. Thomas	2
21.	Islington High	Secondary	St. Mary	2
Sub-total				10
22.	Marcus Garvey Technical High	Secondary	St. Ann	3
23.	Ferncourt High	Secondary	St. Ann	3
24.	Albert Town High	Secondary	Trelawny	3
25.	Rio Bueno Primary			
26.	Perth Town Academy	Primary		
27.	Ocho Rios Primary	Primary	St. Ann	3
28.	Walkerswood All Age	Secondary	St. Ann	3
Sub-total				7
29.	Anchovy High	Secondary	St. James	4
30.	Hopewell High	Secondary	Hanover	4
31.	Petersfield High	Secondary	Westmoreland	4
32.	Merlene Ottey High	Secondary	Hanover	4
33.	Chester Castle Primary	Primary	Hanover	4
34.	Lethe All Age	Secondary	St. James/ Hanover	4
35.	Unity Primary	Primary	Westmoreland	4
36.	St. James High	Secondary	St. James	4
Sub-total				8
37.	Christiana High	Secondary	Manchester	5
38.	Newell High	Secondary	St. Elizabeth	5
39.	Lewisville High	Secondary	St. Elizabeth	5
40.	Balaclava High	Secondary	St. Elizabeth	5
41.	Rodger Clark			
42.	Hatfield Primary & Junior High	Secondary	Manchester	5

ANNEX III – List of Pilot Schools

43.	Woodlawn School of Special Education	TBC	Manchester	5
44.	Holmwood Technical High	Secondary	Manchester	5
45.	Cross Keys High	Secondary	Manchester	5
46.	Belair High School	Secondary	Manchester	5
Sub-total				10
47.	York Town Primary	Primary	Clarendon	6
48.	Tredegar Park All Age	Primary	St. Catherine	6
49.	Cumberland High	Secondary	St. Catherine	6
50.	Garvey Maceo High	Secondary	Clarendon	6
51.	St. Jago High	Secondary	St. Catherine	6
52.	Burmar Education Institute	Independent School	St. Catherine	6
53.	Kitson Town All-age	All-age	St. Catherine	6
54.	Bog Walk High	Secondary	St. Catherine	6
55.	Spanish Town High	Secondary	St. Catherine	6
56.				
Sub-total				9