

Evaluation of the Implementation of the Child Friendly Schools/Effective Schools Framework in Three Eastern Caribbean Countries

Report of Findings

MAY 2021

Elizabeth Spier | Andrea Coombes | Varsha Ranjit | Victoria Rothbard |
Susan Branker Greene | Kevin Kamto | Anaïs Toungui

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Acronyms

AIR	American Institutes for Research
CARICOM	Caribbean Community
CDEMA	Caribbean Disaster Emergency Management Agency
CFS	Child Friendly Schools
ECA	Eastern Caribbean Area
ES	Effective Schools
ESF	Effective Schools framework
FGD	Focus group discussion
GDP	Gross domestic product
HFLE	Health and family life education
IRB	Institutional review board
KII	Key informant interview
OECS	Organisation of Eastern Caribbean States
OECD	Organisation for Economic Co-operation and Development
PBM	Positive behaviour management
QA	Quality assurance
RQ	Research question
TDC	Targeted Development Consulting
ToR	Terms of reference
USAID	United States Agency for International Development
UN	United Nations
UNEG	United Nations Evaluation Group
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund

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Executive Summary

In 2019, UNICEF's Eastern Caribbean Area (ECA) office contracted the American Institutes for Research (AIR) to conduct an evaluation of UNICEF's Child Friendly Schools (CFS) framework in use in the ECA, and its version for secondary schools called Effective Schools (ES). This evaluation was intended to inform the effective scaling and use of the CFS/ES in the region. AIR engaged Targeted Developed Consulting (TDC) as a regional partner for this evaluation. This document is the report of findings from AIR's and TDC's evaluation.

Overview of the Child Friendly Schools/Effective Schools Framework

UNICEF first introduced the CFS framework globally in the 1990s. The UNICEF ECA office began to promote the use of the CFS/ES framework in the region in 2007, and it was endorsed by the Organisation of Eastern Caribbean States (OECS) Ministers of Education and the CARICOM Council on Human and Social Development.

CFS/ES is not a programme, but rather a framework or model that countries can use to guide their thinking, planning, and programming.

In 2014, the ECA OFFICE adapted CFS for secondary schools, under the name Effective Schools. The CFS/ES framework is intended to help countries and schools achieve United Nations (UN) Sustainable Development Goal 4 (Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all). In the ECA, CFS/ES was intended to help countries and schools address poor educational outcomes (especially for boys and for children from marginalised backgrounds), due in part to low school safety and school effectiveness.

Dimensions and cross-cutting themes. The CFS/ES framework incorporates five key dimensions and two crosscutting themes. The dimensions are behaviour management, school safety and security, student participation, life skills, and inclusive education. The crosscutting themes are gender equality and parental involvement.

How it works. At the regional level, UNICEF and its partners (OECS, CARICOM and the University of the West Indies) provide leadership, funding, and/or technical assistance to help countries adopt CFS/ES. At the country level, CFS/ES is promoted through CFS/ES focal points (embedded in ministries of education), government policymakers and education officials, teacher training institutions, school staff, parents and community partners.

Evaluation Purpose, Objectives and Intended Audience

Purpose. The purpose of the evaluation of the CFS/ES framework was threefold: (1) Inform strategic planning in the education sector across the ECA; (2) provide stakeholders with an understanding of the effectiveness and efficiency of CFS/ES planning, implementation and monitoring activities in the ECA, in order to update/refine the frameworks and improve

programme design; and (3) ensure that countries in the ECA provide students with a safe and effective learning environment.

Objectives. The four objectives for this work were to determine (1) the effectiveness of CFS/ES in changing education policy, practice and school culture at the central ministry and school levels; (2) programme relevance and sustainability and the operational effectiveness and efficiency of the current approaches, and recommend course corrections; (3) implications and requirements for full scale-up and rollout of redesigned CFS/ES programming within the context of wider educational reforms; and (4) opportunities, constraints, lessons and good practices from ongoing processes.

Intended audience. The primary audience for this evaluation included governments in the ECA and UNICEF. Secondary users included other regional actors such as the OECS Commission, the CARICOM Secretariat and other non-governmental organizations, and international development partners, and stakeholders from other child- and family-serving systems at the country or regional levels.

Methodology

The research team conducted a process evaluation of the CFS/ES framework involving a desk review, primary qualitative data collection, and extant data analysis. The summative portion of the evaluation documented progress related to the introduction and uptake of the CFS/ES framework, while the formative portion generated evidence-based recommendations to improve uptake and effectiveness of CFS/ES across the ECA. The evaluation focused on Antigua and Barbuda, Saint Kitts and Nevis, and Saint Lucia. It included 55 interviews with government officials, representatives from regional-level organizations, education consultants, heads of teacher training institutions, and school heads; and 53 focus groups and 10 surveys of teachers, non-teaching staff, parents, and students.¹ The evaluation also included a desk review across the region, and interviews with CFS/ES focal points in all 12 of the regions countries/territories.

Key Findings

The evaluation addressed five areas under the Organisation for Economic Cooperation and Development (OECD) Development Assistance Committee (DAC) criteria: relevance, coherence, efficiency, effectiveness, and sustainability.²

Relevance. Countries and schools had adopted several aspects of CFS/ES, and most stakeholders considered the programming to be necessary and beneficial. For many stakeholders, CFS/ES was synonymous with the adoption of positive behaviour management (PBM), rather than being viewed more holistically. Teachers and other school staff saw the

¹ In Saint Lucia, due to COVID-related school closures, we had to replace planned focus groups with surveys for teachers, other school staff, parents, and students.

² <https://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm>

benefits of promoting positive student behaviours and giving acknowledgement, and took steps to do so. Educators thought it was important for their schools to improve safety and address bullying.

Countries saw the value of governance, coordination, and management to promote CFS/ES (or its elements), but faced difficulties in doing these things in practice. Where a Health and Family Life Education (HFLE) was in use, educators and parents agreed that the topics addressed were appropriate.

For many, “student participation” was synonymous with students signing up for activities. Across the ECA, there was little evidence for policies related to student councils. Educators had mixed views on whether it was appropriate for students to be given a voice or power.

And finally, inclusive education was not a priority in the region, and received little attention.

Coherence. CFS/ES programming is being integrated with other sector-level initiatives and requirements at both regional and national levels. At the school level, there was a barrier to the adoption of CFS/ES, in that teachers felt like it was another programme that had to be added to their other responsibilities. They did not view CFS/ES framework as providing better ways to do things that they were already doing, and or to help them achieve their goals. Teachers also noted that they did not have all of the resources they needed to increase their use of student-centred teaching or student supports. Introduction of ES into secondary schools is currently hampered by a combination of lack of buy-in and lack of resources. Despite these challenges, schools were making progress in adopting CFS/ES framework. There was cross-sectoral collaboration to meet the holistic needs of children at the national level, but there was little evidence for this at the school level.

Efficiency. There was little evidence that countries leveraged other activities to improve adoption of CFS/ES programming. The implementation of CFS/ES framework is very focused on national focal points and guidance counsellors and has not fully expanded to include ownership by education systems and educators more broadly.

Effectiveness. Countries highly valued the support they received for CFS/ES at the regional level, but lacked sufficient monetary and human resources to implement CFS/ES to the extent that they would want. Educators also still struggled with how to implement CFS/ES on the ground, and there were requests for additional training, technical assistance and examples/models that could help build educator capacity.

To address student misbehavior, schools were using some PBM, but negative methods were also much in use (especially if positive methods did not seem to work). School safety was a concern, with students bullied by peers as well as by some teachers. Many schools encouraged students’ healthy eating and exercise. And finally, inclusive education was not a priority in the region, and there was little evidence that schools were promoting it.

Across the region, students did engage in decision making in some classrooms, but most schools did not provide opportunities for students to participate in decision making in ways that would impact their school. There were gaps in available student attendance data. Student attendance rates in Saint Lucia were relatively flat since the introduction of CFS/ES framework (and the evaluation team did not have data from elsewhere), and this pattern was the same for girls and for boys. The team was unable to identify any consistent relationships between the introduction of CS/ES and student persistence in school.

Sustainability. The CFS/ES model is reflected in some education policies in the region, but there are persistent policy gaps in critical areas such as positive discipline. Governments are concerned about lack of financial and human resources to implement and continue CFS/ES (but also miss opportunities to gain efficiencies). Countries lack effective monitoring or QA systems, including in areas aligned with CFS/ES. This data deficit makes it difficult for countries to make evidence-based decisions in the education sector.

Conclusions

This section presents our conclusions in reference to the relevance, coherence, efficiency, effectiveness, and sustainability of the CFS/ES framework.

Relevance. Stakeholders at the regional, national, and school levels found the CFS/ES framework to be relevant, and there was buy-in at all of these levels for CFS overall. On the positive side, the framework helped countries built up their national cross-sector collaboration in an effort to help achieve the goals of CFS/ES – however, this collaboration did not extend to the school level, where it would be beneficial. Educators were uncertain or had mixed views about the relevance of some aspects of CFS/ES framework – especially in areas such as student participation and PBM.

Coherence. At the national level, the CFS/ES initiative had external coherence with other initiatives within the education sector as well as those in adjacent sectors, such as child protection. Some aspects of CFS/ES (such as differentiated instruction and student-centred learning) were starting to be integrated into the curricula of teacher training institutions. However, CFS/ES initiatives were often not coherent with other things that were happening at the classroom level, with CFS/ES being viewed as “one more thing” for teachers to accomplish, rather than a new way to accomplish existing work. In terms of internal coherence, CFS/ES principles aligned with schools and teacher training institutions’ existing efforts to adopt approaches that characterized CFS/ES principles, such as differentiated instruction and student-centred learning.

Efficiency. There was substantial room for improvement in terms of the extent to which CFS/ES delivered, or is likely to deliver, results in an economical and timely way. Schools were not making efforts to leverage other activities or initiatives to promote CFS/ES-related information or goals. As noted above, many teachers viewed CFS/ES as something extra to

do. This thinking made CFS/ES burdensome to some educators. In addition, school approaches to rewarding students were heavily dependent upon costly and time-consuming initiatives, when there are more efficient and less costly ways to recognise students.

Effectiveness. The CFS/ES initiative was beginning to be effective at changing perceptions about the benefits of PBM – particularly rewarding good behaviour. Schools were also increasingly using HFLE to promote student health, wellbeing, and life skills. However, there is still substantial room for improvement in the effectiveness of the initiative – particularly in the areas of student participation, school safety, and inclusive education. Schools were more likely to be making progress on CFS/ES where there was strong ownership and buy-in from the school principal and ample support by the country’s CFS/ES focal point. It was also challenging for countries to engage in governance, coordination, and management to promote CFS/ES (or its elements).

Sustainability. The net benefits of the intervention are likely to continue because CFS/ES is supported by the high level of buy-in it receives across the region, combined with steps that have been taken across the region to use CFS/ES as a foundation for cross-sector collaboration and curriculum reform. However, lack of effective policies (especially around appropriate discipline), lack of human and material resources, inefficiencies in implementation, and lack of coherence with what is happening in classrooms all detract from sustainability. In addition, lack of systematic monitoring and evaluation of CFS/ES (or its elements) makes it challenging for countries to show progress and to make evidence-based decisions around education programming. Fortunately, these challenges to sustainability are things that should be addressable across the ECA.

Lessons Learned

The evaluation team learned six lessons with implications beyond the CFS/ES initiative:

1. Trust is at the core of buy-in, and educators must be provided with information from credible sources that new approaches are a good idea and can work for them.
2. Educators may not know how to apply new methods in their own schools/classrooms and need practical tools and solutions to do so.
3. As long as educators view CFS/ES as a “programme” that they must do in addition to the rest of their responsibilities, there will be significant barriers to its full implementation.
4. Students need to play an active role in the creation of a safe, supportive, and inclusive learning environment at their schools.
5. Bullying is typically viewed as a student problem, but adult behaviour and interactions with students are equally important.
6. Educators need to know what to do when new methods do not work for all students. Otherwise, they may default to previous methods to cope with challenges.

Recommendations

Based on the results of this evaluation, the evaluation team formulated four key recommendations in the areas of training and technical assistance, information sharing, curriculum reform, and monitoring and evaluation. All of these recommendations are for UNICEF and other actors in the region (such as CARICOM and the OECS).

First, regional actors should provide countries with technical assistance to further consolidate policy documents and draft model policies for new initiatives (such as the establishment and functioning of student councils). Regional actors should also provide technical assistance to help countries better align their efforts across government ministries, non-governmental organizations, and community-based organizations. This technical assistance would increase engagement and efficiencies for the implementation of CFS/ES (as well as other efforts to improve children's healthy development and wellbeing), and improve supports for students and their families who are experiencing difficulties. ECA countries should place greater emphasis on CFS/ES in pre- and in-service teacher professional development. In addition, teachers could benefit from ongoing coaching on the various aspects of the framework to (a) increase buy-in as teachers try things for themselves; (b) help teachers determine how to adapt CFS/ES elements for their particular classroom context; and (c) improve the extent to which CFS/ES framework becomes ingrained in business as usual.

Second, UNICEF should engage with government for more advocacy within countries to sensitise stakeholders across the education system (such as education officers, curriculum officers, and senior education administrators) and in other relevant systems (such as child protection) regarding CFS/ES framework. Additionally, the evaluation team recommends adding deputies or assistants for CFS/ES focal points in each country. In addition, the OECS and other stakeholders should ensure that the new OECS Learning Hub is visible to educators across the ECA. It would be very useful for the learning hub to have information about best practices in the implementation of aspects of CFS/ES, and educators from the region should be encouraged to share their own best practices in the implementation of CFS/ES framework.

Third, educators in the region were still using harmful disciplinary practices, and this issue should be addressed immediately through the CFS/ES focal points. It is critical that educators in the region learn that (a) negative forms of discipline such as forcing students into stress positions are also forms of mistreatment; (b) exclusionary discipline makes students more likely to drop out, increases community crime, and does not make other students and teachers feel safer; and (c) "scared straight" approaches cause children psychological harm, and tend to make their behavioural issues worse rather than better.

Fourth, CFS/ES should be integrated into curriculum reforms that are happening across the region (and Saint Kitts and Nevis can serve as a model). Student-centred approaches should be integral whenever countries engage in curriculum reform.

And fifth, develop a monitoring and evaluation framework that aligns with existing monitoring frameworks developed under the Global Partnership for Education and OECS Education Support Project as well as the USAID-funded Early Learners Programme. This activity should be a priority, as it will give regional and national stakeholders critical information about the extent to which approaches are working, and where course corrections may be needed.

1. Background and Context

The Organisation of Eastern Caribbean States (OECS) serves as an organizing body in the region to promote knowledge sharing and provide technical assistance to its 11 member states and has made a commitment to ensure that every learner in the Eastern Caribbean Area (ECA) succeeds. Since 2012, the OECS has made significant efforts to streamline education across member states, including developing core curricula at the primary level and partially at the secondary level.³ OECS member states and territories spend an average of 17 per cent of their national budgets on education.^{4,5}

Despite progress in these areas, OECS states struggle with student disengagement, gender-based differences in transition rates and poor academic performance for all students.⁶ Further, not all OECS member states have near-universal enrolment. For example, in Saint Lucia, though the gross primary school enrolment rate was 102 per cent in the 2008–2009 academic year and 101 per cent in the 2017–2018 academic year, gross secondary school enrolment decreased by almost 2 per cent within the same decade.⁷ Similarly, in Antigua and Barbuda, the gross primary school enrolment increased slightly by 1 per cent from 2017 to 2018, but there has been a steady decrease for the past decade, with primary school enrolment decreasing from 115 per cent in 2007 to 105 per cent in 2018.^{8,9} Finally, in Saint Kitts and Nevis, the gross primary school enrolment rate in 2016 was almost 109 per cent, and this rate has also steadily decreased since 2010 (when it was at 113 per cent).¹⁰

Across the region, boys compose more than 60 per cent of students who drop out or repeat grades,^{11,12} and the ECA lacks comprehensive policies for increasing retention at the secondary level.¹³ Additionally, a recent study noted that quality of education systems, learning opportunities and learning outcomes varied across the OECS member states.¹⁴

³ Organisation of Eastern Caribbean States, *OECS Education Sector Strategy 2012–2021: Every Learner Succeeds*, OECS, n.p., May 2012. <www.collegesinstitutes.ca/wp-content/uploads/2014/05/OECS-Educ-Sector-Strategy-2012-2021-OESS-final-2012-05-18.pdf>, accessed 12 February 2020.

⁴ Asociación Civil Educación para Todos and the School of Education, University of West Indies, *Out-Of-School Children Study in The Eastern Caribbean: Final report (March 2016)*, UNICEF and OECS, n.p., 2016.

⁵ Global Partnership for Education (GPE), 'Education in Saint Lucia', GPE, 2019. <www.globalpartnership.org/where-we-work/saint-lucia>, accessed 12 February 2020.

⁶ UNICEF Office for the Eastern Caribbean Area, *Child Friendly Schools Effective Schools Framework in Eastern Caribbean. Terms of reference for an evaluation of the implementation of child friendly schools/effective schools framework in four (4) eastern Caribbean countries*, UNICEF ECA, Barbados, Bridgetown, 2019.

⁷ Government of Saint Lucia. (2018). *Education Statistical Digest 2018: Past Trends, Present Position and Projections up to 2019/20*, Government of Saint Lucia, Saint Lucia, 2018. <<http://www.govt.lc/media.govt.lc/www/resources/publications/2018-digest0.pdf>>, accessed 12 February 2020.

⁸ Ministry of Education Planning Unit, *Antigua and Barbuda Education Statistical Digest: Statistics on Education in Antigua and Barbuda 2012–2015*. Government of Antigua and Barbuda, St. John, Antigua, 2015.

⁹ World Bank, 'Education Data Bank: Enrolment', 2019 <https://data.worldbank.org/country/antigua-and-barbuda>

¹⁰ UNESCO, Saint Kitts and Nevis: Education policy Review, Final Report, UNESCO, France, Paris, 2016. <<https://unesdoc.unesco.org/ark:/48223/pf0000245170>>, accessed 23 April 2020

¹¹ UNICEF ECA, 2019.

¹² Ibid.

¹³ Greene, Susan. B., *CARICOM Regional Framework of Action for Children: Final Report on The State of the Caribbean Child*, Georgetown, Guyana, CARICOM, 2017.

¹⁴ UNICEF ECA, 2019.

Across all three countries in this evaluation, there are gender differences within learning outcomes. For example, there is a higher percentage of male repeaters in primary school than females. In 2018, the percentage of male repeaters in primary schools in Saint Lucia and in Antigua and Barbuda was 3.5 per cent (compared to females at 2.2 per cent) and 1.7 per cent (compared to females at 1.04 per cent), respectively.^{15,16} Similarly, in 2016, the percentage of male repeaters in primary schools in Saint Kitts and Nevis was 2 per cent (compared to females at 1 per cent).¹⁷ Further, the OECS member states' expenditure on education varied. When compared to the global average expenditure of 4.4 per cent in 2015, only Saint Lucia had above global average expenditure at 4.7 per cent of gross domestic product (GDP). By comparison, the expenditure of Saint Kitts and Nevis was low at 2.6 per cent of GDP, indicating a decrease of almost 2 per cent from 2007 (at 4.23 per cent) to 2015.¹⁸ The last available data for Antigua and Barbuda is from 2009, representing an expenditure of 2.5 per cent of its GDP on education, and this rate has steadily decreased since 2002 (when it was 3.4 per cent).¹⁹ The ECA countries and territories have lacked policies that encourage prioritising elements of an enabling school environment, including parental involvement, positive behavioural management, alignment of curriculum with job needs, and adequate provisions for students with special needs.²⁰ In addition, educational qualifications are not well aligned to job market needs, and only one in three secondary school students passes the Caribbean Secondary Education Certificate examinations.²¹

To address these concerns, the UNICEF Child Friendly Schools (CFS) framework was adapted to fit the needs of the ECA region and enhance the comprehensiveness of the framework by merging it with the Effective Schools (ES) framework. The UNICEF multi-country programme CFS/ES framework aims to provide a comprehensive, holistic and inclusive approach to the provision of a safe and supportive learning environment for all students and is aligned with other complementary international policies and frameworks (e.g., Convention on the Elimination of All Forms of Discrimination Against Women, Belem Do Para, Sustainable Development Goals). The CFS/ES framework encompasses behaviour management, school safety and security, student participation, life skills and inclusive education. In 2019, the UNICEF Eastern Caribbean Area (ECA) office commissioned an evaluation of the roll-out of CFS/ES Framework (see Annex A). The UNICEF ECA office selected the American Institutes for Research (AIR) to lead this evaluation, and AIR partnered with Targeted Development Consulting (TDC) to support this effort.

¹⁵ United Nations Educational, Scientific and Cultural Organization, 'Antigua and Barbuda', 2020, <<http://uis.unesco.org/en/country/ag>>, accessed 23 April 2020.

¹⁶ UNESCO, 'Saint Lucia', 2020, <<http://uis.unesco.org/en/country/lc>>, accessed 23 April 2020.

¹⁷ UNESCO, Saint Kitts and Nevis: Education policy Review, Final Report, UNESCO, France, Paris, 2016. <<https://unesdoc.unesco.org/ark:/48223/pf0000245170>>, accessed 23 April

¹⁸ World Bank, 'Data: Government expenditure on education in Antigua and Barbuda', 2019, <<https://data.worldbank.org/indicator/SE.XPD.TOTL.GD.ZS?locations=KN>> accessed 23 April 2020.

¹⁹ World Bank, 'Data: Government expenditure on education in Antigua and Barbuda', 2019, <<https://data.worldbank.org/indicator/SE.XPD.TOTL.GD.ZS?locations=KN>> accessed 23 April 2020.

²⁰ Ibid.

²¹ Ibid.

The remainder of this section describes the overarching context for this evaluation, the characteristics of education systems in the region, and the need for the CFS/ES framework to address the issues of concern with the aim of ultimately improving student learning outcomes.

1.1 Overarching context

The education policy environment in the OECS traditionally has prioritised cognitive skills and student learning outcomes, whilst lacking a comprehensive approach that emphasises the development of the whole child.²² For example, at the point when OECS member states finalised their CFS/ES framework in 2016, none of the OECS countries had written or ratified policies related to any of the five dimensions of CFS/ES framework, such as the provision of safe and supportive learning environments, and most of the countries lacked a health and family life education (HFLE) policy that incorporated dimensions of the CFS/ES framework.²³ As such, the OECS struggled to offer consistent levels of quality education throughout schools across its member states, with insufficient readiness for transition to secondary school and fewer than 50 per cent of qualifying students enrolling in tertiary education.²⁴

The Caribbean Community (CARICOM) Secretariat has rolled out some strategies that aim to address the whole child and school environment; for example, the CARICOM Human Resource Development 2030 Strategy aimed to guide and support member states to enhance the participation of CARICOM member states in the 21st century societal, economic and political sphere.²⁵ The strategy also includes guidelines for the development of the ‘Ideal Caribbean Person’ to participate actively in citizenship education and enhance individual potential.²⁶ One of the main targets of the 2030 Strategy includes reforming the basic education system to reduce inefficiencies, provide better lifelong learning opportunities for all students, incorporate gender equality within the learning environments, and develop the skills that students need to participate in the 21st century economy and gain adequate employment.²⁷ These targets for the development of an ‘Ideal Caribbean Person’ are well aligned with the purpose and goals of the OECS regional education sector strategy, which has a goal that every learner succeeds, and it also aligns with the goals of the CFS/ES framework, which is to help children reach their full potential.^{28,29,30}

²² Chitolie-Joseph, Esther, OECS Child Friendly/Effective Schools Policy Framework, Implementation Plan and Cost Guidelines, United Nations Children’s Fund, Castries, St. Lucia, November 2016.

²³ Ibid.

²⁴ UNICEF ECA, 2019.

²⁵ Caribbean Community (CARICOM), CARICOM Human Resource Development 2030 Strategy: Unlocking Caribbean Human Potential, Georgetown, Guyana, CARICOM, n.d.

²⁶ Ibid.

²⁷ Ibid.

²⁸ Ibid.

²⁹ Organisation of Eastern Caribbean States, OECS Education Sector Strategy 2012–2021: Every Learner Succeeds, OECS, n.p., May 2012. <www.collegesinstitutes.ca/wp-content/uploads/2014/05/OECS-Educ-Sector-Strategy-2012-2021-OESS-final-2012-05-18.pdf>, accessed 12 February 2020.

³⁰ UNICEF ECA, 2019.

1.2 Context in schools

A recent review of the quality of education across the ECA highlighted the key role played by the school's psychosocial environment for student outcomes, and specifically mentioned the disproportionate allocation of lower-performing students to schools with poor conditions for learning, such as disrespect, violent discipline and low expectations.³¹ These conditions adversely affect students, often leading to poor performance, learning outcomes and, subsequently, grade repetition and increased school dropout rates. A study conducted on out-of-school children across seven countries in the ECA emphasised that the risk of children dropping out can be due to a range of experiences, such as academic breakdown, bullying at school, lack of emotional safety and/or poor quality of learning experiences.³² Further, over-age children suffer from stigma of being a retained student in a lower grade and bullying from peers, which further contribute to increasing levels of indiscipline in schools and a higher likelihood of dropout.³³

These issues are especially acute for boys at the primary and secondary school levels, as well as for students from economically and socially disadvantaged backgrounds,³⁴ in which low parental involvement or at-home violence can further stratify some students.³⁵ A 2017 International Labour Organization review of child labour indicated that in Saint Lucia, on average, boys recorded a 25 per cent higher risk of dropout than girls over a 10-year period.³⁶ Additionally, a larger number of boys are out of school in Antigua and Barbuda. For example, in 2017, 170 boys were out of school compared to 60 girls.³⁷ The Ministry of Education, Saint Kitts and Nevis also reported that between 20 per cent and 31 per cent of children who enrol in secondary schools are likely to drop out, even though there are universal transition rates for children from primary to secondary schools.^{38,39} Similar to the other two case study countries, boys were at a higher risk of dropping out than girls. For example, in 2015, only 58 per cent of boys enrolled in tertiary education compared to 115 per cent of girls, indicating a large gender difference in secondary school dropout and/or repetition rates.⁴⁰

³¹ UNICEF Eastern Caribbean Area Office, *Implementing CFS Framework in Eastern Caribbean Schools: A guide for CFS Teams*, 2017.

³² Asociación Civil Educación para Todos and the School of Education, University of West Indies, *Out-Of-School Children Study in The Eastern Caribbean: Final report (March 2016)*, UNICEF and OECS, n.p., 2016.

³³ Ibid.

³⁴ Chitolie-Joseph, Esther, 2016.

³⁵ UNICEF Eastern Caribbean Area Office, 2017.

³⁶ Conticini, Alessandro, *Rapid Assessment of Child Labour in Saint Lucia. A rapid assessment*, International Labour Organization, Port of Spain, 2017, <www.ilo.org/wcmsp5/groups/public/---americas/---ro-lima/---sro-port_of_spain/documents/publication/wcms_570384.pdf>, accessed 12 February 2020.

³⁷ United Nations Educational, Scientific and Cultural Organization, 'Antigua and Barbuda', 2020a, <<http://uis.unesco.org/en/country/ag>>, accessed 23 April 2020

³⁸ Ministry of Education, 2017-2021 Education Sector Plan: Education for All. Government of St. Kitts and Nevis, St. Kitts and Nevis, 2017.

³⁹ United Nations Educational, Scientific and Cultural Organization (UNESCO), 'Saint Kitts and Nevis launches a new Education Sector Plan', 2017, <<http://uis.unesco.org/en/country/ag>>, accessed 23 April 2020

⁴⁰ UNESCO, Saint Kitts and Nevis: Education policy Review, Final Report, UNESCO, France, Paris, 2016. <<https://unesdoc.unesco.org/ark:/48223/pf0000245170>>, accessed 23 April 2020

These challenges are further compounded by a lack of teachers who are trained in effective and child-centred approaches to learning. Literature consistently shows that corporal discipline negatively affects both the psychosocial environment and the school climate and contributes to negative psychosocial and learning outcomes amongst students.^{41,42}

However, because education practitioners and OECS policymakers traditionally have regarded corporal punishment as an effective form of discipline, teacher training does not include approaches to Positive Behaviour Management (PBM) that can help reduce the use of violence in the classroom.⁴³

And finally, natural disasters in the region (such as hurricanes, flooding and earthquakes), as well as the current COVID-19 health emergency, can create significant issues of stress and trauma for students, educators and communities – making it more difficult for schools to function well and for students to remain engaged and learn.

1.3 Rationale for the intervention

To address these challenges, the OECS adapted UNICEF's global CFS framework and enhanced the comprehensiveness of the framework by merging it with the ES framework. The CFS framework is for early childhood and primary schools, whilst the ES framework concentrates on secondary schools.⁴⁴ Ultimately, the CFS/ES framework aims to create a learning environment that enables all children to reach their full potential.

The CFS/ES framework recognises that the quality of teaching and learning is dependent on the physical, psychosocial and emotional conditions in schools.⁴⁵ The model also adopts guidance from the United Nations Convention on the Rights of the Child and aims to adopt a rights-based approach centred on the interests of the child; thus, student voices are considered in the process of developing approaches to education. The framework has been gradually rolled out across schools in the ECA region since 2008, with approximately 55 per cent of primary schools and 38 per cent of secondary schools reporting that they have implemented components of the CFS/ES framework as of December 2016.⁴⁶

1.4 Rationale for the evaluation

Since its introduction in the ECA in 2008, the CFS/ES framework has become increasingly mainstreamed within and across the region's education systems and policies.⁴⁷ A variety of actors from governments, civil society groups and multinational organizations have been

⁴¹ Gershoff, Elizabeth, T., 'School Corporal Punishment in Global Perspective: Prevalence, Outcomes, and Efforts at Intervention', *Psychology, Health & Medicine*, vol. 22, no. 21 September 2017, pp 224–239. <www.tandfonline.com/doi/full/10.1080/13548506.2016.1271955>, accessed 12 February 2020.

⁴² Chitolie-Joseph, Esther, 2016.

⁴³ UNICEF Office for the Eastern Caribbean Area, Child Friendly Schools Effective Schools Framework in Eastern Caribbean. Terms of reference for an evaluation of the implementation of child friendly schools/effective schools' framework in four (4) eastern Caribbean countries, UNICEF ECA, Barbados, Bridgetown, 2019.

⁴⁴ Ibid.

⁴⁵ Ibid.

⁴⁶ UNICEF ECA, 2019.

⁴⁷ Here, 'mainstreamed' means that CFS/ES becomes an integral part of how education systems operate.

using the CFS/ES framework as a basis for strengthening education sector development and reform. However, there has not yet been a formal evaluation of the implementation of the framework or the effects of its implementation in the region. At this juncture, it is essential for UNICEF and national Governments to evaluate the extent to which CFS/ES has become mainstream in education systems, its appropriateness for the context and the effectiveness of its strategies. It is also important to consider the extent to which current levels of support from UNICEF, national Governments and other development partners for CFS/ES are sufficient for the framework to be effective. Further, it is important to identify effective approaches for scaling up, as not all government schools have been reached within countries. This information will guide the effective expansion of CFS/ES in the region.

2. Object of the Evaluation

This section describes the purpose and nature of the CFS/ES framework, articulates the CFS/ES objectives and object/theory of change, and describes the implementation of CFS/ES in the region during the period from 2007 (the beginning of the initiative) to 2020.

2.1 Purpose and nature of the CFS/ES framework

The CFS/ES framework was created to drive effective education reform in the ECA, helping schools achieve Sustainable Development Goal 4 (*Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all*).⁴⁸ As noted in Section 1.2, the region has struggled with low educational outcomes such as grade repetition rates and high secondary school dropout (especially for boys and for students from marginalised backgrounds), due in part to poor conditions for learning (such as harsh disciplinary practices).

2.1.1 Where did the CFS/ES framework originate?

At the global level, UNICEF created the CFS framework in the mid-1990s and by 2000 was promoting the provision of a quality, rights-based education.⁴⁹ At the Caribbean sub-regional level, the CFS framework (which in 2014 added the ES element for secondary schools) was a logical fit for the kinds of changes that were required to improve schools in the ECA. The framework was promoted in 2007 by the UNICEF ECA Office and endorsed by two key regional bodies: the OECS Ministers of Education and the CARICOM Council on Human and Social Development.

⁴⁸ United Nations, 'Sustainable Development Goal 4', UN, n.d., n.p., <<https://sustainabledevelopment.un.org/sdg4>>, accessed 23 April 2020.

⁴⁹ United Nations Children's Fund, *Child Friendly Schools Manual*, UNICEF, New York, 2009.

2.1.2 What are the objectives, principles, and areas of focus for the CFS/ES framework?

The CFS/ES framework includes six objectives and 10 guiding principles,⁵⁰ to be applied across five dimensions that have two crosscutting themes. During the inception phase, the evaluation team was unable to identify any documentation or model that articulated exactly how these objectives, principles, dimensions, and themes should all fit together, and there were inconsistencies across documents. For example, the UNICEF-issued guide for CFS-implementing teams lists just three principles.⁵¹ In addition, the current list of objectives contains both process elements (what activities should take place) and desired outcomes as a result of those activities. Therefore, this evaluation was an opportunity to provide a more coherent and comprehensive framework, being utilised by stakeholders.

Objectives. The six CFS/ES framework objectives are:

1. To improve the **quality of education** in the region through (a) the provision of equal opportunities for all students; (b) the creation of safe and secure learning environments for all students, where positive behavioural practices and healthy lifestyles are promoted; (c) student participation; and (d) the promotion of life skills;
2. To create positive, safe, healthy learning **environments** where all learners can reach their full potential;
3. To facilitate greater governance, cohesion, relevance and effective management of education using a **collaborative, community-based approach**;
4. To assist ministries of education in understanding more fully what **measures should be put in place** at central, district and school levels to help schools become more child friendly and effective;
5. To develop and/or improve national CFS/ES **policies** in member states; and
6. To achieve national educational **goals**.

Guiding principles. In seeking to fulfil these objectives, the CFS/ES framework operates under 10 guiding principles. These principles reflect the values of key global frameworks (such as the Convention on the Rights of the Child, the Convention on the Rights of Persons with Disabilities, and the Convention on the Elimination of Discrimination Against Women), and ECA regional frameworks such as CARICOM's HRD Strategy 2030 which outlines an Ideal Caribbean Person. According to the 10 principles, the CFS/ES framework seeks to:

1. Respect the rights of every child;
2. See and understand the whole child, in a broad context;
3. Be child centred;
4. Promote quality learning outcomes;
5. Be relevant;

⁵⁰ Note that some documentation only specifies three guiding principles.

⁵¹ UNICEF Eastern Caribbean Area Office, 2017.

6. Be flexible and inclusive, provide equal opportunities, and respond to diversity;
7. Promote mental, emotional and physical health;
8. Promote affordability and accessibility of opportunities;
9. Enhance teacher capacity, morale and commitment; and
10. Build strong partnership and collaboration.

The CFS/ES framework implemented in the ECA incorporates five key dimensions and two crosscutting themes across the five dimensions.⁵² Countries, their education systems and individual schools need not focus on all five areas simultaneously or equally. Rather, education stakeholders may choose to focus on some areas more than others (see Section 2.3 for more information on implementation).

The CFS/ES framework incorporates the following key dimensions:

1. **Behaviour Management:** The framework aims to transform the use of current, negative disciplinary strategies (such as corporal punishment) from reactive to proactive through the use of preventative measures and PBM interventions.
2. **School Safety and Security:** The CFS/ES framework expanded school safety and security to include both traditional physical concepts of safety (such as safety from natural disasters and fires) and safety and security in relation to intellectual, psychosocial, and emotional aspects.
3. **Student Participation:** The student participation dimension of the CFS/ES framework aims to actively engage students in decision-making activities within schools and to strengthen student participation through school management roles and student councils in order to help develop in students the knowledge, skills and attitudes they need to participate in society.
4. **Life Skills:** The life skills dimension promotes the development and adaptation of life skills that enable students to maximise their own potential, respond to the needs of society, maintain healthy lifestyles and interpersonal relationships, and gain skills for economic and personal well-being.
5. **Inclusive Education:** Inclusive education takes into account the strategies and elements required within the broader education system to achieve social equity and provide all students with the means to achieve their learning goals, irrespective of a student's circumstances and status, such as disability, gender and socioeconomic conditions.

Cross-cutting themes. Further, these five dimensions incorporate two crosscutting themes: gender equality and parental involvement. The definition of 'gender equality' includes the Gender Implementation Guidelines developed by the Caribbean Development Bank.⁵³ These guidelines inform the promotion of gender equality in education sector planning. According to the CFS/ES framework, the crosscutting theme of gender equality is intended to eliminate gender disparity in general across levels of education, and to focus on (a) eliminating underachievement of male students, (b) increasing enrolment of male students in secondary and tertiary education, (c) encouraging the participation of both males and females in

⁵² Chitolie-Joseph, Esther, 2016.

⁵³ See <www.caribank.org/sites/default/files/publication-resources/CDB%20Gender%20Implementation%20Guidelines.pdf>.

decision-making and leadership roles at school, (d) promoting a learning environment that is equally safe for boys and girls, and (e) promoting gender-responsive HFLE. In the area of parental involvement, the four areas of focus are to (a) raise parents' awareness of their children's learning and behaviour, and how they can help; (b) provide support for parents whose children have special educational needs; (c) eliminate misunderstanding and suspicion between schools and parents; and (d) use parents as a resource for improving student performance and promoting a safe learning environment.⁵⁴

2.1.3 Who is involved in the implementation of the CFS/ES framework?

Both regional and country-level entities are involved in the implementation of the CFS/ES framework. At the regional level, UNICEF's ECA office provides leadership, funding and technical assistance. Other key regional partners include OECS, CARICOM, UNESCO, and the Caribbean Development Bank. These partners provide additional support to countries in the region to facilitate development of their education systems in a manner consistent with CFS/ES principles.

To help teachers in the region develop the right capacities to implement CFS/ES, UNICEF engaged two respondents from a teacher training institution (University of the West Indies School of Education, Cave Hill) to incorporate CFS/ES principles and skills into associate degree programmes in teacher education.

In Antigua and Barbuda, Saint Lucia, and Saint Kitts and Nevis, CFS/ES is promoted through the actions of teacher training institutions, UNICEF CFS/ES focal points (embedded in ministries of education), government policymakers and education officials, school staff, parents and community partners. Specifically, teacher training institutions at the country level support implementation through adopting curriculum/teaching approaches in alignment with the CFS/ES principles. The CFS/ES focal points provide advocacy and leadership to promote CFS/ES in each country. Government policymakers and education officials are involved in developing legislation involving the CFS/ES principles. School staff, parents and community partners support implementation by adopting CFS/ES principles at the school level and within the community. Further information on the responsibilities of partners is included under Implementation in Section 2.3.

2.1.4 How is the CFS/ES framework implemented?

The CFS/ES framework does not involve a rigid set of requirements or activities, and it does not specify how the framework should be implemented. Rather, it provides guidance at the regional, national and school levels to help education systems move towards the provision of safe and supportive learning environments. CFS/ES implementation starts with (A) **capacity building** in areas such as (1) monitoring and supervision in schools, (2) **communications** to support behaviour change, (3) **policy reform**/development, and (4) **material** support. The implementation of CFS/ES involves the provision of (B) guidance and

⁵⁴ Chitolie-Joseph, Esther, 2016.

technical assistance to the ECA countries through regional entities such as OECS, CARICOM, and UNICEF. Within countries, CFS/ES is introduced and adopted through (C) **leadership** by the Ministry of Education to (1) create/adjust policies and support schools, plus through collaborative efforts from country-level entities, such government units, civil society groups, teaching institutions and parent–teacher associations. In addition, CFS promotes (D) **community and parental involvement** in creating a safe, healthy environment for children both in and outside of school.

2.1.4 How much have stakeholders invested in the implementation of the CFS/ES framework at the regional level, and in the three study countries?⁵⁵

At the regional level, UNICEF ECA reported investing **\$1,580,599** in CFS/ES programming from 2012 to 2019. These funds were used towards different objectives and initiatives of the CFS/ES programme and included:

- \$239,000 for the University of the West Indies for **advocacy, training, engagement** of teachers' colleges and documentation (2013–2017);
- \$232,974 to the Organisation for Economic Co-operation and Development (OECD) for **advocacy and coordination** (2015–2019);
- \$186,825 to regional-level consultancies for technical support in **training and policy development** (2013–2019);
- \$240,000 to country focal point meetings for **planning, monitoring and sharing best practices** (2012–2019);
- \$125,000 for sub-regional **training of trainers** (2012 and 2017); and
- \$556,800 for UNICEF technical support in the form of **planning, coordination, technical guidance, advocacy and fund-raising** (2012–2019).

Across the three evaluation countries, UNICEF's investment in CFS/ES was \$617,866 (2012–2019; see Table 1). This total includes \$478,322 for capacity and policy development plus advocacy, and \$138,914 for communications for development.

Table 1. UNICEF CFS/ES expenditures by year for evaluation countries (in USD)

Country	Expenditures on CFS/ES								
	2012	2013	2014	2015	2016	2017	2018	2019	Total
Antigua & Barbuda	\$37,823	\$44,924	\$16,159	\$24,491	\$0	\$48,068	\$17,943	\$78,667	\$268,075
Saint Kitts & Nevis	\$8,169	\$9,979	\$12,222	\$32,000	\$0	\$58,732	\$34,864	\$11,562	\$167,528
Saint Lucia	\$23,333	\$0	\$29,074	\$15,185	\$34,498	\$0	\$42,558	\$37,615	\$182,263
Total	\$69,325	\$54,903	\$57,455	\$71,676	\$34,498	\$106,800	\$95,365	\$127,844	\$617,866

⁵⁵ Figures presented in this section are based on internal communication from UNICEF.

2.2 Theory of change for the CFS/ES-project in the Eastern Caribbean Area

The CFS/ES framework is intended to drive improvements in the extent to which schools in the ECA provide a safe and supportive learning environment and, ultimately, result in better academic outcomes for students.

The evaluation team's evaluability assessment showed that the CFS/ES framework can be evaluated, but not in the same way one would evaluate a defined programme. Countries and educators adopting the CFS/ES framework receive expert guidance and technical assistance materials (such as UNICEF's 2017 *Implementing CFS Framework in Eastern Caribbean Schools: A guide for CFS Teams*)⁵⁶ to show them how they can create change, but there is no set program with a scope and sequence of steps. Each country can determine how best to use the CFS/ES framework, materials, and technical assistance to address regional and national priorities. Therefore, our evaluation focused on how, how much and how well countries have used the framework to drive improvements in education, rather than levels of compliance or success against a set of defined activities.

The evaluation team was unable to locate an extant theory of change for CFS/ES, and therefore constructed one for this evaluation in collaboration with the UNICEF ECA office based on the region's strategies to facilitate CFS/ES (drawn from a combination of OECS regional strategies and the CFS/ES list of objectives), the five dimensions of the CFS/ES framework, the two crosscutting themes and the ultimate goals for students in the region – as articulated in multiple CFS/ES-related documents (see Figure 1).⁵⁷ This theory of change is more conceptual than operational in that the exact areas of focus, inputs, activities and sequences will vary based on the needs and priorities of individual countries (and then the needs of individual schools within those countries). As shown in the theory of change, implementation of the CFS/ES framework involves implementation of the framework's inputs (far left box in the model),⁵⁸ in line with the CFS/ES guiding principles, which will then lead to (1) PBM, (2) school safety, (3) inclusive education, (4) life skills and (5) student participation. The model assumes that success in these five outputs will result in child friendly/effective schools (outcomes), which in turn will lead to positive impacts on engagement, persistence, and performance for all students. The documentation for this model does not specify a sequence for addressing these five dimensions, but rather leaves it to each country or individual school to identify the most needed supports in their context.⁵⁹ The crosscutting themes of parental involvement and gender equality are integrated throughout the implementation and effects of the CFS/ES framework. Following the theory

⁵⁶ UNICEF Eastern Caribbean Area Office, *Implementing CFS Framework in Eastern Caribbean Schools: A guide for CFS Teams*, 2017.

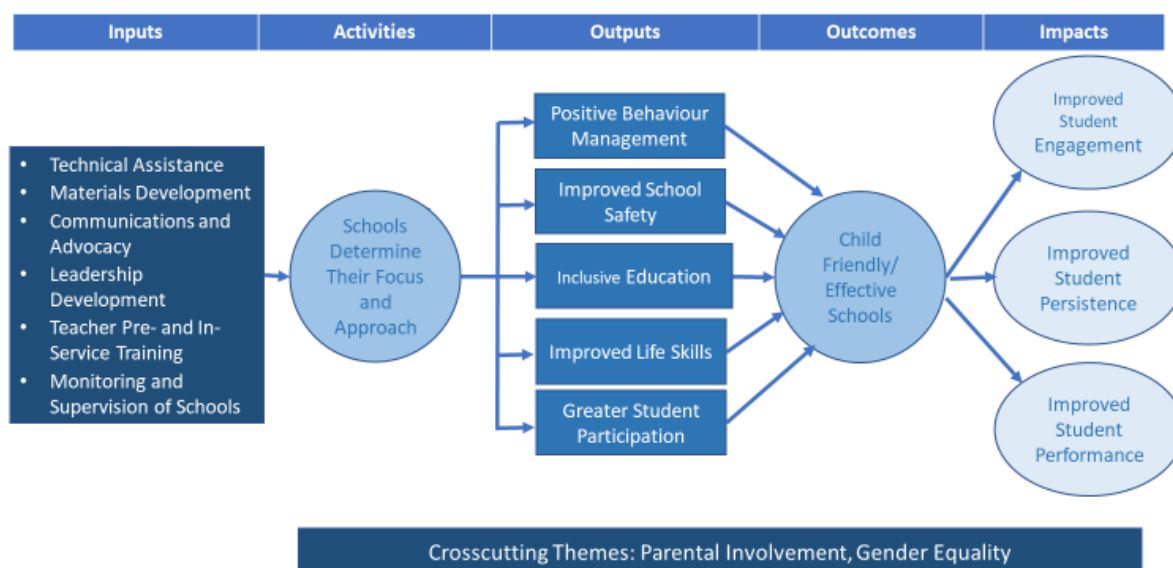
⁵⁷ See, for example, Chitolie-Joseph, Esther, 2016.

⁵⁸ This theory of change includes only those activities associated with strategies (activities/approaches) that are intended to drive programming (and excludes the objectives related to goals).

⁵⁹ In the course of the study, the team will learn more about the areas in which countries/schools are focusing their efforts, whether they roll out support for various dimensions together or in sequence, and so forth.

of change figure and a list of underlying assumptions, the report further articulates what one would expect to see if this framework were being applied successfully.

Figure 1. CFS/ES Theory of Change (Created for Purposes of This Evaluation)



Several assumptions underlie this theory of change – that is, these assumptions will need to be met for CFS/ES to be (fully) effective:

- The inputs are implemented as conceptualised;
- Providing these inputs will create an enabling environment for the introduction of CFS/ES programming into education systems;
- Since the introduction of CFS/ES programming, how schools operate would not change significantly in any ways that affect elements of the model (i.e., other forces would not be acting on the same elements as the CFS/ES framework);
- The model is implemented in an enabling context (e.g., receptivity, adequate funding);
- Implementing the framework will have a positive effect on the extent to which schools provide a safe and supportive learning environment; and
- If schools provide a more safe and supportive learning environment, student engagement and achievement also will improve.

If the CFS/ES framework and this theory of change work as intended, even with variation in implementation approaches, one would expect to see the following. The evaluation matrix provides specific indicators aligned with each of these criteria (*see Annex B*).

- Understanding and use of the CFS/ES framework drives change.
- Stakeholders perceive the CFS/ES framework as relevant to their goals.

- Schools using the CFS/ES framework are inclusive and promote equity in participation, recognition, and the provision of a safe and supportive environment.
- The CFS/ES framework is implemented in alignment with contextually appropriate norms, goals, and values.
- The CFS/ES framework is implemented in alignment with other national/school-level initiatives and classroom norms and standards.
- The CFS/ES initiative fits within existing structures, shares existing resources, and adds value to other education initiatives.
- CFS/ES activities are designed and implemented in alignment with the objectives as laid out in the framework.

2.3 Implementation

The CFS/ES framework is in use to some extent across all 12 countries and territories under the UNICEF Eastern Caribbean Office Multi-Country Programme of Cooperation.⁶⁰ Ideally, national education sector strategies and plans are aligned with OECS Regional Education Strategy (which includes CFS/ES), creating regional coherence whilst allowing for country-specific variation.

As countries adopt CFS/ES, implementation starts with capacity building in areas such as monitoring and supervision in schools, communications to support behaviour change, policy reform/development, plus material support. The implementation of CFS/ES involves the provision of guidance and technical assistance to the countries and territories through regional entities such as OECS, CARICOM, and UNICEF. Within countries, CFS/ES is introduced and adopted through leadership by the ministry of education to create/adjust policies and support schools, plus through collaborative efforts from country-level entities, such government units, civil society groups, teaching institutions and parent–teacher associations. In addition, CFS promotes community and parental involvement in creating a safe, healthy environment for children both in and outside of school.

Countries across the region are currently at different levels of implementation. For example, in Antigua and Barbuda and Saint Lucia, the implementation of the CFS/ES framework started in 2008. In Saint Vincent and the Grenadines and in Saint Kitts and Nevis, implementation started in 2012. The 12 countries and territories in the region have provided capacity development strategies to school-level actors such as principals, teachers and guidance counsellors. The UNICEF ECA has supported these countries by establishing CFS monitoring teams to supervise (a) implementation practices in schools; (b) coordinated communications between country-level stakeholders such as policymakers, (c) Ministry of Education officers and other education partners in developing Communication for

⁶⁰ The 12 countries/territories are Anguilla, Antigua and Barbuda, Barbados, Dominica, Grenada, Montserrat, Saint Lucia, Saint Vincent and the Grenadines, Saint Kitts and Nevis, British Virgin Islands, Turks and Caicos, and Trinidad and Tobago.

Development materials; (d) and established other guidelines for schools to implement the CFS/ES framework. Further, schools in each country were also at different levels of implementation. In addition to receiving technical assistance from UNICEF and other partners, schools took different levels of ownership of the framework and implemented the elements of the CFS/ES framework that best worked for them. However, there were some common implementation approaches that emerged across Antigua, Saint Lucia and Saint Kitts and Nevis, such as the development of a rewards system to implement positive behaviour management (*see Annex J*). As of 2017, the UNICEF regional office reported implementation of the CFS/ES framework in 55 per cent of primary schools and 38 per cent of secondary schools across the Eastern Caribbean region and reported reaching almost 90,000 students.⁶¹ The following table presents the details the rollout of CFS and ES frameworks by evaluation focal country (*see Table 2*).

Table 2. Rollout of CFS and ES frameworks by country

Evaluation Country	CFS Framework Rollout	ES Framework Rollout
Antigua and Barbuda	28 of 30 government-run primary schools	Four of its 13 secondary schools in the past; not currently in use Schools introduced to PBM and the formation of student councils
Saint Kitts and Nevis	All 18 government-run primary schools in Saint Kitts All seven government-run primary schools in Nevis	Two of six secondary schools in Saint Kitts Not yet introduced in either of the two high schools in Nevis
Saint Lucia	34 of 74 government-run primary schools in Saint Lucia	All 22 secondary schools in Saint Lucia are implementing elements of ES; full implementation in progress

3. Purpose, Objectives and Scope

This evaluation was guided by the purpose, objectives, and scope set forth in the ToR developed by the UNICEF ECA office for this evaluation (*see Annex A*).

3.1 Purpose of the evaluation

The purpose of this evaluation was to inform strategic planning in the education sector across the region, including the effective scaling of CFS/ES across the region's 12 countries. The evaluation was undertaken with the goal of understanding the effectiveness and efficiency of CFS/ES planning, implementation and monitoring in the Eastern Caribbean, in order to update/refine the framework and improve programme design, and ultimately to

⁶¹ UNICEF, 'Effective Schools', 2018, <www.unicef.org/easterncaribbean/effective-schools>, accessed 12 February 2020.

ensure that countries in the region are on the right track in terms of providing a more safe and supportive learning environment for all students.

This evaluation was both summative and formative. On the summative side, the evaluation documented progress in relevant policies, practices and effects related to the introduction and adoption of the CFS/ES framework. The evaluation provides a detailed picture of CFS implementation in the region, based on the combination of regional-level information and the three country case studies. On the formative side, the evaluation offers evidence-based recommendations to improve the range and efficacy of programmatic and policy approaches to CFS/ES. The evaluation should inform both strengthening of the framework and its implementation and further scaling of CFS/ES across the ECA. The evaluation was primarily qualitative and employed in-depth data collection in three countries, interviews with stakeholders in the other countries/territories in the region (one per country/territory), plus regional-level information.

Three uses for this evaluation are specified in the ToR:

1. The evaluation will provide regional- and national-level stakeholders (such as UNICEF, the OECS and governments) with an in-depth understanding of the achievements and challenges associated with the scaling and mainstreaming of CFS/ES policies, approaches, and practices. This information will guide further development and implementation of the CFS/ES framework at both the regional and country levels.
2. The evaluation will help regional- and country-level stakeholders understand how to integrate improvements in programme design, implementation, coordination, and monitoring to maintain and enhance the CFS/ES framework's relevance, coherence, efficiency, effectiveness, and sustainability.
3. Stakeholders are expected to use the evaluation findings to (a) support the scale-up of CFS/ES programming at the regional and national levels, and (b) catalyse national discussions regarding the reform of relevant educational practices.

The end users for this evaluation include governments, UNICEF, other actors in the region (such as the OECS Commission, the CARICOM Secretariat and other non-governmental organizations and international development partners) and potentially stakeholders from other child- and family-serving systems at the country and/or regional levels.

3.2 Evaluation objectives

This evaluation focused on three countries and covered three UNICEF programme cycles at the ECA regional level: (a) 2007–2011, (b) 2012–2016, and (c) 2017–2021.⁶² It is intended to provide UNICEF with comprehensive information regarding the extent to which the strategies promoted by CFS/ES (as described in Section 3 above) have been rolled out and are being integrated into education systems. This involves understanding the extent to

⁶² This UNICEF region does not have individual programming cycles at the country level that differ from the regional ones.

which facilitation strategies for CFS/ES have been carried out, CFS/ES is being adopted by schools, implementation of CFS/ES has helped schools provide a safe and supportive learning environment for all students, and providing that safe and supporting learning environment is having a positive effect on student engagement and outcomes. In considering these elements, it is important to learn about the enabling environment (such as buy-in, funding availability, and the adequacy of technical assistance) as well as barriers to and facilitators of adoption, changes in schools, and changes in student outcomes.

The ToR specifies four objectives for this work.⁶³

1. Determine the effectiveness of CFS/ES in changing education policy, practice and school culture at the central ministry and school levels. The evaluation will document results achieved and the changes that CFS/ES produced at the school level as well as in the lives of the most vulnerable and marginalized students.
2. Ascertain the programme relevance and sustainability and the operational effectiveness and efficiency of the current approaches including programme focus, design, delivery, coordination/partnership, institutional capacity, and monitoring mechanisms. Propose programmatic and operational improvements to strengthen the benefits for all students, teachers, and the wider community, with an emphasis on the most vulnerable and marginalized students (including those with special needs).
3. Identify implications and requirements (institutional capacity, coordination mechanism, costs, etc.) for full scale-up and rollout of the redesigned CFS/ES programming within the context of wider educational reforms.
4. Identify opportunities and constraints from current programming thrusts and draw lessons and good practices from ongoing processes in the selected countries to move towards strengthening school climate, school persistence (versus dropping out), and, ultimately, educational, and behavioural outcomes.

The ToR states that evaluation findings will inform education approaches and management practices to foster more inclusive and supportive school environments in which students feel appreciated, encouraged, and supported in their development as well-rounded individuals. These approaches will in turn influence student engagement, persistence, and performance.

3.3 Evaluation scope

The evaluation ToR served as the basis for the thematic, geographic and chronological aspects of the scope of work, which are elaborated in this section.

⁶³ We have made some line edits to these objectives to match the rest of the evaluation framework but have maintained the core objectives as presented in the ToR.

3.3.1 Thematic scope

This evaluation covered the CFS/ES framework in its entirety for both primary and secondary government-operated schools. The evaluation looked at the relevance of the CFS/ES framework at the regional, national and school levels; its coherence with other initiatives within schools and across systems and programmes; its consistency with norms, values and standards for children's education and development; the adequacy of resources allocated to CFS/ES and where efficiencies could be improved; the extent to which CFS/ES can be implemented as intended; its effects on the extent to which schools implementing CFS/ES provide students with a safe and supportive learning environment; its effects on student engagement and success in education; and its sustainability. The focus was on government-run primary schools that have adopted CFS. For secondary schools, ES is a new initiative in most cases; therefore, for secondary schools, the evaluation focused on readiness and the enabling environment for ES.

3.3.2 Geographic scope

This evaluation had both a regional and country-specific focus. We gathered data from stakeholders who work across countries in the region, plus spoke with at least one stakeholder in each of the region's 12 countries and territories.

At the country level, this evaluation covered three countries: Antigua and Barbuda, Saint Kitts and Nevis, and Saint Lucia⁶⁴ (see Figure 2). Within each country, the team selected schools for site visits in collaboration with the CFS/ES focal point – a representative in each country who works directly on the CFS/ES initiative and liaises between UNICEF and their government regarding CFS/ES. The focal points identified the schools and geographic areas for this evaluation to reflect the diversity of their country's experiences with CFS/ES according to the criteria in Section 7.1, as well as to enable the evaluation team to complete the site visits efficiently. The final sample included a total of 14 schools (see Annex D).

Antigua and Barbuda: In Antigua and Barbuda, the evaluation covered only Antigua, because schools in Barbuda were destroyed by Hurricane Irma in 2017. Students from Barbuda were integrated into schools in Antigua. Across the six administrative regions, the focal points selected four schools from Saint John Parish, Saint Paul Parish, and Saint George Parish. The CFS focal point selected two primary and two secondary schools in each location.

Saint Kitts and Nevis: The evaluation covered both Saint Kitts and Nevis. Across the nine administrative regions in Saint Kitts, the sample included one primary school each from Saint George, Saint Paul, and Saint Peter, plus a secondary school from Saint Thomas/Middle Island. In Nevis, the two schools were located in Saint Paul Parish.

⁶⁴ During the contracting phase for this study, UNICEF ECA decided to exclude Saint Vincent and the Grenadines from the list of case study countries based on the available resources for the evaluation.

Saint Lucia: In Saint Lucia, the focal point selected schools from three areas: Castries, Vieux Fort and Babonneau. The sample included three primary schools and one secondary school.

Figure 2. Geographic Scope of the Evaluation



3.3.3 Chronological scope

The ToR specified that the evaluation cover CFS/ES implementation during UNICEF’s 2007–2011, 2012–2016, and 2017–2021 programme cycles. This is the time from the introduction of CFS/ES in the three evaluation countries through the end of 2020. For Saint Lucia, the framework was introduced in 2008, making the chronological scope 2008 through 2019. CFS/ES was introduced in 2012 in Antigua and Barbuda and Saint Kitts and Nevis, meaning the chronological scope covered 2012 through 2019. Note that historical information was mainly gleaned from documents, and data collection was mainly focused on the present.

4. Methodology

The evaluation was designed to address the evaluation criteria, answer the research questions, and ultimately achieve UNICEF’s objectives for this work. The team conducted a process evaluation of the CFS/ES framework; the evaluation included a desk review, primary qualitative data collection, and analysis of extant data. This section articulates (a) the research questions and evaluation criteria, (b) the evaluation design, (c) data sources and sampling, (d) stakeholder participation, (e) ethical considerations, (f) analytical process, and (g) constraints and limitations.

4.1 Research questions and evaluation criteria

e. We then present an evaluation matrix that describes the methods by which we will answer those questions.

The ToR listed 23 research questions, organized into the Organisation for Economic Co-operation and Development (OECD) Development Assistance Committee (DAC) evaluation

criteria of relevance, effectiveness, efficiency and sustainability.⁶⁵ UNICEF's evaluation guidelines specify that the number of research questions ideally should be limited to 10. In addition, the OECD-DAC criteria were expanded in 2019 to include the criterion of coherence.⁶⁶

Based on these considerations, we modified the initial 23 research questions to prioritize the following 12 key questions, aligned with the OECD DAC criteria. We based these modifications on a combination of desk review of the CFS/ES framework;^{67,68,69} input from the Evaluation Reference group; and our team's knowledge of safe and supportive learning environments, CFS models, and the regional context for education. The research questions are detailed by evaluation criteria below (*see Table 3*).

Table 3. Research questions organized by evaluation criteria

DAC Criteria Definitions	Associated Research Question(s)
Relevance: The extent to which the intervention objectives and design respond to beneficiaries', global, country, and partner/institution needs, policies, and priorities, and continue to do so if circumstances change	1. What core features of the CFS/ES initiative should be maintained and/or strengthened to improve behavioural and learning outcomes in the short and long term?
	2. To what extent does the presence of the CFS/ES framework drive efforts to improve the psychosocial environment in schools?
	3. To what extent do stakeholders believe that the CFS/ES initiative is relevant to their goals for children's education?
	4. To what extent is the CFS/ES framework and its implementation consistent with the promotion of equity and gender equality?
	5. What is the larger context for how families and communities engage with children, in terms of norms and culture? And to what extent is this context consistent with/enabling of CFS/ES goals and values?
Coherence: The compatibility of the intervention with other interventions in a country, sector, or institution	6. To what extent is the CFS/ES initiative coherent with other initiatives, norms and standards in schools and classrooms?
	7. To what extent is the CFS/ES initiative coherent with other actors' interventions in the same context?
Efficiency: The extent to which the intervention delivers, or is likely to deliver, results in an economic and timely way	8. To what extent does the CFS/ES initiative leverage existing education systems resources? And are there any opportunities to improve the efficient use of resources?

⁶⁵ Based on input from the Evaluation Reference Group, we reallocated research questions from the 'impact' category to the 'effectiveness' category, and no longer have any questions that explicitly assess impact.

⁶⁶ Coherence is critical for the effective implementation of education initiatives/reforms. If an intervention has *internal* coherence with other objectives and programming within classrooms and schools, then educators can more easily integrate it within school operations. If an intervention has *external* coherence, then it fits well with the goals and activities of system-level actors, such as governments and other child-serving entities.

⁶⁷ Chitolie-Joseph, Esther, 2016.

⁶⁸ UNICEF, 2014.

⁶⁹ UNICEF Eastern Caribbean Area Office, 2017.

DAC Criteria Definitions	Associated Research Question(s)
Effectiveness: The extent to which the intervention achieved, or is expected to achieve, its objectives, and its results, including any differential results across groups	9. To what extent has the CFS/ES initiative been implemented as intended? What barriers and facilitators affected quality of implementation, and how?
	10. Since the introduction of CFS/ES, to what extent have schools improved their provision of safe and supportive learning environments?
	11. Since the introduction of the CFS/ES framework, to what extent have students become more engaged and made better progress in school?
Sustainability: The extent to which the net benefits of the intervention continue, or are likely to continue	12. To what extent has the CFS/ES model become embedded in routine practice in education systems?

The evaluation framework, presented in Annex C, anchors the evaluation. The framework (matrix) is arranged by evaluation question; for each question, it specifies the judgement criteria, indicators, sources of information, and data collection methods that the evaluation team will use to answer the question (*see Annex B*). There is some variation in respondents by country, and we have articulated the details in an annex (*see Annex D*). We also provide greater detail regarding the documents and secondary data sources that we used to answer the research questions (*see Annex C*).

4.2 Evaluation design

Our non-experimental, primarily qualitative evaluation design aligns with the ToR and is consistent with the evaluation goals and the research questions. This evaluation included a desk review, remote data collection with regional and national key informants, and fieldwork data collection across the three evaluation countries. The team conducted key informant interviews (KIIs) and focus group discussions (FGDs) with national-level stakeholders involved in the implementation of the CFS/ES framework; and school-level stakeholders, such as school heads, guidance counsellors, teaching staff, non-teaching staff, parents and students. We finalised this design in collaboration with stakeholders during the inception phase. However, due to COVID-19-related disruptions in education systems, we later decided with UNICEF to use an online survey in place of FGDs in Saint Lucia. We included schools at both the primary and secondary levels and ensured that our sample included boys and girls, as well as stakeholders from marginalised groups (such as students who were at elevated risk for school failure/leaving). Given that we have information about implementation from three different countries, we compared data both within and across countries to ensure that findings reflected common experiences as well as differing perspectives.

4.2.1 Data sources and sampling

Our methodological design is consistent with the recommendations in the ToR, with some modifications to facilitate data collection given the COVID-19 pandemic (which closed

schools). This section presents our data sources and purposeful sampling strategy, which we carried out in four phases: (a) desk review, (b) remote data collection with regional and national stakeholders, (c) fieldwork, and (d) data analysis. We then present a description of our quality assurance (QA) approach to this project (*see Section 8*). Finally, we provide a project work plan and description of deliverables, including our approach to reporting results (*see Section 9*).

Desk review. As shown in the evaluation matrix, we included both document review and review of extant education system data to help answer the research questions. We assembled a list of key documents and data sources that we used to answer the research questions (*see Annex C*). We obtained 85 documents from UNICEF at the regional level, from country-level stakeholders, and from direct searches.

Sampling strategy. Our sampling strategy started at the regional level with the selection of countries and relevant regional entities (*see Annex D*); then at the national level to sample key informants and schools; and then at the school level, where we sampled administrators, school staff, students and families. We designed our sampling approach to provide information on:

- The use and effectiveness of the CFS/ES framework to drive improvements in education at the regional level;
- The use and effectiveness of the CFS/ES framework to drive improvements in education at the national and local levels;
- The extent to which school administrators are able to adopt and apply the CFS/ES framework;
- The extent to which the CFS/ES framework reaches school staff, is acceptable to them, is feasible, and becomes a part of how they do their work;
- Student experiences in the areas that the CFS/ES framework is meant to address; and
- Parent experiences in the areas that the CFS/ES framework is meant to address, the extent to which parents currently find CFS/ES values and approaches acceptable, and the extent to which the promotion of CFS/ES values drives change in key aspects of parenting (such as use of positive discipline).

By engaging with these diverse stakeholders, we followed the implementation of CFS/ES from the regional levels to the national and school levels to identify challenges, facilitators, and bottlenecks. Because secondary schools are just starting to engage with the ES framework, we also focused on the enabling environment for future adoption or expansion of the framework.

The evaluation team collected data in three countries identified in the ToR: Antigua and Barbuda, Saint Kitts and Nevis, and Saint Lucia (see Table 4).⁷⁰ The countries captured a diversity of experiences with CFS/ES implementation, including timing. Within each country, we conducted KIIs with national-level stakeholders (such as CFS/ES focal points, education officials, and heads of teacher training institutions). Table 4 shows the final sample.

Table 4. Summary of data collection sample

	KIIs – System Level	FGDs – Implementers	KIIs – School Heads	KIIs – Guidance Counsellors	FGDs – Teachers	FGDs – Other School Staff	FGDs – Parents	FGDs – Students	Questionnaires*
Regional Level									
UNICEF and other actors in sector	7								
Country CFS/ES focal points	10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Antigua and Barbuda									
Antigua	5	2	3	2	4	5	4	8	n/a
Saint Kitts and Nevis									
Saint Kitts	4	n/a	4	5	4	4	4	8	n/a
Nevis	1	n/a	2	2	2	2	2	4	n/a
Saint Lucia									
Saint Lucia	2	n/a	4	4	n/a	n/a	n/a	n/a	10
Totals	29	2	13	13	10	11	10	20	10

Notes. FGDs is focus group discussions; KIIs is key informant interviews.

*Questionnaires were only conducted in Saint Lucia in lieu of KIIs and FGDs.

School selection. The evaluation team selected four schools for site visits in each country, with a mix of primary and secondary schools. In each country, the CFS focal point purposefully selected primary schools that had a history of poor conditions for learning and that varied in the extent to which the CFS/ES focal point perceived that they had improved since the introduction of CFS. Variation in the level of improvement was important for understanding a range of barriers and facilitators of implementation. Because schools at the secondary level had not yet begun to implement the ES framework (or were in the early stages, as in Saint Lucia), the country's CFS/ES focal point recommended schools that were

⁷⁰ The ToR also included Saint Vincent and the Grenadines, but this country was dropped from the sample during the contracting phase based on the availability of resources for this study.

struggling to provide good conditions for learning (such as a safe environment). Note that the evaluation team did not intend for the sample to be representative, but rather purposely selected a combination of schools that the team felt would be most informative given the research questions and objectives for this work.

Sampling within schools. In Antigua and Barbuda, and in Saint Kitts and Nevis, we conducted KIIs with school heads and guidance counsellors and FGDs with teachers, non-teaching staff (e.g., bus drivers, custodians, canteen workers, security personnel), parents, and students (separately for girls and boys). In Saint Lucia, we conducted KIIs with school heads and guidance counsellors, and used online questionnaires to reach teachers, non-teaching staff, parents, and students.⁷¹ For student sampling, we asked schools to help select students who were at elevated levels of vulnerability and risk due to issues such as poor attendance or poor academic performance. Such students tend to be more sensitive to and influenced by their psychosocial environment and therefore are the least likely to thrive in school.⁷² Similarly, for the parent FGDs, we included parents who were not involved in the school, and whose children had average or lower levels of success. This parental FGD composition would inform the reach and acceptability of the CFS/ES initiative for all parents.

4.2.2 Instruments

We designed seven KII protocols, eight FGD protocols, and 10 questionnaires based on the evaluation matrix and in consultation with UNICEF staff based in the ECA region. Each protocol began with a description of the evaluation, details of participation, a discussion of use of data and confidentiality, and a request to audio-record the KII or FGD. The evaluation team also discussed ground rules for FGDs (such as keeping what others say private). Protocols included a stopping point before beginning to gain assent for participation and permission to audio-record.

Given the holistic nature of CFS programming, the protocols for primary school teachers and primary school non-teaching staff were quite long. To ensure that there was enough time to gain in-depth information on each of the topics, the evaluation team split the protocols so that respondents covered a portion of the FGD protocol questions at each school, and all questions were answered across all schools. The split of the questions was indicated at the top of the protocols (*see Annex F*). Evaluation team members spoke to school-level respondents at both primary and secondary schools. Focus groups included a mix of boys and girls.

In Saint Lucia, the evaluation team developed questionnaires that included both closed and open-ended questions. Questionnaires were only conducted in Saint Lucia in lieu of KIIs and FGDs. We attempted to balance gaining in-depth information with not overburdening

⁷¹ As noted above in section 4, because of COVID-19-related school closures in Saint Lucia, we were unable to conduct focus groups, and instead used online questionnaires to reach participants.

⁷² For example, see Osher, David, et al. 'Interventions to Promote Safe and Supportive School Climate', *Handbook of Social Influences in School Contexts*, edited by Kathryn R. Wentzel and Geetha B. Ramani, Routledge, New York City, pp. 384–404.

participants. We ensured that the reading level and wording for questionnaires were at a reasonable level for participants, to help ensure adequate comprehension. The questionnaires were administered using SurveyCTO software, which enabled us to share a survey link with each participant using contact information provided by the school. The table below summarizes the method, respondent(s), and purpose for each data collection tool (see Table 5). A detailed summary and the full tools can be found in the annexes (see Annexes E and F, respectively).

Table 5. Overview of data collection tools

Method	Respondent(s)	Purpose
KII	Regional-Level Education Stakeholders	To get information on the current enabling environment for the implementation of CFS/ES framework at the regional level, and general views on the relevance and effectiveness of the CFS/ES framework at the regional level.
KII	National-Level Education Stakeholders	To get information on the current enabling environment for the implementation of CFS/ES framework at the national level, and general views on the relevance and effectiveness of the CFS/ES framework at the national level.
KII	Representatives from Teacher Training Institutes	To get information about current practices related to teacher training and alignment with the CFS/ES framework.
KII	School Heads	To better understand school-level implementation of CFS/ES framework, the school-level implementation challenges and facilitators, school-level respondents' views on the five dimensions and how they had been integrated into the school system and next steps with regard to the CFS/ES framework.
KII	School Guidance Counsellors	To better understand school-level perceptions of CFS/ES framework, the school-level implementation challenges and facilitators, views on the five dimensions and how they had been integrated into the school system and next steps with regard to the CFS/ES framework.
FGD	CFS/ES Framework Implementers	To get information on the current enabling environment for the implementation of CFS/ES framework at the national level, and to gather information on the structure, inputs, challenges, and implementation of the CFS/ES framework.
FGD; Questionnaire	Teachers	To get information on teachers' perceptions on the implementation and effectiveness of the CFS/ES framework.
FGD; Questionnaire	Other School Staff	To gather information on students' well-being with respect to the CFS/ES framework, and gain information of non-teaching staff members' perspectives on the implementation of the CFS/ES framework.

Method	Respondent(s)	Purpose
FGD; Questionnaire	Parents	To gather information on community-level and family-level perceptions of the CFS/ES framework. To gain information on students' wellbeing with respect to the CFS/ES framework, and to help illuminate how the five dimensions of the CFS/ES framework affect students.
FGD; Questionnaire	Students	To gather information on school experiences for students and how the implementation of the CFS/ES framework may or may not have affected their schooling experiences and learning outcomes.

4.2.3 Selection and training of enumerators

The in-region data collection partner, TDC, drew on its pool of experienced enumerators in each country to conduct KIIs and facilitate FGDs. AIR conducted virtual training to inform enumerators about the evaluation, the key objectives, and the research questions; introduce the protocols; and emphasise data security, consent, and confidentiality. AIR and TDC trained enumerators in gender-sensitive and rights-based approaches and providing support to respondents who may find some topics, such as school safety, traumatic. The team also trained enumerators on approaches that maximise the safety of the respondents and the security of evaluation data (*see Section 4.2.6*). The training also aimed to ensure that protocols were appropriate for the Caribbean context.

4.2.4 Data collection

The evaluation team carried out data collection in two phases to collect as much data as the team could while waiting for schools to reopen (as they were closed due to the pandemic). In Phase 1, the team completed 29 KIIs and two FGDs remotely at the regional level and national level (through an online platform). We used the information from Phase 1 to refine our protocols for the Phase 2 data collection at schools. We completed school-based data collection November 2020–December 2020, involving 26 KIIs and 51 FGDs, and administered 10 online questionnaires December 2020–January 2021.

TDC worked with national-level education officers to coordinate visits and schedule interviews so that no enumerators had to travel between countries. National education officers used our sampling criteria to contact school principals and request their assistance in recruiting participants for KIIs and FGDs with school-level actors (e.g., guidance counsellors and students). Students were recruited only after a parent or guardian has provided permission on the child's behalf.

In each country, the evaluation team first briefed the CFS focal point at the country's department/ministry of education. The teams then conducted interviews with education officials, followed by teacher training institutions. After initial interviews at the national level, the team continued to fieldwork at the school level.

With permission from each participant, the evaluation team audio-recorded KIIs and FGDs. For FGDs, one data collector asked questions and another took notes. At the end of each day, TDC uploaded audio recordings to a secure server, and then prepared transcriptions for coding and analysis. The team used Rev to provide automated transcripts within a few hours of audio-recording submission.⁷³ We tested this software to ensure that it could transcribe with reasonable accuracy English spoken in a wide variety of accents. The team reviewed each transcript for accuracy against the original audio recording before uploading to our secure server for analysis.

For student FGDs, we conducted separate groups for girls and for boys because (a) girls and boys in the same school may face different psychosocial conditions and concerns, and (b) students may speak more freely in single-sex groups. The FGDs included anywhere from five to eight participants. Empirical research shows that three to six focus groups are sufficient to reveal 90 per cent saturation – that is, when no new information is gleaned from additional focus groups.⁷⁴

4.2.5 Stakeholder participation

We engaged country-level CFS/ES focal points (who all worked in government education systems) to ensure that our protocols and approaches were appropriate for their country contexts. To answer our research questions, we engaged duty bearers such as implementing agencies (UNICEF, CARICOM, and other partners), plus educators at national and school levels who are (or should be) involved in the implementation of the CFS/ES framework. We also engaged rights holders, such as students and their families. All of these stakeholder groups made substantive contributions to the findings we present in this report.

4.2.6 Ethical considerations

AIR adhered to strict requirements for the protection of human subjects. We completed the work in line with the United Nations Ethical Guidelines for Evaluations,⁷⁵ the United Nations Guidance for Integrating Human Rights and Gender Equality in Evaluations,⁷⁶ and UNICEF's requirements for ethical research involving children.⁷⁷ AIR's in-house institutional review board (IRB) approved this evaluation (*see Annex H*). The team considered the risks versus benefits, gender and equality, and the use of incentives throughout the study (*see Annex G*).

⁷³ See <<https://www.rev.com>>.

⁷⁴ Guest, Greg., Namey, Emily., & McKenna, Kevin., 'How Many Focus Groups Are Enough? Building an Evidence Base for Nonprobability Sample Sizes', *Sage Journals*, vol.29, no.1 April 2017. <<https://journals.sagepub.com/doi/abs/10.1177/1525822X16639015>>, accessed 23 April 2020.

⁷⁵ See <www.unevaluation.org/document/detail/102>.

⁷⁶ See United Nations Evaluation Group (UNEG), 'Integrating Human Rights and Gender Equality in Evaluations', UNEG, New York, USA, 2014. <<http://www.unevaluation.org/document/detail/1616>>, accessed 23 April 2020.

⁷⁷ See <<https://childethics.com/ethical-guidance/>>.

4.3 Analytical process

This evaluation included analysis of text from documents, transcripts, notes, and open-ended questions on questionnaires; production of summary statistics from questionnaires; then triangulation and synthesis of the data across sources.

4.3.1 Analysis of documents

The project team analysed documents using a template that mirrored the evaluation framework, focusing on the research questions that required document analysis. A team of coders reviewed each document, extracted text that corresponded to each indicator, pasted that verbatim text into the template, and then summarized the key information. The research team then reviewed the material for themes related to the indicators.

4.3.2 Analysis of qualitative data

The research team analysed qualitative data in three steps: sensitisation, coding, and interpretation of data. We conducted data analysis using NVivo®, a qualitative data analysis software programme.

We created a preliminary coding structure based on the theory of change, research questions, interview protocols and memoranda of themes that emerged during data collection. Coders then selected, read, and reread a small, representative sample of transcripts that included a diverse set of respondents to finalize the coding structure, ensure interrater reliability, and formulate initial themes to respond to the research question. This coding outline served as the tool for organizing and subsequently analysing qualitative information, but was modified as new themes and findings emerged during data analysis. We then coded the remainder of the transcripts.

4.3.3 Analysis of Survey Data

The evaluation team ran frequency reports for the questionnaires we used in Saint Lucia. We did not have a large enough sample size to run any statistical tests. We qualitatively coded open-ended responses from online surveys from parents, teachers, non-teaching staff and students in NVivo along with qualitative data from KIIs and FGDs. We triangulated this information with closed-ended responses from the survey questionnaire, as well as qualitative data from other locations on similar topics.

4.3.4 Data Interpretation and Triangulation

During this process of data analysis, reduction, and synthesis, we characterised the prevalence of responses, examined differences amongst groups, and identified key findings and themes related to the research questions. After analysing documents, transcripts and questionnaire data, we triangulated across sources and critically reviewed the categorised data against the research questions to create summaries of key findings. We compared the findings across respondents (for example, whether boys and girls shared similar experiences), within countries, and across countries to understand any common trends in

the region. However, the generalizability of our findings is limited due to our nonrepresentative sample.

4.4 Constraints and limitations

This evaluation faced five main limitations. This section summarizes the limitations and associated mitigation measures:

First, the COVID-19 pandemic disrupted data collection. Earlier in 2020, the countries closed their schools. By fall of 2020, schools in Antigua and Barbuda and in Saint Kitts and Nevis re-opened but operated with a modified programme (such as split shifts). In Saint Lucia, schools opened in September 2020 but then closed down again before we could gather data from them. We worked with the CFS/ES focal points in each country to ensure that the team was fully aware of any modifications to how schools were operating, and to planned accordingly. In sum, due to the pandemic, schools were not operating as usual, and it is possible that stakeholder input regarding school functioning was based on this unusual situation (rather than business as usual).

Second, because this is a retrospective evaluation, rather than a quantitative evaluation with a comparison/control group or a qualitative comparative analysis, the research team was not able to specify the extent to which the CFS/ES *caused* any observed improvements in conditions for learning or student outcomes. As noted earlier, through our approach, we gained an understanding of whether CFS/ES was implemented as intended, whether schools changed and whether observed student outcomes improved. This information may suggest that the CFS/ES framework caused observed outcomes, but we can never state this definitively (because only a quantitative impact evaluation can truly establish causal links). In the course of KIIs, we asked system-level participants about monitoring and evaluation, including how they know if schools are able to implement CFS/ES, if the implementation of CFS/ES changes the school environment, and if students have improved outcomes.

Third, given the retrospective nature of this evaluation, we had to rely on participants' memories to tell us about changes that occurred in their schools. These memories may not be strictly accurate, and we also face the risk that school personnel have changed over time, and that the current staff do not have historical information (or may only know it second-hand). To address this issue, we spoke with multiple stakeholders and, where possible, triangulated results to the extent possible with any extant data that tracked implementation from the beginning.

Fourth, our sample was representative of the countries/territories served by the UNICEF ECA. The evaluation sample included three independent countries (Antigua and Barbuda, Saint Lucia, Saint Kitts and Nevis) out of eight served by the UNICEF regional office, and none of the four United Kingdom Overseas Territories. We anticipated that our sample would reach saturation of data in each of the three countries where the evaluation took

place, and that we would be able to draw indicative conclusions within each of the countries where the CFS/ES framework was implemented, as well as identify lessons learned to improve implementation of the CFS/ES framework and inform scaling across the region. However, because this sample was not representative of the entire region, the evaluation team contextualised the results and used caution when making statements about the generalisability of those results.

Finally, within countries, our sample of schools and participants was not representative of the country as a whole but should give an indication of implementation of the CFS/ES framework across the targeted schools. We intentionally sampled schools in each country that had significant difficulty in the past in terms of providing students with a safe and supportive learning environment. Within that group, we selected a mix of schools that noticeably improved since the introduction of CFS/ES, and schools that made less or no improvement. We are also included only government-run schools, not private schools. Within schools and amongst students, we intentionally sampled those who experienced difficulties (poor attendance, behaviour, and academic progress) because we expected them to be more sensitive to the quality of the school environment than students who were doing well. Therefore, we efficiently crafted our sample to help us answer the evaluation questions, but in reporting results, we must explain the extent to which results can and cannot be generalised.

5. Findings

In this section, the results of this evaluation are specified by research questions under each of the OECD DAC criteria. Given the holistic nature of the CFS/ES framework, there are many areas of overlap between sections. In these instances, the report specifies cross-referencing to minimize repetition.

OECD DAC Criterion 1: Relevance

5.1 What core features of the CFS/ES initiative should be maintained and/or strengthened to improve behavioural and learning outcomes in the short and long term?

As noted above, the ECA CFS/ES framework was based on UNICEF's global framework, which was evidence-based (*see Section 2.1.1*). Question 5.1 focused on whether the CFS/ES framework has been operationalized in the ECA region in ways that are evidence-based and/or consistent with known best practices (while still allowing for adaptation to the regional context). To answer this question, the evaluation team examined documentation from the ECA region related to capacity building in CFS/ES. The table below presents the judgement criterion, indicators, key findings, and key progress for what works to provide a safe and supportive learning environment (*see Table 6*).

Table 6. Question 1 criterion, indicators, key findings, and key progress

Judgement Criterion	Indicator(s)	Key Findings	Key Progress
Alignment of the framework with evidence for what works to provide a safe and supportive learning environment	The presence of core elements of a safe and effective learning environment in the CFS/ES framework	<i>There are a number of evidence-based resources in the region for the promotion of a safe and effective learning environment.</i> <i>However, schools were not following best practices and require better information and guidance in some areas.</i>	Widespread introduction of evidence-based resources Strong regional-level technical assistance Attention to curbing student bullying

UNICEF, CARICOM, and other stakeholders in the region have introduced various evidence-based resources intended to build capacity in the region on CFS/ES and its specific elements. As noted below, stakeholders strongly valued the technical assistance they received from the regional level (*see Section 5.3.1*). Several regional documents present overarching guidance on CFS/ES, such as UNICEF's *Implementing CFS Framework in Eastern Caribbean Schools*,⁷⁸ its *Effective Schools Framework for Secondary Schools*,⁷⁹ and its *Effective Schools Monitoring Tool*.⁸⁰ The OECS also contributed the 2009 CFS Revised Child Friendly Schools Policy Framework.⁸¹ Regional stakeholders have provided guidance that aligned with CFS/ES and promoted its principles, such as CARICOM's 2019 *Standards for the Teaching Profession*,⁸² and a 2014 article that provided the rationale for why the region needed to continue moving toward a positive youth development orientation.⁸³ Finally, UNICEF has issued several publications that provide more specific guidance in priority areas, such as PBM and the creation of safe and protective school environments.^{84,85}

The evaluation findings indicated that schools need additional guidance on evidence-based practices in a few areas. One critical area is around PBM, especially regarding what to do if their initial attempts at PBM are unsuccessful in resolving challenges with students. While educators had mostly bought into the ideas of PBM (particularly rewarding positive behaviours), they were still using corporal punishment "as a last resort." In addition, schools were still using disciplinary practices that are harmful for children – although staff may not have believed these were harmful because they did not involve physical contact with the

⁷⁸ United Nations Children's Fund (UNICEF), *Implementing CFS Framework in Eastern Caribbean Schools*, n.p., UNICEF, 2017

⁷⁹ United Nations Children's Fund (UNICEF), *An introduction to Effective School Principles for secondary schools*. UNICEF, n.p., 2014

⁸⁰ UNICEF Country Office Eastern Caribbean Area, *Effective Schools Monitoring Tool*. UNICEF, Bridgetown, 2014

⁸¹ Chitolie-Joseph, Esther, *OECS Child Friendly/Effective Schools Policy Framework, Implementation Plan and Cost Guidelines*. United Nations Children's Fund, Castries, St. Lucia, November 2009

⁸² Caribbean Community (CARICOM), *CARICOM Standards for Teachers, Educational Leaders and Teacher Educators*. Georgetown, Guyana, CARICOM, 2019.

⁸³ Magderi Jameson-Charles and Henry Charles, *Youth development policy and practice in the Commonwealth Caribbean: A historical evolution*. Social and Economic Studies, n.p., 2014

⁸⁴ United Nations Children's Fund (UNICEF) Eastern Caribbean Area, *Key Steps to PBM*, n.p., UNICEF ECA, n.d.

⁸⁵ UNICEF Country Office Eastern Caribbean Area, *What exactly is meant by a safe and protective environment?* UNICEF, Bridgetown, 2014

child. These approaches included forcing children into stress positions (such as holding their arms above their heads for long periods of time), exclusionary discipline such as suspensions, and the use of “scared straight” programming.

In the area of school safety, stakeholders were concerned about student bullying and were trying to address the issue. However, the issue of teachers bullying students did not seem to be addressed in the available materials regarding the promotion of CFS/ES (beyond PBM). Secondary students also reported that there were issues of inappropriate touching between boys and girls, and sexual harassment did not seem to be addressed in the available CFS/ES materials (yet can be a common way schools become unsafe).

Countries did not seem to be prioritizing the area of inclusive education. So, it is difficult to ascertain whether the available CFS/ES supports are well matched to country needs.

In the area of life skills, countries seemed to be introducing HFLE that was acceptable to stakeholders. No particular gaps are apparent in the use of evidence-based practices in this area.

Finally, educators were ambivalent about students’ participation. Students did seem to participate at the classroom level, but there were few mechanisms for them to participate at the school level with any real voice. There was some concern amongst stakeholders that student participation meant the children would be in charge.

5.2 To what extent does the presence of the CFS/ES framework drive efforts to improve the psychosocial environment in schools?

This section discusses findings related to stakeholders’ efforts to improve the psychosocial environment in schools. The table below shows the judgement criterion, indicators, key findings and key progress areas related to how the CFS/ES framework drives change (*see Table 7*).

Table 7. Question 2 criterion, indicators, key findings, and key progress

Judgement Criterion	Indicator(s)	Key Findings	Key Progress
Understanding and use of the CFS/ES framework to drive change	<p>Governance, coordination and management of school safety and security, student participation and life skills at the national, district and school levels</p> <p>Evidence that CFS/ES encouraged consolidation of policy documents to support safe learning environments</p> <p>Evidence that stakeholders reviewed policies to ensure students have decision-making power</p> <p>Presence of policies on structure, responsibilities, and function of student councils</p>	<p><i>Countries saw the value of governance, coordination, and management in areas related to CFS/ES, but faced difficulties in making this happen.</i></p> <p><i>Rather than consolidation of policy documents, countries were more focused on providing a safe and supportive learning environment through improved cross-sector collaboration.</i></p> <p><i>The evaluation did not find evidence for policies related to student councils.</i></p>	Cross-sector collaboration at regional and national levels

5.2.1 Governance, coordination, and management of school safety and security, student participation, and life skills at national and school levels

Beyond initial introduction of the framework and some ongoing support from UNICEF, some stakeholders expressed **difficulty in ensuring a continuous focus on the CFS/ES concepts at various levels**. A respondent from OECS described the difficulty with distributing ownership among ministries and different levels of implementation: “While we're all working towards this, there are so many pieces of policy [...] The process for policies, I think, operationally how we put these things into our work [...] is not one person, but it should be across [actors]. We see right now, HFLE, it's actually recent in some of the school's curriculum, but... some ministries did, and some did not promote it.”

There was some evidence from regional and national level KIIs that **a consistent and ongoing approach to implementation has been lacking at the school level**, despite there being widespread agreement with the usefulness of the framework itself. For example, a government respondent from Grenada said, “The buy in is there, people see it as a good thing. But a commitment to doing it scientifically and structured over time has been a challenge.” A government respondent from Barbados described that they are working to translate policy into practice, “We do have a policy here and administering that CFS should be integrated and practice in school. We have a code of discipline: the code of conduct for the schools that include how all persons supposed behave in and out in the premises, including principals, teachers, parents, ancillary staff. So, we are getting there.”

5.2.2 Evidence that CFS/ES encouraged consolidation of policy documents to support safe learning environments

The evaluation found some evidence for the consolidation of policy documents to support safe learning environments. A key document in this area is the 2017 Antigua and Barbuda Declaration on School Safety in the Caribbean,⁸⁶ which has been signed by countries across the region. At the national level, respondents were focused on coordination of policies across sectors, consistent with the holistic and whole-child approach of the CFS/ES framework. Some key informants described policy coordination among the education, health, and social development sectors. A government education officer in the British Virgin Islands said they had coordinated with the Ministry of Health to ensure overlap between CFS and health policies, “Yes, there is some collaboration with the Ministry of Health, in terms of pushing the whole idea of holistic development, for all children. So, when you look at the Child Friendly School, and you look at the entire framework, and the policy, part of that is developing the child holistically, including their health.”

Other key informants said they thought **there could be more coordination across sectors, especially with more resources**; for example, a primary school supervisor from Antigua and Barbuda said, “All those agencies work together with us to ensure that the holistic development of the child is realized as best as possible with the resources, sometimes only limited resources that we have.”

However, some evidence points to the fact that there may be a gap between the policy level and the actual implementation of elements of the CFS/ES framework. For example, a respondent from the government in Monserrat said, “We had a discipline policy right in the secondary school. We had one in the primary school, but what we need to do now is tie the discipline policy to PBM.”

5.2.3 Evidence that stakeholders reviewed policies to ensure students have decision-making power

There was evidence that stakeholders at the regional and national levels reviewed policies to increase student decision making power in various aspects of education. For example, the CFS focal point from Dominica said, “We had to ensure that whatever it is that we were doing it embrace the CFS/ES principals. So, we look at inclusive education for special education: what do you put in place for children with disabilities? We look at sensitive and friendly environment. So, a lot of work was done on that with the development of this plan, which is supported by [the Caribbean Development Bank], gender sensitive component in the development of the sector plan.”

However, **some stakeholders felt that the focus on student decision making power should be increased**, which aligns with our finding that schools in the region lack of strong student

⁸⁶ Ministry of Education, *Antigua and Barbuda Declaration School Safety in the Caribbean Government of Antigua and Barbuda*. St. John, Antigua, Government of Antigua and Barbuda, 2015

councils. For example, a government representative from the government in Grenada said, “We talk about establishing student councils, but student councils are supposed to have a serious voice in a time like, know, as it relates to how schools are going to be structured. What are student inputs? But I think the policies don't usually tailor to that kind of thing, so I think that is a major positioning resource that we need.” In addition, few stakeholders discussed how to encourage student decision-making power beyond student councils, suggesting that such policies are not necessarily permeating the classroom.

5.2.4 Presence of policies on structure, responsibilities, and function of student councils

The evaluation found very **little documentation of policies related to student councils and had mixed information on the extent to which they exist**. For example, in Saint Kitts and Nevis, a CFS/ES baseline report⁸⁷ stated that 93 per cent of students confirmed that there was a student council at their school, and that all teachers surveyed agreed that students should take part in classroom management. However, there was no mention of policies related to student councils. Likewise, a 2016 UNESCO education policy review for Saint Kitts and Nevis made no mention of student councils.⁸⁸

There were limited opportunities for students to participate in student councils, or other opportunities for students to influence what happens at the school level (*see Section 5.11.1*). A non-teaching staff member from a secondary school in Saint Kitts said, “Students do not have a voice because there is no current student body council active in the school to highlight the concerns of students.”

5.3 To what extent do stakeholders believe that the CFS/ES initiative is relevant to their goals for children's education?

This section discusses stakeholders' opinions on the relevance of CFS/ES to their goals for children's education. The table below shows the judgement criterion, indicators, key findings and key progress areas on stakeholders' perceptions of whether the framework was relevant to contextual goals (*see Table 8*).

⁸⁷ UNICEF, *Saint Kitts and Nevis CFS Baseline Report*, Kingston, Barbados, n.d.

⁸⁸ United Nations Educational, Scientific and Cultural Organization, *Saint Kitts and Nevis Education Policy Review*, Paris, 2016.

Table 8. Question 3 criterion, indicators, key findings, and key progress

Judgement Criterion	Indicator(s)	Key Findings	Key Progress
Stakeholder perceptions of CFS/ES relevance to contextually important goals	<p>Evidence that stakeholders have received communication regarding the CFS/ES framework and understand it, and that CFS/ES communication is active and reliable at all levels</p> <p>Evidence that stakeholders feel CFS/ES is aligned with their goals for children and education</p> <p>Evidence that stakeholders have reached consensus on key elements of life skills education</p>	<p><i>For many, “Child Friendly Schools” or “Effective Schools” were synonymous with the adoption of PBM.</i></p> <p><i>Most teachers and other school staff felt that CFS/ES approaches were (or would be) useful at their school, but these sentiments were not universal.</i></p> <p><i>The use of HFLE varied by country and by school. Overall, educators and parents agreed with the topics addressed by their schools’ HFLE.</i></p>	<p>Effective and ongoing communications from CFS focal points</p> <p>Strong school-level focus on PBM</p> <p>Parent buy-in for HFLE classes</p>

5.3.1 Evidence that stakeholders have received communication regarding the CFS/ES framework and understand it, and that CFS/ES communication is active and reliable at all levels

The evaluation found evidence that **stakeholders had received communication about the CFS/ES framework, but there were varying levels of ongoing communication on its implementation.** For example, a government respondent said, “The principals, especially in the rural areas, embraced the program. And so, they were also very instrumental in the reporting and seeking advice on wanting to know how they could improve and give more value to their students. And we were all, we also did a lot of work, in terms of communications. So that, too, ensure that we're all, we will always add the school's recording, what schools were doing, best practices.”

However, the respondent referred to the communications prior to Hurricane Maria,⁸⁹ and said that the monitoring efforts had since decreased. In Saint Lucia, principals from all four schools indicated **effective communication on the CFS/ES principles from the CFS focal point and opportunities for workshops and trainings.** Two schools set up coordinating committees which consisted of the principal, CFS coaches, and teachers. A principal explained that the committees help the school to make collective decisions on strategies and helped to get immediate buy-in from teachers. In the absence of a committee, the schools embraced and incorporated CFS principles into school management and leadership

⁸⁹ Hurricane Maria was an important inhibitor for much of the implementation in Dominica since 2017. Antigua also faced challenges that resulted from Hurricane Irma, which destroyed large parts of Barbuda.

activities. One principal also stated that the support and communication on CFS was overwhelming, including training, resources, and ongoing support.

Further, a government respondent from Tobago said they had engaged parents on the CFS/ES framework, “We recognize our parents to be critical stakeholders, and therefore, we held a meeting apart from lobbying with the head of the PTA executive on the island. We also invited a sample group of parents, from every sector of our education system here in Tobago to a mass meeting that we held, educating the parents about child friendly schools and effective school framework and what they ought to expect. And parents were very excited about it.”

Many respondents seemed **to focus their implementation of CFS primarily on PBM and emphasized the implementation of other elements to a lesser extent**. One respondent government respondent said, “We've realized that CFS can be broader than behaviour management. And it really has to do a lot with providing that safe space where students can thrive, which is, of course, at the core of the goals of education in Dominica though, which is that every one of us succeeds.” Another government respondent from Tobago also said that schools were most interested in the PBM aspect, “A lot of principals, gravitated to the area that speak to positive behaviour management. For them, a lot of it had to do with the behaviour of students and grappling with that especially at the secondary level.”

A government stakeholder observed that it may be overwhelming for schools to try to implement all aspects of the framework at once; the respondent said, “With each school, they have the guidelines, they have the checklists, and they are trying to incorporate each of the elements for full implementation. Some areas fall shorter than others.” A CFS focal point from the British Virgin Islands similarly observed a potential challenge with the number of aspects in the framework, despite trying to build the principles into existing initiatives; the respondent said, “I wouldn't say they are resistant. It's just that it's a whole lot.” Some teachers in Saint Lucia reported that they receive information about an initiative before they get an opportunity to test or see the initiative through, including the CFS initiative.

5.3.2 Evidence that stakeholders feel CFS/ES is aligned with their goals for children and education

There was widespread agreement among stakeholders that the CFS/ES framework principles are aligned with their goals for children and education. One example came from a government representative, who said, “Many of the schools that we involved, you could tell they really liked the idea of coming up with creative ways to reward children, for good behaviour. So, in the early phases of the program, when you visited schools, you would see that their rewards shop was probably the point of most pride at the schools.”

Respondents from teacher training institutions indicated that CFS guidance and principles are aligned with elements of their teaching curriculum. With regard to student participation,

a key informant from the Department of Teacher Education at the University of the West Indies said, “I think it's fully in sync with what we recognize to be best practice, it's fully in sync with what we know isn't necessary in order for students to not just learn science and math, social studies, and so on, but to be fully rounded individuals, to be good citizens, and so on and so forth, it's something that we embrace at least as part of the initiative.”

Although the elements of the CFS/ES framework were aligned at the institutional level, **there were challenges with ensuring CFS/ES principles were applied at the school level.** For example, a respondent from CARICOM said, “If you look at the department as a whole, we are in complete agreement, if you sit in the class and listen to the lectures, we are in complete agreement but what we find is, when you hold discussions with teachers, you hear the individual differences come in. And you hear the struggles and the struggles for the large part, they are individual struggle, not as an institution.”

In Saint Lucia, teachers indicated how useful CFS/ES approaches were (or would be) for their school, given the local values and culture. All teachers who responded reported that it was (or would be) mostly useful or very useful to use student-centred approaches. Nearly all thought that it was (or would be) mostly useful or very useful for their school to (a) encourage student participation – especially from students who may not typically participate; (b) communicate positive behavioural expectations; and (c) develop students’ self and interpersonal relationships skills. Additionally, principals and counsellors in Saint Lucia said the CFS and ES principles fit into the goals of children’s education, because they provided guidelines to ensure the safety and protection of children and to stop corporal punishment, and aligned with the goals outlined by the Ministry of Education. For example, two principals from Saint Lucia said the framework helped schools to embrace the development of the ‘Ideal Caribbean Person’ and shared the schools’ vision of graduating 21st century citizens. Further, amongst non-teaching staff in Saint Lucia, most thought that it would often be useful for their school to support student protection and safety, and to promote positive student behaviour.

5.3.3 Evidence that stakeholders have reached consensus on key elements of life skills education

Respondents across the region said **HFLE was not prioritized, and implementation varied from school to school.** A government respondent from Monserrat said the HFLE component is still in development, and that they aimed to tie that component into the other aspects of the framework; the respondent said, “And I think to do that we need to start with producing a national curriculum. We have sent a request to UNICEF for assistance there.”

However, respondents most commonly noted that HFLE topics included sexuality, sexual health and HIV, healthy eating, fitness, and environmental protection. One primary school teacher FGD in Saint Kitts demonstrated a farther-reaching conceptualization of life skills, including considering the self and improving interpersonal relationships, encouraging

students to be expressive beyond gender norms, encouraging self-awareness, and having a nurturing approach to students.

Overall, **parents and teachers agreed that HFLE classes were beneficial to students**, helping them become more well-rounded individuals by developing soft skills. According to the teacher survey, many teachers recognized the importance of HFLE, especially given the high rates of diabetes within the region. However, many respondents felt that life skills education was not prioritized in the school curriculum. This resulted in some topics like health being integrated into other subjects like social studies. When schools held separate HFLE classes, they were often taught by guidance counsellors instead of qualified teachers. A few teachers noted that they felt uncomfortable discussing sexual health with students.

Finally, parents believed that life skills education was valuable for their children and felt that topics such as sexual health were appropriate for students.

5.4 To what extent is the CFS/ES framework and its implementation consistent with the promotion of equity and gender equality?

The table below presents the judgement criterion, indicators, key findings and key progress areas related to the extent to which schools implementing the framework are inclusive, promote equity in students' participation and recognition, and provide a safe and supportive learning environment (*see Table 9*). For the three indicators, "all types of students" included boys and girls, those with disabilities, and others who may be marginalized.

Table 9. Question 4 criterion, indicators, key findings, and key progress

Judgement Criterion	Indicator(s)	Key Findings	Key Progress
Extent to which schools using the CFS/ES framework are inclusive and promote equity in participation, recognition and the provision of a safe and supportive environment	Evidence that schools take concrete steps to ensure that all types of students participate (including boys and girls, and including those with disabilities and others who may be marginalised)	<i>Stakeholders tended to think of student participation as enrolling in activities.</i> <i>There were mixed views on whether it was appropriate for students to participate in ways that gave them a voice or power.</i>	Schools engaged in student recognition activities and took steps to promote recognition in a more inclusive way Educators prioritized anti bullying awareness

Judgement Criterion	Indicator(s)	Key Findings	Key Progress
	Evidence that schools take concrete steps to ensure that all types of students are recognised (including boys and girls, and including those with disabilities and others who may be marginalised)	<i>Many schools were engaged in recognising students for their contributions and accomplishments in areas beyond sports and academics. Recognition was mostly perceived as equal for girls and for boys, and for students from wealthier versus poorer homes</i>	
	Evidence that schools take concrete steps to ensure that all types of students experience a safe and supportive learning environment (including boys and girls, and including those with disabilities and others who may be marginalised)	<i>Schools were making efforts to improve safety and address bullying. However, many students still experienced mistreatment by peers and by school staff</i>	

5.4.1 Evidence that schools take concrete steps to ensure that all types of students participate

FGDs respondents may not fully understand the concept of student participation, as **many referred to students taking part in extracurriculars, rather than ensuring all different types of students participate in the classroom**. FGD respondents mostly said that teachers try to “motivate” students individually to participate, while there were few mentions of specific tools, such as group presentations, that teachers used to encourage student participation. Some respondents mentioned student councils as a measure to promote student voices, though it was not clear that student councils were prevalent among participating schools.

One regional level key informant explained a potential difficulty with the concept of participation: “This whole idea of changing attitudes and approaches and engagement with students: this is what I found teachers and principals found really hard to do [...] because again, traditionally in our schools, our students are seen and not heard. So, to have approaches, which allow for student voice, whether it's in the classroom, or to have student councils, that's something completely new in many countries.” A focal point from Turks and Caicos Islands said, “Some think you're giving the child more authority. Some teachers or some parents may say that the child now seems to be more in control, while that is not really the case.”

Teachers survey respondents from Saint Lucia also provided open-ended responses that gave some insight into the difficulty with the concept of student participation. A few teachers said that time constraints made it difficult for them to incorporate student-centred techniques; one teacher said, “Sometimes the teachers become overwhelmed by the

volume of work during the process of training students differently (routines, to be in charge, etc.) and we give up.” Teachers mentioned other challenges including varying levels of teacher confidence in the methods and difficulty engaging shy students. One respondent said, “Students sometimes do not have that level of confidence in themselves. It takes a lot of encouragement from the teacher and other teachers as well to motivate the students.”

Most school-level respondents did not provide input on concrete steps available to ensure participation of students with disabilities or who may be marginalized. A few examples included provision of homework clinics and purchasing of food or personal items for marginalized students. Further, responses also implied that both boys and girls had the same opportunities to participate in activities in school.

There was more evidence of understanding of what student participation includes (including equitable participation) among respondents from Saint Lucia than from the other two countries of Antigua and Saint Kitts and Nevis. School-level respondents from Saint Lucia indicated that some principals identified students who needed more support and encouragement, such as underprivileged children and children with disabilities, and had teachers assigned for additional support. One school also had an active program that assessed students and provided appropriate accommodation and support. This also included a special needs program. The same school also encouraged participation from all students. A principal noted, “The general school ethos is to do whatever has to be done for the students within their care. Therefore, when a student comes to the school, the school generally accommodates and tries to cater to the needs of the student. The teachers give them various classroom responsibilities to help as well, so that it is not seen like it is the child from the affluent home who does XYZ.”

Additionally, a counsellor from another school said students also had the opportunity to select a group activity of their choosing, allowing students to holistically participate in activities of their interest. Further, about half of the Saint Lucia teachers who completed the survey indicated that they “often” took steps to encourage participation amongst students who may otherwise be overlooked (such as students who are not high achievers, or students who have disabilities). Open-ended responses from the Saint Lucia teacher surveys showed a better understanding of how to encourage student participation (*see text box*).

Examples from Teachers in Saint Lucia to Encourage Student Participation

- Offer students opportunities to voice their opinions on any matter
- Offer students chances to showcase their talent/creativity during lessons
- Ask students to explain their ideas
- Involve students in classroom decisions

- Use anonymous expression boards where students express themselves respectfully in public
- Use role playing and group presentations
- Give students space to share their ideas with each other
- Permit students to create guidelines for the daily routine of the classes

5.4.2 Evidence that schools take concrete steps to ensure that all types of students are recognized

Schools were engaging in student recognition activities, and some were taking steps to promote recognition in a more inclusive way – with attention to student accomplishments in areas beyond just sports and academics, and recognition of the positive contributions or accomplishments of students who may be struggling in other ways. A guidance counsellor from a secondary school in Antigua and Barbuda said that student recognition was a “work in progress” that “needs to be recognized.”

Most schools reported that students were recognized during certifications and award ceremonies, during assemblies, during sporting and cultural events. For example, a secondary school implemented a “Doing Good Initiative” to encourage and acknowledge students’ good deeds. Further, some students were recognized through a reward system, receiving “CFS points” to exchange for treats at the school shop or receiving treats or gifts.

Saint Kitts and Nevis and Saint Lucia offered good examples of inclusive student recognition. A guidance counsellor from Saint Kitts said that the school was referred to as the “dumping ground,” where students who are troubled often get transferred from other schools, but that the school then makes efforts not to overlook these students by recognizing students who make a ‘good turn’. In addition, some parents from a Saint Kitts secondary school said all students are recognized through a ceremony where students are rewarded for their best attributes, thus ensuring that each student receives recognition. A primary school in Saint Kitts also utilized social media platforms to recognize student achievements. According to parents, this approach seemed to be an inclusive way to acknowledge student accomplishments outside of the classroom. Similarly, a principal from Saint Lucia also indicated that students’ accomplishments are profiled on the school’s Facebook page. The principal said, “Parents love to see their children there. I mean, if you visit our Facebook page, you realize that there is very little about the staff, very little about principal. Everything was about the students. That has helped.”

Most Saint Lucia teacher survey respondents said that recognition of students’ contributions or accomplishments outside of academics and sports “sometimes” happens, with the remainder saying that it “often” happens. Most non-teaching staff said that this kind of student recognition “often” happens at their school. About half of the parents also reported

that their child's school "often" recognizes students outside of academics and sports. Most primary school parents and all secondary school parents surveyed thought that their child's school recognized girls and boys equally. And a sizeable majority of primary and secondary school parents said their school gave equal recognition to wealthier and poorer students.

Similarly, data from interviews with principals and guidance counsellors indicated that two schools in Saint Lucia implemented a "Caught Being Good" initiative, which recognized positive student behaviour and students' improvements. Students were also recognized at assemblies for non-academic related accomplishments such as demonstration of positive values and other activities such as creative writing. Speaking on the recognition of students, a principal said, "Everything is a big deal at the school. Everything is celebrated. When I speak of, 'I do my best work' – one of the questions we ask the students is whether you felt you did your best irrespective of the outcome. And as long as they can look at me and smile and say that they have done their best, that is something that is celebrated. We had various ceremonies highlighting all aspect of aspects of students. The students were recognized for being safe, for being respectful of others, for being cooperative. Students who changed their behaviour would have been highlighted at the school."

5.4.3 Evidence that schools take concrete steps to ensure that all types of students experience a safe and supportive learning environment

This indicator addresses both safety and support for students overall, and the extent to which students with different characteristics experience an equally safe and supportive school environment. Here, we focused on safety. In other sections, we address the provision of a supportive learning environment in terms of student participation and recognition (see Sections 5.4.1 and 5.4.2), flexible approaches to instruction that account for diverse student needs (see Section 5.6.1).

The data suggested that **guidance counsellors were largely responsible for protection of students and promotion of student safety**, and found evidence that educators (and particularly guidance counsellors) took steps to ensure that all students experienced a safe and supportive learning environment. Most steps fell under anti-bullying awareness initiatives in schools and improving the school's physical

*Some schools attempted to address bullying through "scared straight" programmes implemented with law enforcement. There is substantial evidence that these approaches are **psychologically harmful** to children, and actually **increase misbehaviour** (<https://doi.org/10.4073/csr.2013.5>).*

environment to be safe for students. Anti-bullying strategies included school-based talks on the harms of bullying, class mandated or school mandated virtues and expectations for students to follow, role-plays, and anti-bullying videos to spread awareness. In Saint Lucia, a school head emphasized that school safety was a major focus in the school, with one of the school's expectations as "I am safe," which recognizes the essence of safety for oneself and others in the classrooms, playgrounds, and bathrooms. Further, a national-level respondent

said school safety officers stationed in schools ensured that school spaces and grounds were safe and conducive to students. In Antigua, a national level respondent indicated that schools implemented an anti-bullying programmes and had no-tolerance policies on bullying. In Saint Kitts and Nevis, a primary school implemented a “ROARS (ROARS- Respectful Obedient Attentive Responsible Safe) rule” as one of the school expectations to prevent and address concerns of bullying.

CFS implementers also described experiences where parents and bus drivers who received training in positive behavioural management changed the way they dealt with children who demonstrated negative behaviours outside of the classroom.

Most primary school students from Saint Lucia answered that the school rules were fair. However, half of students said different groups of students received different consequences for breaking the rules, with the other half about evenly split between those who thought the rules were applied fairly and those who were unsure. Saint Lucia parents of both primary and secondary students were more positive on this topic, with most believing that the rules were applied fairly.

Schools struggled with limited resources to improve student protection and safety. With regards to a safe physical environment, both the guidance counsellor and principal from a secondary school in Nevis suggested there were financial constraints which prevented the school from meeting basic safety standards. The respondents confirmed that the physical environment was unsafe for students and that there is an imminent risk of some infrastructure harming students. Despite the perceived immediate risk, there seemed to be no concrete steps in place to have safer environments.

5.5 What is the larger context for how families and communities engage with children, in terms of norms and culture? And to what extent is this context consistent with/enabling of CFS/ES goals and values?

The table below presents the judgement criterion, indicators, key findings and key progress areas related to the alignment of the framework’s implementation to contextually appropriate norms, goals, and values (*see Table 10*).

Table 10. Question 5 criterion, indicators, key findings, and key progress

Judgement Criterion	Indicator(s)	Key Findings	Key Progress
Alignment of CFS/ES implementation to contextually appropriate norms, goals, and values	<p>Systems of rewards/sanctions are consistent with norms and culture</p> <p>Evidence of strengthened collaboration between stakeholders on child/community health, development and well-being</p> <p>Evidence of community collaboration on inclusive education</p>	<p><i>Educators in the region were aware of and used positive discipline, but also resorted to corporal punishment at times. Most parents still believed in corporal punishment.</i></p> <p><i>There was national cross-sectoral collaboration to meet children's holistic needs.</i></p> <p><i>Inclusive education was not a priority in the ECA, and received almost no attention.</i></p>	Strengthened coordination involved in the implementation child health and wellbeing

5.5.1 Systems of rewards/sanctions are consistent with norms and culture

Section 5.4.2 addressed student recognition and rewards; this section focuses on discipline/sanctions. Respondents noted that traditional views were a barrier to implementation of PBM under CFS/ES and said that the system of sanctions in schools differed from the local culture and norms related to discipline. For example, a respondent from CARICOM noted that across the region, “There'll be some persons who believe that the framework is a little soft. Because we still have some people in the system with traditional views. [They believe] that you should be fairly hard on children to get them to do what you want them to do.”

Despite the efforts across the region to eliminate corporal punishment in schools, it still seemed to be a regular practice. For example, students recounted that children who misbehave get lashes or ‘hot chocolate’ from teachers and principals. However, teachers and principals often reported using corporal punishment as a “last resort.” Amongst non-teaching school staff in Saint Lucia, all felt that positive discipline was useful at least sometimes, and most felt that it was “often” useful.

Most parents in Saint Lucia responded that their child’s school gave the right consequences for student behaviour (the remainder were unsure). However, we are unsure whether this response reflects agreement with new positive methods, or reflects the fact that schools are still using corporal punishment at least some of the time, though most parents viewed corporal punishment as acceptable.

5.5.2 Evidence of strengthened collaboration between stakeholders on child/community health, development, and wellbeing

National level respondents described what they considered to be **robust cross-sectoral coordination involved in the implementation of the CFS/ES framework**. For example, a Ministry of Education official in Antigua and Barbuda said, “I would say that we have had a

good and long-standing relationship. And even as we consulted on like a discipline policy and a discipline code, we included many sectors of society that external to the education system.” Multiple stakeholders said they rely on collaboration with the social protection sector; for example, a government respondent said, “The social welfare division, for example, is a very reliable partner that they have the correct linkages in the community and the children, and they are able to step in where they need to – to intervene when and where they need to assist our children and help them to access better education.”

The evaluation found some evidence for collaboration at the school level. For example, a school principal from Saint Lucia described how collaboration with community government has facilitated implementation of the framework, “We also have our community development offices and governmental level. They have actually stepped in and last year based on a request by me to assist my students from the poorer families, we were able to start an afterschool program. And then our practices were positive and student focused, and we saw that by the end of the program that our students had developed a more positive outlook in terms of how they viewed themselves.”

However, a respondent from the Ministry of Education in Saint Kitts thought the collaboration in terms of the CFS/ES framework specifically could be strengthened, “While we have connections in partnership, I wouldn't say that we have perhaps built anything, system-wide or nationally that ties strongly back to effective schools as compared to like school safety where we have done so.”

5.5.3 Evidence of community collaboration on inclusive education

There was little evidence that countries and schools were focusing on inclusive education. The issue did not seem to be resistance to the idea of inclusion, but rather lack of attention. For example, education officers from Antigua and Barbuda said, “The inclusiveness goes to the point to where all schools really need to put in a little more with regards to physical access, like for wheelchairs, and bathrooms need to be retrofitted, where students who have these kinds of disabilities can go to school, they should be able to, but sometimes the physical aspect is just not there.”

OECD DAC Criterion 2: Coherence

5.6 To what extent is the CFS/ES initiative coherent with other initiatives, norms and standards in schools and classrooms?

The table below presents the judgement criterion, indicators, findings and key progress areas related to both the alignment and complementarity of the framework's implementation with other initiatives, norms and standards at the school level (*see Table 11*).

Table 11. Question 6 criterion, indicators, key findings, and key progress

Judgement Criterion	Indicator(s)	Key Findings	Key Progress
Alignment and complementarity of CFS/ES implementation to other national/school-level initiatives and classroom norms and standards	<p>Evidence that staff have knowledge to foster flexible teaching and learning methods that respond to student needs</p> <p>Evidence that educators are able to seamlessly integrate CFS/ES programming and approaches into their day-to-day activities and responsibilities</p>	<p><i>Teachers were in the early stages of adopting flexible approaches, such as differentiated instruction.</i></p> <p><i>There was a barrier to the adoption of CFS/ES, in that teachers felt like it was another program that had to be added to their other responsibilities.</i></p> <p><i>Teachers also noted that they did not have all of the resources they needed to increase their use of student-centred teaching or student supports.</i></p> <p><i>Introduction of ES into secondary schools is currently hampered by a combination of lack of buy-in and lack of resources.</i></p> <p><i>Despite these challenges, schools were making progress in adopting CFS/ES.</i></p>	<p>Teachers used interactive and student-centred methods in the classroom</p> <p>Leadership buy-in at school level from school principals and teachers helped improve progress of CFS implementation</p>

5.6.1 Evidence that staff have knowledge to foster flexible teaching and learning methods that respond to student needs

Above, this report discussed steps teachers were taking to provide a supportive learning environment (see Section 5.4.3). **Students across countries agreed that teachers generally used interactive methods in the classroom, but few reported that teachers provided individualized support.** Some respondents felt that teachers needed more practical training to encourage implementation. One respondent suggested that teachers valued the concept, but this did not necessarily translate into implementation of student-centred approaches. A secondary school teacher explained, “I don’t think teachers are truly aware of what student-centred really means. Additionally, we are confined to teaching to the curriculum and we haven’t been able to merge the expectations of the curriculum and CSEC exams with the tenets of student-centred learning. I think essentially some teachers have not fully grasped the idea of letting go and allowing students to participate in leadership roles, for example. Additionally, I think that teachers need the necessary training.”

Most teachers reported incorporating student-centred learning through several approaches including differentiated learning, incorporating different learning styles into lessons, using participatory methods (e.g., group work, student-led activities, and learning through play), and incorporating technology. Teachers from Saint Lucia said they actively monitor student needs for behavioural supports, and provided insights into what helped

them adopt student-centred practices. One teacher said (s)he had been helped by “a realization of students being more focused and motivated to learn when student-centred approaches are used,” while another suggested, “Knowing [students’] strengths and weaknesses and placing them in activities that they will be able to do.”

In Saint Lucia, about half of the students reported that they often got help from teachers when they needed it, and only a handful said that they rarely got needed help (with the remainder reporting that they received help sometimes). Just over half felt that teachers equally helped different groups of students (such as girls and boys, or students from poorer families and from wealthier families), with the remainder divided between saying teachers did not give equal support or being unsure. However, the open-ended responses from student surveys indicated a more positive view on student support, indicating that the majority of students felt teachers were equally helpful and cared about all types of students.

Though the majority of students surveyed from Saint Lucia answered that the school did care about whether all types of students were successful, some students pointed to a concern that participation is a challenge for some classmates. One student said, “Some teachers always try to get in touch with the students but then it is a bit difficult, so the teachers give up on the students.”

Although respondents from teacher training institutions were familiar with the CFS/ES framework, they had not fully incorporated principles from the framework into the teacher training curriculum. One respondent thought that because UNICEF typically engages with ministries of education, education initiatives are not immediately institutionalized beyond that. A key informant from the Department of Teacher Education at the University of the West Indies said, “I don't think they've reached the point where they have actually incorporated it fully into the written curriculum, but I know that the lectures have been involved and actually students have been exposed to the initiative. And there is, there has been, quite some bits of discussion, debates, about the cultural significance of it, the cultural impact of the Child Friendly School initiative and the possible ways in which it could be factored into our school climate.”

An education officer from Saint Kitts and Nevis described their new curriculum, introduced in 2020, as child-centred, saying, “That new curriculum is very focused on child-centred learning, centred on differentiation, in terms of instruction, in terms of assessment. And so, that whole child friendliness - taps into the needs of individual students and what their needs are, and to make their learning environment suitable for their needs.”

5.6.2 Evidence that educators are able to seamlessly integrate CFS/ES programming and approaches into their day-to-day activities and responsibilities
Leadership buy-in from school principals and teachers helped improve the progress of CFS implementation, along with the understanding that CFS should be integrated into all

aspects of a school. A national-level respondent said, “If the mechanisms are not there to get staff buy in, then the whole CFS framework within the school could be slow in getting implemented or not at all.” Similarly, an education officer stressed the importance of “whole-school” buy-in, stating, “You have to ensure that persons have sufficient buy in, so that they can volunteer to engage students and do some of those things. And [buy-in affects] whether or not the teachers themselves see [the CFS/ES framework] as something that is productive for them and for their schools.” Further, buy-in at the ministry level and technology-based awareness programmes helped improve the understanding of what a CFS includes. Further, the presence of sector-wide buy-in to the CFS/ES framework likely improves implementation of the framework. For example, a CFS/ES focal point suggested that the presence of ministry-level ownership, with the understanding that CFS/ES falls under the responsibility of the *entire* education sector and is not just the responsibility of an appointed focal point, is a key facilitator for successful implementation.

Some respondents recounted progress related to integrating the CFS/ES framework at the school level. For example, a respondent from Antigua and Barbuda explained that although teachers may not strictly adhere to each aspect of the framework in secondary schools, there are still positive results, saying, “You will find that teachers would reward students, you will find that during assemblies, students will be highlighted for something that would have been done. You will see areas within the classroom where there's an affirmation, or you will also see the wall or hall of fame [where] students' photos are being posted and what they would have accomplished and so forth.”

However, national- and school-level respondents indicated that limited funds and resources were a major barrier for the continued implementation of CFS. For example, a national-level respondent from Antigua said a lack of funding forced discontinuation of a rewards-based PBM system in some schools. Under the reward system, teachers provided rewards from a school shop to children who demonstrated positive behaviours.

Teachers said limited resources affected their ability to implement CFS/ES programming. For example, primary school teachers from Saint Lucia said limited time and financial resources made implementation of the HFLE component, student-centred teaching, and encouraging individual student participation difficult. Teachers at a secondary school also said currently available resources were not sufficient to implement the student-centred classroom approach. Principals and teachers requested more Information and Communications Technology -based supports such as computers and projectors to support implementation.

Other factors that delayed or interrupted CFS/ES implementation included high staff turnover, heavy reliance on one staff member's knowledge and capacity, and lack of follow-up training sessions. For example, a secondary school principal requested more guidance in the wake of turnovers: “[CFS/ES] was discussed at a school level with tentative plans for implementation. The teacher who was spearheading the process was recently transferred to

another school. The main person is no longer on staff; guidance is needed.” Similarly, at the school level, the integration of the CFS/ES elements into daily activities was limited due to the heavy reliance on only one person, such as a guidance counsellor. Most of the CFS/ES elements related to student development and skills were largely the responsibility of the guidance counsellor, who was the key person to address matters of interpersonal relationships, bullying, behaviour management, HFLE, and sexuality.

5.7 To what extent is the CFS/ES initiative coherent with other actors’ interventions in the same context?

The table below presents the judgement criterion, indicators, key findings and key progress areas for both the alignment and complementarity of the framework with other actors’ interventions (see Table 12).

Table 12. Question 7 criterion, indicators, key findings, and key progress

Judgement Criterion	Indicator(s)	Key Findings	Key Progress
Alignment and complementarity of CFS/ES to other actors’ interventions	Evidence that CFS/ES programming is integrated with other sector-level initiatives and requirements, so as to avoid duplication of efforts, and ideally create synergies and adequate coverage of student needs	<i>CFS/ES programming is perceived as well integrated with other sector-level initiatives and requirements at both regional and national levels.</i>	Increasing understanding of the use of CFS/ES as an integrated framework, not a program

5.7.1 Evidence that CFS/ES programming is integrated with other sector-level initiatives and requirements

A majority of informants at the regional and national levels believed that **CFS/ES programming is coherent with other initiatives, norms, and standards**. A regional stakeholder said, “From our understanding of the Child Friendly initiative, or the school effectiveness aspect of it, it’s been intertwined in what we do in trying to shape teachers into quality teachers overall, and schools, into places where children learn in holistic and healthy ways.” A CARICOM official described how the CFS model followed closely from the efforts under the Caribbean New School Model, which is the education sector’s portion of the initiative that aims to promote social resiliency throughout the CARICOM region; the official said that related education issues, “Have to be given consideration when we are thinking about safe school designs. And safe school designs not just to be used for school, normal school learning during, eight to three period, not just to be used in case of an emergency for shelters, but schools that are also designed in such a way that can also be used for community initiatives, within member States.”

At the country level, a key informant from Dominica said, “The CFS/ES framework, it has to be embedded in what is within that sector’s plans.” The key informant continued, “Dominica

has been ensuring that this child friendly framework, the principles, practices, theory, are reflected in our sector plan, in our curriculum and in practices within the schools.” Similarly, a school principal from Anguilla said the secondary schools’ current mission and vision statements bring together recommendations from a review of the secondary education sector, child safeguarding policies, and elements of the ES. A primary school head from Saint Lucia also mentioned having incorporated CFS policies into the mission and vision statements. And a government respondent from the Turks and Caicos Islands said, “[CFS/ES] fits well into our overall planning because the elements are key things that we would want to see within our school system, as it relates to rules and expectations as it relates to positive management behaviour, safety and security, as it relates to the establishment of student councils, not only establishment, but establishment and operation and links to the community and our various projects.”

OECD DAC Criterion 3: Efficiency

5.8 To what extent does the CFS/ES initiative leverage existing education systems resources? And are there any opportunities to improve the efficient use of resources?

The table below presents the judgement criterion, indicators, key findings and key progress areas related to the extent to which the framework fits with within existing structures and supplements existing resources (*see Table 13*).

Table 13. Question 8 criterion, indicators, key findings, and key progress

Judgement Criterion	Indicator(s)	Key Findings	Key Progress
Extent to which the CFS/ES initiative fits within existing structures, and shares and supplements existing resources	<p>Evidence for adequate and effective mobilization of monetary and non-monetary resources for implementation of CS/ES.</p> <p>Evidence that CFS/ES activities are combined with/leverage other activities as appropriate.</p>	<p><i>Countries were appreciative of the support they received for CFS/ES at the regional level but lacked sufficient monetary and human resources to implement CFS/ES to the level they would like.</i></p> <p><i>There was very limited evidence that countries were leveraging other activities to improve adoption of CFS/ES programming.</i></p>	CFS focal points were engaged and provided technical support and guidance whenever schools asked

5.8.1 Evidence for adequate and effective mobilization of monetary and non-monetary resources for implementation of CS/ES

The document review found multiple recent instances where regional-level stakeholders had mobilized both monetary and non-monetary resources to support CFS/ES implementation. For example, a UNICEF ECA 2019 report stated that UNICEF supported

wide-scale teacher and principal training on areas addressed by CFS/ES, and that the Caribbean Disaster Emergency Management Agency (CDEMA) and UNICEF supported the development of policies and capacity across the region for schools to have effective safety/emergency management planning and disaster risk management.⁹⁰ Relatedly, in 2018, UNICEF ECA (a) provided technical and financial support across the region for education in emergencies, disaster risk reduction, and building resilience to disaster-related shocks in schools; (b) facilitated CFS/ES training across countries; and (c) provided countries with C4D support related to CFS/ES.⁹¹ At the country level, there is documentation of investments in areas that are consistent with the values and goals of CFS/ES, such as programming in Antigua and Barbuda that provides school uniforms and school feeding,⁹² and steadily increasing budgetary allocations to meet the needs of students in special education in Saint Lucia.⁹³ However, the evaluation team did not find documented examples of earmarks specifically for CFS/ES.

Despite these efforts, school-level and national-level qualitative data suggest that **monetary resources were insufficient and always welcome**. School-level respondents reported instances where implementation of a CFS element was halted due to lack of funds, or where teachers pitched in their own money to help sustain the framework's concepts. Speaking to the PBM reward system described earlier, district education officers from Antigua said that teachers were often required to purchase the rewards from their own pockets and the district officers suggested fundraising activities or donation of rewards.

Additionally, for the safe schools component of the framework, some schools in Saint Lucia and Nevis required monetary resources to improve physical infrastructure through the fencing of school compounds, installing working toilets and safe roofs in classrooms. A national-level respondent from Saint Lucia listed several infrastructure related changes that a school still required to be called a "child-friendly school," citing an example where a child was hurt when a school balcony caved in and the use of termite-infected benches in classrooms.

As also mentioned below, the evaluation data shows that **CFS/ES focal points across the region were stretched for time and the types of support they could offer to schools, such as follow-up trainings (see Section 5.9)**. For example, a focal point from Saint Vincent and the Grenadines stated, "From a human resource standpoint, it is very challenging because I am the focal point person and I'm also senior education officer. There are about 70 primary schools, and we have three senior education officers who are assigned to them ... I have 30 [primary schools] to look into. And sometimes, the time that you would like to spend in

⁹⁰ UNICEF ECA, *Eastern Caribbean Multi-Country Program 2019 End of Year Results Summary Narrative*, Christ Church, Barbados, 2019.

⁹¹ UNICEF ECA, *Eastern Caribbean Multi-Country Program 2018 Country Office Annual Report*, Christ Church, Barbados, 2018.

⁹² Antigua and Barbuda Ministry of Education Planning Unit, *Antigua and Barbuda Education Statistical Digest 2012–2015*, Saint John, Antigua, 2015.

⁹³ Government of Saint Lucia, Department of Education, *Statistical Digest 2018*, Castries, Saint Lucia, 2018.

schools is severely hampered.” However, **there is evidence that focal points provided technical support and guidance whenever schools asked for support.** Further, education officer from Saint Kitts and a principal from Nevis reported that though some schools received technical assistance from a focal point, the schools still struggled to implement the framework due to a shortage of staff.

There were few examples where school leadership were able to effectively mobilize the trainings provided by the CFS/ES focal points to train teachers and ancillary staff, though interviews with principals and teachers suggested that only a handful of principals who received training were able to effectively train teachers on the framework and its practices. For example, a school head from a primary school in Saint Lucia said additional training sessions with school staff and the CFS focal point enabled staff to develop a school behaviour matrix to help with PBM. Additionally, a national-level respondent said one primary school principal in Saint Lucia was able to effectively mobilize parents through parents’ councils and parent workshops. Similarly, in Saint Kitts and Nevis, providing CFS/ES trainings directly to teachers enabled teachers to integrate CFS/ES concepts into their classes.

With regard to other non-monetary resources, better material and physical resources were needed. Education officers from Antigua suggested that though there were material resources such as brochures that spoke to the framework, they were not adequately used because of teachers’ limited time. The officers suggested that more innovative tools such as charts or videos could be more effective. Similarly, a national-level respondent from Nevis said the technical resources available currently were not context specific: “I remember seeing videos from different regions. I noticed a deficit in terms of locally produced resources in promoting the framework.”

5.8.2 Evidence that CFS/ES activities are combined with/leverage other activities as appropriate

There is limited evidence that stakeholders leveraged existing activities at the national or school level to improve CFS/ES uptake. Overall, it seemed that most stakeholders had trouble visualizing the framework as embedded within other regular school activities. For example, a national-level respondent from Antigua indicated that the CFS/ES framework was sometimes perceived to be a separate entity and hence there was limited collaboration between different agencies and led to duplicative efforts when resources are already limited and need to be effectively utilized. The same respondent suggested that mechanisms for the implementation of CFS/ES be streamlined between different ministries and agencies such as the Ministry of Education, Ministry of Health, police departments, and department of social transformation. Further, a primary school principal from Antigua suggested that the CFS framework only fits with 50 percent of other existing standards and requirements of the education system in the country. The principal stated, “It appears as if they want to break down everything that is already established. There was always behaviour management

taking place and each school has a set of guidelines. Now, everything must be done according the CFS model ... when some of the things in behaviour management are similar.”

There were a few examples of schools beginning to find approaches to leverage other activities as part of CFS, such as initiatives such as breakfast club which is sponsored by a community organization. A principal from Antigua explained that this initiative was child friendly as it allowed underprivileged children to be fed and participate in school activities.

OECD DAC Criterion 4: Effectiveness

5.9 To what extent has the CFS/ES initiative been implemented as intended? What barriers and facilitators affected quality of implementation, and how?

The table below presents the judgement criterion, indicators, key findings and key progress areas related to the alignment of the framework’s activities to its objectives (see Table 14).

Table 14. Question 9 criterion, indicators, key findings, and key progress

Judgement Criterion	Indicator(s)	Key Findings	Progress
Alignment of CFS/ES initiative’s activities to objectives as laid out in the framework	Evidence that staff have developed adequate capacity and mechanisms for implementation of CFS/ES	<p><i>The implementation of CFS/ES is focused on national focal points and guidance counsellors and has not fully expanded to include ownership by education systems and educators more broadly.</i></p> <p><i>Educators appreciated the support they received from the regional level, but still struggled with how to implement CFS/ES on the ground.</i></p> <p><i>There were requests for additional training, technical assistance and examples/models that could help build educator capacity.</i></p>	Trained teachers understand the need for and value of the CFS/ES concepts

5.9.1 Evidence that staff have developed adequate capacity and mechanisms for implementation of CFS/ES

Schools across the three sampled countries relied heavily **on the focal points to support the implementation of the framework and professional development**. Though respondents at the national level appreciated the support from focal points, they also pointed out that reliance on one person is unsustainable. A chief education officer suggested that more staff to implement the CFS/ES framework at the ministry level would be helpful: “The focal point needs support to get it together, because if an education officer has to make a decision with reference to what takes priority, obviously the primary responsibilities would take priority. So, I think, more hands-on deck is important.”

National education officers in Antigua and Barbuda and Saint Lucia highlighted the **gaps in capacity for monitoring implementation**. Some suggestions included building capacity of teachers and/or principals on monitoring and supervision at the school level to guide the implementation of the CFS/ES framework. An education officer stated, “I am thinking that if there was someone else with that responsibility [of ensuring the initiative continues] and also because of the number of schools that have to be monitored and supervised, I am thinking that we could have seen more.” Another recommendation was to develop a committee dedicated to directly monitoring implementation.

Some regional and national stakeholders expressed **concern that teachers were not fully understanding the framework**. In addition, schools seemed to rely heavily on the work of guidance counsellors to implement the framework. One respondent elaborated on the difficulty of getting teachers to fully understand and implement the framework, “I think part of the challenge has been ... breaking down the mentality or the thinking patterns of teachers. And their block in terms of seeing CFS as something that is targeting of the removal of corporal punishment. And then ... being open to understanding what it's about. And then teaching it in ways that the teachers themselves will buy into it. And then ensuring the teachers are able to learn to demonstrate it in the class.” This finding is consistent with what we reported above – that educators tended to think of CFS/ES as a positive discipline initiative (*see Section 5.3*).

Multiple stakeholders indicated that **lack of material and human resources was a constraint for implementation**. A respondent from Dominica said that although UNICEF support was present, there are aspects of local level support that could be strengthened: “As relates to the support we get from UNICEF that’s fine; they are really hands on... They offer a lot of support. They share best practices all the time, which we benefit from. So that aspect of it is not an issue. I think locally, though, we may need a little bit more manpower to ensure that the program is properly administered or rather implemented in schools.” An education officer from Saint Vincent and the Grenadines agreed, while a respondent from CARICOM added that, “Outside the resourcing constraint, the other constraint could be a lack of consultations, the timeliness of the public good.”

Respondents said the trainings that UNICEF provided to school-level stakeholders were useful. A school head from Saint Lucia said, “I was exposed to just about every aspect in terms of the expectation, where we actually looked at the schools that had made strides in the Caribbean. We looked at how CFS was imparted and how engaged the entire community was.” Some of the resources used to implement CFS/ES include a PBIS website link provided to school staff for positive behaviour support alternatives, a pre-referral intervention manual and a checklist provided to teachers to help manage students’ behaviours and seek support from a district councillor if certain strategies do not work.

A national-level respondent from Saint Lucia emphasized that **there was a need for increased capacity and called for the continual training of teachers**. The respondent stated, “I think that a lot of our teachers are very competent, very good, empathetic, but some of our schools, we need to do a lot more in terms of improving that ... to continue to make children feel and know that they're valued within the system, how teachers can speak to children. How do you support children? How do you show children that they've valued within the system that they're in?”

There was also a need for more “hands-on examples” for teachers. A national-level respondent from Saints Kitts and Nevis explained that school staff understand that teaching and learning should be child centred and that the learning environment should be safe for children, but they do not have the adequate knowledge to adopt the strategies to their school or class context. The respondent stated, “Exactly what does making children feel safe look like? What does that look like at playtime? What does that look like in my math class? What does that look like in my science class in terms of having hands-on examples? And then being able to get that support to say ... ‘OK, that’s how it looked in Saint Lucia, but in Nevis we’re going to have to do it this way to make it work for us.”

The evaluation data suggested that the national and school levels focused on just some elements of the CFS/ES framework – typically chosen based on a national or school priority. A national-level respondent stated that there was support from the ministry at the national level on PBM strategies, which revived the importance of the PBM strategies and encouraged implementation of the PBM element in schools.

Most teachers in Saint Lucia reported that they only sometimes received the support they needed to effectively promote student participation, but most of the non-teaching staff said they often received this support. In the area of PBM, about half of the teaching staff and half of the non-teaching staff reported that they often received the support they needed to effectively use positive discipline (and all but one of the remainder said this was true sometimes). Teachers had mixed opinions about whether they received adequate support to effectively promote student protection and safety. However, non-teaching staff consistently reported that they did receive this support.

Teachers and other school staff in Saint Lucia indicated how often they were able to engage in implementing different aspects of CFS/ES. About half of primary teachers said they used student-centred approaches “often” and the remainder used them “sometimes.” Most secondary teachers just used them “sometimes.” Most primary teachers said they often promoted (a) student participation in their classrooms, (b) student development in the area of self and interpersonal relationships, (c) the development of a safe and protective environment in the classroom, and (d) the communication of positive behavioural expectations. At the secondary level, teachers were also beginning to adopt these approaches, but they were somewhat less prevalent. The majority of non-teaching staff at

both the primary and secondary levels reported that they often promoted the provision of a safe and protective school environment. Most primary school non-teaching staff promoted student participation, but this was less common at the secondary level. All non-teaching staff at the primary level reported that they often communicated positive behavioural expectations to students, and most non-teaching staff at the secondary level did so, as well.

5.10 To what extent has CFS/ES contributed to the provision of a safe and supportive learning environment?

The table below presents the judgement criterion, indicators, findings and key progress areas related to the perspectives of changes in the psychosocial environment directly connected to elements of the framework (*see Table 15*).

Table 15. Question10 criterion, indicators, key findings, and key progress

Judgement Criterion	Indicator(s)	Key Findings	Progress
School-level perspectives of changes in psychosocial environment directly connected to specific elements of the CFS/ES framework	<p>Evidence for use of positive behaviour management amongst teachers, other school staff, and parents</p> <p>Evidence that schools have developed and implemented preventative measures to promote and support positive behaviour amongst students</p> <p>Evidence that schools provide a healthy learning environment that protects all students</p> <p>Evidence that schools promote awareness of life skills throughout community and home</p> <p>Evidence that students are valued and acknowledged at school and classroom levels</p> <p>Evidence that students are provided with a safe and supportive learning environment</p> <p>Evidence that students are provided with an inclusive environment</p>	<p>Schools used some PBM, but negative methods were also much in use.</p> <p>Teachers and other school staff saw the benefits of promoting positive student behaviours and giving acknowledgement and took steps to do so.</p> <p>Many schools encouraged students' healthy eating and exercise.</p> <p>School safety was a concern, with student bullying by peers as well as teachers.</p> <p>Inclusive education seems to be lagging in the region, and not a priority.</p>	<p>Teachers encouraged positive behaviour by recognizing students' achievements</p> <p>Schools communicated positive behaviour expectations by posting signs with rules and reinforcing expectations during events like school assemblies</p> <p>Schools in Saint Lucia reached out to parents to discuss how to promote their child's positive behaviours</p> <p>Schools were making an effort to value and acknowledge students</p>

5.10.1 Evidence for use of PBM amongst teachers, other school staff, and parents.

Teachers responded to student misbehavior with practices such as writing lines, not being allowed out for recess, or calling parents. Principals and teachers often reported sending students to the guidance counsellor for additional support. However, as noted above (see Section 5.5.1), teachers and principals were still using corporal

*Exclusionary discipline does **not** make schools safer, increases the risk of students becoming disengaged from school, and can result in greater juvenile delinquency in the community*
(<https://doi.org/10.1787/54d45980-en>)

punishment, though they said it was a “last resort.” Students recounted getting lashes or being forced to stand in stress positions when they misbehaved. Schools also used exclusionary discipline (such as suspensions) for more serious infractions.

There is little evidence of parents incorporating PBM at home. Several parents recounted hitting their children at home when they misbehaved. Respondents noted that more communication with parents was needed to ensure that practices to encourage positive behaviour translated from the school to household level.

5.10.2 Evidence that schools have developed and implemented preventive measures to promote and support positive behaviour amongst students.

Teachers encouraged positive behaviour by recognizing students’ achievements, as noted above (see Section 5.4.2). All primary teachers surveyed in Saint Lucia reported that they sometimes or often taught students positive behaviours. A respondent from Antigua noted positive practices at the school-level, “I know for a fact that efforts have been made to motivate our students academically. Every end of term, there is an award ceremony where students are awarded ice cream vouchers.” A primary school principal added, “We have a mural in the school’s wall where students’ names are listed so they are highlighted for their exemplary behaviour, and they get to choose [a gift] from the school’s shop.”

However, a school principal from Antigua and Barbuda noted the challenge of using monetary rewards: “After a time it became monotonous because what we were offering, the students were not interested [in]. They were asking for things that we could not afford. So, how do you move the PBM strategy from ‘behaving for things’ to behaving because that is what students should do? Another thing we thought of was to educate students so that they would behave without receiving anything. That was the ultimate plan.”

Respondents agreed that **schools communicated positive behaviour expectations by posting signs with rules and reinforcing expectations during events like school assemblies**. Teachers also highlighted these expectations in the classroom setting. An education officer recalled efforts to embed expectations in schools, saying, “The display of affirmations in the classrooms, they repeat these affirmations, and that really assists as well. They have

different expectations posted for different settings within the school, what are the expectations for the bathroom, expectations for the classroom [etc.].”

Students were aware of the rules at their schools, reciting them during focus groups. Students noted the need to be respectful to others and follow their schools’ dress code, among other rules. Schools also relied on after-school activities to encourage good behaviour like scouting and sports. In Saint Lucia, almost all parents reported that their child’s school sets clear expectations for student behaviour.

All primary teachers surveyed in Saint Lucia said **they reached out to parents to help them learn how to promote their child’s positive behaviours**. Almost all parents confirmed that their child’s school sometimes or often provided families with information about how to address children’s behaviour through positive methods. Nearly all of the teachers said parents were only sometimes receptive to their efforts to promote the recognition of positive behaviours at home. Yet nearly all participating parents reported that they agreed that the information the school provided was appropriate.

All primary- and secondary-level non-teaching staff in Saint Lucia said they often promoted development of positive student behaviours. In addition, almost all said that when students did not behave well outside of class (e.g., playing field, hallways, lunchroom, etc.), the school “often” provided that student with support to help him/her behave better (and did not just punish the student).

5.10.3 Evidence that schools provide a healthy learning environment that protects all students

Despite the presence of anti-bullying initiatives and awareness of anti-bullying, as well as indications that schools are taking steps to provide a healthy learning environment (Section 5.4.3), FGDs with students from schools across the region indicated that **physical aggression is still high, and students are bullied if they are unpopular, have a disability, are perceived to look “different” or have different sexual orientations**. Students commonly reported that older students picked on the younger students. Of the 41 students surveyed in Saint Lucia, 14 said their peers at school physically hurt one another, and 14 reported that some groups of students were more often physically hurt by peers than others. Further, secondary school girls and boys from Saint Kitts and Nevis said they felt unsafe on the school premises and stated that there were incidents of inappropriate touching between boys and girls. A majority of students felt that girls and boys were equally safe at their school.

Survey data from parents in Saint Lucia showed that about half felt that students at their child’s school were safe from bullying, teasing and/or exclusion by peers. Nearly all of the parents said the level of safety was equal for girls and for boys, for students from wealthier and poorer families, and for different types of students.

FGDs with parents and students indicated that some teachers also bullied students, ranging from aggressively touching students to showing favoritism to some students. For example, some students from a boys' secondary school in Saint Kitts said there were instances where teachers aggressively touched students (though that was not common). Of the 41 students in Saint Lucia who completed surveys, 18 said that students at their school were physically harmed by teachers (such as being hit or being forced to stand in a painful position), although just two said this happened often. When asked if teachers physically harmed some groups of students more than others, 26 said no, but 13 were unsure.

5.10.4 Evidence that schools promote awareness of life skills throughout community and home

Several respondents noted that school curriculum is focused on academics, placing less value on subjects like life skills. Teachers also noted that the community is most interested in their children excelling in subjects like math and science. An education official agreed, stating, "Our school culture is exam driven and more focused on delivering content and not effectively equipping students with skills for independent life skills." The report discussed HFLE above (see Section 5.3.3), and here focuses on what schools do to promote health through direct activities (rather than instruction).

Teachers, students, and parents agreed that schools stressed healthy eating and fitness. Many principals, teachers, parents, and students mentioned that their schools have 'fruit days' and 'water Wednesdays.' Students also reported participating in physical activity and believed that it was important to exercise. Yet, several respondents believed that these messages needed to be translated into action by offering more healthy meal options in primary and secondary school cafeterias and encouraging healthier eating in households.

In Saint Lucia, all surveyed teachers thought it was useful for their school to develop students' healthy eating and fitness habits given the needs and values of the students and the community. However, teachers' and parents' responses were mixed regarding whether schools provided parents with information about children's healthy eating and exercise. All parents surveyed who had received information from the school about children's healthy eating and/or exercise said they agreed with the information. Most teachers also said it would be useful for students to learn about managing the environment.

5.10.5 Evidence that students are valued and acknowledged at school and classroom levels

There was evidence that **schools were making an effort to value and acknowledge students**, and educators seemed to be aware of the benefits of doing so. See above for more information about these topics (see Sections 5.4 and 5.11).

5.10.6 Evidence that students are provided with a safe and supportive learning environment

There was substantial room for improvement in the extent to which schools provided students with a safe and supportive learning environment. Please see above for a detailed discussion of the evaluation findings in this area (see Section 5.4.3).

5.10.7 Evidence that students are provided with an inclusive environment

At a macro-level, respondents felt that norms and legislation promoted equal learning opportunities for all children. For example, stakeholders in Antigua noted that universal primary and secondary education help children attend school, despite their socioeconomic background. Respondents from Saint Kitts noted that initiatives such as their Universal Uniform Program helped promote inclusion. This program was open to all parents and students who were unable to afford uniforms due to job losses and/or poverty.

Respondents recounted several school efforts to promote inclusiveness. Parents reported that schools recognized achievements outside of academics. For example, parents in Saint Kitts explained, “This recognition is displayed for students who have participated in environmental projects, community religious youth groups, cadets and other extracurricular activities.” A principal added that his school encouraged students who did not excel academically to participate in other activities like sports or poetry.

However, students reported that teachers often displayed favoritism in class for the higher achievers. Primary and secondary students often felt that teachers focused most of their attention on certain students which discouraged other children. Respondents felt that preferential treatment resulted in a less inclusive classroom environment. Students felt that teachers especially had little patience for troublemakers.

Respondents agreed that improvements are needed to make schools more inclusive for students with disabilities. The requirements related to teacher training in special education differed across countries, with Antigua requiring students to take special needs courses, while it was often an elective in other countries. As a result, teachers are often ill prepared to support students with special needs. Other respondents agreed that schools needed to take a more holistic approach to supported disabled students with one teacher stating, “Inclusion of the disabled should go beyond building of ramps.”

5.11 Since the introduction of CFS/ES, to what extent have students become more engaged in education?

The table below presents the judgement criterion, indicators, findings and key progress areas related to the perspectives of changes in student behaviour directly connected to elements of the framework (see Table 16).

Table 16. Question 11 criterion, indicators, key findings, and key progress

Judgement Criterion	Indicator(s)	Key Findings	Key Progress
School-level perspectives of changes in student behaviour directly connected to specific elements of the CFS/ES framework	Evidence of opportunities for students to participate in decision making in and outside the classroom (through student councils and other mechanisms), and that their participation is actively monitored and evaluated Student attendance Student persistence (versus dropping out)	<i>Across the region, most schools did not provide opportunities for students to participate in decision making in ways that would impact their school.</i> <i>Student attendance rates in Saint Lucia were relatively flat since the introduction of CFS/ES (and we did not have data from elsewhere).</i> <i>The evaluation was unable to identify any consistent relationships between the introduction of CS/ES and student persistence in school.</i>	Students in Saint Lucia participated in an active student council and received opportunities to lead class recess and class discussions

5.11.1 Evidence of opportunities for students to participate in decision making in and outside of the classroom, and that their participation is actively monitored and evaluated

There were limited opportunities across the region for students to make decisions regarding their school environment. Very few school-level respondents indicated a functioning student council that served as a platform voicing students' concerns. Amongst students in Saint Lucia, only one in five said that adults in their school asked students for their opinions about how the school should be run. With regard to currently available opportunities, a secondary school principal from Antigua stated that students make decisions on what they need from the school, and that a Student Leader Group consisting of prefects, student monitors, head boys and head girls represented the students.

Some teachers from a Saint Lucian school confirmed that **students received opportunities to lead class recess and class discussions and have opportunities to voice their opinions and interests** through an active student council which included student representatives from lower to upper grades. Similarly, a senior teacher who serves as a CFS coach for a Saint Lucian school said class representatives in the Student Council made decisions on issues outside the classroom, such as fundraising activities. The respondent explained, "They are also encouraged to think of ways that they can be empowered by raising their own funds to do things for themselves. We have a particular fundraiser just to do an activity." Participation in decision-making outside the classroom also included identifying ways to help the community, "At one time we had what we called 'Kindness Day.' We would identify persons in the community, we would get a hamper together for them, or go and visit them; so, the students were now instrumental not just in class and in the school compound but in

the community.” One primary school in Saint Kitts also stated that students developed leadership skills outside of the classroom through opportunities to lead prayer sessions in community churches. Further, teachers from a secondary school in Saint Kitts and Nevis suggested that an elected student body council instead of the current Young Leaders program and Prefect program would provide better decision-making opportunities for students.

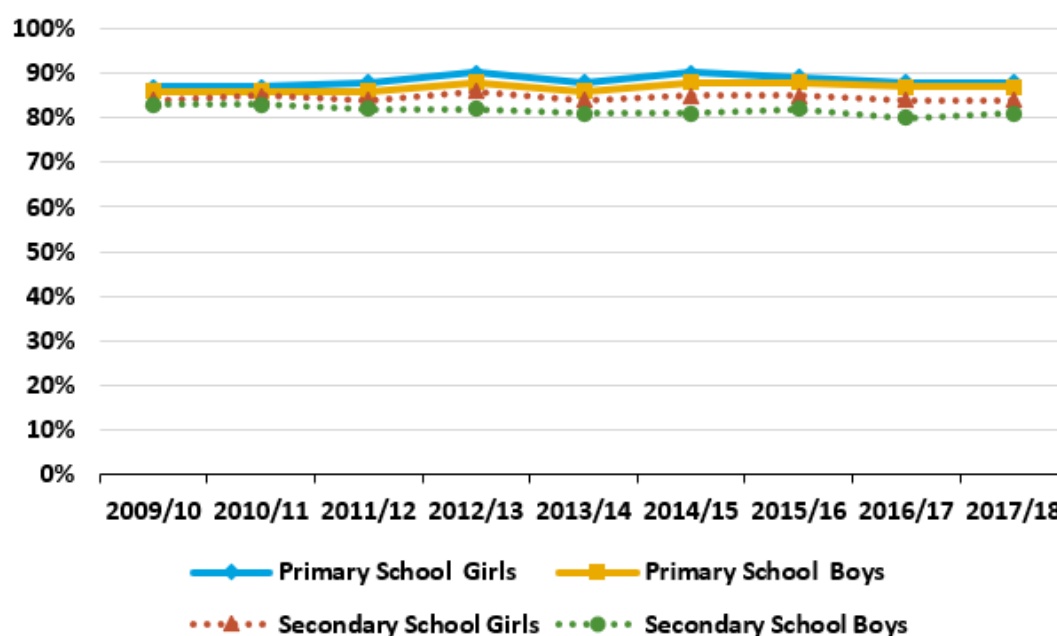
With regards to monitoring and evaluation of participation, as noted above (*see Section 5.9*), there was a capacity gap in monitoring and evaluation at both national and school levels and on all CFS/ES elements. For example, an interview with a guidance counsellor from Nevis suggested that there were weekly class observations but called for more school wide monitoring to take place.

5.11.2 Student attendance

Of the three evaluation countries, we were only able to obtain longitudinal attendance data for Saint Lucia. This section provides observations about the data on student attendance, though it is not possible to directly attribute any of the trends to the CFS/ES framework.

Student attendance was very static from 2009 to 2018 amongst primary school and secondary school boys and girls (*see Figure 3*).

Figure 3. Percentage of Primary and Secondary School Attendance in Saint Lucia (2009 to 2018)⁹⁴



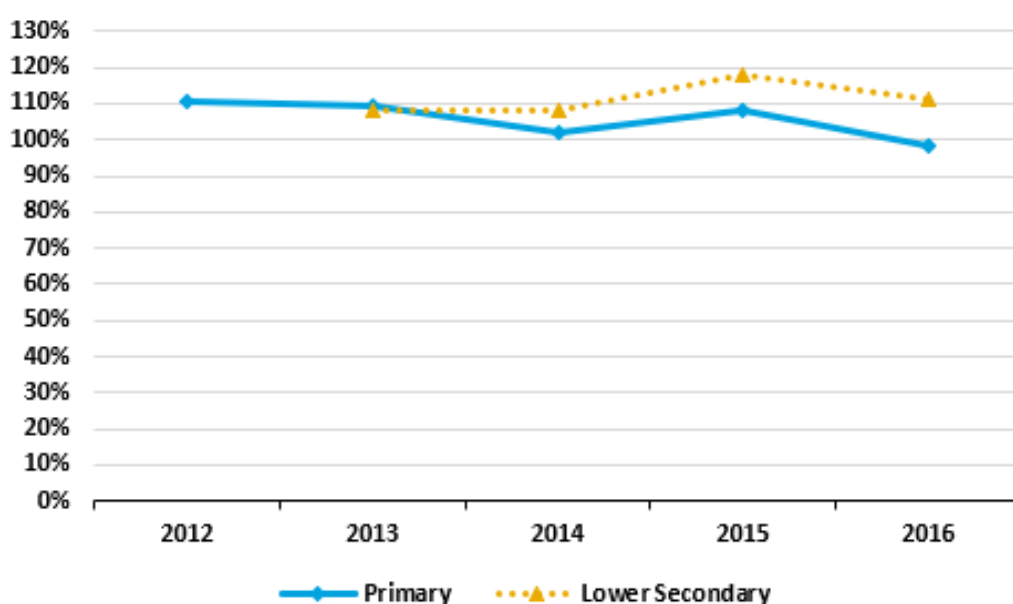
⁹⁴ Government of St. Lucia, *Education Statistical Digest 2018: Past Trends, Present Position and Projections up to 2019/20*, Author, St. Lucia, 2018.

5.11.3 Student persistence (versus dropping out)

Rates of primary school completion in Antigua and Barbuda and Saint Kitts and Nevis surpassed 100 percent when the CFS was introduced in 2007 and 2012, respectively (likely due to over-age enrolment or grade repetition). Since the framework's introduction, primary school completion rates have stayed close to 100 percent in both countries. Primary school completion rates in Saint Lucia prior to the framework's introduction are not available, but estimated rates since 2016 have also been between 90 and 100 percent.

At the secondary level, completion rates are lower than at the primary level in all countries except Saint Kitts and Nevis (see Figure 4). In Antigua and Barbuda, the completion rate increased from 88 percent at the start of the program to 99 percent (see Figure 5). And in Saint Lucia, the completion rate increased from 85 percent in 2008 to 92 percent in 2018 (see Figure 6). However, we note that there were periods between 2008 and 2018 when the completion rate dropped in both countries. Additionally, there are some years for which data was not available. Therefore, completion rates have not continually improved since the framework's introduction.

Figure 4. Completion Rate in Primary and Lower Secondary School, Saint Kitts and Nevis⁹⁵



⁹⁵ The World Bank, *World development indicators*. Washington, D.C., n.d.

Figure 5. Completion Rate in Primary and Lower Secondary School, Antigua and Barbuda⁹⁶

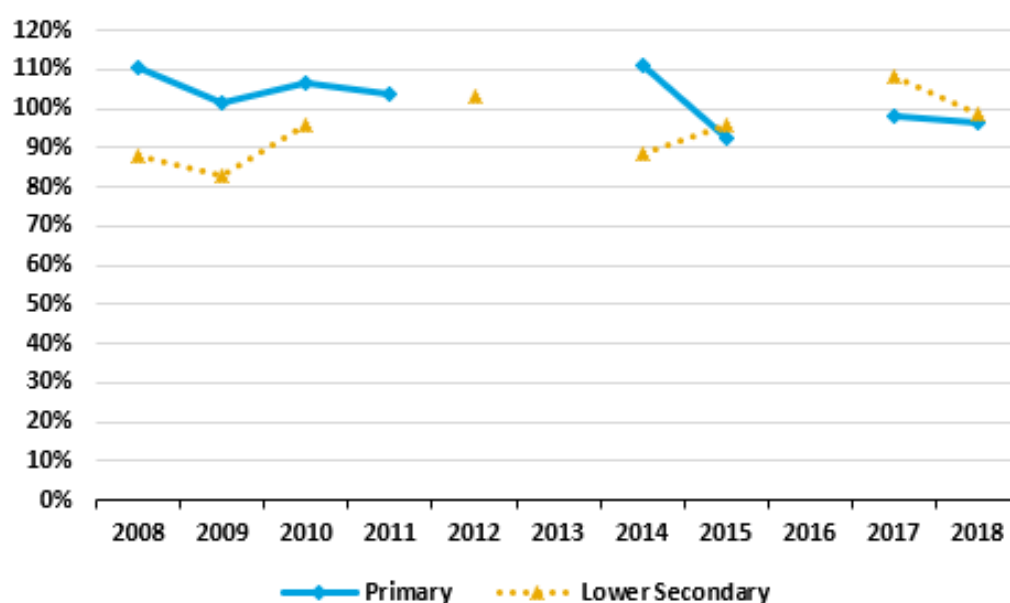
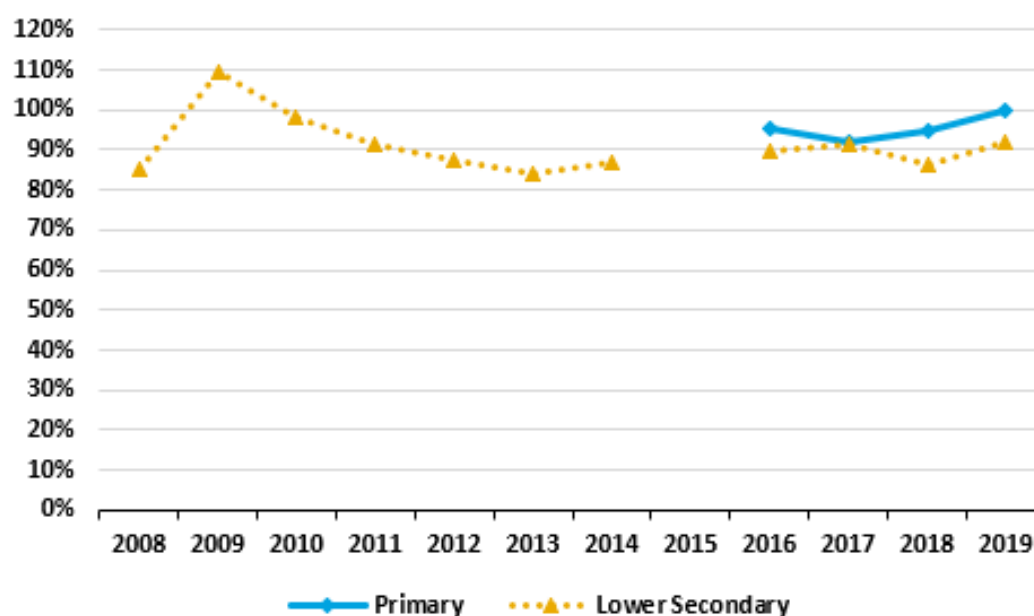


Figure 6. Completion Rate in Primary and Lower Secondary School, Saint Lucia⁹⁷



⁹⁶ The World Bank, *World development indicators*. Washington, D.C., n.d.

⁹⁷ The World Bank, *World development indicators*. Washington, D.C., n.d.

OECD DAC Criterion 5: Sustainability

5.12 To what extent has the CFS/ES model become embedded in routine practice in education systems?

The table below presents the judgement criterion, indicators, findings and key progress areas related to use of the framework at both the system and school levels to model policies or for uses that go beyond the CFS/ES programming (see Table 17).

Table 17. Question 12 criterion, indicators, key findings, and key progress

Judgement Criterion	Indicator(s)	Key Findings	Key Progress
System- and school-level use of CFS/ES to model policies or for uses beyond programme	<p>Extent to which education system policies are aligned with the CFS/ES framework</p> <p>Extent to which government has allocated adequate funding for ongoing implementation of CFS/ES</p> <p>Extent to which the CFS/ES framework is reflected in EMIS and/or quality assurance mechanisms for schools</p>	<p><i>The CFS/ES model is reflected in some education policies in the region, but there are persistent policy gaps in critical areas such as positive discipline.</i></p> <p><i>Governments are concerned about lack of financial and human resources for CFS/ES (but also miss opportunities to gain efficiencies).</i></p> <p><i>Countries struggle to implement effective monitoring or QA systems, including in areas aligned with CFS/ES.</i></p>	There has been ongoing progress in the region in the alignment of education system policies with the CFS/ES framework

5.12.1 Extent to which education system policies are aligned with the CFS/ES framework

The evaluation answered this question based on desk review. **There has been ongoing progress in the region in the alignment of education system policies with the CFS/ES framework.** For example, at the regional level, the Caribbean Development Bank's 2017 Education and Training Policy and Strategy is aligned with CFS/ES.⁹⁸

A 2013 UNICEF and OECS review of education plans and policies noted early adoption of child-friendly policies by name in some places in the region, such as Grenada's 2012 curriculum policy objective to provide learner-centred, child-friendly, health promoting schools.⁹⁹ In 2014, Saint Kitts and Nevis aligned its education policies with CFS.¹⁰⁰ In Saint

⁹⁸ Caribbean Development Bank, *Education and Training Policy and Strategy*, Author, Saint Michael, Barbados, 2017.

⁹⁹ OECS Education Management Development Unit and UNICEF, *Review of Education Plans and Policies in the Eastern Caribbean Area*, OECS, n.p., 2013.

¹⁰⁰ Government of Saint Kitts and Nevis and UNICEF, *Situation Analysis of Children in Saint Kitts and Nevis*, Author, Christ Church, Barbados, 2017.

Lucia, we saw no mention of CFS in its Education for All 2015 National Review, although its 2015 – 2020 education sector plan was shaped by CFS/ES.^{101,102}

Countries have adopted policies related to components of the CFS/ES framework such as PBM, school safety, inclusion, and life skills. In 2014, Saint Kitts and Nevis developed legislation that aligns with the components of the CFS/ES framework, including policies on the use of restraint and PBM in schools, special education, and HFLE. One policy requires that schools move HFLE beyond the classroom and put systems in place to facilitate its application at the school and community levels.¹⁰³ In terms of school safety, countries within the region adopted the School Design Guidelines to promote resilient schools following the Antigua and Barbuda Declaration on School Safety in the Caribbean.¹⁰⁴ However, it does not appear that countries have adopted policies on student participation specifically (such as through student councils).

A critical gap in progress is in the area of PBM – a priority for regional stakeholders. The CARICOM 2017 Final State of the Caribbean Child Report noted that ECA countries had signed onto the Convention on the Rights of the Child, but lacked legislation to guarantee children protection from physical or mental violence, injury or abuse (including the corporal punishment in schools).¹⁰⁵ The 2017–2021 Education Sector Plan for Saint Kitts and Nevis noted that the existing legislation on corporal punishment was a barrier to effective implementation of the CFS/ES framework.¹⁰⁶ As of 2019, UNICEF ECA’s Country Office Annual Report was still calling for increased regional attention to the need for policies that abolish corporal punishment in schools.¹⁰⁷

One of the best ways to ensure uptake of an education initiative is to integrate it into oversight and accountability systems. **As of 2017, the CARICOM monitoring system for education and development of young people specified that there should be regulation under legislation for the minimum standards for child friendly schools.** At that time, only Guyana had legislation in place that specified minimum standards for child friendly schools.¹⁰⁸ Other countries have also instituted legislation aligned with the components of the CFS/ES framework. As noted above, the government in Saint Kitts and Nevis developed

¹⁰¹ UNESCO, *Education for All 2015 National Review Report: Saint Lucia*, Author, n.p., 2105.

¹⁰² Government of Saint Lucia, Ministry of Education, Human Resource Development and Labour, *Education Sector Development Plan: Priorities and Strategies 2015–2020*, Author, Castries, Saint Lucia, n.d.

¹⁰³ Government of Saint Kitts and Nevis and UNICEF, *Situation Analysis of Children in Saint Kitts and Nevis*, Author, Christ Church, Barbados, 2017.

¹⁰⁴ UNICEF ECA, *COAR Report*, 2019.

¹⁰⁵ Branker Greene, Susan, *Final State of the Caribbean Child Report*, CARICOM Secretariat, Guyana, 2017.

¹⁰⁶ Government of Saint Kitts and Nevis, Ministry of Education, *Education Sector Plan 2017–2021*, Author, n.p., 2017.

¹⁰⁷ UNICEF ECA, *Eastern Caribbean Multi-Country Program 2019 End of Year Results Summary Narrative*, Author, Christ Church, Barbados, 2019.

¹⁰⁸ Branker Greene, Susan, *Final State of the Caribbean Child Report*, CARICOM Secretariat, Guyana, 2017.

several policies as part of its CFS implementation related to PBM, school safety, inclusion, and life skills.¹⁰⁹

5.12.2 Extent to which governments allocate funding for ongoing implementation of CFS/ES

The document review did not find mention of government funding for implementation of CFS/ES by name, though the government may have allocated funding for aspects of education that are part of the CFS/ES framework.

As noted above (*see Section 5.8*), respondents described challenges in having adequate financial and human resources to implement and sustain CFS/ES. At the same time, education systems and schools were not leveraging other initiatives or activities to promote CFS/ES, and many schools seemed to be focused on rewarding students with material goods (which then became unavailable when funds ran out), rather than less costly options such as privileges or public recognition.

One key informant from the Ministry of Education in Grenada expressed concern about the sustainability of the initiative because of changing political priorities, “I think the political overtones often override many of these official policy things... even those structures that are well put together by technical educators' and persons who have all of the necessary know-how and knowledge, sometimes that gets put in the background as whatever is more politically expedient what comes close to some manifesto, what becomes important to some political deliverable looms larger than the continuity in programs like these.”

A government officer from the British Virgin Islands expressed concerns about sustainability with regard to resources and support from UNICEF, “Yes, that's a fear of mine... a concern that if we do not have that sort of support from UNICEF in terms of the human resources.”

5.12.3 Extent to which the CFS/ES framework is reflected in EMIS and/or QA mechanisms for schools

Key informants across countries said that **monitoring mechanisms had been discussed or started, but were not in place or consistent**. A respondent from CARICOM noted that generally speaking, “We still have significant work to do as it relates to the monitoring and evaluation. So, the work is happening, and we are supporting, but we were required, and we requested the secretary provides the technical support to individual members States on a particular issue.” Respondents from Tobago and Granada referred to having monitoring instruments and plans, but that they had not followed through on the process. Respondents suggested that better capacity in monitoring and evaluation will improve CFS/ES implementation – and more importantly the quality of implementation – because through monitoring, evaluation and assessment, focal points or education officers and even school

¹⁰⁹ Government of Saint Kitts and Nevis and UNICEF, *Situation Analysis of Children in Saint Kitts and Nevis*, Author, Christ Church, Barbados, 2017.

staff will be able to easily identify what is working and what is not, and where more support is required for implementation.

Lack of dedicated personnel for monitoring seemed to be a common reason for lack of strong QA mechanisms for the framework. A respondent from Saint Kitts and Nevis said, “Well, we have no personnel dedicated to that. And so, it has just now become part of our observations as we go through and visit the schools, for our normal visits. One respondent from Antigua and Barbuda was not aware of any monitoring, but said, “The education officers and would be responsible for monitoring what happens within schools and as part of their responsibilities they would also monitor the framework I believe. I know, I shouldn't say, I believe, they should be responsible for monitoring as well.”

Another barrier was in the area of data analysis. A focal point from Antigua and Barbuda explained, “There is a CFS monitoring tool. And I will tell you that's one of the challenges that we have, the schools are familiar with it, but we'll do it. We have decided that we would have administered it twice in a given year, but when it came to the analysis of it, we have been very weak. ... And again, it's not collected from all of the schools readily. ... So, there is a monitoring tool that UNICEF supplies in terms of monitoring our school's progress and even our overall progress in CFS. But I will tell you right now, it is not being used as you would have liked.”

Respondents seemed to buy into the idea that the framework would become part of school culture, as opposed to a separate program to implement over time. For example, a government official from Granada described, “It was never conceived of that you have to continue supporting and you have to continue doing this because we wanted this to become mainstreamed into education. So, it becomes a child friendly school becomes the normal way of life. We've tried to build it in ... we've instructed [schools] to develop behaviour policies, and to document practices so that whether or not principals change or goals there are documented policies that govern how this school treats with A, B, C, D.” An education officer from Turks and Caicos expressed, “These are things that should be in the life of the school, the daily operation of the school.”

6. Conclusions

Overall, there was broad agreement that the CFS/ES framework and initiative were relevant to stakeholders at all levels and coherent with other ongoing initiatives in education and other sectors. The efficiency, and thus effectiveness, of the initiative was less of a focus, indicating a gap in understanding of how the framework should fit into and guide other initiatives rather than stand alone. As such, the sustainability of the initiative is currently not a focus, as stakeholders are still working on communicating the concepts in an efficient and effective way and ensuring understanding across actors.

The evaluation also found broad alignment with the results of UNICEF's 2019 surveys to assess the effect of training and sensitisation on positive behaviour management. In particular, schools had demonstrated notable progress in multiple areas, including in the adoption of policies related to CFS/ES principles as well as widespread buy-in with regard to the theoretical concepts, especially regarding PBM. Schools had received strong technical assistance and communication from CFS focal points, and, in turn, were communicating some of the key concepts – such as HFLE and PBM – to parents. There was also evidence that educators prioritized anti-bullying awareness, took steps to promote student recognition in a more inclusive way, and worked to use more student-centred teaching practices in the classroom. Finally, as is consistent with UNICEF's 2019 surveys, teachers made progress with regard to implementing some practices related to PBM, including acknowledging positive behaviour, giving positive affirmation, and allowing student participation.

The following sections detail conclusions on the relevance, coherence, efficiency, effectiveness, and sustainability of the CFS/ES initiative.

6.1 Relevance of the CFS/ES framework and initiative

Overall, the CFS/ES framework and initiative was perceived as relevant to stakeholders at the regional, national, and school levels. There was buy in at all levels, especially from key stakeholders such as policymakers, principals, and parents. Actors also saw the value and relevance of governance, coordination, and management in areas related to CFS/ES. However, collaborating specifically to carry out the principles of the CFS/ES framework could be strengthened—especially at the school level.

Despite the overall relevance of most of the key areas of the framework, countries and schools were more focused on some areas than others, and felt some cultural pushback in elements such as corporal punishment and elevating student voices. Though most teachers thought the concepts were useful, newer concepts—including elements of inclusion, student recognition, PBM, and student participation—were not fully understood in terms of how the ideas translated into practices, indicating that teachers and other actors required more training and hands-on practice to ensure the concepts were relevant to the context.

6.2 Coherence of CFS/ES with other initiatives

In terms of external coherence, at the national level, the CFS/ES initiative was coherent with other initiatives within the education sector, as well as those in adjacent sectors, such as child protection. However, there was little evidence for cross-sector collaboration at the school/local level. In terms of internal coherence, schools and teacher training institutions across the region had already been working to adopt approaches that characterized CFS/ES principles, such as differentiated instruction and student-centred learning, making the principles of CFS/ES aligned with existing efforts. However, implementers, particularly at the local level, missed opportunities to streamline CFS/ES with related efforts, potentially

because they perceived the principles as separate tasks rather than guiding principles for all of their work.

6.3 Efficiency of the CFS/ES initiative

Despite the relevance of the initiative and its coherence with other goals and programs throughout the region, the CFS/ES initiative lacked efficiency in implementation, particularly because of the lack of understanding that CFS/ES principles could and should be integrated into other regular activities. The perception on the part of some stakeholders, especially those at the school level, that CFS/ES was a separate and additional activity meant that the principles were less frequently implemented, and that CFS/ES activities were seen as requiring more monetary and human resources than were available. Schools also tended to select costly ways to reward students – then ran out of resources – when many less expensive options are available. In addition, schools did not leverage the activities of other entities in their communities to help them promote elements of CFS/ES.

6.4 Effectiveness of the CFS/ES initiative

Our research was not designed to fully assess the effectiveness of the CFS/ES initiative on student outcomes; however, our qualitative information indicates that the challenges in streamlining the initiative with other areas and teachers' feelings that the framework was extra work meant the initiative was not yet effective in making schools child friendly on the whole. Dissemination of CFS/ES has thus far seemed to focus on national focal points and guidance counsellors, meaning the program has not fully prioritized ownership by education systems and educators more specifically. Because of these gaps in the initiative's expected outcomes, including school level ownership and teacher understanding and application of the initiative, important elements of student-centred learning, PBM, school safety, and inclusion have not systemically or effectively reached students.

Some of the key mechanisms for implementation of CFS framework in schools included strong ownership and buy-in from the school head, and ample support by the focal point.

6.5 Sustainability of the CFS/ES initiative

The current approach to implementation of the initiative, in which implementers perceive the need for extra time and resources to implement CFS/ES principles, is not sustainable; however, the CFS/ES model itself is sustainable if stakeholders are facilitated to understand ways in which elements of the model can be implemented as part of regular classroom practice. In addition, a lack of monitoring and QA systems embedded into practice make it less likely that actors will be held accountable to ensuring that positive practices are sustained. Similarly, persistent policy gaps in critical areas such as positive discipline make it less likely that CFS/ES principles will remain in practice.

7. Lessons Learned

In the course of this evaluation, we learned six lessons that have implications beyond the CFS/ES initiative:

1. Trust is at the core of buy-in, and educators can be reluctant to adopt new methods if they fear that doing so will make things worse (such as trusting that if you give students a voice in decision-making, it will not ruin the school). Educators need to be provided with information and learn from credible sources that new approaches are a good idea and can work for them.
2. Educators may not know how to apply new methods in their own schools/classrooms, including those that address alignment and integration with existing frameworks, systems and practices. and need practical tools and solutions to do so.
3. As long as educators see an initiative like CFS/ES as a “program” that they must do in addition to the rest of their responsibilities, there will be significant barriers to its full implementation.
4. Students need to play an active role in the creation of a safe, supportive and inclusive learning environment at their schools.
5. Bullying is typically viewed as a student problem, but adult behaviour and interactions with students is equally important. There was evidence that some teachers were engaging in bullying behaviour.
6. Educators need to know what to do when new methods do not work for all students. Otherwise, they may default to previous methods to cope with the situation (such as adopting PBM, but then resorting to corporal punishment for students who still misbehave).

8. Recommendations

Based on the evaluation findings, the team has formulated five key recommendations. All of these recommendations are for UNICEF and other actors in the region (such as CARICOM and the OECS). There are two priority recommendations (around student discipline and monitoring and evaluation), but otherwise the timeline is left open, because timing will depend on the resources and priorities of the stakeholders.

8.1 Training and technical assistance

Policy development and coordination is challenging for many countries in the ECA. Regional actors should provide countries with technical assistance to further consolidate policy documents and draft model policies for new initiatives (such as the establishment and functioning of student councils).

Countries also require technical assistance to help them better align their efforts across government ministries, non-governmental organizations, and community-based organizations. This technical assistance should start with a mapping exercise, and result in increased engagement and efficiencies for the implementation of CFS/ES (as well as other efforts to improve children's healthy development and wellbeing). How can schools leverage or combine with the work of other organizations that are trying to achieve similar or related goals? These kinds of collaborations can also improve supports for students and their families who are experiencing difficulties.

At the country level, CFS/ES should be made more prominent and integral in pre- and in-service teacher professional development. Regional teacher training colleges should help prepare teacher professional development materials and disseminate them to ministries of education so as to build understanding and facilitate uptake amongst educators.

Within countries, teachers could benefit from ongoing coaching on the various aspects of the framework, potentially focusing on one concept per week or month and facilitating teachers to employ the aspects in their classrooms and discuss ways to integrate concepts into existing activities. This applied learning approach where teachers can try things in their class and get support may (a) increase buy-in as teachers try things for themselves; (b) help teachers determine how to adapt CFS/ES elements for their particular classroom context; and (c) improve the extent to which CFS/ES becomes ingrained in business as usual. Such coaching could be added to the ongoing in-service teacher training already in use.

8.2 Information sharing

There should be increased advocacy within countries to sensitise stakeholders across the education system (such as education officers, curriculum officers, and senior education administrators) and in other relevant systems (such as child protection) regarding CFS/ES. This work should be undertaken by the CFS/ES focal points, with guidance from the regional level. Additionally, if resources permit, UNICEF should help add deputy or assistant CFS/ES focal points in each country to support the work of the national focal points.

The OECS Learning Hub is a new resource designed for teachers, parents, and students in the region.¹¹⁰ It serves as a repository of best practices from/for the region; it is important for the OECS and other regional actors to ensure its visibility. It would be very useful for the learning hub to have information about best practices in the implementation of aspects of CFS/ES that is easy for educators to find (and perhaps parents and students, as well). In addition, educators from the region should be encouraged to share their own best practices in the implementation of CFS/ES.

¹¹⁰ <https://www.oecsllearninghub.com/>

8.3 Disciplinary practices

Educators in the region were using practices that were harmful to children, but that the educators might not recognize as such – particularly in the area of student punishment. It is critical that educators in the region learn that (a) negative forms of discipline such as forcing students into stress positions are also forms of mistreatment; (b) exclusionary discipline makes students more likely to drop out, increases community crime, and does not make other students and teachers feel any safer; and (c) “scared straight” types of approaches cause children psychological harm, and tend to make their behavioural issues worse rather than better. This issue should be addressed immediately through the CFS focal points to try to halt these harmful practices as quickly as possible.

8.4 Curriculum reform

Fully integrate into current plans for curriculum enhancement and school improvement planning (through the OECS Education Sector Strategy) in the Eastern Caribbean. This is an opportune time to integrate CFS/ES into curriculum reform, as implementation of the OECS Education Sector Strategy 2012–2026 includes a comprehensive curriculum enhancement initiative and continuous school improvement through professional development (among other strategies).

Student-centred approaches should be integral to the curriculum enhancement efforts. With their recent incorporation of CFS/ES into curriculum reform, Saint Kitts can serve as a best practice model for the region.

8.5 Monitoring and evaluation

It was very difficult for countries to know how well they were making progress in CFS/ES due to a lack of ongoing monitoring and evaluation. For example, it is difficult to know how well PBM is working in the absence of student discipline data, or how well school safety initiatives are working in the absence of school safety data. If countries had better data available, they would be able to track progress on key aspects of CFS/ES. Where there is progress, this is encouraging for schools and shows what is working. Countries also need to know where their efforts need to be strengthened for CFS/ES to achieve its goals. A monitoring and reporting framework should be developed that would align with existing monitoring frameworks developed under the Global Partnership for Education (GPE) OECS Education Support Project (Antigua, Saint Kitts and Nevis, Grenada, Dominica, Saint Vincent, Saint Lucia) as well as the USAID funded Early Learners Programme (ELP) in the same 6 countries.

Annex A. Terms of Reference

(To be inserted into final PDF version.)

Annex B. Evaluation Matrix

Table B-1. Evaluation matrix

Judgement Criteria	Indicators	Sources of Information	Approach
Criterion: Relevance			
Question 1: What core features of the CFS/ES initiative should be maintained and/or strengthened to improve behavioural and learning outcomes in the short and long term?			
Alignment of framework with evidence for what works to provide a safe and supportive learning environment	Presence of core elements of safe and effective learning environments in CFS/ES framework	<ul style="list-style-type: none"> When your Child Misbehaves: How to discipline positively (UNICEF) Evaluation of the Impact of the CFS approach Barbados and Dominica (Independent Evaluation for UNICEF) Key Steps to PBM (UNICEF ECA) Survey of the Implementation Status of ESF PBM Antigua and Barbuda Declaration on School Safety in the Caribbean Implementation of the Model Safe School Programme in the Caribbean (CD) Country Gender Assessment Synthesis Report (CDB) Country Office Annual Report 2018, 2019 (UNICEF ECA) Child Friendly/Effective Schools Policy: Framework, Implementation Plan and Cost Guidelines (OECS) 	Desk review
(Question 1 will also be answered by drawing conclusions based on responses to the other research questions.)			
Question 2: To what extent does the presence of the CFS/ES framework drive efforts to improve the psychosocial environment in schools?			
Understanding and use of the CFS/ES framework to drive change	Governance, coordination and management of school safety and security, student participation and life skills at the national, district and school levels	Ministry of Education CEO or Deputy Chief	KII -2
		Ministry of Education Chief/Senior Education Planner	
		CFS/ES implementers (CFS/ES focal point, others vary by country)	FGD - 1
		School heads	KII -4, KII-5

Judgement Criteria	Indicators	Sources of Information	Approach
	Evidence that CFS/ES encouraged consolidation of policy documents to support safe learning environments	OECS Commission's Education Development Management Unit Caribbean Community Secretariat's Education and Human Development office UNICEF regional CFS/ES focal point	KII-1
		Ministry of Education CEO or Deputy Chief Ministry of Education Chief/Senior Education Planner	KII-2
	Evidence that stakeholders reviewed policies to ensure students have decision-making power	Ministry of Education CEO or Deputy Chief Ministry of Education Chief/Senior Education Planner	KII-2
		CFS/ES implementers (CFS/ES focal point, others vary by country)	FGD-1
		School heads	KII-4, KII-5
	Presence of policies on structure, responsibilities, and function of student councils	<ul style="list-style-type: none"> Human Resource Development 2030 Strategy (CARICOM) FAQS on ESF by Educators (Ministries of Education in the Eastern Caribbean Region and UNICEF) When your Child Misbehaves: How to discipline positively (UNICEF) Implementing CFS Framework in Eastern Caribbean Schools (UNICEF) Youth development policy and practice in the Commonwealth Caribbean: A historical evolution. Best Practices for Youth Engagement in the Caribbean to Promote a Shift to Better Citizen Security: Prevention, Participation and Potential (UNDP Caribbean) Youth Participation in the Eastern Caribbean Country Office Annual Report 2018, 2019 (UNICEF ECA) 	Desk review

Judgement Criteria	Indicators	Sources of Information	Approach
Question 3: To what extent do stakeholders believe that the CFS/ES initiative is relevant to their goals for children's education?			
Stakeholder perceptions of CFS/ES relevance to contextually important goals	Evidence that stakeholders have received communication regarding the CFS/ES framework and understand it, and that CFS/ES communication is active and reliable at all levels	CFS/ES implementers (CFS/ES focal point, others vary by country)	FGD-1
		School heads	KII-4, KII-5
		Guidance counsellors	KIII-6, KII-7
		OECS Commission's Education Development Management Unit Caribbean Community Secretariat's Education and Human Development office UNICEF regional CFS/ES focal point	KII-1
		Teachers	FGD-2, FGD-3, Q-1A, Q-1B, Q-2A, Q2-2B
		Other school staff	FGD-5, FGD-5, Q-3A, Q-3B, Q-4
	Evidence that stakeholders feel CFS/ES is aligned with their goals for children and education	OECS Commission's Education Development Management Unit Caribbean Community Secretariat's Education and Human Development office UNICEF regional CFS/ES focal point	KII-1
		CFS/ES implementers (CFS/ES focal point, others vary by country)	FGD-1
		Teacher training institutions	KII-3
		School heads	KII-4, KII-5
		Guidance counsellors	KII-6, KII-7
		Teachers	FGD-2, FGD-3, Q-1A, Q-1B, Q-2A, Q2-2B
		Other school staff	FGD-4, FGD-5, Q-3A, Q-3B, Q-4
		Parents/caregivers	FGD-6, FGD-7, Q-5, Q-6
		CFS/ES implementers (CFS/ES focal point, others vary by country)	FGD-1
		School heads	KII-4, KII-5

Judgement Criteria	Indicators	Sources of Information	Approach
	Evidence that stakeholders have reached consensus on key elements of life skills education	Guidance counsellors	KII-6, KII-7
Question 4: To what extent is the CFS/ES framework and its implementation consistent with the promotion of equity and gender equality?			
Extent to which schools using the CFS/ES framework are inclusive and promote equity in participation, recognition and the provision of a safe and supportive environment	Evidence that schools take concrete steps to ensure that all types of students participate (including boys and girls, and including those with disabilities and others who may be marginalised)	School heads	KII-4, KII-5
		Guidance counsellors	KII-6, KII-7
		Teachers	FGD-2, FGD-3, Q-1A, Q-1B, Q-2A, Q-2B
		Other school staff	FGD-4, FGD-5, Q-3A, Q-3B, Q-4
		Parents/caregivers	FGD-6, FGD-7, Q-5, Q-6
		Students	FGD-8, Q-7
	Evidence that schools take concrete steps to ensure that all types of students are recognised (including boys and girls, and including those with disabilities and others who may be marginalised)	School heads	KII-4, KII-5
		Guidance counsellors	KII-6, KII-7
		Teachers	FGD-2, FGD-3, Q-1A, Q-1B, Q-2A, Q-2B
		Other school staff	FGD-4, FGD-5, Q-3A, Q-3B, Q-4
		Parents/caregivers	FGD-6, FGD-7, Q-5, Q-6
		Students	FGD-8, Q-7
	Evidence that schools take concrete steps to ensure that all types of students experience a safe and supportive learning environment (including boys and girls, and including those with disabilities and others who may be marginalised)	School heads	KII-4, KII-5
		Guidance counsellors	KII-6, KII-7
		Teachers	FGD-2, FGD-3, Q-1A, Q-1B, Q-2A, A-2B
		Other school staff	FGD-4, FGD-5, Q-3A, Q-3B, Q-4
		Parents/caregivers	FGD-6, FGD-7, Q-5, Q-6
		Students	FGD-8, Q-7

Judgement Criteria	Indicators	Sources of Information	Approach
(Also addressed with other research questions and indicators, such as the indicator related to community collaboration on inclusive education as part of Research Question 5).			
Question 5: What is the larger context for how families and communities engage with children, in terms of norms and culture? And to what extent is this context consistent with/enabling of CFS/ES goals and values?			
Alignment of CFS/ES implementation to contextually appropriate norms, goals, and values	Systems of rewards/sanctions are consistent with norms and culture	Guidance counsellors	KII-6, KII-7
		Teachers	FGD-2, FGD-3, Q-1A, Q-1B, Q-2A, Q-2B
		Other school staff	FGD-4, FGD-5, Q-3A, Q-3B, Q-4
		Parents/caregivers	FGD-6, FGD-7, Q-5, Q-6
	Evidence of strengthened collaboration between stakeholders on child/community health, development and well-being	Ministry of Education CEO or Deputy Chief Ministry of Education Chief/Senior Education Planner	KII-2
		CFS/ES implementers (CFS/ES focal point, others vary by country)	FGD-1
		School heads	KII-4, KII-5
		Guidance counsellors	KII-6, KII-7
	Evidence of community collaboration on inclusive education	School heads	KII-4, KII-5
		Guidance counsellors	KII-6, KII-7
		Parents/caregivers	FGD-6, FGD-7, Q-5, Q-6
Criterion: Coherence			
Question 6: To what extent is the CFS/ES initiative coherent with other initiatives, norms and standards in schools and classrooms?			
Alignment and complementarity of CFS/ES implementation to other national/school-level initiatives and classroom norms and standards	Evidence that staff have knowledge to foster flexible teaching and learning methods that respond to student needs	Teacher training institutions	KII-3
		School heads	KII-4, KII-5
		Guidance counsellors	KII-6, KII-7
		Teachers	FGD-2, FGD-3, Q-1A, Q-1B, Q-2A, Q-2B
		Other school staff	FGD-4, FGD-5, Q-3A, Q-3B, Q-4

Judgement Criteria	Indicators	Sources of Information	Approach
	Evidence that educators are able to seamlessly integrate CFS/ES programming and approaches into their day-to-day activities and responsibilities	Students	FGD-8, Q-7
		Teacher training institutions	KII-3
		School heads	KII-4, KII-5
		Guidance counsellors	KII-6, KII-7
		Teachers	FGD-2, FGD-3
		Other school staff	FGD-4, FGD-5, Q-3A, Q-3B, Q-4
Question 7: To what extent is the CFS/ES initiative coherent with other actors’ interventions in the same context?			
Alignment and complementarity of CFS/ES to other actors’ interventions	Evidence that CFS/ES programming is integrated with other sector-level initiatives and requirements, so as to avoid duplication of efforts, and ideally create synergies and adequate coverage of student needs	Ministry of Education CEO or Deputy Chief	KII-2
		Ministry of Education Chief/Senior Education Planner	
		CFS/ES implementers (CFS/ES focal point, others vary by country)	FGD-1
		Teacher training institutions	KII-3
		School heads	KII-4, KII-5
		Guidance counsellors	KII-6, KII-7
Criterion: Efficiency			
Question 8: To what extent does the CFS/ES initiative leverage existing education systems resources? And are there any opportunities to improve the efficient use of resources?			
Extent to which CFS/ES initiative fits within existing structures, and shares and supplements existing resources	Evidence for adequate and effective mobilisation of monetary and non-monetary resources for implementation of CFS/ES	<ul style="list-style-type: none">Human Resource Development 2030 Strategy (CARICOM)OECS Education Sector Strategy 2012-2021 (OECS)Child Friendly/Effective Schools Policy:Framework, Implementation Plan and Cost Guidelines (OECS)Gender Implementation Guidelines for the Design and Implementation of Education Sector Development Plans (CDB)Education Sector Plan 2017-2021 (MoE, Saint Kitts & Nevis and UNESCO)National Education for All (MoE, Govt. of Saint Lucia)	Desk review

Judgement Criteria	Indicators	Sources of Information	Approach	
		<ul style="list-style-type: none">OECS Education Development Program (World Bank)Child Rights Research & Advocacy NGO Report (UNICEF)FAQS on ESF by Educators_ (Ministries of Education in the Eastern Caribbean Region and UNICEF)Education and Training Policy and Strategy (CDB)Country Office Annual Report 2018, 2019 (UNICEF ECA)		
		Ministry of Education CEO or Deputy Chief Ministry of Education Chief/Senior Education Planner	KII-2	
		CFS/ES implementers (CFS/ES focal point, others vary by country)	FGD-1	
		Guidance counsellors	KII-6, KII-7	
	Evidence that CFS/ES activities are combined with/leverage other activities as appropriate	CFS/ES implementers (CFS/ES focal point, others vary by country)	FGD-1	
		School heads	KII-4, KII-5	
		Guidance counsellors	KII-6, KII-7	
	Criterion: Effectiveness			
	Question 9: To what extent has the CFS/ES initiative been implemented as intended? What barriers and facilitators affected quality of implementation, and how?			
Alignment of CFS/ES initiative’s activities to objectives as laid out in the framework	Evidence that staff have developed adequate capacity and mechanisms for implementation of CFS/ES	CFS/ES implementers (CFS/ES focal point, others vary by country)	FGD-1	
		School heads	KII-4, KII-5	
		Guidance counsellors	KII-6, KII-7	
		Teachers	FGD-2, FGD-3, Q-1A, Q-1B, Q-2A, Q-2B	
		Other school staff	FGD-4, FGD-5, Q-3A, Q-3B, Q-4	

Judgement Criteria	Indicators	Sources of Information	Approach
Question 10: To what extent has CFS/ES contributed to the provision of a safe and supportive learning environment?			
School-level perspectives of changes in psychosocial environment directly connected to specific elements of the CFS/ES framework	Evidence for use of PBM amongst teachers, other school staff, and parents	School heads	KII-4, KII-5
		Guidance counsellors	KII-6, KII-7
		Teachers	FGD-2, FGD-3, Q-1A, Q-1B, Q-2A, Q-2B
		Other school staff	FGD-4, FGD-5, Q-3A, Q-3B, Q-4
		Parents/caregivers	FGD-6, FGD-7, Q-5, Q-6
		Students	FGD-8, Q-7
	Evidence that schools have developed and implemented preventative measures to promote and support positive behaviour amongst students	School heads	KII-4, KII-5
		Guidance counsellors	KII-6, KII-7
		Teachers	FGD-2, FGD-3, Q-1A, Q-1B, Q-2A, Q-2B
		Other school staff	FGD-4, FGD-5, Q-3A, Q-3B, Q-4
		Parents/caregivers	FGD-6, FGD-7, Q-5, Q-6
	Evidence that schools provide a healthy learning environment that protects all students	School heads	KII-4, KII-5
		Guidance counsellors	KII-6, KII-7
		Teachers	FGD-2, FGD-3, Q-1A, Q-1B, Q-2A, Q-2B
		Other school staff	FGD-4, FGD-5, Q-3A, Q-3B, Q-4
		Parents/caregivers	FGD-6, FGD-7, Q-5, Q-6
		Students	FGD-8, Q-7
	Evidence that schools promote awareness of life skills throughout community and home	School heads	KII-4, KII-5
		Guidance counsellors	KII-6, KII-7
		Teachers	FGD-2, FGD-3, Q-1A, Q-1B, Q-2A, Q-2B

Judgement Criteria	Indicators	Sources of Information	Approach
		Other school staff	FGD-4, FGD-5, Q-3A, Q-3B, Q-4
		Parents/caregivers	FGD-6, FGD-7, Q-5, Q-6
		Students	FGD-8
	Evidence that students are valued and acknowledged at school and classroom levels	School heads	KII-4, KII-5
		Guidance counsellors	KII-6, KII-7
		Teachers	FGD-2, FGD-3, Q-1A, Q-1B, Q-2A, Q-2B
		Other school staff	FGD-4, FGD-5, Q-3A, Q-3B, Q-4
		Parents/caregivers	FGD-6, FGD-7, Q-5, Q-6
		Students	FGD-8, Q-7
	Evidence that students are provided with a safe and supportive learning environment	School heads	KII-4, KII-5
		Guidance counsellors	KII-6, KII-7
		Teachers	FGD-2, FGD-3, Q-1A, Q-1B, Q-2A, Q-2B
		Other school staff	FGD-4, FGD-5, Q-3A, Q-3B, Q-4
		Parents/caregivers	FGD-6, FGD-7, Q-5, Q-6
		Students	FGD-8, Q-7
	Evidence that students are provided with an inclusive environment	School heads	KII-4, KII-5
		Guidance counsellors	KII-6, KII-7
		Teachers	FGD-2, FGD-3, Q-1A, Q-1B, Q-2A, Q-2B
		Other school staff	FGD-4, FGD-5, Q-3A, Q-3B, Q-4
		Parents/caregivers	FGD-6, FGD-8, Q-5, Q-6
		Students	FGD-8, Q-7

Judgement Criteria	Indicators	Sources of Information	Approach
Question 11: Since the introduction of the CFS/ES framework, to what extent have students become more engaged in education?			
School-level perspectives of changes in student behaviour directly connected to specific elements of the CFS/ES framework	Evidence of opportunities for students to participate in decision making in and outside the classroom (through student councils and other mechanisms), and that their participation is actively monitored and evaluated	School heads	KII-4, KII-5
		Guidance counsellors	KII-6 ,KII-7
		Teachers	FGD-2, FGD-3, Q-1A, Q-1B, Q-2A, Q-2B
		Other school staff	FGD-4, FGD-5, Q-3A, Q-3B, Q-4
		Students	FGD-8, Q-7
	Student attendance	<ul style="list-style-type: none"> • EMIS Country Report Antigua (World Bank) • Education Policy Data Center Antigua (FHI 360) • Education Statistical Digest (MoE, Antigua) • EMIS Country Report Saint Kitts and Nevis (World Bank) • Education Policy Data Center Saint Kitts and Nevis Education Profile (FHI 360) • EMIS Country Report Saint Lucia _World Bank • Education Policy Data Center Saint Lucia Education Profile (FHI 360) • Education Digest_ Department of Education, Innovation and Gender Relations (2015-2018) • Revolutionising our Statistics: Developing our Societies (OECS) • Final State of the Caribbean Child Report (CARICOM) 	Desk review
	Student persistence (versus dropping out)	<ul style="list-style-type: none"> • EMIS Country Report Antigua (World Bank) • Education Policy Data Center Antigua (FHI 360) • Education Statistical Digest (MoE, Antigua) • EMIS Country Report Saint Kitts and Nevis (World Bank) 	Desk review

Judgement Criteria	Indicators	Sources of Information	Approach
		<ul style="list-style-type: none"> Education Policy Data Center Saint Kitts and Nevis Education Profile 2013 (FHI 360) EMIS Country Report Saint Lucia (World Bank) Education Policy Data Center Saint Lucia Education Profile (FHI 360) Education Digest_ Department of Education, Innovation and Gender Relations (2015-2018) Revolutionising our Statistics: Developing our Societies (OECS) Final State of the Caribbean Child Report (CARICOM) Country Office Annual Report 2018, 2019 (UNICEF ECA) 	
Sustainability			
Question 12: To what extent has the CFS/ES model become embedded in routine practice in education systems?			
System- and school-level use of CFS/ES to model policies or for uses beyond programme	Extent to which education system policies are aligned with the CFS/ES framework	<ul style="list-style-type: none"> Review of Education Plans & Policies in the Eastern Caribbean Area (UNICEF and OECS) CFS Baseline Report Saint Kitts and Nevis (UNICEF) The Education Act 2008, Government of Antigua and Barbuda Early Childhood Education Policy (Govt. of Saint Lucia and UNICEF) Comprehensive school safety policy: A global baseline survey. International Journal of Disaster Risk Reduction Education Sector Development Plan: Priorities and Strategies 2015-2020, Govt. of Saint Lucia Education and Training Policy and Strategy (CDB) 	Desk review
	Extent to which government has allocated adequate funding for ongoing implementation of CFS/ES	<ul style="list-style-type: none"> Implementing CFS Framework in Eastern Caribbean Schools (UNICEF) Situation Analysis of Children in Antigua & Barbuda (Government of Antigua and Barbuda & UNICEF) 	Desk review

Judgement Criteria	Indicators	Sources of Information	Approach
		<ul style="list-style-type: none"> Education Sector Plan 2017-2021 (MoE, Saint Kitts & Nevis and UNESCO) 2020 Budget Statement, Antigua and Barbuda Government Education Sector Development Plan: Priorities and Strategies 2015-2020, Govt. of Saint Lucia 	
		OECS Commission's Education Development Management Unit Caribbean Community Secretariat's Education and Human Development office UNICEF regional CFS/ES focal point	KII-1
		Ministry of Education CEO or Deputy Chief Ministry of Education Chief/Senior Education Planner	KII-2
	Extent to which the CFS/ES framework is reflected in EMIS and/or quality assurance mechanisms for schools	Ministry of Education CEO or Deputy Chief Ministry of Education Chief/Senior Education Planner	KII-1
		CFS/ES implementers (CFS/ES focal point, others vary by country)	FGD-1
		School heads	KII-4. KII-5

FGDs is focus group discussions; KIIs is key informant interviews.

Annex C. Documents and Data for Desk Review

	Relevant Documents	Publication Year/Coverage
Regional		
1	Caribbean Community (CARICOM), <i>Final State of the Caribbean Child Report</i> , n.p., CARICOM, 2017	2017
2	UNICEF Country Office Eastern Caribbean Area, <i>Country Office Annual Report 2018: Eastern Caribbean Multi-Country Programme</i> , UNICEF, Bridgetown, Barbados, 2018	2018
3	UNICEF Country Office Eastern Caribbean Area, <i>Country Office Annual Report 2019: Eastern Caribbean Multi-Country Programme</i> , UNICEF, Bridgetown, Barbados, 2019	2019
4	Caribbean Community (CARICOM), <i>CARICOM Human Resource Development 2030 Strategy: Unlocking Caribbean Human Potential</i> . Georgetown, Guyana, CARICOM, n.d.	n.d.–2030
5	Caribbean Development Bank (CDB), <i>Gender Implementation Guidelines (GIG) for the Design and Implementation of Education Sector Development Plans</i> , n.p., CDB, n.d.	n.d.
6	Organisation of Eastern Caribbean States, United Nations Children’s Fund (OECS, UNICEF), <i>Review of Education Plans & Policies in the Eastern Caribbean Area</i> . n.p., OECS, UNICEF, n.d.	2013
7	Organisation of Eastern Caribbean States, <i>OECS Education Sector Strategy 2012–2021: Every Learner Succeeds</i> , OECS, n.p., May 2012. < www.collegesinstitutes.ca/wp-content/uploads/2014/05/OECS-Educ-Sector-Strategy-2012-2021-OESS-final-2012-05-18.pdf >, accessed 12 February 2020.	2012
8	Chitolie-Joseph, Esther, <i>OECS Child Friendly/Effective Schools Policy Framework, Implementation Plan and Cost Guidelines</i> . United Nations Children’s Fund, Castries, Saint Lucia, November 2009	2009
9	Organisation of the Eastern Caribbean States (OECS), <i>Revolutionising our Statistics: Developing our Societies</i> , Castries, Saint Lucia, OECS, 2017	2017–2030
10	United Nations Children’s Fund (UNICEF), <i>Eastern Caribbean Child-friendly Schools In-Touch Newsletter Antigua and Barbuda</i> , UNICEF, Bridgetown, 2016	2016
11	United Nations Children’s Fund (UNICEF), <i>When your Child Misbehaves: How to discipline positively</i> , UNICEF, n.p., 2017	2017
12	United Nations Children’s Fund (UNICEF), <i>An introduction to Effective School Principles for secondary schools</i> . UNICEF, n.p., 2014	2014
13	United Nations Children’s Fund (UNICEF) and Ministries of Education in the Eastern Caribbean Region, <i>FAQS on ESF by Educators</i> , n.p., UNICEF, 2014	2014
14	United Nations Children’s Fund (UNICEF), <i>Effective Schools Framework Implementing Guide</i> , n.p., UNICEF, n.d.	n.d.

	Relevant Documents	Publication Year/Coverage
15	United Nations Children's Fund (UNICEF), <i>Implementing CFS Framework in Eastern Caribbean Schools</i> , n.p., UNICEF, 2017	2017
16	United Nations Children's Fund (UNICEF), <i>Global Initiative on Out-of-School-Children in the Eastern Caribbean</i> , Bridgetown, Barbados, UNICEF, 2016	2016
17	United Nations Children's Fund (UNICEF) Eastern Caribbean Area, <i>Key Steps to PBM</i> , n.p., UNICEF ECA, n.d.	n.d.
18	Paci-Green, Varchetta, Mcfarlane, Iyer, & Goyeneche, <i>Comprehensive school safety policy: A global baseline survey</i> , International Journal of Disaster Risk Reduction, n.p., 2020	2020
19	Magderi Jameson-Charles and Henry Charles, <i>Youth development policy and practice in the Commonwealth Caribbean: A historical evolution</i> . Social and Economic Studies, n.p., 2014	2014
20	Adam Baird, <i>Best Practices for Youth Engagement in the Caribbean to Promote a Shift to Better Citizen Security: Prevention, Participation and Potential</i> , UNDP, n.p., 2012	2012
21	Corine Bailey, <i>Youth Participation in the Eastern Caribbean</i> , Journal of Education and Development in the Caribbean, 11(2), 2009	2009
22	Caribbean Development Bank (CBD), <i>Implementation of the Model Safe School Programme in the Caribbean</i> , Bridgetown, Barbados, CDB, 2017	2017
23	Caribbean Development Bank (CBD), <i>Education and Training Policy and Strategy</i> , Bridgetown, Barbados, CDB, 2017	2017
24	Caribbean Development Bank (CBD), <i>Country Gender Assessment Synthesis Report</i> , Bridgetown, Barbados, CDB, 2016	2016
25	Caribbean Development Bank, <i>Technical Assistance - Implementation of the Model Safe School Programme in the Caribbean</i> , 2017	2017
26	Caribbean Community (CARICOM), <i>CARICOM Standards for Teachers, Educational Leaders and Teacher Educators</i> . Georgetown, Guyana, CARICOM, 2019.	2019
27	Caribbean Community (CARICOM), <i>Regional Framework for Action for Children</i> . Georgetown, Guyana, CARICOM, n.d.	n.d.
28	UNICEF Country Office Eastern Caribbean Area, <i>2019 End of Year Results Summary Narrative, Eastern Caribbean Multi-Country Program</i> . UNICEF, Bridgetown, 2019	2019
29	UNICEF Country Office Eastern Caribbean Area, <i>2019 End of Year Results Summary Narrative, Eastern Caribbean Multi-Country Program</i> . UNICEF, Bridgetown, 2019	2019
30	UNICEF Country Office Eastern Caribbean Area, <i>Out-Of-School Children Study in the Eastern Caribbean</i> . UNICEF, Bridgetown, 2016	2016
31	UNICEF, <i>Child Friendly Schools Manual</i> . UNICEF, New York, 2009	2009

	Relevant Documents	Publication Year/Coverage
32	UNICEF Country Office Eastern Caribbean Area, <i>Current State of Legislation in the Eastern Caribbean & British Overseas Territories from a Children's Rights Perspective</i> . UNICEF, Bridgetown, 2015	2015
33	UNICEF Country Office Eastern Caribbean Area, <i>Designing Effective Diversion Programmes Initiatives from the Eastern Caribbean Area</i> . UNICEF, Bridgetown, 2017	2017
34	UNICEF Country Office Eastern Caribbean Area, <i>Effective Schools Monitoring Tool</i> . UNICEF, Bridgetown, 2014	2014
35	Education for Change Ltd, <i>UNICEF Evaluation of The Impact of The Child-Friendly School Approach in The Eastern Caribbean</i> . Education for Change, London, 2012	2012
36	UNICEF Country Office Eastern Caribbean Area, <i>Effective Schools Framework (ESF) Implementation Guide</i> . UNICEF, Bridgetown, n.d.	n.d.
37	UNICEF Country Office Eastern Caribbean Area, <i>2019 End of Year Results Summary Narrative, Eastern Caribbean Multi-Country Program</i> . UNICEF, Bridgetown, 2019	2019
38	UNICEF Country Office Eastern Caribbean Area, <i>Out-Of-School Children Study in the Eastern Caribbean</i> . UNICEF, Bridgetown, 2016	2016
39	UNICEF, <i>Child Friendly Schools Manual</i> . UNICEF, New York, 2009	2009
40	UNICEF Country Office Eastern Caribbean Area, <i>Current State of Legislation in the Eastern Caribbean & British Overseas Territories from a Children's Rights Perspective</i> . UNICEF, Bridgetown, 2015	2015
41	UNICEF Country Office Eastern Caribbean Area, <i>Designing Effective Diversion Programmes Initiatives from the Eastern Caribbean Area</i> . UNICEF, Bridgetown, 2017	2017
42	UNICEF Country Office Eastern Caribbean Area, <i>What exactly is meant by a safe and protective environment?</i> UNICEF, Bridgetown, 2014	2014
Antigua and Barbuda		
1	Government of Antigua and Barbuda (Gov. AB), <i>The Education Act 2008</i> , Saint John, Antigua and Barbuda, Gov. AB, 2009	2009
2	Porta E., Klein J., Arcia G., Nannyonjo H., <i>EMIS Country Report Antigua and Barbuda</i> . n.p., World Bank, 2012	2012
3	FHI 360, <i>'Education Policy Data Center: Antigua'</i> , 2016	2016
4	Crump-Russell C., <i>Survey of the Implementation Status of ESF PBM</i> , St Johns, Antigua, EMARGE Consultants, 2017	2017
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	Relevant Documents	Publication Year/Coverage
6	Ministry of Education Planning Unit, <i>Antigua and Barbuda Education Statistical Digest: Statistics on Education in Antigua and Barbuda 2012–2015</i> . Saint John, Antigua, Government of Antigua and Barbuda, 2015.	2012–2015
7	United Nations Children’s Fund, Government of Antigua and Barbuda, <i>Situation Analysis of Children In Antigua & Barbuda</i> . Saint John, Antigua, Government of Antigua and Barbuda, UNICEF, 2015.	2017
8	Government of Antigua and Barbuda, <i>2020 Budget Statement</i> . Saint John, Antigua, Government of Antigua and Barbuda, 2020	2020
9	InfoDev, <i>Survey of ICT and Education in the Caribbean Volume II: Country Reports</i> , The International Bank for Reconstruction and Development/ The World Bank, Washington DC, 2009.	2009
10	UNICEF, <i>Strategic Plan Goal Area 2 Country Profile: Antigua and Barbuda – 2018</i> , UNICEF, n.p., 2018	2018
11	Government of Antigua and Barbuda, <i>Data Set: Primary School Enrollment by Zone 2017-2018</i> , Government of Antigua and Barbuda, n.p., 2018	2018
12	The World Bank, <i>World development indicators</i> . Washington, D.C., n.d.	n.d.
Saint Kitts and Nevis		
1	Ministry of Education, United Nations Educational, Scientific and Cultural Organization, <i>Education Sector Plan 2017-2021</i> . n.p., Government of Saint Kitts and Nevis, UNESCO, 2017	2017–2021
2	Porta E., Klein J., Arcia G., Nannyonjo H., <i>EMIS Country Report Saint Kitts and Nevis</i> . n.p., World Bank, 2012	2012
3	FHI 360, <i>‘Education Policy Data Center: Saint Kitts and Nevis: Education Profile’</i> , 2013	2013
4	United Nations Children’s Fund, <i>CFS Baseline Report: Saint Kitts and Nevis</i> , n.p., UNICEF, n.d.	n.d.
5	United Nations Education, Scientific and Cultural Organization, Saint Kitts and Nevis Education Policy Review, UNESCO, n.p., 2016	2016
6	UNICEF Country Office Eastern Caribbean Area, <i>Situation Analysis of Children in Saint Kitts and Nevis</i> . UNICEF, Bridgetown, 2017	2017
7	UNICEF Country Office Eastern Caribbean Area, <i>St Kitts and Nevis CFS Baseline Report</i> . UNICEF, Bridgetown, n.d.	n.d.
8	Government of Saint Kitts and Nevis, <i>Ministry of Education 2017–2021 Education Sector Plan Education for All: Embracing Change, Securing the Future</i> , Government of Saint Kitts and Nevis, n.p., 2017	2017
9	The World Bank, <i>World development indicators</i> . Washington, D.C., n.d.	n.d.

	Relevant Documents	Publication Year/Coverage
Saint Lucia		
1	Government of Saint Lucia, <i>Education Statistical Digest 2015: Past Trends, Present Position and Projections up to 2017/18</i> , Government of Saint Lucia, Saint Lucia, 2015.	2015
2	Government of Saint Lucia, <i>Education Statistical Digest 2018: Past Trends, Present Position and Projections up to 2018/19</i> , Government of Saint Lucia, Saint Lucia, 2016.	2016
3	Government of Saint Lucia, <i>Education Statistical Digest 2017: Past Trends, Present Position and Projections up to 2019/20</i> , Government of Saint Lucia, Saint Lucia, 2017.	2017
4	Government of Saint Lucia, <i>Education Statistical Digest 2018: Past Trends, Present Position and Projections up to 2019/20</i> , Government of Saint Lucia, Saint Lucia, 2018.	2018
5	Ministry of Education, HRD and Labour, <i>National Education for All</i> . n.p., Government of Saint Lucia, 2015	2015
6	United Nations Development Programme, <i>Human Development Report</i> . n.p., UNDP, 2019	n.d.
7	International Labour Organisation (ILO), <i>Rapid Assessment of Child Labour in St Lucia</i> . n.p., ILO, 2017	2017
8	FHI 360, 'Education Policy Data Center: Saint Lucia: Education Profile', 2018	2018
9	Porta E., Klein J., Arcia G., Nannyonjo H., <i>EMIS Country Report Saint Lucia</i> . n.p., World Bank, 2012	2012
10	World Bank, <i>Education Development Program</i> . n.p., World Bank, 2009	2009
11	Child Rights Research & Advocacy NGO Report _UNICEF	2013 Update
12	Government of Saint Lucia, <i>Education Sector Development Plan: Priorities and Strategies 2015-2020</i> . n.p., Government of Saint Lucia, n.d.	n.d.
13	Early Childhood Education Policy,_Govt. of Saint Lucia and UNICEF	2013
14	UNICEF, <i>Strategic Plan Goal Area 2 Country Profile: Saint Lucia – 2018</i> , UNICEF, n.p., 2018	2018
15	UNICEF Country Office Eastern Caribbean Area, <i>St Lucia New Policy</i> . UNICEF, Bridgetown, n.d.	
16	United Nations Education, Scientific and Cultural Organization, <i>World Data on Education. 6th Edition, 2006/07</i> , UNESCO, n.p., 2006	2006
17	World Bank, <i>Implementation Completion and Results Report on an Adaptable Program Loan in the Amount of Us\$12 Million to Saint Lucia for A OECS Education Development Program</i> . n.p., World Bank, 2009	2009
18	Government of Saint Lucia, <i>Education for All 2015 National Review Report: Saint Lucia</i> , UNESCO, n.p., 2014	2014

	Relevant Documents	Publication Year/Coverage
19	Government of Saint Lucia, <i>Early Childhood Policy</i> , Ministry of Education, Humans Resource Development and Labour, Castries, 2013	2013
20	UNICEF Country Office Eastern Caribbean Area, <i>Budget Analysis for Investments in Children in Saint Lucia</i> . UNICEF, Christ Church, 2015.	2015
21	Knight V., <i>Out of School Children Initiative (OOSCI) in Eastern Caribbean: Key findings</i> , UWI Cave Hill Campus UNICEF OOSCI Technical Workshop, Ministry of Education, n.p., 2017	2017
22	The World Bank, <i>World development indicators</i> . Washington, D.C., n.d.	n.d.
TOTAL		85

Annex D. Evaluation Sample Details

Table D-1. Evaluation sample details

Regional and National Level Sampling	
Regional	
UNICEF Regional Office CFS Focal Point	
Organisation of Eastern Caribbean States (OECS) Commission's Education Development Management Unit Focal Point	
CARICOM Secretariat's Education and Human Development Office	
Technical support consultant for policy formulation	
Former Chief Education Officer in Dominica who has provided leadership in the rollout process	
School of Education, University of West Indies	
Antigua and Barbuda	
National	Education CEO or Deputy Chief
National	Chief/Senior Education Planner
National	Head of Teacher Training
National	CFS/ES implementers (CFS/ES focal point, other Ministry of Education personnel)
School 1	Mary E Pigott Primary
School 2	Old Road Primary
School 3	Sir Novelle Richards Academy Secondary
School 4	Irene B Williams School
Saint Lucia	
National	Education CEO or Deputy Chief
National	Chief/Senior Education Planner
National	Head of Teacher Training
National	CFS/ES implementers (CFS/ES focal point, other Ministry of Education personnel)
School 1	Augier Primary
School 2	Carmen Renee Memorial
School 3	Fond Assau Primary
School 4	Babonneau Secondary
Saint Kitts and Nevis (Saint Kitts island)	
National	Education CEO or Deputy Chief
National	Chief/Senior Education Planner

Regional and National Level Sampling	
National	Head of Teacher Training
National	CFS/ES implementers (CFS/ES focal point, other Ministry of Education personnel)
School 1	Verchilds High School
School 2	Dieppe Bay Primary
School 3	Deane Glasford Primary School
School 4	Violet Petty Primary School.
Saint Kitts and Nevis (Nevis island)	
National	Education Officer/Acting Chief Education Officer
National	Education Officer, Nevis Island Administration/Principal Education Officer, Nevis Island Administration
School 1	Charlestown Secondary School
School 2	Ivor Walters Primary School

Annex E. Interviews Protocols, Focus Group Protocols and Survey Questionnaires

KII-1: Regional-Level Stakeholders

Introduction

Hello, my name is [enumerator's name]. [Also introduce any other observer/note taker.] Thank you very much for being here today.

I work for Targeted Development Consulting/American Institutes for Research. We are conducting an independent evaluation of the Child Friendly Schools/Effective Schools initiative. As you know, UNICEF has been supporting the roll-out of Child Friendly Schools/Effective to help provide students across the Eastern Caribbean with a safe and supportive learning environment. UNICEF commissioned this study to learn how well countries and schools have been able to implement the Child Friendly Schools/Effective framework so far, and where changes or additional supports are needed to improve the initiative.

This interview should take about an hour. I will tell you more about the activity, and you can decide if you want to take part. I will ask questions about the rollout of the Child Friendly Schools/Effective Schools framework in the region. These questions are not about you personally and are not intended to judge you or your organisation. If you do not know how to answer a question, or do not want to answer a question, that is fine. You are not required to answer any questions.

We cannot promise that your responses will be confidential. We will not use your name in any reports, but it is possible that a reader could determine that you were the source of information based on your organisation and/or position. Before we start, I would like your permission to audio record this discussion. Only members of the research team will be allowed to listen to this recording.

[Confirm willingness to participate and to be audio recorded.]

I would like to begin our conversation with a few questions related to your position.

1. Please tell me a bit about your background and responsibilities in your current position.
2. Could you briefly describe your role and responsibilities with regards to the CFS/ES initiative?
3. How much of your job is dedicated to CFS/ES (versus other areas of focus or kinds of work)?

Next, I would like to ask you about how the CFS/ES initiative fits with other things that are happening in the region.

4. How does CFS/ES fit into regional education sector planning more broadly?
 - a. Do you think this fit works well? Why do you think that? [Probe for CFS/ES focal areas: Behaviour Management, School Safety and Security, Student Participation, Life Skills, Inclusive Education.]
5. Do linkages exist between the CFS/ES initiative and other sectors at the regional level, such as health or child protection?
 - a. [If linkages] What do those linkages look like? And when and how were they established?
 - b. [If linkages] Do you think the current linkages are adequate to meet the needs of all school-age children in the region? Why do you think that?
 - c. [If no linkages] Have there been and plans or attempts to create these linkages? Where do things stand now in terms of their development?

Now I would like to ask you how the implementation of CFS/ES happens in the region.

6. How does the region use the CFS/ES framework to drive school improvement? [Probe for information about actors and process.]
 - a. How much and what kinds of technical assistance do countries receive?
 - b. How and how much do regional efforts at communication and advocacy drive successful adoption of the CFS/ES framework?
 - c. How and how much do countries receive the kind of leadership support they need to implement the CFS/ES framework well?
 - d. How and how much do countries receive support for pre- and in-service teacher training around the use of the CFS/ES framework?
 - e. How and how much do countries receive support for monitoring and evaluation of their school improvement efforts?
7. How did the region formulate this plan? [Probe for actors and process.]
8. To what extent is there buy-in for the CFS/ES framework at the country level? [Probe for variation across countries.]
 - a. How was this buy-in achieved?
 - b. [If not, all countries fully buy in] When countries hesitate to buy in, what are the reasons for this?
9. What kinds of human and material resources are needed at the regional level to implement the CFS/ES framework? (This does not include within-country resources.)

10. Do you feel like the level of human and material resources allocated to the CFS/ES initiative is adequate?
 - a. [If not completely adequate, ask] Where are the gaps, and what would it take to fill them?
11. At the regional level, is the CFS/ES framework is being implemented as intended?
 - a. How do you know that? [Probe for formal and informal monitoring.]
 - b. Do you think the region has adequate monitoring mechanisms to know whether the CFS/ES framework is being implemented well? Why do you think that?
12. At the regional level, is the implementation of the CFS/ES framework improving conditions in schools?
 - a. How do you know that? [Probe for formal and informal monitoring.]
 - b. Do you think the region has adequate monitoring mechanisms to know whether the CFS/ES framework is improving conditions in schools? Why do you think that?
13. And at the regional level, is the implementation of the CFS/ES framework improving outcomes for students?
 - a. How do you know that? [Probe for formal and informal monitoring. Probe for the extent to which CFS/ES closes gaps in student outcomes.]
 - b. Do you think the region has adequate monitoring mechanisms to know whether the CFS/ES framework is improving outcomes for students? Why do you think that?
14. What have been the greatest facilitators to implementing CFS/ES effectively in the region?
15. What have been the most significant barriers to implementing CFS/ES in the region?
16. If a country is struggling to adopt the CFS/ES framework, what are the most common issues? [Probe for facilitators and bottlenecks.]
17. And if a country is struggling to adopt the CFS/ES framework, are they able to get technical assistance at the regional level? What happens? [Probe for facilitators and bottlenecks.]
18. Do you think there is adequate organisational and leadership support at the regional level to help countries adopt CFS/ES? What makes you think that? [Probe for facilitators and bottlenecks.]

Last, I would now like to ask you questions on the sustainability of the CFS/ES initiative.

19. What does successful sustainability with regard to the CFS/ES initiative mean to you?

20. Are you aware of any non-monetary efforts to sustain CFS/ES the initiative, such as incorporating activities into other existing initiatives?

21. Are you aware of any past or future plans to use the CFS/ES initiative to model other programmes or policies? How is the initiative changing business as usual, if at all?

22. If UNICEF funding were to end, what do you think would happen to the CFS/ES initiative? What would be needed to sustain it?

Those are all of my questions. Is there anything else that you would like to add to our conversation? Do you have any questions for me?

Thank you so much for your time and sharing your thoughts.

KII-2: National-Level Stakeholders

Introduction

Hello, my name is [enumerator's name]. [Also introduce any other observer/note taker.] Thank you very much for being here today.

I work for Targeted Development Consulting/American Institutes for Research. We are conducting an independent evaluation of the Child Friendly Schools/Effective Schools initiative. As you likely know, UNICEF has been supporting the roll-out of Child Friendly Schools/Effective to help provide students across the Eastern Caribbean with a safe and supportive learning environment. UNICEF commissioned this study to learn how well countries and schools have been able to implement the Child Friendly Schools/Effective framework so far, and where changes or additional supports are needed to improve the initiative.

This interview should take about an hour. I will tell you more about the activity, and you can decide if you want to take part. I will ask questions about the rollout of the Child Friendly Schools/Effective Schools framework in the region. These questions are not about you personally and are not intended to judge you or your organisation. If you do not know how to answer a question, or do not want to answer a question, that is fine. You are not required to answer any questions.

No one in your organisation will know how you answered any of these questions. We will keep your answers private. We will never use your name in any reports for this study and will never provide information in reports that could identify you indirectly (such as stating your position). Before we start, I would like your permission to audio record this discussion. Only members of the research team will be allowed to listen to this recording.

[Confirm willingness to participate and to be audio recorded.]

Interview Questions

I would like to begin our conversation with a few questions related to your position.

1. Please tell me a bit about your background and responsibilities in your current position.
2. Could you briefly describe your role and responsibilities with regards to the CFS/ES initiative?
3. How much of your job is dedicated to CFS/ES (versus other areas of focus or kinds of work)?

Now, I would like to ask you about the implementation of the CFS/ES framework in [country].

4. How did [country] first learn about the CFS/ES framework?
5. What convinced [country] to adopt the CFS/ES framework at the national level?

6. The CFS/ES framework is flexible in terms of how countries decide to use it. Once [country] decided to adopt the CFS/ES framework, how did you decide [country's] priorities?
7. How did [country] formulate a plan to introduce CFS/ES in schools? [Probe for actors and processes.]
8. What foundational resources or characteristics do schools need to have in place to begin the adoption of the CFS/ES framework? How do you know a school is ready for CFS/ES?
9. When schools are adopting CFS/ES in [country], how do they approach school change? For example, what do they focus on first? Next?

Now I would like to ask you about how the CFS/ES initiative fits with other things that are happening in [country name].

10. How does CFS/ES fit into national education sector planning?
 - a. Do you think this fit works well? Why do you think that? [Probe for CFS/ES focal areas: Behaviour Management, School Safety and Security, Student Participation, Life Skills, Inclusive Education.]
11. Do linkages exist between the CFS/ES initiative and other sectors at the national level, such as health or child protection?
 - a. [If linkages] What do those linkages look like? And when and how were they established?
 - b. [If linkages] Do you think the current linkages are adequate to meet the needs of all school-age children in [country]? Why do you think that?
 - c. [If no linkages] Have there been and plans or attempts to create these linkages? Where do things stand now in terms of their development?

Now I would like to ask you how the implementation of CFS/ES happens in [country].

12. To what extent is there buy-in for the CFS/ES framework in [country name]'s schools? [Probe for variation across schools/regions.]
 - a. How was this buy-in achieved?
 - b. When schools hesitate to buy in, what are the reasons for this?
13. What kinds of human and material resources are needed at the national level to implement the CFS/ES framework? (This does not include resources allocated to schools.)
14. Do you feel like the level of human and material resources allocated to the CFS/ES initiative is adequate?
 - a. [If not completely adequate, ask] Where are the gaps, and what would it take to fill them?

15. At the national level, is the CFS/ES framework is being implemented as intended?
- a. How do you know that? [Probe for formal and informal monitoring.]
 - b. Do you think [country] has adequate monitoring mechanisms to know whether the CFS/ES framework is being implemented well? Why do you think that?
16. At the national level, is the implementation of the CFS/ES framework improving conditions in schools?
- a. How do you know that? [Probe for formal and informal monitoring.]
 - b. Do you think [country] has adequate monitoring mechanisms to know whether the CFS/ES framework is improving conditions in schools? Why do you think that?
17. And at the national level, is the implementation of the CFS/ES framework improving outcomes for students?
- a. How do you know that? [Probe for formal and informal monitoring. Probe for the extent to which CFS/ES closes gaps in student outcomes.]
 - b. Do you think the [country] has adequate monitoring mechanisms to know whether the CFS/ES framework is improving outcomes for students? Why do you think that?
18. Now, I am going to ask you about support [country] has received to adopt the CFS/ES framework. What kinds of technical assistance and resources did [country] receive from the regional level, to help your country adopt CFS/ES? [Probe for technical assistance, materials, communication, advocacy, leadership, pre- and in-service training, and monitoring and supervision of schools.]
19. Has there been adequate technical assistance from the regional level to help [country] adopt CFS/ES? What makes you think that? [Probe for facilitators and bottlenecks.]
20. Has there been adequate practical support (such as materials and training) from the regional level to help [country] adopt CFS/ES? What makes you think that? [Probe for facilitators and bottlenecks.]
21. Has there been adequate organisational and leadership support at the regional level to help [country] adopt CFS/ES? What makes you think that? [Probe for facilitators and bottlenecks.]
- Last, I am going to ask you about support for schools in [country] to adopt the CFS/ES framework.
22. How do schools get the technical assistance they need to adopt the CFS/ES framework? How do they know what to do? [Probe for facilitators and bottlenecks.]
23. If a school is struggling to adopt the CFS/ES framework, what are the most common issues? [Probe for facilitators and bottlenecks.]

24. And if a school is struggling to adopt the CFS/ES framework, are they able to get technical assistance at the national or sub-national level? What happens? [Probe for facilitators and bottlenecks.]
25. Do you think there is adequate organisational and leadership support at the national level to help schools adopt CFS/ES? What makes you think that? [Probe for facilitators and bottlenecks.]

Those are all of my questions. Is there anything else that you would like to add to our conversation? Do you have any questions for me?

Thank you so much for your time and sharing your thoughts.

KII-3: Heads of Teacher Training Institutions

Introduction

Hello, my name is [enumerator's name]. [Also introduce any other observer/note taker.] Thank you very much for being here today.

I work for Targeted Development Consulting/American Institutes for Research. We are conducting an independent evaluation of the Child Friendly Schools/Effective Schools initiative. As you likely know, UNICEF has been supporting the roll-out of Child Friendly Schools/Effective Schools to help provide students across the Eastern Caribbean with a safe and supportive learning environment. UNICEF commissioned this study to learn how well countries and schools have been able to implement the Child Friendly Schools/Effective framework so far, and where changes or additional supports are needed to improve the initiative.

This interview should take about an hour. I will tell you more about the activity, and you can decide if you want to take part. I will ask questions about how the rollout of Child Friendly Schools/Effective Schools has impacted teacher training. These questions are not about you personally and are not intended to judge you or your organisation. If you do not know how to answer a question, or do not want to answer a question, that is fine. You are not required to answer any questions.

We will never use your name in any reports for this study, but someone reading the study could identify you indirectly based on your position. Before we start, I would like your permission to audio record this discussion. Only members of the research team will be allowed to listen to this recording.

[Confirm willingness to participate and to be audio recorded.]

Interview Questions

First, can you please tell me about [teaching training institution name]? [Probe for how many students, length of programme, transitions from programme to workforce. Ask about both initial training and ongoing professional development.]

1. What is the process for determining the teacher training curriculum for initial training?
2. Has the introduction of Child Friendly Schools/Effective Schools had any impact on the curriculum or approaches you use for the initial training of teachers?
3. [If offer continuing professional development] What is the process for determining the teacher training curriculum for ongoing professional development?
4. [If offer continuing professional development] Has the introduction of Child Friendly Schools/Effective Schools had any impact on the curriculum or approaches you use for ongoing teacher professional development?

Now I'm going to ask you about specific elements of the Child Friendly Schools/Effective Schools framework.

5. One element of the Child Friendly Schools/Effective Schools framework is the promotion of student participation in aspects of the school that affect them. Is this something currently addressed in teacher training at [institution]? [Probe for initial versus ongoing training.]
 - a. How well do you feel like the topic of student participation fits/would fit with everything else you need to train teachers on?
 - b. To what extent is student participation consistent with the values and goals of teacher trainers and the teachers who are being trained?
6. Another element of the Child Friendly Schools/Effective Schools framework is the use of PBM strategies. Is this something currently addressed in teacher training at [institution]? [Probe for initial versus ongoing training.]
 - a. How well do you feel like the topic of PBM fits/would fit with everything else you need to train teachers on?
 - b. To what extent is PBM consistent with the values and goals of teacher trainers and the teachers who are being trained?
7. The Child Friendly Schools/Effective Schools framework promotes a safe and protective learning environment, such as ensuring that student behaviour is well monitored throughout the school, students have a safe way to report any mistreatment by peers or staff, and being well prepared for any risks to student safety and well-being. Is this something currently addressed in teacher training at [institution]? [Probe for initial versus ongoing training.]
 - a. How well do you feel like the promotion of a safe and protective learning environment fits/would fit with everything else you need to train teachers on?
 - b. To what extent is the promotion of a safe and protective learning environment consistent with the values and goals of teacher trainers and the teachers who are being trained?
8. The Child Friendly Schools/Effective Schools framework also includes the development of life skills, particularly in the areas of self and interpersonal relationships, sexuality and sexual health, eating and fitness, and managing the environment. Are some or all of these aspects of life skills currently addressed in teacher training at [institution]? [Probe for initial versus ongoing training.]
 - a. How well do you feel like the promotion of life skills fits/would fit with everything else you need to train teachers on?
 - b. To what extent is the promotion of life skills consistent with the values and goals of teacher trainers and the teachers who are being trained?

9. And finally, the Child Friendly Schools/Effective Schools framework promotes an inclusive environment. Here, we are talking about inclusion for students with disabilities, plus ensuring full participation for students who may be marginalised for other reasons (such as poverty). Is this something currently addressed in teacher training at [institution]? [Probe for initial versus ongoing training.]
- a. How well do you feel like the active promotion of inclusion fits/would fit with everything else you need to train teachers on? [Probe for inclusion of students with disabilities, and inclusion of students with other features that put them at risk for exclusion.]
 - b. To what extent is the active promotion of inclusion consistent with the values and goals of teacher trainers and the teachers who are being trained? [Probe for inclusion of students with disabilities, and inclusion of students with other features that put them at risk for exclusion.]

10. Is there anything we didn't talk about that you think is important for us to know?

Thank you very much for speaking with me today!

KII-4: School Heads at Primary Schools

Introduction

Hello, my name is [enumerator's name]. [Also introduce any other observer/note taker.] Thank you very much for being here today.

I work for Targeted Development Consulting/American Institutes for Research. We are conducting an independent evaluation of the Child Friendly Schools initiative. UNICEF has been supporting the roll-out of Child Friendly Schools to help provide primary students across the Eastern Caribbean with a safe and supportive learning environment. UNICEF commissioned this study to learn how well schools have been able to implement the Child Friendly Schools framework so far, and where changes or additional supports are needed to improve the initiative. Even if you don't know much about the Child Friendly Schools framework, we still want to hear from you.

This interview should take about an hour. I will tell you more about the activity, and you can decide if you want to take part. I will ask questions about your school in areas addressed by the Child Friendly Schools framework, such as student engagement and school safety. These questions are not about you personally and are not intended to judge you or your school. Rather, we are here to learn more about the Child Friendly Schools framework. If you do not know how to answer a question, or do not want to answer a question, that is fine. You are not required to answer any questions.

No one in your school system or this community will know how you answered any of the questions. We will never use your name in any reports for this study or provide information in reports that could identify you indirectly (such as stating your school and position). Before we start, I would like your permission to audio record this discussion. Only members of the research team will be allowed to listen to this recording.

[Confirm willingness to participate and to be audio recorded.]

Interview Questions

I would like to start with some general questions about your school.

What are your school's goals for education?

1. And what are your school's goals for children?

Now I am going to ask you some questions about the Child Friendly Schools initiative.

2. To what extent is your school's leadership well informed about Child Friendly Schools?
 - a. How does the school learn about the initiative?
 - b. Does your school have sufficient information and resources to help teachers and other school staff learn about Child Friendly Schools?
3. How well do you think the Child Friendly Schools model fits with the other policies, standards, and requirements set by [country name]'s education system?

4. Thinking about all the other initiatives and programmes at your school, how well does the Child Friendly School fit with these other things? [Probe for conflicts, competition for time/resources, leveraging one thing to promote another]
5. How does Child Friendly School programming at your school fit with what other organisations are doing in the community, across sectors? [Probe for sectors such as health, child protection, law enforcement; and ask about deliberate efforts at coordination].
6. How much and in what ways does your school coordinate with other actors in the education system and in the broader community to promote school safety?
7. How does your school approach student behaviour management? [Probe for positive behavioural supports.] And how did your school decide that this approach was the right one?
8. Has your school been able to review its policies to determine how to incorporate greater student participation?
 - a. If yes, how did this happen? And who was involved in that process?
9. How did your school decide the key elements of life skills education? [Probe for involvement of parents, community, etc.]
10. How much does your school make special efforts to include students with disabilities in school activities? And how did your school decide that this approach was the right one? [Probe for involvement of parents, community, etc.]
11. In some schools, students may also be marginalised because of their characteristics, such as living in poverty, or may involve boys and girls differently. How much does your school make special efforts to provide opportunities for *all* students to participate in school activities? And how did your school decide that this approach was the right one? [Probe for involvement of parents, community, etc.]
12. To what extent is your school able to adjust teaching approaches to meet the diverse needs of your students?
13. In every school, most of the students will not have difficulty with social and behavioural functioning, but there will be some students who need some extra support to function well, and then a smaller group of students who have ongoing social and behavioural challenges. Is your school able to provide different levels of supports for students from these different groups? [Probe: This is sometimes called a multi-tiered system of support, or Positive Behavioural Interventions and supports.]

Those are all the questions that I had. Do you have any questions for me? [Answer any questions.]

Thank you very much for speaking with me today!

KII-5: School Heads at Secondary Schools

Introduction

Hello, my name is [enumerator's name]. [Also introduce any other observer/note taker.] Thank you very much for being here today.

I work for Targeted Development Consulting/American Institutes for Research. We are conducting an independent evaluation of the Effective Schools initiative. UNICEF has been supporting the roll-out of Effective Schools to help provide secondary students across the Eastern Caribbean with a safe and supportive learning environment. UNICEF commissioned this study to learn about the new roll-out of Effective Schools, and where changes or additional supports are needed so that Effective Schools will work well in secondary schools like yours. Even if you don't know much about the Effective Schools framework, we still want to hear from you.

This interview should take about an hour. I will tell you more about the activity, and you can decide if you want to take part. I will ask questions about your school in areas addressed by the Effective Schools framework, such as student engagement and school safety. These questions are not about you personally and are not intended to judge you or your school. Rather, we are here to learn more about whether and how schools are ready to benefit from the Effective Schools approach. If you do not know how to answer a question, or do not want to answer a question, that is fine. You are not required to answer any questions.

No one in your school system or this community will know how you answered any of these questions. We will keep your answers private. We will never use your name in any reports for this study and will never provide information in reports that could identify you indirectly (such as stating your school and position). Before we start, I would like your permission to audio record this discussion. Only members of the research team will be allowed to listen to this recording.

[Confirm willingness to participate and to be audio recorded.]

Interview Questions

I would like to start with some general questions about your school.

What are your school's goals for education?

1. And what are your school's goals for children?
2. To what extent is your school's leadership well informed about Child Friendly Schools?
 - a. How does the school learn about the initiative?
 - b. Does your school have sufficient information and resources to help teachers and other school staff learn about Child Friendly Schools?
3. Currently, how much and in what ways does your school coordinate with other actors in the education system and in the broader community to promote school safety?

4. Currently, how does your school approach student behaviour management? [Probe for positive behavioural supports.] And how did your school decide that this approach was the right one?
5. Since 2018, has your school ever reviewed its policies to determine how to incorporate greater student participation?
 - a. If yes, how did this happen? And who was involved in that process?
6. Does your school offer life skills education?
 - a. [If yes] How did your school decide the key elements of life skills education? [Probe for involvement of parents, community, etc.]
7. How much does your school make special efforts to include students with disabilities in school activities? And how did your school decide that this approach was the right one? [Probe for involvement of parents, community, etc.]
8. In some schools, students may also be marginalised because of their characteristics, such as living in poverty, or may provide different opportunities for boys and for girls. How much does your school make special efforts to provide opportunities for *all* students to participate in school activities? And how did your school decide that this approach was the right one? [Probe for involvement of parents, community, etc.]
9. To what extent is your school able to adjust teaching approaches to meet the diverse needs of your students?
10. In every school, most of the students will not have difficulty with social and behavioural functioning, but there will be some students who need some extra support to function well, and then a smaller group of students who have ongoing social and behavioural challenges. Is your school able to provide different levels of supports for students from these different groups? [Probe: This is sometimes called a multi-tiered system of support, or Positive Behavioural Interventions and supports.]

Those are all the questions that I had. Do you have any questions for me? [Answer any questions.]

Thank you very much for speaking with me today!

KII-6: Guidance Counsellors at Primary Schools

Introduction

Hello, my name is [enumerator's name]. [Also introduce any other observer/note taker.] Thank you very much for being here today.

I work for Targeted Development Consulting/American Institutes for Research. We are conducting an independent evaluation of the Child Friendly Schools initiative. UNICEF has been supporting the roll-out of Child Friendly Schools to help provide primary students across the Eastern Caribbean with a safe and supportive learning environment. UNICEF commissioned this study to learn how well schools have been able to implement the Child Friendly Schools framework so far, and where changes or additional supports are needed to improve the initiative.

This interview should take about an hour. I will tell you more about the activity, and you can decide if you want to take part. I will ask questions about your school in areas addressed by the Child Friendly Schools framework, such as student engagement and school safety. These questions are not about you personally and are not intended to judge you or your school. Rather, we are here to learn more about the Child Friendly Schools framework. If you do not know how to answer a question, or do not want to answer a question, that is fine. You are not required to answer any questions.

No one in your school or this community will know how you answered any of the questions. We will never use your name in any reports for this study or provide information in reports that could identify you indirectly (such as stating your school and position). Before we start, I would like your permission to audio record this discussion. Only members of the research team will be allowed to listen to this recording.

[Confirm willingness to participate and to be audio recorded.]

Interview Questions

First, to what extent does your school have sufficient information and resources to help you implement Child Friendly Schools?

1. Thinking about all the other initiatives and programmes at your school, how well does the Child Friendly School fit with these other things? [Probe for conflicts, competition for time/resources, leveraging one thing to promote another]
2. How does Child Friendly School programming at your school fit with what other organisations are doing in the community, across sectors? [Probe for sectors such as health, child protection, law enforcement; and ask about deliberate efforts at coordination].
 - a. To what extent does your school collaborate with other community organisations to meet the needs of your students?
 - b. [If any collaboration] What service areas are addressed through this collaboration? [Probe for health, children's well-being]

3. How does your school approach student behaviour management? [Probe for positive behavioural supports.]
 - a. One aspect of PBM is communicating positive behavioural expectations for students (such as, be respectful, be diligent) rather than focusing on what students should not do. To what extent does your school do this? [If does not do this, or does inconsistently, probe for barriers.]
 - b. How well does the approach of communicating positive behavioural expectations fit with the needs and values of your school?
 - c. A second aspect of PBM is actively teaching positive behaviours through dedicated activities, or by integrating opportunities and examples into other activities (such as a writing assignment for English class). To what extent does your school do this? [If does not do this, or does inconsistently, probe for barriers.]
 - d. How well does the approach of teaching positive behaviours fit with the needs and values of your school?
 - e. A third aspect of is PBM is reaching out to parents or guardians to help build and reinforce positive behaviours at home. To what extent does your school do this? [If does not do this, or does inconsistently, probe for barriers.]
 - f. [If any outreach] To what extent are parents or guardians receptive to your school's efforts at building and reinforcing positive behaviours at home? Does it make a difference?
 - g. A fourth aspect of PBM is ongoing monitoring to identify students who need greater behavioural supports. To what extent does your school currently monitor student needs for behavioural support? How does that monitoring happen? [Probe for school staff intentionally observing student behaviour outside of class, such as during recess or lunch.]
 - h. In every school, there will be some students who need some extra support for their social and behavioural functioning, and then a smaller group of students who have more serious social and behavioural challenges. Is your school able to provide different levels of supports for students from these different groups? [Probe: This is sometimes called a multi-tiered system of support, or Positive Behavioural Interventions and supports.]
4. To what extent does your school encourage student participation at the school level (beyond the classroom)?
 - a. [If any participation] What does this participation look like?
 - b. Are there differences in participation for boys and for girls?
 - c. [If any participation] Does the school take steps to encourage participation amongst students who may otherwise be overlooked, such as those with disabilities, those who do not do well academically, or those living in poverty?

5. To what extent does your school formally recognise student accomplishments at the school level (beyond the classroom), in areas outside of academics or sports?
 - a. [If any recognition] What does this formal recognition look like?
 - b. [If any recognition] Does the school take any special steps to formally recognise students who may otherwise be overlooked, such as those with disabilities, those who do not do well academically, or those living in poverty?
6. The Child Friendly Schools framework is intended to promote a safe and protective school environment.
 - a. Does your school do anything to provide students with a physically safe environment – that is, an environment where students are safe from harm to their bodies? If yes, what?
 - b. Does your school do anything to protect students from bullying or abuse by other students? If yes, what?
 - c. Does your school do anything to protect students from bullying or abuse by school staff? If yes, what?
 - d. Does your school do anything to protect students from other threats to their psychosocial well-being, such as being teased or left out? If yes, what?
 - e. Does your school take any steps to actively protect and promote the safety of students who are at higher risk for being bullied or marginalised? If yes, what?
 - f. Has anything made it difficult for your school to promote student protection and safety?
7. The Child Friendly Schools framework also addresses the provision of health and life skills education. This includes self and interpersonal relationships, sexuality and sexual health, healthy eating and fitness, and managing the environment. In terms of ‘managing the environment,’ the framework focuses on equipping students with critical thinking and problem-solving skills to respond to natural and human-caused environmental threats.
 - a. Does your school do anything to promote student learning and development in the area of self and interpersonal relationships? If yes, what do you do? If no, why not?
 - b. Do you think that the way your school approaches developing students’ self and interpersonal relationships is appropriate, given the needs and values of your students and the community?
 - c. Does your school do anything to promote student learning and development in the area of sexuality and sexual health? If yes, what do you do? If no, why not?
 - d. Do you think that the way your school approaches developing students’ understanding of sexuality, sexual health and HIV is appropriate, given the needs and values of your students and the community?

- e. Does your school share information with parents about the promotion of life skills? If yes, does it make a difference?
 - f. Does your school do anything to promote student learning around healthy eating and fitness? If yes, what do you do? If no, why not?
 - g. Do you think that the way your school approaches developing students' habits of healthy eating and fitness is appropriate, given the needs and values of your students and the community?
 - h. Does your school share information with parents about the promotion of healthy eating and fitness? If yes, does it make a difference?
 - i. Does your school do anything to help students learn how to protect the environment? If yes, what do you do? If no, why not?
 - j. Do you think that the way your school approaches teaching students about managing the environment is appropriate, given the needs and values of your students and the community?
8. And finally, does your school do any work with the community to help promote inclusive education? Here, inclusive education' means children with disabilities, and also children who may be marginalised for other reasons, such as poverty.
9. Is there anything else that you want to tell me about your school?

Those are all the questions that I had. Do you have any questions for me? [Answer any questions.]

Thank you very much for speaking with me today!

KII-8: Guidance Counsellors at Secondary Schools

Introduction

Hello, my name is [enumerator's name]. [Also introduce any other observer/note taker.] Thank you very much for being here today.

I work for Targeted Development Consulting/American Institutes for Research. We are conducting an independent evaluation of the Effective Schools initiative. UNICEF has been supporting the roll-out of Effective Schools to help provide secondary students across the Eastern Caribbean with a safe and supportive learning environment. UNICEF commissioned this study to learn about schools' readiness to implement the Effective Schools framework, and where changes or additional supports are needed to improve the initiative. It's okay if you're not familiar with the Effective Schools framework. We still want to hear from you!

This interview should take about an hour. I will tell you more about the activity, and you can decide if you want to take part. I will ask questions about your school in areas addressed by the Effective Schools framework, such as student engagement and school safety. These questions are not about you personally and are not intended to judge you or your school. Rather, we are here to learn more about the Effective Schools framework. If you do not know how to answer a question, or do not want to answer a question, that is fine. You are not required to answer any questions.

No one in your school or this community will know how you answered any of the questions. We will never use your name in any reports for this study or provide information in reports that could identify you indirectly (such as stating your school and position). Before we start, I would like your permission to audio record this discussion. Only members of the research team will be allowed to listen to this recording.

[Confirm willingness to participate and to be audio recorded.]

Interview Questions

First, to what extent does your school currently collaborate with other community organisations to meet the needs of your students?

- a. [If any collaboration] What service areas are addressed through this collaboration? [Probe for health, children's well-being]

1. How does your school currently approach student behaviour management?
2. One aspect of the Effective Schools framework is communicating positive behavioural expectations for students (such as, be respectful, be diligent) rather than focusing on what students should not do. To what extent does your school do this now?
3. How well does/would the approach of communicating positive behavioural expectations fit with the needs and values of your school?

4. A second aspect of PBM is actively teaching positive behaviours through dedicated activities, or by integrating opportunities and examples into other activities (such as a writing assignment for English class). To what extent does your school do this now?
5. How well does/would the approach of teaching positive behaviours fit with the needs and values of your school?
4. A third aspect of PBM is reaching out to parents or guardians to help build and reinforce positive behaviours at home. To what extent does your school do this now?
 - a. [If any outreach] To what extent are parents or guardians receptive to your school's efforts at building and reinforcing positive behaviours at home? Does it make a difference?
6. A fourth aspect of PBM is ongoing monitoring to identify students who need greater behavioural supports. To what extent does your school currently monitor student needs for behavioural support? How does that monitoring happen? [Probe for school staff intentionally observing student behaviour outside of class, such as during recess or lunch.]
7. In every school, there will be some students who need some extra support for their social and behavioural functioning, and then a smaller group of students who have more serious social and behavioural challenges. Is your school able to provide different levels of supports for students from these different groups? [Probe: This is sometimes called a multi-tiered system of support, or Positive Behavioural Interventions and supports.]
8. To what extent does your school encourage student participation at the school level (beyond the classroom)?
 - a. [If any participation] What does this participation look like?
 - b. [If any participation] Does the school take steps to encourage participation amongst students who may otherwise be overlooked, such as those with disabilities, those who do not do well academically, or those living in poverty?
9. To what extent does your school formally recognise student accomplishments at the school level (beyond the classroom), in areas outside of academics or sports?
 - a. [If any recognition] What does this formal recognition look like?
 - b. [If any recognition] Does the school take any special steps to formally recognise students who may otherwise be overlooked, such as those with disabilities, those who do not do well academically, or those living in poverty?
10. The Effective Schools framework is intended to promote a safe and protective school environment.
 - a. Does your school do anything to provide students with a physically safe environment – that is, an environment where students are safe from harm to their bodies? If yes, what?

- b. Does your school do anything to protect students from bullying or abuse by other students? If yes, what?
 - c. Does your school do anything to protect students from bullying or abuse by school staff? If yes, what?
 - d. Does your school do anything to protect students from other threats to their psychosocial well-being, such as being teased or left out? If yes, what?
 - e. Does your school take steps to protect and promote the safety of students who are at higher risk for being bullied or marginalised? If yes, what?
 - f. Would anything make it difficult for your school to improve student protection and safety?
11. The Effective Schools framework also addresses the provision of health and life skills education. This includes self and interpersonal relationships, sexuality and sexual health, healthy eating and fitness, and managing the environment. In terms of 'managing the environment,' the framework focuses on equipping students with critical thinking and problem-solving skills to respond to natural and human-caused environmental threats.
- a. Does your school currently do anything to promote student learning and development in the area of self and interpersonal relationships? If yes, what?
 - b. Do you think that promoting student learning and development in the area of self and interpersonal relationships is/would be appropriate, given the needs and values of your students and the community?
 - c. Does your school currently do anything to promote student learning and development in the area of sexuality and sexual health? If yes, what?
 - d. Do you think that developing students' understanding of sexuality, sexual health and HIV is/would be appropriate, given the needs and values of your students and the community?
 - e. Does your school share information with parents about the promotion of life skills? If yes, does it make a difference?
 - f. Does your school do anything to promote student learning around healthy eating and fitness? If yes, what do you do?
 - g. Do you think that developing students' habits of healthy eating and fitness is/would be appropriate, given the needs and values of your students and the community?
 - h. Does your school share information with parents about the promotion of healthy eating and fitness? If yes, does it make a difference?
 - i. Does your school do anything to help students learn how to protect the environment? If yes, what do you do?
 - j. Do you think that teaching students about managing the environment is/would be appropriate, given the needs and values of your students and the community?

12. And finally, does your school do any work with the community to help promote inclusive education? Here, 'inclusive education' means children with disabilities, and also children who may be marginalised for other reasons, such as poverty.

Is there anything else that you want to tell me about your school? Those are all the questions that I had. Do you have any questions for me? [Answer any questions.]

Thank you very much for speaking with me today!

FGD-1: Implementers

Introduction

Hello, my name is [enumerator's name]. [Also introduce any other observer/note taker.] Thank you very much for being here today.

I work for Targeted Development Consulting/American Institutes for Research. We are conducting an independent evaluation of the Effective Schools initiative. As you know, UNICEF has been supporting the roll-out of Effective Schools to help provide secondary students across the Eastern Caribbean with a safe and supportive learning environment. UNICEF commissioned this study to learn about schools' readiness to implement the Effective Schools framework, and where changes or additional supports are needed to improve the initiative.

This focus group should take about an hour. I will tell you more about the activity, and you can decide if you want to take part. I will ask questions about [country]'s adoption of the Child Friendly Schools/Effective Schools framework. These questions are not about you personally and are not intended to judge you or your organisation. Rather, we are here to learn more about the Child Friendly Schools/Effective Schools framework. If you do not know how to answer a question, or do not want to answer a question, that is fine. You are not required to answer any questions.

We will never use your name in any reports for this study. However, it is possible that someone reading our report could indirectly identify you as a source of information, based on your position. Before we start, I would like your permission to audio record this discussion. Only members of the research team will be allowed to listen to this recording.

[Confirm willingness to participate and to be audio recorded.]

Interview Questions

I would like to begin our conversation with a few questions related to your position.

Please tell me a bit about your background and responsibilities in your current position.

1. Could you briefly describe your role and responsibilities with regards to the CFS/ES initiative?
2. How much of your job is dedicated to CFS/ES (versus other areas of focus or kinds of work)?

Next, I would like to ask you about how the CFS/ES initiative fits with other things that are happening in [country name].

3. How does CFS/ES fit into national education sector planning?
 - a. Do you think this fit works well? Why do you think that? [Probe for CFS/ES focal areas: Behaviour Management, School Safety and Security, Student Participation, Life Skills, Inclusive Education.]

4. Do linkages exist between the CFS/ES initiative and other sectors at the national level, such as health or child protection?
 - a. [If linkages] What do those linkages look like? And when and how were they established?
 - b. [If linkages] Do you think the current linkages are adequate to meet the needs of all school-age children in [country]? Why do you think that?
 - c. [If no linkages] Have there been and plans or attempts to create these linkages? Where do things stand now in terms of their development?

Now I would like to ask you how the implementation of CFS/ES happens in [country].

5. How does the region use the CFS/ES framework to drive school improvement? [Probe for information about actors and process.]
5. To what extent is there buy-in for the CFS/ES framework in [country name]’s schools? [Probe for variation across schools/regions.]
 - a. How was this buy-in achieved?
 - b. When schools or communities hesitate to buy in, what are the reasons for this?
6. What kinds of human and material resources are needed to implement the CFS/ES framework? (This does not include resources allocated to schools.)
7. Do you feel like the level of human and material resources allocated to the CFS/ES initiative is adequate?
 - a. [If not completely adequate, ask] Where are the gaps, and what would it take to fill them?
8. Nationally, how far along is the roll-out for Child Friendly Schools in primary schools?
 - a. [If incomplete] What is the plan and timeline for additional roll-out?
9. And nationally, how far along is the roll-out of Effective Schools in secondary schools?
 - a. [If incomplete] What is the plan and timeline for additional roll-out?
10. For schools that have taken on the CFS/ES framework, is the framework is being implemented as intended?
 - a. How do you know that? [Probe for formal and informal monitoring.]
 - b. Do you think [country] has adequate monitoring mechanisms to know whether the CFS/ES framework is being implemented well? Why do you think that?

11. For schools that have taken on the CFS/ES framework, is the implementation of the CFS/ES framework helping schools provide a safe and supportive learning environment?
 - a. How do you know that? [Probe for formal and informal monitoring.]
 - b. Do you think [country] has adequate monitoring mechanisms to know whether the CFS/ES framework is improving conditions in schools? Why do you think that?
12. For schools that have adopted CFS/ES, is the implementation of the CFS/ES framework improving outcomes for students?
 - a. How do you know that? [Probe for formal and informal monitoring. Probe for the extent to which CFS/ES closes gaps in student outcomes.]
 - b. Do you think the [country] has adequate monitoring mechanisms to know whether the CFS/ES framework is improving outcomes for students? Why do you think that?

Now, I am going to ask you about support [country] has received to adopt the CFS/ES framework.

13. How does [country] get the technical assistance needed to adopt the CFS/ES framework? How do you know what to do? [Probe for facilitators and bottlenecks.]
14. Has there been adequate higher-level organisational and leadership support to help [country] adopt CFS/ES? What makes you think that? [Probe for facilitators and bottlenecks.]

Next, I am going to ask you about support for schools in [country] to adopt the CFS/ES framework.

15. How do schools get the technical assistance they need to adopt the CFS/ES framework? How do they know what to do? [Probe for facilitators and bottlenecks.]
16. If a school is struggling to adopt the CFS/ES framework, what are the most common issues? [Probe for facilitators and bottlenecks.]
17. And if a school is struggling to adopt the CFS/ES framework, are they able to get technical assistance at the national or sub-national level? What happens? [Probe for facilitators and bottlenecks.]
18. Do you think there is adequate organisational and leadership support at the national level to help schools adopt CFS/ES? What makes you think that? [Probe for facilitators and bottlenecks.]

And finally, I am going to ask about implementation of specific aspects of CFS/ES.

19. How does the implementation of positive behavioural supports look in [country]?
 - a. Who decided what positive behavioural supports would look like in [country]?
 - b. Do you think the country's approach to the use of positive behavioural supports is the right one? Why do you think that?
 - c. If schools are struggling to adopt positive behavioural supports, what are the typical issues? And what happens next?
20. How does the implementation of life skills education look in [country]?
 - a. Who decided what life skills education would look like in [country]?
 - b. Do you think the country's approach to life skills education is the right one? Why do you think that?
 - c. If schools are struggling to adopt life skills education, what are the typical issues? And what happens next?
21. How does the promotion of a safe and healthy school environment look in [country]?
 - a. Who decided what a safe and healthy school would look like in [country]?
 - b. Do you think the country's approach to providing safe and healthy schools is the right one? Why do you think that?
 - c. If schools are struggling to create a safe and healthy environment, what are the typical issues? And what happens next?
22. And finally, how does the promotion of an inclusive school environment look in [country]? [Probe for inclusion based on disability, and also other marginalising factors like poverty.]
 - a. Who decided what an inclusive school would look like in [country]?
 - b. Do you think the country's approach to providing inclusive schools is the right one? Why do you think that?
 - c. If schools are struggling to create an inclusive environment, what are the typical issues? And what happens next?

Those are all of my questions. Is there anything else that you would like to add to our conversation? Do you have any questions for me?

Thank you so much for your time and sharing your thoughts.

FGD-2: Teachers at Primary Schools

This form will be split so that all schools answer #1, #2, and #6. School A will also answer #4 and #5. School B will also answer #5 and #7, and School C will answer #4 and #7.

Introduction

Hello, my name is [enumerator's name]. [Also introduce any other observer/note taker.] Thank you very much for being here today.

I work for Targeted Development Consulting. We are working with American Institutes for Research to conduct an independent evaluation of the Child Friendly Schools initiative. UNICEF has been supporting the roll-out of Child Friendly Schools to help provide primary students across the Eastern Caribbean with a safe and supportive learning environment. UNICEF commissioned this study to learn how well schools have been able to implement the Child Friendly Schools framework so far, and where changes or additional supports are needed to improve the initiative.

This focus group will take about an hour. I will tell you more about the activity, and you can decide if you want to take part. I will ask questions about your school in areas addressed by the Child Friendly Schools framework, such as student engagement and school safety. We have many questions, so we will only talk about some parts of the framework at your school (and will hear from other schools about the other parts). The questions are about your school. They are not about you personally and are not intended to judge you or your school. Rather, we are here to learn more about the Child Friendly Schools framework. If you do not know how to answer a question, or do not want to answer a question, that is fine. You are not required to answer any questions.

Outside of the people in this room, no one in your school system or this community will know how you answered any of these questions. We will never use your name in any reports for this study and will never provide information in reports that could identify you indirectly (such as stating your school and position). Before we start, I will ask for permission from each of you to make an audio recording of this discussion. Only members of the research team will be able to listen to this recording. You will see we gave you blank name cards. You can pick a nickname for yourself and write it on the card, and we will use that nickname during the discussion to help keep your name out of the recording.

I am going to ask each of you if you agree to be in this study. Before that, does anyone have questions?

Interviewer: After answering all questions, ask each teacher whether he/she agrees to be in the study, and whether he/she agrees to be audio recorded. For anyone who says no, thank and excuse him/her. For the teachers who remain, ask them to write a nickname on the name cards. These can be something silly or meaningful for them – Sunshine, Cricket Champ, Snoopy, Loves to Dance, Bookworm, etc.

Before we begin, we need to agree on some ground rules so that everyone feels comfortable and is heard. First, what is said in the room, stays in the room. We want everyone to agree to keep what the others say private. Do you each agree to keep with the others say private? [Get agreement from each.] Second, please be sure to give each other

time to talk without interruption. If you have something to say, please wait and we will make sure everyone has a chance to speak.

Are we ready to begin?

Focus Group Questions

I would like to start with some general questions about your school.

What do you think is the best thing about this school?

1. What do you think is the worst thing about this school?

Now I'm going to ask you questions about the teaching and learning environment at your school.

2. One area of focus for the Child Friendly Schools framework is the promotion of student-centred classrooms.

a. What does a 'student-centred classroom' mean to you?

For the next questions, 'student-centred' means that the teacher adjusts his/her teaching based on student needs, learning styles and interests (rather than pushing out information the same way for all students).

b. To what extent does your school currently use this approach?

c. [If already in use] What are some examples of the ways teachers at your school use student-centred approaches?

d. [If already in use] What has helped your school adopt this approach?

e. [Ask all] What has made it difficult for your school to adopt this approach?

f. [If already in use] Do you think this approach is useful at this school? Why?

g. [If not already in use] Do you think this approach would be useful at this school? Why?

h. Do you think parents and the community are or would be supportive of this approach? Why?

i. [If already in use] How well does student-centred teaching fit in with everything else teachers here need to accomplish during the school day?

j. [If not already in use] How well do you think student-centred teaching would fit in with everything else teachers here need to accomplish during the school day?

k. To what extent do teachers here get the support and resources they need to use student-centred teaching?

3. The Child Friendly Schools framework promotes student participation in the life of the school at all levels.

- a. What does 'student participation' mean to you? How would that look?

For the next questions, we will assume that 'student participation' means that students are allies and partners with adults in improving their school; that students are trained to lead effectively; and that students' voices are heard, acknowledged and considered.

- b. To what extent do teachers at your school currently promote student participation in their classrooms?
- c. [If already in use] Would you please give me some examples of how teachers at your school promote student participation? [Probe for different kinds of participation, based on definition we just provided.]
- d. [If already in use] Do teachers at your school take any steps to encourage participation amongst students who may otherwise be overlooked (such as students who are not high achievers, or students who have disabilities)?
- e. [If already in use] Do teachers at your school take any steps to recognise student contributions for accomplishments outside of academics and sports?
- f. [If already in use] Do teachers at your school take any steps to recognise the contributions of students who may otherwise be overlooked (such as students who are not high achievers, or students who have disabilities)?
- g. [If already in use] What has helped teachers at your school adopt these approaches?
- h. [Ask all] What has made it difficult for teachers at your school to adopt these approaches?
- i. [If already in use] Do you think that encouraging student participation helps or hurts your school? Why?
- j. [If not already in use] Do you think that encouraging student participation would be useful at this school? Why?
- k. Do you think parents and the community are or would be supportive of student participation at school? Why?
- l. [If already in use] How well does the recognition and participation of students fit in with everything else teachers here need to accomplish during the school day?
- m. [If not already in use] How well do you think the recognition and participation of students would fit in with everything else teachers here need to accomplish during the school day?

- n. To what extent do teachers here get the support and resources they need to effectively promote student participation?
4. The Child Friendly Schools framework is intended to promote a safe and protective school environment.

- a. What does 'safe and protective' mean to you? How would that look?

For the next questions, we will assume that 'safe and protective' means that the school promotes both physical and psychosocial safety, and protects students from bullying, abuse, or marginalisation.

- b. To what extent do teachers currently promote a safe and protective environment at your school?
 - c. [If already in use] Would you please give me some examples of how teachers at your school promote a safe and protective environment? [Probe for different kinds of safety and protection, based on definition we just provided. Make sure that the discussion goes beyond overt violence and bullying to also address microaggression such as teasing and exclusion]
 - d. [If already in use] Do teachers at your school take any steps to actively protect and promote the safety of students who are at higher risk for being bullied or marginalised? If yes, what do teachers do?
 - e. [If already in use] What has helped teachers at your school to promote student protection and safety?
 - f. [Ask all] What has made it difficult for teachers at your school to promote student protection and safety?
 - g. [Ask all] Is promoting student protection and safety necessary at your school? Why?
 - h. [If already in use] How well does the promotion of student protection and safety fit in with everything else teachers here need to accomplish during the school day?
 - i. [If not already in use] How well would the promotion of student protection and safety fit in with everything else teachers here need to accomplish during the school day?
 - j. To what extent do teachers here get the support and resources they need to effectively promote student protection and safety?
5. Another area of focus for the Child Friendly Schools framework is the use of PBM. 'PBM' includes several aspects.
- a. One aspect of PBM is communicating positive behavioural expectations for students (such as, be respectful, be diligent) rather than focusing on what

students should not do. To what extent do teachers at your school do this? [If they do not do this, or do so inconsistently, probe for barriers.]

- b. How well does the approach of communicating positive behavioural expectations fit with the needs and values of your school?
 - c. A second aspect of PBM is actively teaching positive behaviours through dedicated activities, or by integrating opportunities and examples into other activities (such as a writing assignment for English class). To what extent do teachers at your school do this? [If they do not do this, or do so inconsistently, probe for barriers.]
 - d. How well does the approach of teaching positive behaviours fit with the needs and values of your school?
 - e. A third aspect of PBM is reaching out to parents or guardians to help build and reinforce positive behaviours at home. To what extent do teachers at your school do this? [If they do not do this, or do so inconsistently, probe for barriers.]
 - f. [If any outreach] To what extent are parents or guardians receptive to your school's efforts at building and reinforcing positive behaviours at home? Does it make a difference?
 - g. A fourth aspect of PBM is ongoing monitoring to identify students who need greater behavioural supports. To what extent does your school currently monitor student needs for behavioural support? How does that monitoring happen? [Probe for teachers and other school staff intentionally observing student behaviour outside of class, such as during recess or lunch.]
 - h. If students at your school need additional behavioural supports, do they receive them? What happens next?
 - i. Thinking across these areas of PBM, do teachers here get the support and resources they need to use effective PBM strategies?
6. The Child Friendly Schools framework also addresses the provision of health and life skills education. This includes self and interpersonal relationships, sexuality and sexual health, healthy eating and fitness, and managing the environment. In terms of 'managing the environment,' the framework focuses on equipping students with critical thinking and problem-solving skills to respond to natural and human-caused environmental threats.
- a. In the area of self and interpersonal relationships, do you as teachers do anything to promote student development in that area? If yes, what do you do? If no, why not?

- b. Do you think that the way your school approaches developing students' self and interpersonal relationships is appropriate, given the needs and values of your students and the community?
- c. In the area of sexuality, sexual health and HIV, do you as teachers do anything to promote student development in that area? If yes, what do you do? If no, why not?
- d. Do you think that the way your school approaches developing students' understanding of sexuality, sexual health and HIV is appropriate, given the needs and values of your students and the community?
- e. In the area of healthy eating and fitness, do you as teachers do anything to promote student development in that area? If yes, what do you do? If no, why not?
- f. Do you think that the way your school approaches developing students' habits of healthy eating and fitness is appropriate, given the needs and values of your students and the community?
- g. In the area of managing the environment, do you as teachers do anything to promote student development in that area? If yes, what do you do? If no, why not?
- h. Do you think that the way your school approaches teaching students about managing the environment is appropriate, given the needs and values of your students and the community?

Those are all the questions that I had. Do you have any questions for me? [Answer any questions.]

Thank you very much for speaking with me today!

FGD-3: Teachers at Secondary Schools

Introduction

Hello, my name is [enumerator's name]. [Also introduce any other observer/note taker.] Thank you very much for being here today.

I work for Targeted Development Consulting. We are working with American Institutes for Research to conduct an independent evaluation of the Effective Schools initiative. UNICEF has been supporting the roll-out of Effective Schools to help provide secondary students across the Eastern Caribbean with a safe and supportive learning environment. UNICEF commissioned this study to learn more about how to make the Effective Schools framework a success as it is being introduced into the region's secondary schools. It's okay if you have not yet heard about the framework or don't know much about it.

This focus group will take about an hour. I will tell you more about the activity, and you can decide if you want to take part. I will ask questions about your school in areas addressed by Effective Schools framework, such as student engagement and school safety. These questions are not about you personally and are not intended to judge you or your school. Rather, we are here to learn more about the Effective Schools framework. If you do not know how to answer a question, or do not want to answer a question, that is fine. You are not required to answer any questions.

Outside of the people in this room, no one in your school system or this community will know how you answered any of these questions. We will never use your name in any reports for this study and will never provide information in reports that could identify you indirectly (such as stating your school and position). Before we start, I will ask for permission from each of you to make an audio recording of this discussion. Only members of the research team will be allowed to listen to this recording. You will see we gave you blank name cards. You can pick a nickname for yourself and write it on the card, and we will use that nickname during the discussion to help keep your name out of the recording.

I am going to ask each of you if you agree to be in this study. Before that, does anyone have questions?

Interviewer: *After answering all questions, ask each teacher whether he/she agrees to be in the study, and whether he/she agrees to be audio recorded. For anyone who says no, thank and excuse him/her. For the teachers who remain, ask them to write a nickname on the name cards. These can be something silly or meaningful for them – Sunshine, Cricket Champ, Snoopy, Loves to Dance, Bookworm, etc.*

Before we begin, we need to agree on some ground rules so that everyone feels comfortable and is heard. First, what is said in the room, stays in the room. We want everyone to agree to keep what the others say private. Do you each agree to keep with the others say private? [Get agreement from each.] Second, please be sure to give each other time to talk without interruption. If you have something to say, please wait and we will make sure everyone has a chance to speak.

Are we ready to begin?

Focus Group Questions

I would like to start with some general questions about your school.

1. What do you think is the best thing about this school?
2. What do you think is the worst thing about this school?

Now I'm going to ask you questions about the teaching and learning environment at your school.

3. One area of focus for the Effective School framework is the promotion of student-centred classrooms. Here, we will assume 'student-centred' means that the teacher adjusts his/her teaching based on student needs, learning styles and interests (rather than pushing out information the same way for all students).
 - a. To what extent does your school currently use this approach? How does that look at your school?
 - b. Do you think this approach is or could be right for your school? Why or why not?
4. The Effective Schools framework promotes student participation in the life of the school at all levels. 'Student participation' means that students are allies and partners with adults in improving their school; that students are trained to lead effectively; and that students' voices are heard, acknowledged and considered.
 - a. To what extent do teachers at your school currently promote student participation in their classrooms? [Probe for different kinds of participation, based on definition we just provided.]
 - b. Do teachers at your school take any steps to encourage participation amongst students who may otherwise be overlooked (such as students who are not high achievers, or students who have disabilities)?
5. The Effective Schools framework is intended to promote a safe and protective school environment. Here, 'safe and protective' means that the school promotes both physical and psychosocial safety, and protects students from bullying, abuse, or marginalisation.
 - a. To what extent do teachers currently promote a safe and protective environment at your school? [Probe for different kinds of safety and protection, based on definition we just provided. Make sure that the discussion goes beyond overt violence and bullying to also address microaggression such as teasing and exclusion]
 - b. Do teachers at your school take any steps to actively protect and promote the safety of students who are at higher risk for being bullied or marginalised? If yes, what do teachers do?

- c. Is promoting student protection and safety is necessary at your school? Why?
6. Another area of focus for the Effective Schools framework is the use of PBM. 'PBM' includes several aspects.
- a. One aspect of PBM is communicating positive behavioural expectations for students (such as, be respectful, be diligent) rather than focusing on what students should not do. To what extent do teachers at your school do this?
 - b. How well does or would communicating positive behavioural expectations fit with the needs and values of your school?
 - c. A second aspect of PBM is actively teaching positive behaviours through dedicated activities, or by integrating opportunities and examples into other activities (such as a writing assignment for English class). To what extent do teachers at your school do this?
 - d. How well does or would the approach of teaching positive behaviours fit with the needs and values of your school?
 - e. A third aspect of PBM is reaching out to parents or guardians to help build and reinforce positive behaviours at home. To what extent do teachers at your school do this?
 - f. [If doing this] To what extent are parents or guardians receptive to your school's efforts at building and reinforcing positive behaviours at home? Does it make a difference?
 - g. [If not doing this] Do you think parents or guardians would listen if your school tried to help build and reinforce positive behaviours at home?
 - h. A fourth aspect of PBM is ongoing monitoring to identify students who need greater behavioural supports. To what extent does your school currently monitor student needs for behavioural support? How does that monitoring happen? [Probe for teachers and other school staff intentionally observing student behaviour outside of class, such as during recess or lunch.]
 - i. If students at your school need additional behavioural supports, do they receive them? What happens next?
7. The Effective Schools framework also addresses the provision of health and life skills education. This includes self and interpersonal relationships, sexuality and sexual health, healthy eating and fitness, and managing the environment. In terms of 'managing the environment,' the framework focuses on equipping students with critical thinking and problem-solving skills to respond to natural and human-caused environmental threats.

- a. In the area of self and interpersonal relationships, do you as teachers do anything to promote student development in that area? If yes, what do you do? If no, why not?
- b. Do you think your school has a role to plan in the development of students' self and interpersonal relationships? If yes, what role?
- c. In the area of sexuality, sexual health and HIV, do you as teachers do anything to promote student development in that area? If yes, what do you do? If no, why not?
- d. Do you think your school has a role to plan in the development of students' understanding of sexuality, sexual health and HIV? If yes, what role?
- e. In the area of healthy eating and fitness, do you as teachers do anything to promote student development in that area? If yes, what do you do? If no, why not?
- f. Do you think your school has a role to plan in the development of students' healthy eating and fitness? If yes, what role?
- g. In the area of managing the environment, do you as teachers do anything to promote student development in that area? If yes, what do you do? If no, why not?
- h. Do you think your school has a role to plan in the development of students' ability to manage their environment? If yes, what role?

Those are all the questions that I had. Do you have any questions for me? [Answer any questions.]

Thank you very much for speaking with me today!

FGD-4: Other School Staff at Primary Schools

Note: This form will be split so that all schools answer #1 and #2. School A will also answer #3 and #4. School B will also answer #4 and #5, and School C will answer #3 and #5.

Introduction

Hello, my name is [enumerator's name]. [Also introduce any other observer/note taker.] Thank you very much for being here today.

I work for the American Institutes for Research/Targeted Development Consulting. We are conducting an independent study of the Child Friendly Schools initiative. UNICEF has been supporting the roll-out of Child Friendly Schools to help provide primary students across the Eastern Caribbean with a safe and supportive learning environment. UNICEF is using this study to learn how well schools have been able to implement the Child Friendly Schools framework so far, and where changes or additional supports are needed to improve its use. Even if you don't know much about the Child Friendly Schools framework, we still want to hear from you.

This focus group will take about an hour. I will tell you more about the activity, and you can decide if you want to take part. I will ask questions about your school in areas addressed by the Child Friendly Schools framework, such as student engagement and school safety. We have many questions, so we will only talk about some parts of the framework at your school (and will hear from other schools about the other parts). The questions are about your school. They are not about you personally and are not intended to judge you or your school. Rather, we are here to learn more about the Child Friendly Schools framework. If you do not know how to answer a question, or do not want to answer a question, that is fine. You are not required to answer any questions.

Outside of the people in this room, no one in your school system or this community will know how you answered any of these questions. We will never use your name in any reports for this study and will never provide information in reports that could identify you indirectly (such as stating your school and position). Before we start, I will ask for permission from each of you to make an audio recording of this discussion. Only members of the research team will be allowed to listen to this recording. You will see we gave you blank name cards. You can pick a nickname for yourself and write it on the card, and we will use that nickname during the discussion to help keep your name out of the recording.

I am going to ask each of you if you agree to be in this study. Before that, does anyone have questions?

Interviewer: *After answering all questions, ask each staff member whether he/she agrees to be in the study, and whether he/she agrees to be audio recorded. For anyone who says no, thank and excuse him/her. For those who remain, ask them to write a nickname on the name cards. These can be something silly or meaningful for them – Sunshine, Cricket Champ, Snoopy, Bookworm, etc.*

Before we begin, we need to agree on some ground rules so that everyone feels comfortable and is heard. First, what is said in the room, stays in the room. We want everyone to agree to keep what the others say private. Do you each agree to keep with the

others say private? [Get agreement from each.] Second, please be sure to give each other time to talk without interruption. If you have something to say, please wait and we will make sure everyone has a chance to speak.

Are we ready to begin?

Focus Group Questions

I would like to start with some general questions about your school.

1. What do you think is the best thing about this school?
2. What do you think is the worst thing about this school?

Now I'm going to ask you questions about the teaching and learning environment at your school.

3. The Child Friendly Schools framework promotes student participation in the life of the school at all levels.
 - a. What does 'student participation' mean to you? How would that look in the areas where you work?

For the next questions, we will assume that 'student participation' means that students are allies and partners with adults in improving their school; that students are trained to lead effectively; and that students' voices are heard, acknowledged and considered.

- b. Does your school encourage student participation? Why do you think that?
- c. [If already in use] Would you please give me some examples of how non-teaching staff at your school promotes student participation? [Probe for different kinds of participation, based on definition we just provided.]
- d. [If already in use] Do non-teaching staff at your school take any steps to encourage participation amongst students who may otherwise be overlooked (such as students who are not high achievers, or students who have disabilities)?
- e. [If already in use] Do non-teaching staff at your school take any steps to recognise student contributions for accomplishments outside of academics and sports?
- f. [If already in use] Do non-teaching staff at your school take any steps to recognise the contributions of students who may otherwise be overlooked (such as students who are not high achievers (the 'bright' ones), or students who have disabilities)?
- g. [If already in use] What has helped non-teaching staff at your school adopt these approaches?

- h. [Ask all] What has made it difficult for non-teaching staff at your school to adopt these approaches?
 - i. [If already in use] Do you think that encouraging student participation helps or hurts your school? Why?
 - j. [If not already in use] Do you think that encouraging student participation would be useful at this school? Why?
 - k. Do you think parents and the community are or would be supportive of student participation at school? Why?
 - l. [If already in use] How well does the recognition and participation of students fit in with everything else the staff here needs to accomplish?
 - m. [If not already in use] How well do you think the recognition and participation of students would fit in with everything else the staff here needs to accomplish?
 - n. To what extent do non-teaching staff at this school get the support and resources they need to effectively promote student participation?
4. The Child Friendly Schools framework is intended to promote a safe and protective school environment.
- a. What does 'safe and protective' mean to you? How would that look?

Here, 'safe and protective' means that the school promotes both physical and psychosocial safety. 'Psychosocial safety' means that students are protected from bullying, abuse, or being ignored or excluded.

- b. Do non-teaching staff currently promote a safe and protective environment at your school? [Probe for examples.]
- c. [If already in use] Would you please give me some examples of how non-teaching staff at your school promoted a safe and protective environment? [Probe for different kinds of safety and protection, based on definition we just provided. Make sure that the discussion goes beyond overt violence and bullying to also address microaggression such as teasing and exclusion]
- d. [If already in use] Do non-teaching staff at your school take any steps to actively protect and promote the safety of students who are at higher risk for being bullied or marginalised? If yes, what do those staff members do?
- e. [If already in use] What has helped non-teaching staff at your school to promote student protection and safety?
- f. [Ask all] What has made it difficult for non-teaching staff at your school to promote student protection and safety?

- g. [Ask all] Is promoting student protection and safety necessary at your school? Why?
- h. [If already in use] How well does the promotion of student protection and safety fit in with everything else staff needs to accomplish?
- i. [If not already in use] How well would the promotion of student protection and safety fit in with everything else staff needs to accomplish during the school day?
- j. To what extent do non-teaching staff here get the support and resources they need to effectively promote student protection and safety?

5. Another part of the Child Friendly Schools framework is the use of PBM.

- a. One aspect of PBM is communicating what students should do (such as, be respectful, be diligent) rather than focusing on what students should not do. To what extent do non-teaching staff at your school do this? [Probe for examples.] [If they do not do this, or do so inconsistently, probe for barriers.]
- b. Do you think that this approach is or would be a good idea for your school? Why do you think that?
- c. Another aspect of PBM is to use positive discipline when students do not behave well. This means that when a student misbehaves, school staff does things like talking with the student about the behaviour and giving consequences that do not involve negative methods like hitting or shouting at the student. To what extent do non-teaching staff at your school use positive discipline now? [Probe for examples.]
- d. Do you think that positive discipline is or would be a good idea for your school? Why do you think that?
- e. What happens if a student has ongoing difficulty behaving well outside of class (playing field, hallways, lunchroom, school bus, etc.)? Is there someone you go to at the school to help you with this? What happens?

Those are all the questions that I had. Do you have any questions for me? [Answer any questions.]

Thank you very much for speaking with me today!

FGD-5: Other School Staff at Secondary Schools

Introduction

Hello, my name is [enumerator's name]. [Also introduce any other observer/note taker.] Thank you very much for being here today.

I work for the American Institutes for Research/Targeted Development Consulting. We are conducting an independent study of the Effective Schools initiative. UNICEF has been supporting the roll-out of Effective Schools to help provide secondary students across the Eastern Caribbean with a safe and supportive learning environment. UNICEF asked us to do this study to learn more about how to make the Effective Schools framework a success as it is being introduced into the region's secondary schools. It's okay if you have not yet heard about the framework or don't know much about it.

This focus group will take about an hour. I will tell you more about the activity, and you can decide if you want to take part. I will ask questions about your school in areas addressed by Effective Schools framework, such as student engagement and school safety. These questions are not about you personally and are not intended to judge you or your school. Rather, we are here to learn more about the Effective Schools framework. If you do not know how to answer a question, or do not want to answer a question, that is fine. You are not required to answer any questions.

Outside of the people in this room, no one in your school system or this community will know how you answered any of these questions. We will never use your name in any reports for this study and will never provide information in reports that could identify you indirectly (such as stating your school and position). Before we start, I will ask for permission from each of you to make an audio recording of this discussion. Only members of the research team will be allowed to listen to this recording. You will see we gave you blank name cards. You can pick a nickname for yourself and write it on the card, and we will use that nickname during the discussion to help keep your name out of the recording.

I am going to ask each of you if you agree to be in this study. Before that, does anyone have questions?

Interviewer: *After answering all questions, ask each staff member whether he/she agrees to be in the study, and whether he/she agrees to be audio recorded. For anyone who says no, thank and excuse him/her. For those who remain, ask them to write a nickname on the name cards. These can be something silly or meaningful for them – Sunshine, Cricket Champ, Snoopy, Bookworm, etc.*

Before we begin, we need to agree on some ground rules so that everyone feels comfortable and is heard. First, what is said in the room, stays in the room. We want everyone to agree to keep what the others say private. Do you each agree to keep with the others say private? [Get agreement from each.] Second, please be sure to give each other

time to talk without interruption. If you have something to say, please wait and we will make sure everyone has a chance to speak.

Are we ready to begin?

Focus Group Questions

I would like to start with some general questions about your school.

1. What do you think is the worst thing about this school?
2. What do you think is the worst thing about this school?

Now I'm going to ask you questions about the environment at your school.

3. The Effective Schools framework promotes student participation in the life of the school at all levels. 'Student participation' means that students are allies and partners with adults in improving their school; that students are trained to lead effectively; and that students' voices are heard, acknowledged and considered.
 - a. To what extent do students participate in making decisions about things that affect them at your school? [Probe for examples.]
 - b. Do non-teaching staff at your school take any steps to encourage participation amongst students who may otherwise be overlooked (such as students who are not high achievers, or students who have disabilities)?
4. The Effective Schools framework is intended to promote a safe and protective school environment. Here, 'safe and protective' means that the school promotes both physical and psychosocial safety. 'Psychosocial safety' means that students are protected from bullying, abuse, or being ignored or excluded.
 - a. To what extent do non-teaching staff promote a safe and protective environment at your school? [Probe for different kinds of safety and protection, based on definition we just provided. Make sure that the discussion goes beyond overt violence and bullying to also address microaggression such as teasing and exclusion]
 - b. Do non-teaching staff at your school take any steps to actively protect and promote the safety of students who are at higher risk for being bullied or excluded? If yes, what do the staff do?
 - c. Is promoting student protection and safety is necessary at your school? Why?
5. Another part of the Effective Schools framework is the use of PBM.
 - a. One aspect of PBM is communicating what students should do (such as, be respectful, be diligent) rather than focusing on what students should not do.

To what extent do non-teaching staff at your school do this? [Probe for examples.] [If they do not do this, or do so inconsistently, probe for barriers.]

- b. Do you think that this approach is or would be a good idea for your school? Why do you think that?
- c. Another aspect of PBM is to use positive discipline when students do not behave well. This means that when a student misbehaves, school staff does things like talking with the student about the behaviour and giving consequences that do not involve negative methods like hitting or shouting at the student. To what extent do non-teaching staff at your school use positive discipline now? [Probe for examples.]
- d. Do you think that positive discipline is or would be a good idea for your school? Why do you think that?
- e. What happens if a student has ongoing difficulty behaving well outside of class (playing field, hallways, lunchroom, school bus, etc.)? Is there someone you go to at the school to help you with this? What happens?
- f. Thinking across these areas of PBM, do non-teaching staff here get the information and support they need to use PBM?

6. Is there anything else you want to share about your school?

Those are all the questions that I had. Do you have any questions for me? [Answer any questions.]

Thank you very much for speaking with me today!

FGD-6: Parents at Primary Schools

Introduction

Hello, my name is [enumerator's name]. [Also introduce any other observer/note taker.] Thank you very much for being here today.

I work for the American Institutes for Research/Targeted Development Consulting. We are conducting an independent study of the Child Friendly Schools initiative. UNICEF has been supporting the roll-out of Child Friendly Schools to help provide primary students across the Eastern Caribbean with a safe and supportive learning environment. UNICEF is using this study to learn how well schools have been able to implement the Child Friendly Schools framework so far, and where changes or additional supports are needed to improve its use. Even if you don't know about the Child Friendly Schools framework, we still want to hear from you.

This focus group will take about an hour. I will tell you more about the activity, and you can decide if you want to take part. I will ask questions about your school in areas addressed by the Child Friendly Schools framework, such as student engagement and school safety. These questions are not about you personally and are not intended to judge you or your child or your child's school. Rather, we are here to learn more about how having the Child Friendly Schools framework affects schools, including students and their families. If you do not know how to answer a question, or do not want to answer a question, that is fine. You are not required to answer any questions.

Outside of the people in this room, no one in your school or this community will know how you answered any of these questions. We will never use your name in any reports for this study and will never provide information in reports that could identify you indirectly (such as stating your school and position). Before we start, I will ask for permission from each of you to make an audio recording of this discussion. Only members of the research team will be allowed to listen to this recording. You will see we gave you blank name cards. You can pick a nickname for yourself and write it on the card, and we will use that nickname during the discussion to help keep your name out of the recording.

I am going to ask each of you if you agree to be in this study. Before that, does anyone have questions?

Interviewer: *After answering all questions, ask each parent whether he/she agrees to be in the study, and whether he/she agrees to be audio recorded. For anyone who says no, thank and excuse him/her. For those who remain, ask them to write a nickname on the name cards. These can be something silly or meaningful for them – Sunshine, Cricket Champ, Snoopy, Bookworm, etc.*

Before we begin, we need to agree on some ground rules so that everyone feels comfortable and is heard. First, what is said in the room, stays in the room. We want everyone to agree to keep what the others say private. Do you each agree to keep with the others say private? [Get agreement from each.] Second, please be sure to give each other time to talk without interruption. If you have something to say, please wait and we will make sure everyone has a chance to speak.

Are we ready to begin?

Focus Group Questions

I would like to start with some general questions about this school.

1. What do you think is the best thing about this school?
2. What do you think is the worst thing about this school?

Now I'm going to ask you questions about how this school treats students.

3. Are students at this school recognised for things outside of academics and sports? [If yes, probe for details or examples.]
 - a. [If yes] Does this kind of recognition include all kinds of students, or just some kinds? [Probe for students with disabilities, students in poverty, immigrant students if applicable in that school.]
4. Does this school set expectations for student behaviour? [If yes, probe for details or examples.]
 - a. Do those expectations seem right to you? Why do you think that?
5. If students misbehave at this school, what kinds of consequences do they receive? [Probe for minor infractions versus serious offences.]
 - a. Do you agree with those kinds of consequences? Why do you think that?
6. Are students at this school safe from problems like bullying, teasing and being left out by their peers? What makes you think that?
 - a. Are some kinds of students more or less safe at the school?

Now I'm going to ask you questions about how this school interacts with families like yours.

7. Does this school give families information about how to promote children's health and life skills in the areas of healthy eating and/or exercise?
 - a. If yes, do you agree with what the school is trying to tell parents? Why?
 - b. Does your child ever share information at home that he or she learned at school about exercise and/or eating?
8. Does this school give families information about effective ways to address children's behaviour through rewards and consequences?
 - a. If yes, do you agree with what the school is trying to tell parents? Why?
9. Is there anything else you want to tell me about this school, that I didn't ask about?

Those are all of the questions I have. Do you have any questions for me?

Thank you very much for sharing your ideas and opinions with me.

FGD-7: Parents at Secondary Schools

Introduction

Hello, my name is [enumerator's name]. [Also introduce any other observer/note taker.] Thank you very much for being here today.

I work for the American Institutes for Research/Targeted Development Consulting. We are conducting an independent study of the Effective Schools initiative. UNICEF has been supporting the roll-out of Effective Schools to help provide students across the Eastern Caribbean with a safe and supportive learning environment. UNICEF is using this study to learn how to use this framework to improve secondary schools. Even if you don't know about the Effective Schools framework, we still want to hear from you.

This focus group will take about an hour. I will tell you more about the activity, and you can decide if you want to take part. I will ask questions about your school in areas addressed by the Effective Schools framework, such as student engagement and school safety. These questions are not about you personally and are not intended to judge you or your child or your child's school. Rather, we are here to learn more about whether schools are ready to begin to use new approaches. If you do not know how to answer a question, or do not want to answer a question, that is fine. You are not required to answer any questions.

Outside of the people in this room, no one in your school or this community will know how you answered any of these questions. We will never use your name in any reports for this study and will never provide information in reports that could identify you indirectly (such as stating your school and position). Before we start, I will ask for permission from each of you to make an audio recording of this discussion. Only members of the research team will be allowed to listen to this recording. You will see we gave you blank name cards. You can pick a nickname for yourself and write it on the card, and we will use that nickname during the discussion to help keep your name out of the recording.

I am going to ask each of you if you agree to be in this study. Before that, does anyone have questions?

Interviewer: *After answering all questions, ask each parent whether he/she agrees to be in the study, and whether he/she agrees to be audio recorded. For anyone who says no, thank and excuse him/her. For those who remain, ask them to write a nickname on the name cards. These can be something silly or meaningful for them – Sunshine, Cricket Champ, Snoopy, Bookworm, etc.*

Before we begin, we need to agree on some ground rules so that everyone feels comfortable and is heard. First, what is said in the room, stays in the room. We want everyone to agree to keep what the others say private. Do you each agree to keep with the others say private? [Get agreement from each.] Second, please be sure to give each other

time to talk without interruption. If you have something to say, please wait and we will make sure everyone has a chance to speak.

Are we ready to begin?

Interview Questions

I would like to start with some general questions about this school.

1. What do you think is the best thing about this school?
2. What do you think is the worst thing about this school?

Now I'm going to ask you questions about how this school treats students.

3. Are students at this school recognised for things outside of academics and sports? [If yes, probe for details or examples.]
 - a. [If yes] Does this kind of recognition include all kinds of students, or just some kinds? [Probe for students with disabilities, students in poverty, immigrant students if applicable in that school.]
4. Does this school set expectations for student behaviour? [If yes, probe for details or examples.]
 - a. Do those expectations seem right to you? Why do you think that?
5. If students misbehave at this school, what kinds of consequences do they receive? [Probe for minor infractions versus serious offences.]
 - a. Do you agree with those kinds of consequences? Why do you think that?
6. Are students at this school safe from problems like bullying, teasing and being left out by their peers? What makes you think that?
 - a. Are some kinds of students more or less safe at the school?

Now I'm going to ask you questions about how this school interacts with families like yours.

7. Does this school give families information about how to promote children's health and life skills in the areas of healthy eating and/or exercise?
 - a. If yes, do you agree with what the school is trying to tell parents? Why?
 - b. Does your child ever share information at home that he or she learned at school about exercise and/or eating?
8. Does this school give families information about how to promote children's health and life skills in the areas of sexual health and HIV?
 - a. If yes, do you agree with what the school is trying to tell parents? Why?

9. Does this school give families information about effective ways to address children's behaviour through rewards and consequences?

a. If yes, do you agree with what the school is trying to tell parents? Why?

10. Is there anything else you want to tell me about this school, that I didn't ask about?

Those are all of the questions I have. Do you have any questions for me?

Thank you very much for sharing your ideas and opinions with me.

FGD-8: Students

Note: Before you begin, ensure that all students in the group have written parental consent for their participation.

Introduction

Hello, my name is [enumerator's name]. [Also introduce any other observer/note taker.] Thank you very much for being here today.

Your school is part of a project called [say 'Child Friendly Schools' for primary schools OR say 'Effective Schools' for secondary schools.] I work for an organisation called American Institutes for Research/Targeted Development Consulting. We are doing a study to learn about [country name's] schools. We will be talking to students in several schools and will use the information to help the people who run the schools in [country name] to do a good job. So, we really want to hear from students like you!

The group discussion will take about an hour. Your parents or guardians have given permission for you to participate. After I tell you more about this activity, you can also make your own decision about whether you want to take part.

I will ask you questions about your school. For example, we will talk about whether students feel safe and respected at school, and whether the school listens to what the students want. If you do not know how to answer a question, or do not want to answer a question, that is fine. You are not required to answer any questions.

Outside of the people in this room, no one in your school or your community will know how you answered any of these questions. We will keep your answers private. We will never use your name in any reports for this study. Before we start, I will ask for permission from each of you to make an audio recording of this discussion. Only members of the research team will be allowed to listen to this recording. You can pick a nickname for yourself and write it on the card, and we will use that nickname during the discussion to help keep your name out of the recording.

I am going to ask each of you if you would like to be in this study. Before that, does anyone have questions?

Interviewer: *After answering any questions, ask each student to say whether he/she agrees to be in the study. For anyone who says no, ask a school staff member to escort them back to re-join their class. For the students who remain, ask them to write a nickname on the name cards. These can be something silly or meaningful for them –Sunshine, Cricket Champ, Snoopy, Loves to Dance, Bookworm, etc.*

Before we begin, we need to agree on some ground rules so that everyone feels comfortable and is heard. First, what is said in the room, stays in the room. We want everyone to agree to keep what the others say private. Do you each agree to keep what the others say private? [Get agreement from each student.] Second, please be sure to give each other time to talk without interruption. If you have something to say, please wait and we will make sure everyone has a chance to speak.

Are we ready to begin?

Focus Group Questions

I would like to start with some general questions about your school.

1. What do you think is the best thing about your school?
2. What do you think is the worst thing about your school?

Now I am going to ask you about teaching and learning at your school.

3. Do teachers at this school help students like you to succeed?
 - a. What makes you think that?
4. Does your school teach things that students need to know about how to be healthy and safe?
 - a. If yes, what things do students learn about how to be healthy? And what do students learn about staying safe?
5. Do you think your school cares about all kinds of students, or just some kinds of students?
 - a. What makes you think that?
6. Are students involved in making decisions that affect this school?
 - a. Are all kinds of students asked to help make decisions, or only some?

Next, I am going to ask you some questions about how people treat one another at this school. Remember that no one in your school outside of this room will know how you answered. Also, please remember that we agreed to keep what others say private.

7. What are some of the rules in this school?
8. What happens if students break the rules?
 - a. When students break the rules, are they treated fairly? Or do some get in more trouble than others for breaking the same rules? [Probe for any types or subgroups of students who are treated better/worse than others.]
9. At this school, do students feel safe from harm to their bodies by another person?
 - a. What makes you say that? [Probe for safety concerns regarding mistreatment by adults as well as mistreatment by peers.]
 - b. Are some kinds of students likely to be safe from having harm done to their bodies rather than others at this school?

c. Are girls and boys equally safe at this school?

10. Are there some students at this school who are picked on or bullied?

a. If yes, is there any type of student who is more likely to get picked on or bullied?

b. Who is picking on or bullying these students? [Probe: Other students? Teachers? Other school staff?]

c. If a student is being mistreated at this school, is there anyone at the school he or she can go to for help?

11. If you had the power to do one thing to improve this school, what would you choose to improve?

Those are all the questions that I have. Do you have any questions for me? [Answer any questions.]

Thank you very much for speaking with me today!

Q-1A: Teachers at Primary Schools

The American Institutes for Research is completing a study of the Child Friendly Schools/Effective Schools model. UNICEF has been supporting the roll-out of Child Friendly Schools/Effective Schools to help provide students across the Eastern Caribbean with safe and supportive schools. UNICEF asked us to do this study to learn how well schools have been able to use the model so far, and where changes or more supports are needed to improve it. It's okay if you are not familiar with the model. We still want to hear from you!

This survey asks questions about your school in areas addressed by the Child Friendly Schools/Effective Schools model, such as school safety. These questions are not about you personally and are not asked to judge you or your school. Rather, the purpose is to learn more about the model. Outside of the members of the study team, no one will know how you answered any of these questions.

This survey should take 30 minutes or less to complete. Your responses will be confidential (private), and your participation is voluntary. You may skip any questions you do not know how to answer or do not wish to answer. You are not required to complete this survey. If you have any questions about this survey, please contact Anaïs Tougui (atougui@air.org) from the American Institutes for Research.

If you complete this survey, you will receive a \$10 phone data top from the study team.

Do you agree to participate in this survey? If you agree to participate in the study, please select "yes." Otherwise, please exit the survey.

[0] No

[1] Yes

1. From the list below, please select the school where you work.

[1] Augier Primary School

[2] Carmen René Memorial School

[3] Fond Assau Primary School

[4] Babonneau Secondary School

a. What position do you occupy at your school?

[1] Primary school teacher

[2] Secondary school teacher

[3] Support staff at primary school

[4] Support staff at secondary school

Student-centred approaches

The Child Friendly Schools framework has five main components. We will be asking you about some of these components. First, we will ask you about the promotion of student-

centred classrooms. 'Student-centred' means that the teacher adjusts his/her teaching based on student needs, learning styles and interests (rather than pushing out information the same way for all students).

2. How often do teachers at your school currently use student-centred approaches?

[1] Never

[2] Rarely

[3] Sometimes

[4] Often

3. **If answered [3], [4] or [5] in Question 2** What are some examples of the ways teachers at your school use student-centred approaches?

[Open-ended response]

4. **If answered [3], [4] or [5] in Question 2** What has helped your school adopt student-centred approaches?

[Open-ended response]

5. Do you think student-centred approaches are or would be useful at your school?

[1] Not at all useful

[2] a little bit useful

[3] Mostly useful

[4] Very useful

a. Why do you think that?

[Open-ended response]

Promotion of Student participation

The Child Friendly Schools framework also promotes student participation in the life of the school at all levels.

'Student participation' means that students are allies and partners with adults in improving their school; that students are trained to lead effectively; and that students' voices are heard, acknowledged and considered.

6. How often do teachers at your school currently promote student participation in their classrooms?

[1] Never

[2] Rarely

[3] Sometimes

[4] Often

7. **If answered [3] or [4] in Question 6** Please give me some examples of how teachers at your school promote student participation.

[Open-ended response]

8. **If answered [3] or [4] in Question 6** How often do teachers at your school take any steps to encourage participation amongst students who may otherwise be overlooked (such as students who are not high achievers, or students who have disabilities)?

[1] Never

[2] Rarely

[3] Sometimes

[4] Often

9. **If answered [3] or [5] in Question 6** To what extent do teachers at school take any steps to recognise student contributions for accomplishments outside of academics and sports”?

[1] Never

[2] Rarely

[3] Sometimes

[4] Often

10. **If answered [3] or [4] in Question 6** What has helped teachers at your school adopt student participation approaches?

[Open-ended response]

11. What has made it difficult for teachers at your school to adopt student participation approaches?

[Open-ended response]

12. How useful do you think it is for your school to encourage student participation – especially from students who may not typically participate?

[1] Not at all useful

[2] a little bit useful

[3] Mostly useful

[4] Very useful

13. How often do teachers here get the support and resources they need to effectively promote student participation?

[1] Never

[2] Rarely

[3] Sometimes

[4] Often

Provision of health and life skills education (HFLE)

The Child Friendly Schools framework also addresses the provision of health and life skills education (HFLE). This includes self and interpersonal relationships, sexuality and sexual health, healthy eating and fitness, and managing the environment. In terms of ‘managing the environment,’ the framework focuses on equipping students with critical thinking and problem-solving skills to respond to natural and human-caused environmental threats.

14. How often do teachers at your school promote student development in the area of self and interpersonal relationships?

[1] Never

[2] Rarely

[3] Sometimes

[4] Often

15. To what extent is (or would be) developing students’ self and interpersonal relationships skills useful, given the needs and values of your students and the community”?

[1] Not at all useful

[2] A little bit useful

[3] Mostly useful

[4] Very useful

16. How often do teachers at your school promote student development in the area of healthy eating and fitness?

[1] Never

[2] Rarely

[3] Sometimes

[4] Often

17. Do you think it is useful for your school to develop students’ habits of healthy eating and fitness, given the needs and values of your students and the community”?

[1] Not at all useful

[2] A little bit useful

[3] Mostly useful

[4] Very useful

a. Why do you think that?

[Open-ended response]

18. How often do teachers at your school promote student development in managing their environment?

- [1] Never
- [2] Rarely
- [3] Sometimes
- [4] Often

19. To what extent do you think teaching students about managing the environment is useful at your school, given the needs and values of your students and the community”?

- [1] Not at all useful
- [2] A little bit useful
- [3] Mostly useful
- [4] Very useful

a. Why do you think that?

[Open-ended response]

In order to redeem your \$10 phone data top-up, we will need your contact information.

Please enter your phone number below:

[Open-ended response]

Please specify the name of your phone provider.

[Open-ended response]

Thank you for agreeing to take part in this survey. Please select "next" to submit this form before exiting.

If you have any questions or concerns regarding your \$10 phone data top-up, please contact Fortuna Anthony at 1 758 720 6538.

Q-1B: Teachers at Primary Schools

The American Institutes for Research is completing a study of the Child Friendly Schools/Effective Schools model. UNICEF has been supporting the roll-out of Child Friendly Schools/Effective Schools to help provide students across the Eastern Caribbean with safe and supportive schools. UNICEF asked us to do this study to learn how well schools have been able to use the model so far, and where changes or more supports are needed to improve it. It's okay if you are not familiar with the model. We still want to hear from you!

This survey asks questions about your school in areas addressed by the Child Friendly Schools/Effective Schools model, such as school safety. These questions are not about you personally and are not asked to judge you or your school. Rather, the purpose is to learn more about the model. Outside of the members of the study team, no one will know how you answered any of these questions.

This survey should take 30 minutes or less to complete. Your responses will be confidential (private), and your participation is voluntary. You may skip any questions you do not know how to answer or do not wish to answer. You are not required to complete this survey. If you have any questions about this survey, please contact Anaïs Toungui (atoungui@air.org) from the American Institutes for Research.

If you complete this survey, you will receive a \$10 phone data top from the study team.

Do you agree to participate in this survey? If you agree to participate in the study, please select "yes." Otherwise, please exit the survey.

[0] No

[1] Yes

Survey Questions

1. From the list below, please select the school where you work.

[1] Augier Primary School

[2] Carmen René Memorial School

[3] Fond Assau Primary School

[4] Babonneau Secondary School

a. What position do you occupy at your school?

[1] Primary school teacher

[2] Secondary school teacher

[3] Support staff at primary school

[4] Support staff at secondary school

Safe and protective

The Child Friendly Schools framework has five main components: The next section of the survey focuses on one component which is promotion of a safe and protective school environment. 'Safe and protective' means that the school promotes both physical and psychosocial safety, and protects students from bullying, abuse, or marginalisation.

2. How often do teachers currently promote a safe and protective environment at your school?

[1] Never

[2] Rarely

[3] Sometimes

[4] Often

3. **If answered [3] or [4] in Question 2** Please give some examples of how teachers at your school promote a safe and protective environment. *You can provide examples of different kinds of safety and protection, based on definition we provided above. Include examples that go beyond overt violence and bullying to also address microaggression such as teasing and exclusion.*

[Open-ended response]

4. **If answered [3] or [4] in Question 2** How often do teachers at your school take any steps to actively protect and promote the safety of students who are at higher risk for being bullied or marginalised?

[1] Never

[2] Rarely

[3] Sometimes

[4] Often

If so, what do teachers do?

[Open-ended response]

5. **If answered [3] or [4] in Question 2** What has helped teachers at your school to promote student protection and safety?

[Open-ended response]

6. What has made it difficult for teachers at your school to promote student protection and safety?

[Open-ended response]

7. To what extent is it necessary for teachers at your school to promote student protection and safety necessary?

[1] Not at all necessary

[2] A little bit necessary

[3] Mostly necessary

[4] Very necessary

- a. What makes you think this?

[Open-ended response]

8. How often do teachers at your school get the support and resources they need to effectively promote student protection and safety?

[1] Never

[2] Rarely

[3] Sometimes

[4] Often

PBM

Another area of focus for the Child Friendly Schools framework is the use of PBM. 'PBM' includes several aspects.

One aspect of PBM is communicating positive behavioural expectations for students (such as, be respectful) rather than focusing on what students should not do.

9. How often do teachers at your school actively communicate positive behavioural expectations?

[1] Never

[2] Rarely

[3] Sometimes

[4] Often

10. To what extent is communicating positive behavioural expectations useful for your school?

[1] Not at all useful

[2] A little bit useful

[3] Mostly useful

[4] Very useful

- a. Why do you think that?

[Open-ended response]

A second aspect of PBM is actively teaching positive behaviours through dedicated activities, or by integrating opportunities and examples into other activities (such as a writing assignment for English class).

11. How often do teachers at your school teach students positive behaviours?

- [1] Never
- [2] Rarely
- [3] Sometimes
- [4] Often

A third aspect of PBM is reaching out to parents or guardians to help build and reinforce positive behaviours at home.

12. How often do teachers at your school reach out to parents/guardians to help promote their child's positive behaviours?

- [1] Never
- [2] Rarely
- [3] Sometimes
- [4] Often

a. **If answered [3] or [4] in Question 11** How often are parents or guardians receptive to your school's efforts at building and reinforcing positive behaviours at home?

- [1] Never
- [2] Rarely
- [3] Sometimes
- [4] Often

A fourth aspect of PBM is ongoing monitoring to identify students who need greater behavioural supports.

13. How often does your school monitors student needs for behavioural support?

- [1] Never
- [2] Rarely
- [3] Sometimes
- [4] Often

a. Is this monitoring formal, informal, or both?

- [1] Formal
- [2] Informal
- [3] Both

14. If a student at your school needs extra behavioural support, how likely is he/she to get that support?

[1] Extremely unlikely

[2] Unlikely

[3] Neutral

[4] Likely

[5] Extremely likely

15. **If answered [4] or [5] in Question 13** How is the support typically provided?

[Open-ended response]

16. Thinking across these areas of PBM, how often do teachers get the support and resources they need to use effective PBM strategies?

[1] Never

[2] Rarely

[3] Sometimes

[4] Often

In order to redeem your \$10 phone data top-up, we will need your contact information.

Please enter your phone number below:

[Open-ended response]

Please specify the name of your phone provider.

[Open-ended response]

Thank you for agreeing to take part in this survey. Please select "next" to submit this form before exiting.

If you have any questions or concerns regarding your \$10 phone data top-up, please contact Fortuna Anthony at 1 758 720 6538.

Q-2A: Teachers at Secondary Schools

The American Institutes for Research is completing a study of the Child Friendly Schools/Effective Schools model. UNICEF has been supporting the roll-out of Child Friendly Schools/Effective Schools to help provide students across the Eastern Caribbean with safe and supportive schools. UNICEF asked us to do this study to learn how well schools have been able to use the model so far, and where changes or more supports are needed to improve it. It's okay if you are not familiar with the model. We still want to hear from you!

This survey asks questions about your school in areas addressed by the Child Friendly Schools/Effective Schools model, such as school safety. These questions are not about you personally and are not asked to judge you or your school. Rather, the purpose is to learn more about the model. Outside of the members of the study team, no one will know how you answered any of these questions.

This survey should take 30 minutes or less to complete. Your responses will be confidential (private), and your participation is voluntary. You may skip any questions you do not know how to answer or do not wish to answer. You are not required to complete this survey. If you have any questions about this survey, please contact Anaïs Toungui (atoungui@air.org) from the American Institutes for Research.

If you complete this survey, you will receive a \$10 phone data top from the study team.

Do you agree to participate in this survey?

[0] No

[1] Yes

Survey Questions

1. From the list below, please select the school where you teach.

[1] Augier Primary School

[2] Carmen René Memorial School

[3] Fond Assau Primary School

[4] Babonneau Secondary School

Student-centred approach

One area of focus for the Effective School framework is the promotion of student-centred classrooms. 'Student-centred' is defined as the way in which a teacher adjusts his/her teaching based on student needs, learning styles and interests (rather than pushing out information the same way for all students).

2. How often does your school use a 'student-centred' approach?

[1] Never

[2] Rarely

[3] Sometimes

[4] Often

3. Do you think a 'student-centred' approach is or could be useful at your school?

[1] Not at useful

[2] A little bit useful

[3] Mostly useful

[4] Very useful

- a. Why do you think that?

[Open-ended response]

Promotion of Student participation

The Effective Schools framework promotes student participation in the life of the school at all levels. 'Student participation' means that students are allies and partners with adults in improving their school; that students are trained to lead effectively; and that students' voices are heard, acknowledged and considered.

4. How often do teachers at your school currently promote student participation in their classrooms?

[1] Never

[2] Rarely

[3] Sometimes

[4] Often

5. **If answered [3] or [4] in Question 4** Please give me some examples of how teachers at your school promote student participation.

[Open-ended response]

6. What has made it difficult for teachers at your school promote student participation?

[Open-ended response]

7. How often do teachers at your school take any steps to encourage participation amongst students who may otherwise be overlooked (such as students who are not high achievers, or students who have disabilities)?

[1] Never

[2] Rarely

[3] Sometimes

[4] Often

8. **If answered [4] or [5] in Question 7** What has helped teachers at your school adopt inclusive approaches?

[\[Open-ended response\]](#)

9. What has made it difficult for teachers at your school to adopt inclusive approaches?

[\[Open-ended response\]](#)

In order to redeem your \$10 phone data top-up, we will need your contact information.

Please enter your phone number below:

[\[Open-ended response\]](#)

Please specify the name of your phone provider.

[\[Open-ended response\]](#)

Thank you for agreeing to take part in this survey. Please select "next" to submit this form before exiting.

If you have any questions or concerns regarding your \$10 phone data top-up, please contact Fortuna Anthony at 1 758 720 6538.

Q-2B: Teachers at Secondary Schools

The American Institutes for Research is completing a study of the Child Friendly Schools/Effective Schools model. UNICEF has been supporting the roll-out of Child Friendly Schools/Effective Schools to help provide students across the Eastern Caribbean with safe and supportive schools. UNICEF asked us to do this study to learn how well schools have been able to use the model so far, and where changes or more supports are needed to improve it. It's okay if you are not familiar with the model. We still want to hear from you!

This survey asks questions about your school in areas addressed by the Child Friendly Schools/Effective Schools model, such as school safety. These questions are not about you personally and are not asked to judge you or your school. Rather, the purpose is to learn more about the model. Outside of the members of the study team, no one will know how you answered any of these questions.

This survey should take 30 minutes or less to complete. Your responses will be confidential (private), and your participation is voluntary. You may skip any questions you do not know how to answer or do not wish to answer. You are not required to complete this survey. If you have any questions about this survey, please contact Anaïs Toungui (atoungui@air.org) from the American Institutes for Research.

If you complete this survey, you will receive a \$10 phone data top from the study team.

Do you agree to participate in this survey? If you agree to participate in the study, please select "yes." Otherwise, please exit the survey.

[0] No

[1] Yes

1. From the list below, please select the school where you teach.

[1] Augier Primary School

[2] Carmen René Memorial School

[3] Fond Assau Primary School

[4] Babonneau Secondary School

Safe and protective environment

The Effective Schools framework is intended to promote a safe and protective school environment. Here, 'safe and protective' means that the school promotes both physical and psychosocial safety, and protects students from bullying, abuse, or marginalisation.

2. How often do teachers currently promote a safe and protective environment at your school?

[1] Never

[2] Rarely

[3] Sometimes

[4] Often

3. **If answered [3], [4] or [5] in Question 2** Would you please give me some examples of how teachers at your school promote a safe and protective environment? *You can provide examples of different kinds of safety and protection, based on definition we provided above. Include examples that go beyond overt violence and bullying to also address microaggression such as teasing and exclusion.*

[Open-ended response]

4. How often do teachers at your school take any steps to actively protect and promote the safety of students who are at higher risk for being bullied or marginalised?

[1] Never

[2] Rarely

[3] Sometimes

[4] Often

If so, what do teachers do?

[Open-ended response]

5. **If answered [3] or [4] in Question 4** What has helped teachers at your school to promote student protection and safety?

[Open-ended response]

6. What has made it difficult for teachers at your school to promote student protection and safety?

[Open-ended response]

7. Do you agree or disagree with the following statement: “Promoting student protection and safety necessary at my school”?

[1] Strongly disagree

[2] Disagree

[3] Neither agree or disagree

[4] Agree

[5] Strongly agree

a. Why do you think that?

[Open-ended response]

PBM

Another area of focus for the Effective Schools framework is the use of PBM. ‘PBM’ includes several aspects.

One aspect of PBM is communicating positive behavioural expectations for students (such as, be respectful, be diligent) rather than focusing on what students should not do.

8. How often do teachers at your school actively communicate positive behavioural expectations?

- [1] Never
- [2] Rarely
- [3] Sometimes
- [4] Often

9. To what extent is communicating positive behavioural expectations useful for your school?

- [1] Not at all useful
- [2] A little bit useful
- [3] Mostly useful
- [4] Very useful

a. Why do you think that?

[Open-ended response]

A second aspect of PBM is actively teaching positive behaviours through dedicated activities, or by integrating opportunities and examples into other activities (such as a writing assignment for English class).

10. How often do teachers at your school actively practice teaching positive behaviours?

- [1] Never
- [2] Rarely
- [3] Sometimes
- [4] Often

A third aspect of PBM is reaching out to parents or guardians to help build and reinforce positive behaviours at home.

11. How often do teachers at your school reach out to parents/guardians to help promote their child's positive behaviours?

- [1] Never
- [2] Rarely
- [3] Sometimes
- [4] Often

a. **If answered [3] or [4] in Question 11** How often are parents or guardians receptive to your school's efforts at building and reinforcing positive behaviours at home?

- [1] Never
- [2] Rarely

[3] Sometimes

[4] Often

A fourth aspect of PBM is ongoing monitoring to identify students who need greater behavioural supports.

12. How often does your school monitors student needs for behavioural support?

[1] Never

[2] Rarely

[3] Sometimes

[4] Often

a. Is monitoring formal or informal, or both?

[1] Formal

[2] Informal

[3] Both

13. If a student at your school needs extra behavioural support, how likely is he/she to get that support?

[1] Extremely unlikely

[2] Unlikely

[3] Neutral

[4] Likely

[5] Extremely likely

Provision of health and life skills education (HFLE)

The Effective Schools framework also addresses the provision of health and life skills education (HFLE). This includes self and interpersonal relationships, sexuality and sexual health, healthy eating and fitness, and managing the environment. In terms of 'managing the environment,' the framework focuses on equipping students with critical thinking and problem-solving skills to respond to natural and human-caused environmental threats.

14. How often do teachers at your school promote student development in the area of self and interpersonal relationships?

[1] Never

[2] Rarely

[3] Sometimes

[4] Often

a. **If answered [3] or [4] in Question 14** Can you elaborate on how your school promote student development in the area of self and interpersonal relationships.

- b. **If answered [1] or [2] in Question 14** Why does your school not promote student development in the area of self and interpersonal relationships?

15. To what extent is it useful for your school to develop of students' self and interpersonal relationships, given the needs and values of your students and the community?

[1] Not at all useful

[2] A little bit useful

[3] Mostly useful

[4] Very useful

- a. Why do you think that?

[Open-ended response]

16. How often do teachers at your school promote student knowledge in the area of sexuality, sexual health and HIV?

[1] Never

[2] Rarely

[3] Sometimes

[4] Often

17. To what extent is it useful for you school to build students' knowledge in the areas of sexuality, sexual health and HIV, given the needs and values of your students and the community”?

[1] Not at all useful

[2] A little bit useful

[3] Mostly useful

[4] Very useful

- a. Why do you think that?

[Open-ended response]

18. To what extent do teachers at this school promote student development in the area of healthy eating and fitness?

[1] Never

[2] Rarely

[3] Sometimes

[4] Often

19. To what extent is it useful for your school to promote the development of students' habits of healthy eating and fitness, given the needs and values of your students and the community?

[1] Not at all useful

[2] A little bit useful

[3] Mostly useful

[4] Very useful

a. Why do you think that?

[Open-ended response]

20. How often do teachers at your school promote student development in managing their environment?

[1] Never

[2] Rarely

[3] Sometimes

[4] Often

21. To what extent is it useful for your school to support the development of students' ability to manage their environment, given the needs and values of your students and the community?

[1] Not at all useful

[2] A little bit useful

[3] Mostly useful

[4] Very useful

a. Why do you think that?

[Open-ended response]

In order to redeem your \$10 phone data top-up, we will need your contact information.

Please enter your phone number below:

[Open-ended response]

Please specify the name of your phone provider.

[Open-ended response]

Thank you for agreeing to take part in this survey. Please select "next" to submit this form before exiting.

If you have any questions or concerns regarding your \$10 phone data top-up, please contact Fortuna Anthony at 1 758 720 6538.

Q-3A: Other School Staff at Primary Schools

The American Institutes for Research is completing a study of the Child Friendly Schools/Effective Schools model. UNICEF has been supporting the roll-out of Child Friendly Schools/Effective Schools to help provide students across the Eastern Caribbean with safe and supportive schools. UNICEF asked us to do this study to learn how well schools have been able to use the model so far, and where changes or more supports are needed to improve it. It's okay if you are not familiar with the model. We still want to hear from you!

This survey asks questions about your school in areas addressed by the Child Friendly Schools/Effective Schools model, such as school safety. These questions are not about you personally and are not asked to judge you or your school. Rather, the purpose is to learn more about the model. Outside of the members of the study team, no one will know how you answered any of these questions.

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If you complete this survey, you will receive a \$10 phone data top from the study team.

Do you agree to participate in this survey? If you agree to participate in the study, please select "yes." Otherwise, please exit the survey.

[0] No

[1] Yes

Survey Questions

1. From the list below, please select the school where you work.

[1] Augier Primary School

[2] Carmen René Memorial School

[3] Fond Assau Primary School

[4] Babonneau Secondary School

Student participation

One part of the Child Friendly Schools framework is the promotion of student participation. 'Student participation' means that students are partners with adults in improving their school; that students are trained to lead effectively; and that students' voices are considered.

2. How often do support staff at your school promote student participation?
 - [1] Never
 - [2] Rarely
 - [3] Sometimes
 - [4] Often
3. **If answered [3] or [4] Question 2** Please give me some examples of how your school's support staff promotes student participation.

[Open-ended response]
4. **If answered [3] or [4] in Question 2** How often do support staff at your school take any steps to recognise the efforts of students who may otherwise be overlooked (such as students who are not high achievers, or students who have disabilities)"?
 - [1] Never
 - [2] Rarely
 - [3] Sometimes
 - [4] Often
5. How often do support staff at your school take any steps to recognise student contributions for accomplishments outside of academics and sports?
 - [1] Never
 - [2] Rarely
 - [3] Sometimes
 - [4] Often
6. **If answered [3] or [4] in Question 2** How has support staff helped your school adopt inclusive approaches?

[Open-ended response]
7. What has made it difficult for support staff at your school to adopt inclusive approaches?

[Open-ended response]
8. **How useful is it (or would it be) for support staff at your school to recognise the contributions of students who may otherwise be overlooked (such as students who are not the most successful, or students who have disabilities)"?**
 - [1] Not at all useful
 - [2] A little bit useful
 - [3] Mostly useful
 - [4] Very useful

a. Why do you think that?

[Open-ended response]

9. How often do support staff at your school get the support and resources they need to effectively promote student participation?

[1] Never

[2] Rarely

[3] Sometimes

[4] Often

In order to redeem your \$10 phone data top-up, we will need your contact information.

Please enter your phone number below:

[Open-ended response]

Please specify the name of your phone provider.

[Open-ended response]

Thank you for agreeing to take part in this survey. Please select "next" to submit this form before exiting.

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Q-3B: Other School Staff at Primary Schools

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If you complete this survey, you will receive a \$10 phone data top from the study team.

Do you agree to participate in this survey? If you agree to participate in the study, please select "yes." Otherwise, please exit the survey.

[0] No

[1] Yes

1. From the list below, please select the school where you work.

[1] Augier Primary School

[2] Carmen René Memorial School

[3] Fond Assau Primary School

[4] Babonneau Secondary School

Safe and protective school environment

The Child Friendly Schools framework can be used to help schools provide a safe and protective school environment. 'Safe and protective' means that the school promotes both physical and psychosocial safety. 'Psychosocial safety' means that students are protected from bullying, abuse, or being ignored or excluded.

2. How often do support staff at your school promote a safe and protective environment for students?

[1] Never

[2] Rarely

[3] Sometimes

[4] Often

3. **[If answered [3] or [4] in Question 2]** Would you please give me some examples of how support staff at your school promote a safe and protective environment?

[Open-ended response]

4. How often do support staff at your school protect and promote the safety of students who may be treated badly by the other students ?

[1] Never

[2] Rarely

[3] Sometimes

[4] Often

5. **[If answered [3] or [4] in Question 2]** What has helped support staff at your school to promote student protection and safety?

[Open-ended response]

6. What has made it difficult for support staff at your school to promote student protection and safety?

[Open-ended response]

7. How useful do you think it is (or would be) for support staff at your school to help support student protection and safety at your school?

[1] Not at all useful

[2] A little bit useful

[3] Mostly useful

[4] Very useful

- a. Why do you think that?

[Open-ended response]

8. How often do support staff at your school get the support and resources they need to effectively promote student protection and safety?

[1] Never

[2] Rarely

[3] Sometimes

[4] Often

PBM

Another area of focus for the Child Friendly Schools framework is the use of PBM. 'PBM' includes several aspects.

One part of PBM is letting students know the positive behaviours that they should do (such as, be respectful) rather than focusing on what students should not do (such as, no fighting).

9. How often do support staff at your school actively communicate positive behavioural expectations to students?

[1] Never

[2] Rarely

[3] Sometimes

[4] Often

10. How useful is it (or would it be) for your school to tell students the positive behaviours they should do?

[1] Not at all useful

[2] A little bit useful

[3] Mostly useful

[4] Very useful

a. Why do you think that?

[Open-ended response]

Another aspect of PBM is to use positive discipline when students do not behave well. This means that when a student misbehaves, school staff does things like talking with the student about what they did wrong, and not using negative methods like hitting or shouting at the student.

11. How often do support staff at your school use positive discipline?

1] Never

[2] Rarely

[3] Sometimes

[4] Often

12. How useful is it (or would it be) for your school to use positive discipline with students?

[1] Not at all useful

[2] A little bit useful

[3] Mostly useful

[4] Very useful

a. Why do you think that?

[Open-ended response]

13. When students do not behave well outside of class (playing field, hallways, lunchroom, school bus, etc.), how often does your school provide that student with support to help him/her behave better (and not just punish the student)?

[1] Never

[2] Rarely

[3] Sometimes

[4] Often

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Please enter your phone number below:

[Open-ended response]

Please specify the name of your phone provider.

[Open-ended response]

Thank you for agreeing to take part in this survey. Please select "next" to submit this form before exiting.

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Q-4: Other School Staff at Secondary Schools

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If you complete this survey, you will receive a \$10 phone data top from the study team.

Do you agree to participate in this survey? If you agree to participate in the study, please select "yes." Otherwise, please exit the survey.

[0] No

[1] Yes

1. From the list below, please select the school where you work.

[1] Augier Primary School

[2] Carmen René Memorial School

[3] Fond Assau Primary School

[4] Babonneau Secondary School

Student participation

The Effective Schools framework promotes student participation in the life of the school at all levels. 'Student participation' means that students are partners with adults in improving their school and that students' voices are heard.

2. How often do students participate in making decisions about things that affect them at your school?

[1] Never

[2] Rarely

[3] Sometimes

[4] Often

3. **If answered [3] or [4] in Question 2** Please give an example of how students help make decisions at your school.

[Open-ended response]

4. What has made it difficult for students to help make decisions at your school?

[Open-ended response]

5. How often do support staff at your school take any steps to recognise students who may usually be left out (such as students who not successful, or students who have disabilities)?

[1] Never

[2] Rarely

[3] Sometimes

[4] Often

6. **If answered [3] or [4] in Question 5** What has helped support staff at your school to recognize students who may typically be left out?

[Open-ended response]

7. What has made it difficult for support staff at your school to recognize students who may typically be left out?

[Open-ended response]

Safe and protective school environment

The Effective Schools framework provides schools with information about how to make a safe and protective school environment. Here, 'safe and protective' means that the school promotes both physical and psychosocial safety. 'Psychosocial safety' means that students are protected from bullying, abuse, or being ignored or excluded.

8. How often do support staff promote a safe and protective environment at your school?

[1] Never

[2] Rarely

[3] Sometimes

[4] Often

9. **If answered [3] or [4] in Question 8** Please give an example of how support staff at your school promote a safe and protective environment.

[Open-ended response]

10. How often do support staff at your school take any steps to protect students who are at higher risk for being bullied or excluded?

[1] Never

[2] Rarely

[3] Sometimes

[4] Often

11. How useful is it (or would it be) for support staff at your school to protect student safety?

[1] Not at all useful

[2] A little bit useful

[3] Mostly useful

[4] Very useful

a. Why do you think that?

[Open-ended response]

12. **If answered [3] or [4] in Question 11** What has helped support staff at your school promote student protection and safety?

[Open-ended response]

PBM

Another area of focus for the Effective Schools framework is the use of PBM.

One aspect of PBM is communicating what students should do (such as, be respectful, be diligent) rather than focusing on what students should not do.

13. How often do support staff at your school actively communicate positive behavioural expectations to students?

[1] Never

[2] Rarely

[3] Sometimes

[4] Often

14. How useful do you think it is (or would be) for your school to communicate positive behavioural expectations to students?

[1] Not at all useful

[2] A little bit useful

[3] Mostly useful

[4] Very useful

a. Why do you think that?

[Open-ended response]

Another aspect of PBM is to use positive discipline when students do not behave well. This means that when a student misbehaves, school staff does things like talking with the student about what he/she did wrong, and not using negative methods like hitting or shouting at the student.

15. How often do support staff at your school use positive discipline?

[1] Never

[2] Rarely

[3] Sometimes

[4] Often

16. How useful do you think positive discipline is (or would be) at your school?

[1] Not at all useful

[2] A little bit useful

[3] Mostly useful

[4] Very useful

a. Why do you think that?

[Open-ended response]

17. When students do not behave well outside of class (playing field, hallways, lunchroom, school bus, etc.), how often does your school provide that student with support to help him/her behave better (and not just punish the student)?

[1] Never

[2] Rarely

[3] Sometimes

[4] Often

18. How often do support staff get the support and resources they need to use positive methods of student discipline?

[1] Never

[2] Rarely

[3] Sometimes

[4] Often

In order to redeem your \$10 phone data top-up, we will need your contact information.

Please enter your phone number below:

[\[Open-ended response\]](#)

Please specify the name of your phone provider.

[\[Open-ended response\]](#)

Thank you for agreeing to take part in this survey. Please select "next" to submit this form before exiting.

If you have any questions or concerns regarding your \$10 phone data top-up, please contact Fortuna Anthony at 1 758 720 6538.

Q-5: Parents at Primary Schools

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This survey asks about your child's school in areas covered by the Child Friendly Schools/Effective Schools model, such as school safety. These questions are not about you personally and are not meant to judge you or your child or the school. The purpose is to learn more about the how well the model is working. Your answers will be confidential (private). No one outside of the study team will know how you answer the questions.

This survey will take about 30 minutes or less to complete. This survey is voluntary, meaning you don't have to do it if you don't want to. You can also skip any questions you don't want to answer or don't know how to answer.

If you complete the survey, you will receive a \$10 phone data top from the study team.

Do you agree to participate in this survey? If you agree to participate in the study, please select "yes." Otherwise, please exit the survey.

[0] No

[1] Yes

Survey Questions

1. From the list below, please select the school your child is attending.

[1] Augier Primary School

[2] Carmen René Memorial School

[3] Fond Assau Primary School

[4] Babonneau Secondary School

a. For your child[ren] in this school, what grade(s) do they attend? Check all that apply.

[1] 1st Grade

[2] 2nd Grade

[3] 3rd Grade

[4] 4th Grade

[5] 5th Grade

[6] 6th Grade

[7] 7th Grade

[8] 8th Grade

[9] 9th Grade

[10] 10th Grade

[11] 11th Grade

[12] 12th Grade

This survey begins with questions about how your child's school treats students.

2. How often are students at your child's school recognised for successes outside of academics and sports?

[1] Never

[2] Rarely

[3] Sometimes

[4] Often

[5] Unsure

3. **If answered [3] or [4] in Question 2** Can you please give an example of student recognition at your child's school?

[Open-ended response]

4. **If answered [3] or [4] in Question 2** In your opinion, Does your child's school recognise the successes of boys and girls equally?

[0] No

[1] Yes

[99] Not sure

5. Does your child's school recognise the successes of students from wealthier or poorer families equally?

[0] No

[1] Yes

[99] Not sure

6. Does your child's school set clear expectations for student behaviour?

[0] No

[1] Yes

[99] Unsure

7. Do you believe that your child's school has the right expectations for student behaviour?

[0] No

[1] Yes

[99] Unsure

- a. Why do you think that?

[Open-ended response]

8. Does your child's school give the right consequences for student misbehaviour?

[0] No

[1] Yes

[99] Unsure

9. Are all students at the school held to the same rules?

[0] No

[1] Yes

[99] Unsure

a. Why do you think that?

[Open-ended response]

10. Are students at your child's school safe from problems such as bullying, teasing and being left out by their peers?

[0] No

[1] Yes

[99] Unsure

a. Why do you think that?

[Open-ended response]

11. Are boys and girls equally safe at your child's school?

[0] No

[1] Yes

[99] Unsure

12. Are students from wealthier families and from poorer families equally safe at your child's school?

[0] No

[1] Yes

[99] Unsure

Now we have some questions about how your child's school interacts with families like yours.

13. How often does your child's school give families information about children's healthy eating and/or exercise?

[1] Never

[2] Rarely

[3] Sometimes

[4] Often

[5] Unsure

14. **If answered [3] or [4]** Do you agree with what the school is trying to tell parents about children's healthy eating and/or exercise?

[0] No

[1] Yes

[99] Unsure

15. How often does your child share information at home that he or she learned at school about exercise and/or healthy eating?

[1] Never

[2] Rarely

[3] Sometimes

[4] Often

[5] Unsure

16. How often does your child's school give families information about effective ways to address children's behaviour through positive methods?

[1] Never

[2] Rarely

[3] Sometimes

[4] Often

[5] Unsure

17. **If answered [3] or [4]** Do you agree with what the school is trying to tell parents about effective ways to address children's behaviour through positive methods?

[0] No

[1] Yes

[99] Unsure

In order to redeem your \$10 phone data top-up, we will need your contact information.

Please enter your phone number below:

[Open-ended response]

Please specify the name of your phone provider.

[Open-ended response]

Thank you for agreeing to take part in this survey. Please select "next" to submit this form before exiting.

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Q-6: Parents at Secondary Schools

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This survey asks about your child's school in areas covered by the Child Friendly Schools/Effective Schools model, such as school safety. These questions are not about you personally and are not meant to judge you or your child or the school. The purpose is to learn more about the how well the model is working. Your answers will be confidential (private). No one outside of the study team will know how you answer the questions.

This survey will take about 30 minutes or less to complete. This survey is voluntary, meaning you don't have to do it if you don't want to. You can also skip any questions you don't want to answer or don't know how to answer.

If you complete the survey, you will receive a \$10 phone data top from the study team.

Do you agree to participate in this survey? If you agree to participate in the study, please select "yes." Otherwise, please exit the survey.

[0] No

[1] Yes

Survey Questions

1. From the list below, please select the school your child is attending.

[1] Augier Primary School

[2] Carmen René Memorial School

[3] Fond Assau Primary School

[4] Babonneau Secondary School

a. For your child[ren] in this school, what grade(s) do they attend? Check all that apply.

[1] 1st Grade

[2] 2nd Grade

[3] 3rd Grade

[4] 4th Grade

[5] 5th Grade

[6] 6th Grade

[7] 7th Grade

[8] 8th Grade

[9] 9th Grade

[10] 10th Grade

[11] 11th Grade

[12] 12th Grade

This survey begins with questions about how your child's school treats students.

2. How often are students at your child's school recognised for successes outside of academics and sports?

[1] Never

[2] Rarely

[3] Sometimes

[4] Often

[99] Unsure

3. **If answered [3] or [4] in Question 2** Would you please give an example of student recognition at your child's school?

[Open-ended response]

4. Do boys and girls get equal recognition in this school for their successes?

[0] No

[1] Yes

[99] Unsure

5. Do students from wealthier families and from poorer families get equal recognition in for their successes?

[0] No

[1] Yes

[99] Unsure

6. Do you agree or disagree with the following statement: My child's school sets expectations for student behaviour.

[1] Strongly disagree

[2] Disagree

[3] Neither agree or disagree

[4] Agree

[5] Strongly agree

a. Why do you think that?

[Open-ended response]

7. Do you believe that the school has the right expectations for student behaviour?

[0] No

[1] Yes

[99] Unsure

a. Why do you think that?

[Open-ended response]

8. Are all students at the school held to the same rules?

[0] No

[1] Yes

[99] Unsure

a. Why do you think that?

[Open-ended response]

9. Do you agree or disagree with the following statement: "All kinds of students are more or less safe at the school"? For this question, please consider whether students experience the same level of safety regardless of sex, disabilities, household income, immigrant status, etc.

[1] Strongly disagree

[2] Disagree

[3] Neither agree or disagree

[4] Agree

[5] Strongly agree

a. Why do you think that?

[Open-ended response]

We will now discuss questions about how your school interacts with families like yours.

10. How often does your child's school give families information about children's healthy eating and/or exercise?

[1] Never

[2] Rarely

[3] Sometimes

[4] Often

[5] Unsure

11. **If answered [3] or [4] in Question 10** Do you agree with what the school is trying to tell parents about children's healthy eating and/or exercise?

[0] No

[1] Yes

[99] Unsure

- a. Please explain why you agree or disagree with what the school is trying to tell you about children's healthy eating and/or exercise.

[Open-ended response]

12. How often does your child share information at home that he or she learned at school about exercise and/or healthy eating?

[1] Never

[2] Rarely

[3] Sometimes

[4] Often

[5] Unsure

13. How often does your child's school give families information about how to promote children's health and life skills in the areas of sexual health and HIV?

[1] Never

[2] Rarely

[3] Sometimes

[4] Often

14. **If answered [3] or [4] in Question 13** Do you agree with what the school is trying to tell parents about these life skills?

[0] No

[1] Yes

[99] Unsure

- a. Why do you think that?

[Open-ended response]

15. How often your child's school give families information about effective ways to address children's behaviour through positive methods?

[1] Never

[2] Rarely

[3] Sometimes

[4] Often

16. **If answered [3] or [4] in Question 15** Do you agree with what the school is trying to tell parents about positive behaviour?

[0] No

[1] Yes

[99] Unsure

a. Why do you think that?

[Open-ended response]

In order to redeem your \$10 phone data top-up, we will need your contact information.

Please enter your phone number below:

[Open-ended response]

Please specify the name of your phone provider.

[Open-ended response]

Thank you for agreeing to take part in this survey. Please select "next" to submit this form before exiting.

If you have any questions or concerns regarding your \$10 phone data top-up, please contact Fortuna Anthony at 1 758 720 6538.

Q-7: Students

The American Institutes for Research is doing a study of the Child Friendly Schools/Effective Schools model. It's okay if you have not heard about this model. We are asking students from several schools in Saint Lucia to help us learn how things are at your school. So, we are really interested in hearing from students like you!

This survey will take about 20 minutes to complete. Your answers will be private. This means we will not share your answers with anyone in your family, school, or community. You can skip any questions that you do not want to answer or do not know how to answer. It is your choice whether to take this survey. Nothing bad will happen if you do not take this survey.

If you do take the survey, we will give your family a \$10 phone data top up and will leave a package of new school supplies for you at your school.

First, please have your parent/guardian check whether he/she agrees that you can take this survey::

For parents or legal guardian: Do you agree that your child can complete in this survey? *If you agree, please click "yes." Otherwise, please exit the survey.*

[0] No

[1] Yes

For students: Do you agree to complete this survey? *If you agree, please click "yes." Otherwise, please exit the survey.*

[0] No

[1] Yes

Background

1. What is your gender?

[0] Male

[1] Female

2. What is your grade?

[4] 4th Grade

[5] 5th Grade

[6] 6th Grade

[7] 7th Grade

[8] 8th Grade

[9] 9th Grade

[10] 10th Grade

[11] 11th Grade

[12] 12th Grade

Survey Questions

1. From the list below, please select your school

[1] Augier Primary School

[2] Carmen René Memorial School

[3] Fond Assau Primary School

[4] Babonneau Secondary School

2. Thinking about students like you, how often would they be able to get help from teachers with their schoolwork if they needed it?

[1] Never

[2] Rarely

[2] Sometimes

[3] Often

[5] Unsure

3. Are teachers equally helpful to different kinds of students (such as girls and boys, or students from poorer families and from wealthier families)?

[0] No

[1] Yes

[99] Unsure

a. Why do you think that?

[Open-ended response]

4. Have you learned anything at school about how to be healthy and safe?

[0] No

[1] Yes

[99] Unsure

a. **If answered [1] in Question 4** What kinds of things have you learned at school about how to be healthy?

[Open-ended response]

b. What have you learnt about staying safe?

[Open-ended response]

5. Do you think your school cares about all kinds of students, or just the students who are successful?

[1] My school cares about all students.

[2] My school only cares about the students are successful.

[99] Unsure

- a. Why do you think that?

[Open-ended response]

6. Do the adults at school ask students for their opinions about how the school should be run?

[0] No

[1] Yes

[99] Unsure

7. **If [1] ask:** Do the adults at school care about the opinions of all kinds of students, or just the successful students?

[1] All kinds of students

[2] Just the successful students

[99] Unsure

- a. Why do you think that?

[Open-ended response]

The next questions focus on how people treat one another at your school.

8. When students break the rules, are the consequences fair?

[0] No

[1] Yes

[99] Unsure

9. Do some kinds of students get more consequences than others for breaking the same rules?

[0] No

[1] Yes

[99] Unsure

- a. Why do you think that?

[Open-ended response]

10. At your school, how often do students get hurt physically by other students (such as being hit, pushed, or tripped)?

[1] Never

[2] Rarely

[3] Sometimes

[4] Often

[5] Unsure

11. Are some groups of students more likely to get hurt physically by other students than other groups of students? *For example, are students with a disability, or poorer students, or immigrant students, or students who are different somehow more likely to get hurt by other students?*

[0] No

[1] Yes

[99] Unsure

12. At you school, how often do students get hurt physically by adults at school, such as by being hit, or forced to stand in a way that is painful?

[1] Never

[2] Rarely

[3] Sometimes

[4] Often

[5] Unsure

13. Are some groups of students more likely to be hurt by adults at school than other groups of students? *For example, are students with a disability, or poorer students, or immigrant students, or students who are different somehow more likely to get hurt by adults at school?*

[0] No

[1] Yes

[99] Unsure

14. Are girls and boys equally safe at your school?

[0] No

[1] Yes

[99] Unsure

15. Are some groups of students more likely to get picked on or bullied than other groups of students? *For example, are students with a disability, or poorer students, or immigrant students, or students who are different somehow more likely to get bullied or picked on at school?*

[0] No

[1] Yes

[99] Unsure

a. Why do you think that?

[Open-ended response]

16. If a student is being bullied or picked on at your school, how often do other students try to stop it?

[1] Never

[2] Rarely

[3] Sometimes

[4] Often

[5] Unsure

17. If a student is being treated badly or bullied at your school, how often do the adults at school step in to stop it?

[1] Never

[2] Rarely

[3] Sometimes

[4] Often

[5] Unsure

18. If you were the principal, what is one thing you would improve about your school?

[Open-ended response]

In order to redeem your \$10 phone data top-up and retrieve your child's planned resource pack, we will need your contact information.

Please enter your phone number below:

[Open-ended response]

Please specify the name of your phone provider.

[Open-ended response]

Thank you for agreeing to take part in this survey. Please select "next" to submit this form before exiting.

Annex F. Summary of Protocols

Table F-1. Summary of protocols

Protocol	Respondent Type
Key Informant Interviews	
KII-1	<ul style="list-style-type: none"> UNICEF Regional Office CFS/ES Focal Point Head, OECS Education Development Management Unit CARICOM Secretariat's Education and Human Development Office Education Operations Officer, Social Sector Division, Caribbean Development Bank
KII-1	National CFS/ES Focal Points
KII-1	Technical support consultant for policy formulation
KII-1	Former Chief Education Officer in Dominica, who has provided leadership to her peers in the rollout process
KII-2	Ministry of Education Officials/Polymakers, Chief Education Officers
KII -3	Technical Expert, School of Education, The University of West Indies
KII-3	Heads of Teacher Training Institutions
KII-4	School Heads at Primary Schools
KII-5	School Heads at Secondary Schools
KII-6	School Guidance Counsellors at Primary Schools
KII-7	School Guidance Counsellors at Secondary Schools
Focus Groups	
FGD-1	National-Level Implementers of CFS/ES Framework
FGD-2	Teachers at Primary Schools
FGD-3	Teachers at Secondary Schools
FGD-4	Other School Staff at Primary Schools
FGD-5	Other School Staff at Secondary Schools
FGD-6	Parents at Primary Schools
FGD-7	Parents at Secondary Schools
FGD-8	Students
Questionnaires in Saint Lucia	
Q-1A	Teachers at Primary Schools (form A)
Q-1B	Teachers at Primary Schools (form B)

Protocol	Respondent Type
Q-2A	Teachers at Secondary Schools (form A)
Q-2B	Teachers at Secondary Schools (form B)
Q-3A	Other School Staff at Primary Schools (form A)
Q-3B	Other School Staff at Primary Schools (form B)
Q-4	Other School Staff at Secondary Schools
Q-5	Parents at Primary Schools (form A)
Q-6	Parents at Secondary Schools (form B)
Q-7	Students

Notes. CARICOM is Caribbean Community; CFS is child friendly schools; FGD is focus group discussion; KII is key informant interview; OECSC is Organisation of Eastern Caribbean States Commission.

Annex G. Ethical Considerations

Alignment with evaluation norms and standards. AIR follows the United Nations Evaluation Group (UNEG) Code of Conduct, which requires both a conflict- and a gender-sensitive approach to research and adherence to the ‘do no harm’ principle, as well as transparency, confidentiality, accuracy, accountability and reliability, amongst other key principles. With regard to the protection of vulnerable individuals and communities, AIR respects and adheres to the United Nations Declaration of Human Rights, the United Nations Refugee Convention, the Convention on the Rights of the Child and the Convention on the Elimination of All Forms of Discrimination Against Women, as well as other human rights conventions and national legal codes that respect local customs and cultural traditions, religious beliefs and practices, personal interaction, gender roles, disability, age and ethnicity. We also conducted this evaluation in accordance with the evaluation principles of openness, transparency, and participation. Further, AIR and TDC ensured that the evaluation complied with UNICEF Procedures for Ethical Standards in Research, Evaluation, Data Collection and Analysis. And finally, the evaluation was guided by the ethical principles of independence, impartiality, credibility, responsibility, honesty, and integrity.

The AIR Institutional Review Board (IRB) follows the standards set forth by the American Evaluation Association Guidelines and the Joint Committee on Standards for Educational Evaluation. Three general principles define these standards: (a) evaluators will conduct evaluations legally and ethically, taking into account the welfare of those involved in the evaluation, as well as the general public; (b) evaluators will conduct evaluations in a competent and efficient fashion that will lead to reliable and accurate results; and (c) evaluators will design evaluations and report the results in a manner that is useful to and appropriate for the intended audience. Clear guidelines exist regarding the expectations with which local data collectors must comply (e.g., how to document informed consent, how to store and restrict access to physical files and electronic data files, and how to handle identifiable information).

Ethical approval. All AIR staff, subcontractors and consultants involved in the collection of data from human research participants (including children) adhered strictly to the requirements of AIR’s IRB. AIR’s internal ethical review mechanism was used for approval, given that AIR’s IRB mechanisms comply with the minimum quality standards established in UNICEF’s policy. AIR’s IRB (IRB00000436) is registered with the Office of Human Research Protection as a research institution (IORG0000260) and conducts research under its own Federalwide Assurance (FWA00003952). The IRB must pre-approve (a) all research activities and protocols involving human subjects and (b) an information security plan to protect the confidentiality of data from research participants. AIR’s IRB gave approval for this evaluation to proceed (*see Annex G*). Note that the focus groups with students were subject to IRB oversight as human subjects research, but the IRB determined the other data collection

activities were exempt because they did not involve human subjects research (that is, the participants provided information about the CFS/ES framework and/or their school or institution, not about any individual persons).

Protection of human subjects. Before evaluation data were collected, AIR's IRB approved a comprehensive plan to protect the privacy and confidentiality of participants during recruitment, data collection, transmission, analysis and storage. Upon hiring, all AIR staff are required to complete a comprehensive course in the ethical conduct of research. All individuals and organizations that collect data on behalf of AIR are required to sign our IRB's Participant Protection Assurance to certify that they are aware of, and will comply with, the requirements for the protection of human subjects in research. All TDC staff and enumerators who collected or handled evaluation data signed the Participant Protection Assurance form.

Training of enumerators. All individuals who collect data on behalf of AIR undergo training in the protection of human research participants and the gathering of sensitive information. Data collectors received training in areas such as (a) respectful interaction with participants, including ensuring that one's words, nonverbal expressions or actions never convey judgemental attitudes; (b) the rights of individuals to not answer questions; (c) information sharing (e.g., never discussing evaluation participants with people outside of the research team or in public places); and (d) the handling and storage of data. The research team respected the dignity and diversity of all individuals interviewed, and took into consideration respect for human rights, gender equity and equality. In addition, members of the evaluation team were *never* be permitted to be alone with participating children beyond the sight and hearing of responsible adults (e.g., parents, school staff).

Use of informed consent. Parents/guardians provided written informed consent for their child to participate in a student focus groups (*see Annex H*). The consent language included (a) a concise and focused presentation of the key information that is most likely to assist a prospective participant in understanding the reasons that one might or might not want to participate in the research; (b) a statement that the evaluation involves research, an explanation of the purposes of the research and the expected duration of participation, and a description of what will happen if students participate; (c) a description of any reasonably foreseeable risks or discomforts to the participant; (d) a description of any benefits to the participant or others that may reasonably be expected from the research; (e) a statement describing the extent, if any, to which confidentiality of records identifying the participant will be maintained; (f) an explanation of whom to contact for answers to pertinent questions about the research and research participants' rights; and (g) a statement that participation is voluntary, that refusal to participate will involve no penalty or loss of benefits to which the participant is otherwise entitled, and that the participant may discontinue participation at any time without penalty. In addition, we obtained verbal assent from participating students for both their participation and to be audio-recorded. For

all other types of participants, this evaluation was exempted from gaining written informed consent from them (given the activity is not human subjects research). However, we included introductory language for all the KII and FGD protocols to explain the purpose of the evaluation, what the participants will be asked to do, and to what extent we will protect the privacy of their responses. We also explicitly asked participants for verbal agreement to take part in the KII/FGD and to be audio-recorded. (We did not ask for written consent, as it was not required, and obtaining written consent would provide identifying links between participants and data that would not have existed otherwise, placing their privacy at greater risk.) Also, given the nature of the questions we asked the students (about things like bullying at their school), enumerators were instructed to watch carefully for any signs that students were becoming distressed discussing these issues, and each school had an identified point of contact (such as a guidance counsellor) who could be informed and follow up if there are any concerns that a student experienced any distress.

Data storage and security. AIR adheres to all data storage and security requirements involving personally identifiable information on project participants for multiple government as well as non-government organisations. AIR is a registered institution with the Office for Human Research Protections and has signed an assurance statement that we will abide by federal regulations.

The AIR Information Security Policy states that all personally identifiable information that is accessed, stored or transmitted on AIR-managed networks and computers is protected in accordance with a written, project-level information security plan, upon which all personnel on the project are briefed and required to comply. The project information security plan includes a statement of applicable laws and regulations, the definition of the boundaries and security category of the information that requires protection, and a description of the appropriate security measures and procedures that are commensurate with the sensitivity of the data in both the electronic and hard-copy domains. Laptops used by staff who collect and manage data were protected with whole-drive disk encryption that prevents data access should the laptop be lost or stolen. Sensitive identifiers were not permitted to be stored on memory devices or transmitted over unsecured networks.

Special protections for children. AIR is strongly committed to the protection of children across all aspects of our work. No member of the evaluation team was ever permitted to take any child out of sight and hearing of adult guardians (such as parents or teachers), or to be alone in any enclosed space with any child. Enumerators were instructed to always notify an adult guardian if a child required the bathroom or any similar assistance, with the adult guardian taking responsibility for addressing the child's needs. AIR implemented a policy of immediate termination of any project staff member for any violation of these rules, no matter how slight. All enumerators were trained in AIR's safeguarding procedures and required to follow a code of conduct for conducting research with children.

Ethical considerations. We did not anticipate any ethical concerns related to this evaluation and did not experience any in the field. However, the team did take active steps to protect evaluation participants from risk of exposure to COVID-19 during data collection. Enrolment in this evaluation did not in any way affect the services or benefits available to participants.

Risks versus benefits. The evaluation activities do not impose any risks to participants beyond what they would encounter in daily life. The greatest risk to participants was potential embarrassment or other consequences should any identifiable information that they provide become public knowledge. We took steps to minimise this risk by (a) training enumerators in the protection of data, (b) setting ground rules at the beginning of FGDs regarding the sharing of information by participants, (c) following the data protection procedures we described earlier, (d) taking care not to include any information in evaluation reports that could directly identify evaluation participants, and (e) notifying participants during the informed consent process of any risks that they could be identified indirectly based on their position (for example, there may only be one head of a teacher training institution in a country). To reduce the risk of COVID-19 transmission in the course of data collection, enumerators followed national and school guidelines (such as wearing masks and physical distancing) and conducted some KIIs with school staff remotely.

We could not promise any direct benefits to respondents based on their participation, but they may benefit in the future if the evaluation strengthens the CFS/ES initiative (which may, in turn, help people at systems levels to carry out their work better, and/or improve conditions in schools for staff, students and parents).

Inclusion and equality. We did not exclude any subpopulations from this evaluation. At the systems level, and with school staff, we expected the sample to reflect the population holding those positions (whether mostly male, mostly female, or balanced; and other characteristics such as disability and ethnicity). For focus groups with parents, whilst both mothers and fathers were welcome to participate, only two fathers did so (and all other parent participants were female). When holding FGDs with students, we held separate groups for girls and for boys (with roughly equal numbers of girls and boys overall), to help students feel comfortable speaking freely about their experiences.

Use of Incentives. We provided focus group participants with refreshments. For adult stakeholders who completed questionnaires (teachers, non-teaching staff, and parents), we provided a USD \$10 top-up to their mobile data. For students who participating in FGDs or completed questionnaires, we provided packages of school supplies.

Annex H. AIR IRB Approval



AIR IRB

Approval Notification

To: Elizabeth Spier
From: IRB Administrator
Subject: B&P# 89105
Date: 03/08/2020

The protocol **Full Submission Child Friendly Schools Evaluation UNICEF Caribbean** has been approved by Kimberly Kendziora under the rules for expedited review on **03/08/2020**.

On the basis of this review, the IRB has determined that the focus groups with students, as described in the materials submitted, are research and involve human research participants. The research is approved because the selection of participants is equitable and the risks to the participants are minimized and are reasonable in relation to the knowledge that may reasonably be expected to result. There are no risks greater than those ordinarily encountered in daily life or during routine tests or activities. The procedures for obtaining informed consent are appropriate and the procedures for protecting the privacy of participants and the confidentiality of the collected data are adequate. Because the conditions stipulated in 45 CFR §46.117(c) are met, a waiver of documentation of consent is granted.

In addition, the IRB has determined that the key informant interviews and focus groups with adults are exempt on the grounds that the research is with adults and involves only the use of tests, surveys, interviews, or public observation as defined in 45 CFR §46.104 (d) (2). The study will not collect any identifiable sensitive information. The participants' responses, if inadvertently disclosed, would not place them at risk of criminal or civil liability, nor would their financial standing, employability, educational advancement, or reputation be damaged. Therefore, the data collection with adults is not subject to IRB oversight. Data collection may proceed.

Thank you,
Erin Morrison
IRB Administrator
emorrison@air.org

Please be reminded that all projects must undergo IRB review before initiating any recruitment or data collection/analyses. Material changes to project activities also must undergo review via the Amendments tab.

Annex I. Parent/Guardian Consent for Child's Participation

Dear Parent or Guardian:

The American Institutes for Research and Targeted Development Consulting are carrying out a study of schools in [country]. This study is sponsored by UNICEF. The purpose of this study is to help UNICEF learn how best to support schools to provide all students with a safe and supportive learning environment.

What will my child be asked to do?

If you agree to your child's participation, we may ask him/her to join a one-hour focus group. For this 'focus group,' we will sit with a group of 6 to 8 children and ask them for their opinions about different aspects of their school and school experiences. We will take notes and also make an audio recording.

Is my child required to participate?

No, your child is not required to participate. At any time, you and/or your child can decide to stop participating. There will no consequences for your child or your family if you decide not to be in the study.

Why should my child participate in this activity?

Both UNICEF and the [country name] government are working to improve schools, so that all students can feel safe, respected, welcome and encouraged. It is important for us to hear directly from students about their experiences.

What are the risks and benefits if my child participates?

There are no known risks to your child if he/she participates. This study is not going to judge any individual children or schools. We will ask your child to talk about what he/she observes at school, not personal questions about his/her own individual experiences.

There are no direct benefits to your child if he/she participates. He/she will not be paid to participate. Your child may indirectly benefit from taking part in this study, because the information we learn from students may help UNICEF and the government improve schools.

How will you protect my child's and family's privacy?

We will never include your family's or child's names any reports. The information your child provides will not be shared or used outside of this study. The audio recordings from the focus groups will only be accessible to members of the research team and will be destroyed when the study finishes.

Whom can I contact if I have questions?

If you have questions about the study, please contact Ms. Susan Branker Greene at + 1 246 548 4192, or by email at sbgreene@tdcworks.com.

For questions about your child's rights as a participant in this research, you may contact AIR's Institutional Review Board at IRB@air.org, toll free at 1-800-634-0797, or c/o IRB, 1000 Thomas Jefferson Street, NW, Washington, DC 20007.

Please return the second page of this form to [add instructions for how or to whom child should give form].

Consent for Participation in the Child Friendly Schools/Effective Schools Study

Please check one:

☐

Yes, my child has my permission to participate in a focus group for the Child Friendly Schools/Effective Schools study.

☐

No, my child does **not** have my permission to participate in a focus group for the Child Friendly Schools/Effective Schools study.

Child's Name: _____ Grade: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Date: _____

Annex J. Common Implementation Approaches

Activities conducted for the implementation of the CFS Elements/Dimensions	Countries/Region			
	Saint Lucia	Antigua and Barbuda	Saint Kitts and Nevis	Regional
All 5 Dimensions				
• Document Guide				
– UNICEF’s Implementing CFS Framework in Eastern Caribbean Schools	X	X	X	X
– UNICEF’s Implementing Effective Schools Framework for Secondary Schools	X	X	X	
– UNICEF Effective Schools Monitoring Tool	X	X	X	
• Presence of Coordinating Committees for CFS implementation	X			
• Provision of Teacher Trainings on CFS elements			X	
• UNICEF trainings for principals on CFS	X			
• Appointment of CFS focal points by UNICEF	X	X	X	X
• Awareness of CFS				
– Technology-based awareness programmes launched via technology and social media platforms (such as Facebook or Zoom)	X			
– Brochures		X		
Behaviour Management				
• Document Guide				
– 2017 Antigua and Barbuda Declaration on School Safety in the Caribbean		X		
– United Nations Children’s Fund (UNICEF) Eastern Caribbean Area, Key Steps to PBM, n.p., UNICEF ECA, n.d.	X	X	X	
– UNICEF Country Office Eastern Caribbean Area, What exactly is meant by a safe and protective environment? UNICEF, Bridgetown	X	X	X	
• Presence of Discipline Policy Frameworks (Montserrat, Grenada)		X		X
• Initiatives in classrooms and schools to promote PBM				
– Provision of ‘Signs’ in classrooms on PB expectations and Charts			X	
– Role Play Activities			X	
– Attitude Objectives and School Virtues			X	

Activities conducted for the implementation of the CFS Elements/Dimensions	Countries/Region			
	Saint Lucia	Antigua and Barbuda	Saint Kitts and Nevis	Regional
– Scouts and mentorship programs		X	X	
– A Doing Good Initiative/Caught Being Good	X	X		
• Presence of a Rewards based system for PBM	X	X	X	
• Trainings for teachers on how to manage student behaviours	X			
• Referrals to the Guidance Counsellors		X	X	
• Referrals to Child Probation and/or Protection Services		X	X	
School Safety & Security				
• Improving infrastructure for physical safety			X	
• Disaster Risk management Initiatives		X		
• “Scared Straight” Initiatives				
• School bag screenings			X	
• Anti-Bullying Awareness Initiatives	X	X	X	
– School mandated virtues	X			
– No tolerance Policies		X		
– ROARS (ROARS- Respectful Obedient Attentive Responsible Safe) rule			X	
– Empowerment Workshops			X	
Student Participation				
• Presence of Policies to support Student Participation				
• Presence of Student Councils in Schools	X	X	X	
• Presence of other initiatives (outside of student councils)				
– Young Leaders Program			X	
– Prefect Program		X	X	
– Kindness Day in Community	X			
– Student Leader Group		X		
– Student Clubs (Greenhouse club, Art Club, Mind and Body Club, Sailing Clubs)	X	X		
– Co-Curricular Clubs and Activities (such as Community Outreach Initiatives)			X	
• Use of student-centred teaching approaches				
– Use of differentiated instruction	X		X	
– Use of participatory Methods	X			

Activities conducted for the implementation of the CFS Elements/Dimensions	Countries/Region			
	Saint Lucia	Antigua and Barbuda	Saint Kitts and Nevis	Regional
– Use of a child-centred curriculum			X	
– Assessment of Student Learning Styles	X		X	
– Assessment of students to match skill sets with work			X	
• Use anonymous expression boards	X			
• Peer Buddy Support System	X			
• Student Recognition Initiatives	X	X		
– Recognition Ceremonies for every student's best attribute		X	X	
– Social Media Platform recognition	X		X	
• Other School Initiatives to student participation				
– Mentorship Programs			X	
– Afterschool programmes	X		X	
– Free Play Program			X	
Inclusive Education				
• Presence of Special Needs Teacher	X			
• Physical Infrastructure support for students with disabilities				
• Policy frameworks to promote equitable and inclusive education and access to education		X		
• Inclusion Initiatives at school level				
– Recognition of students outside of academics	X		X	
– Mentorship Program			X	
• Initiatives to incentivize students from lower SES backgrounds to attend schools				
– Universal Uniform Program	X		X	
– Lunch Programs		X		
– Donations for learning resources		X	X	
– Accommodation of students from safety net programs			X	
– Provision of homework clinics	X			
• Teacher Trainings on Special Education	X	X		
Life Skills				
• Awareness of importance of healthy eating and fitness				
– Fruit Days		X	X	

Activities conducted for the implementation of the CFS Elements/Dimensions	Countries/Region			
	Saint Lucia	Antigua and Barbuda	Saint Kitts and Nevis	Regional
– Water Days/ Water Wednesdays		X	X	
– Baking Initiatives		X		
– Walkathons		X	X	
• Presence of HFLE classes	X	X	X	
– Focused on Sexuality and Sexual Education		X	X	
– Focused on Nutrition and Fitness	X	X	X	
– Focused on Environmental Protection	X	X	X	
– Promotion of Interpersonal Relationships		X	X	
• Presence of dedicated HFLE teacher				
– Reliance on Guidance Counsellor		X	X	
• Involvement of Parents	X	X	X	
• Other initiatives at school level				
– Let's Talk Health			X	
– The National Life Skills program			X	
– Annual Events such as "It's all About Me"			X	
Cross Cutting Themes of Parental Involvement				
• Active PTA Meetings to increase awareness on CFS (Tobago)				X
• Radio Programmes for parents (Montserrat)				X
• Parents' councils and parent workshops	X			
• Information provided to parents on ways to address children's behaviour through positive methods	X			



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