# An Evaluation of the Caribbean Child Research Conference (CCRC)

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# ACKNOWLEDGEMENT

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# ABBREVIATIONS AND ACRONYMS

CCRC          Caribbean Child Research Conference

CRC           Convention of the Rights of the Child

CDA           Child Development Agency

CCDC          Caribbean Child Development Centre

CARICOM       Caribbean Community

ECC           The Early Childhood Commission

EFJ           Environmental Foundation of Jamaica

MoE           Ministry of Education

MYSC          Ministry of Youth, Sports and Culture

OCA           The Office of the Children's Advocate

OCR           Office of the Children's Registry

PIOJ          Planning Institute of Jamaica

SALISES       Sir Arthur Lewis Institute of Social and Economic Studies

UNICEF        United Nations Children's Fund

UWI           University of the West Indies

# 1 EXECUTIVE SUMMARY

## 1.1 Evaluation Background

This evaluation was undertaken by Caribbean Child Research Conference (CCRC) Steering Committee to measure the planned and unplanned outcomes of the annual Caribbean Child Research Conference. It is intended that the results will inform the committee's work plan to ensure long-term effectiveness of the conference. The main output of the CCRC, namely the conference, has been executed effectively since 2006. This evaluation sought to assess the extent to which the short to medium term objectives of the CCRC have been realized. Consequently, an assessment of the results achieved to date was carried out in order to determine optimal strategies for continuation of the conference and providing direction regarding the efficiency of implementation, as well as for ensuring its continued relevance and effectiveness. The conference objectives (outlined below) and implementation modalities were examined in light of their relevance, efficiency, effectiveness and sustainability.

CCRC Objectives

1. Promote a culture of research among students in the High Schools in the Caribbean by facilitating the presentation by students of their research and awarding a prize to an Outstanding Child Researcher;
2. Promote a culture of research among teachers in the High Schools in the Caribbean.
3. Recognize the work of child researchers in child-related research;
4. Disseminate findings on child-related research;
5. Strengthen the networking links among researchers of child–related matters
6. Inform the policy formulation and implementation process in the Caribbean Region, through the published research findings;
7. Set up a website with information on all the annual conferences and highlights of the conference.

Expected Outputs

1. An award of Outstanding Child Researcher to a child presenter
2. A publication of selected papers presented at the conference
3. A child-friendly publication of the children's papers
4. Policy briefs based on main findings from papers

## 1.2 Evaluation Methodology

A mixed method approach was employed in this evaluation using a number of data collection and analysis methods. Primary data was collected through focus groups, interviews, and a survey of participants in the October 2012 Conference. Secondary data came from a review of previous conference publications, evaluation reports and administrative documentation.

## 1.3 Summary of Main Findings

*Relevance of CCRC*

The relevance of CCRC remains very high. The status of children continues to be on the forefront of intense daily discussions on the rights of children and more so on the violations of these rights. The CCRC is therefore both timely and highly relevant. It enhances local and international conventions and the prevailing needs of the targeted population in providing a forum for children and adult researchers

to share empirical research for discussing and advocating solutions to child related issues. Furthermore there is a growing need to advance children's rights, particularly certain overlooked excluded and disadvantaged categories. This is recognised in the CCRC's objective **to inform policy formulation and implementation processes in the Caribbean** through the provision of evidence based data in areas that are often 'under researched.'

### *Efficiency of CCRC*

Over the seven year period under review, the CCRC experienced a mixed level of efficiency. There was a high level of consistency in planning the conference, mixed level of efficiency in its implementation and a low level of efficiency in translating outputs into outcomes.  Despite the high level of relevance there appears to be a mismatch between 'doing the right thing' and 'doing the thing right'. Doing the conference right necessitated forward planning in a mechanism such as a log frame which set out the objectives, indicators of success, means of verification and assumptions. The failure to start with such a mechanism resulted in weak linkages between activities and the stated objectives. The CCRC has therefore carried out a variety of activities which have accrued some level of success, but these activities have not resulted in any tangible change because the required strategies to ensure change were not included in a forward planning process.

### *Effectiveness of the CCRC*

Overall the effectiveness of the conference cannot be comprehensively measured as the monitoring mechanism in place was not aligned to the set objectives of the conference. The commendations made from the yearly evaluations enables assumption that learning took place and many participants were extremely fulfilled by the day's proceedings. However, the extent to which this fulfilment can be attributed to teachers creating child friendly classrooms or stakeholders work being enhanced can only be speculative.

### *Sustainability of CCRC*

The sustainability of the CCRC is intricately linked with the extent to which ownership of the overall objectives are achieved, the continued institutional support given to the project; the available institutional capacity to manage the CCRC; its continued relevance to participating stakeholders; available financial support; as well as the extent to which technology allows for innovative ways to implement the project with consistent overall governance.

## 1.4   Lessons Learned and Main Recommendations

Qualitative and quantitative data indicate that the CCRC has had admirable outputs over its seven years**.** This is due in part to having the unique distinction of being the only conference aimed at involving children and adults in discussing highly relevant child related issues. Therefore, the following recommendations are aimed at improving the CCRC's results and improve sustainability. They are not detailed in order of importance.

### *Conference Objectives*

**There is need for a formal mechanism to include the wider Caribbean in the CCRC.** The conference partners must decide whether the conference has the potential to impact regional policies, how this impact can be made and whether the conference should remain a Caribbean undertaking**.**

*Monitoring Indicators*

**Develop effective monitoring indicators to sufficiently capture information related to CCRC objectives.** In moving forward conference partners must **review the** overall aim and objectives of the CCRC to ensure achievable outcomes in a structured accountable and timely manner (as exemplified in the logic model below.) This review must also include an analysis of the SWOT provided so that strategies for the preparation and dissemination of policy briefs to relevant MDAs are made and recommended policies are translated into practice.

*Institutional Capacity for Managing the CCRC*

**Create a Knowledge Centre for Dissemination of Data and Information at the CCRC workshops.** The possibilities for mining and generating the rich data from the CCRC in a knowledge centre are endless and so too are the possibilities for impacting advocacy on child related issues. The extent to which these possibilities are realised will depend on the CCRC's ability to take advantage of technology to disseminate its data; include other participants in the conference through live streaming, or capturing the forum for local and regional TV stations. The Caribbean Child Development Center(CCDC ) and the UNICEF proposed Caribbean observatory are identified as opportunities for regional coordination.

**Internal structures must therefore be in place to support required project outputs, especially stability in effective leadership and effective reporting mechanism**. Although the Sir Arthur Lewis Institute of Social and economic Studies (SALISES) has found innovative ways to administer this project a review of its institutional capacity to function optimally to achieve agreed upon outputs in a timely manner cannot be underscored.

*Further Inclusion of the Ministry of Education*

**In moving forward it will be critical to institutionalize critical aspects of teacher and student participation in the CCRC within the Ministry of Education**. Even though The Ministry of Education is represented on the secretariat, it would be advantageous to incorporate the student research activities within the senior high school curricula. This critical partnership should also seek to utilise the services of educational officers to widen the participation of schools through the facilitation of teacher workshops, communication and distribution of information packages to schools.

*Conference format*

**The output required should dictate the format in which the conference is organised**. As the CCRC operates now the format does not lend itself to gaining required tangible results and informing government policy. Consideration has to be given to strategically concentrating on a few critical child related areas which need supporting evidence to fill gaps, inform current or upcoming policies. These areas could emanate from amongst the partners who are collecting data and are already carrying out research.

Focus should be on receiving implementable policy recommendations as an output achievement; gaining wide scale participation from children and adults and disseminating research papers with extensive policy implications/recommendations in a timely manner.

*Dissemination of Research*

**The extent to which all conference outputs can benefit stakeholders will be dependent on the ability to receive the research information in a timely manner**. Greater effort should be directed at improving dissemination particularly with the use of technology, if the CCRC is to impact policy and significantly contribute to compendium of knowledge on the situation of children in the region. It is therefore important not to allow the adult research to take precedence, but also give credence to the children's essays and research. With the involvement of stakeholders and the Ministry of Education the children's research should be disseminated to schools for discussion in CSEC classes and to advocate for changes in areas of concern.

*Funding*

The CCRC should seek to attract funding from the private sector or through academia to underwrite the costs for the conference in light of the risk of reduced funding from international development partners.

*Logic model for the Conference*

**It is recommended that the logic model (as exemplified on pages 17 /49) be refined with input from all stakeholders to guide future implementation of the CCRC.**

# 2  PROJECT CONTEXT

The General Assembly of the United Nations approved the Convention on the Rights of the Child in 1989. The rights of children under the Convention cover four categories:[1]

1. Survival Rights – These include those basic elements that support the right to life such as food, clothing, shelter, clean water and access to medical services.
2. Development Rights – These include those elements that enhance the growth and development of each child such as name and nationality, education, play and leisure, home and family, moral and spiritual guidance.
3. Protection Rights – These rights cover protection from all forms of exploitation, cruelty, neglect and abuse including those in the juvenile justice system.
4. Participation Rights – These promote the children's right to opinions and views, allowing them to express themselves and have a say in matters that affect their lives. It also includes the right to play an active part in society at large.

Since the General Assembly of the United Nations approved the Convention on the Rights of The Child the Caribbean followed suit in fulfilling the following achievements:

1. Ratification of the Convention on the Rights of the Child by all countries.
2. Many policy adjustments were adopted to improve the quality of life of the child
3. Jamaica and Belize have a National Plan of Action for Children
4. The recent establishment of the Child Development Agency in Jamaica has brought new attention to the rights of children.
5. Most of the countries have signed or ratified supporting conventions such as the Convention on the Rights of the Child and the Inter American Convention on Human Rights to improve the quality of life of the child, including Belize, Guyana, Jamaica, St. Kitts & Nevis, and Trinidad & Tobago
6. Civil Society in most countries including Jamaica, and Trinidad & Tobago has increased advocacy for the adherence to the rights of the children. (Julie Meeks et al 2007).

## 2.1  Project Rationale and Relevance

Despite these achievements children continue to be in need of care and protection and remain a 'vulnerable and unprotected' group in the Jamaican society as evidenced by:

1. Every day, between January and October 2010 an average of 20 children and adolescents ages 0-19 were treated in emergency rooms for intentional violence-related injuries, which included over 19,000 cases of sexual assault, stab wounds, gunshots and blunt force injury.
2. Between January-October 2010, boys and girls aged 10-19 years accounted for 25.3 per cent of all intentional injuries, 27 per cent of all stab wound cases, 42 per cent of all attempted suicides, and notably 68 per cent of all Jamaicans who reported being sexually assaulted (mainly girls).

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[1] "Rights & Responsibilities: A Guide for Parents" by the Jamaica Coalition on the Rights of the Child, pp. 8-9.

3. In 2010, 6,330 cases of physical, sexual and emotional abuse of boys and girls were reported to the Office of the Children's Registry (OCR). In the first seven months of 2011, the OCR received 4,592 reports.
4. Increasingly, children are involved as perpetrators of criminal activities and coming into contact/conflict with the law. During 2010, 1,431 children (of whom 232 were girls) appeared before the courts for murder, sexual abuse, robbery, wounding and possession of firearms.
5. In 2010, approximately 8,000 children required psycho-social services.
6. In 2010, 2,488 children were living in residential homes as wards of the state. Four hundred and sixty nine children were detained in lock-ups (116) and held in juvenile correctional centres (354) of which 257 are males and 97 females. At least 50 were held in adult correctional facilities
7. As of September 9, 2012, some 33 children are being housed in police lockups; on average children are placed in a police lockup five times per day; and since January 2012, over 150 children have spent at least two days in a police lockup for being deemed uncontrollable or in need of care and protection.:
8. Roughly 50% of children are institutionalised for non-violent offences and a troubling 68% of children in conflict with the law have had no form of legal representation.
   \http://www.jamaicaobserver.com/news/Help-JA-Children-calls-for-CDA-head-to-resign#ixzz2EluDk77D

*Sources: Economic and Social Survey Jamaica 2010; Office of the Children's Registry; Ministry of Health, Jamaica Gleaner December 11th 2012, Observer 11th December 2012*

Notwithstanding the existence of several policies, legislative and research gaps exist. Children therefore continue to experience poverty, deprivation and exposure to violence, abuse and neglect.

Jamaica's Governance framework is based on the principles of participation, accountability, personal and collective responsibility[2]. This involves engaging all Jamaicans including children in decision making to set national and personal goals. Specifically child participation is enshrined in the Child Care and Protection Act, 2004 which speaks to giving due weight to the views of the child in accordance with age and maturity in matters where decisions will affect the child. This right of participation fulfils Articles 12, 13, 14, 15 and 17 of the United Nations Convention on the Rights of the Child which recognizes the rights of children to be heard in all matters that affect them. Internationally and locally space has been opened for the voices of children to be heard in matters affecting them.

The relevance of the Caribbean Child Research Conference (CCRC) is therefore enforced through its alignment with Jamaica's governance framework as it seeks to advance International and local conventions on the Rights of the Child. In doing so the CCRC has provided an opportunity for children and adults to examine the status of children and child rights in the Caribbean with a view to enabling evidence based research to advance solutions and impact policy changes.

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[2] Ministry Paper (8/93 )

Ministry Paper (3/97)

Ministry Paper (7/03)

National Youth Policy (2003)

Cotonou Agreement (2003))

# 3   OBJECT OF THE EVALUATION

## 3.1   Overview

Since 2006 an annual Caribbean Child Research Conference, has been held in Jamaica, in October; it is a regional event hosted by the Sir Arthur Lewis Institute of Social and Economic Studies (SALISES), in collaboration with the: United Nations Children's Fund (UNICEF); Environmental Foundation of Jamaica (EFJ); Planning Institute of Jamaica (PIOJ); Early Childhood Commission (ECC); Office of the Children's Advocate (OCA); Caribbean Child Development Centre (CCDC); University of the West Indies (UWI); Office of Children's Registry (OCR); Jamaica Coalition on the Rights of the Child (JCRC); Child Development Agency (CDA); and Ministry of Education (MoE).

Over the years the objectives have been modified to reflect dominant themes, however the overall aim *to share research on children, strengthen the network of researchers on children issues, and encourage research in areas that are often "under-researched"* has remained constant. The two-day conference involves presentations by adult researchers along varying themes as well as presentations by the top ten child researchers selected from submissions received from high school students. The most outstanding child researcher is selected from this group based on a combined score of oral and written presentations. On both days the target audience consists of students, researchers and policy-makers from varied government institutions. In recent years the children's competition has been expanded to include the submission of essays from primary school students. The top three primary school essays are also recognized at the conference.

Pre-conference activities outline themes for both adults and students and include a teacher/student workshop on child rights and research. Post-conference activities have involved the production of an annual report based on the conference evaluation forms and the production of key adult publications in two of the seven years. On average, approximately 500 primary and secondary school students have attended the conference each year, with presentations from over 45 adult researchers for the past two conferences.

In 2006, the initial objectives of the CCRC were to:

1. Disseminate findings of contemporary research in order to improve the awareness of the current situation of children in the Caribbean and effective mechanism to improve this
2. Encourage further research ;
3. Inform further programming and planning of intervention to benefit children;


With the following expected outcomes:

1. Strengthen the network of researchers on children's issues across the Caribbean
2. Encourage focus in areas that are presently under-researched
3. Help move us toward priority setting of the research agenda.

These general objectives were broadened in 2010 to:

*Bring together child advocates, children, teachers, academicians, policy formulators and implementers, state and non-state actors to discuss the status of child rights, child welfare and child development in the Caribbean.* The most recent specific objectives outlined are to:

1. Promote a culture of research among students in the High Schools in the Caribbean by facilitating the presentation by students of their research and awarding a prize to an Outstanding Child Researcher;
2. Promote a culture of research among teachers in the High Schools in the Caribbean.
3. Recognize the work of child researchers in child-related research;
4. Disseminate findings on child-related research;
5. Strengthen the networking links among researchers of child–related matters
6. Inform the policy formulation and implementation process in the Caribbean Region, through the published research findings;
7. Set up a website with information on all the annual conferences and highlights of the conference.

Expected Outputs

1. An award of Outstanding Child Researcher to a child presenter
2. A publication of selected papers presented at the conference
3. A child-friendly publication of the children's papers
4. Policy briefs based on main findings from papers

The table (Table 1) below outlines the anticipated results, activities and indicators. This matrix is produced on an annual basis and reflects the same activities from year to year.

| RESULTS MATRIX | | |
|---|---|---|
| **EXPECTED RESULTS** | **ACTIVITIES** | **INDICATORS** |
| 1. Organization and preparation of conference related activities and their implementation in a quality and timely manner | 1.1 Organize 10 meetings of the Steering Committee | Status of call for papers; status of review of abstracts; status of final papers |
| 2. Teachers' sensitized about child rights and their knowledge enhanced on how to better adhere to child rights.<br><br>To improve Teachers' knowledge of child research methodologies.<br><br>To enhance the knowledge of students with whom these teachers interact in the area of child rights.<br><br>To increase teachers' adherence to child rights in schools | 2.1 Train 100 Teachers from the secondary schools in child rights and research methodologies<br><br>2.2. Promote research among children through schools, research clubs etc. | Feedback from workshop evaluation |
| 3. Conference Day 1<br><br>350 participants from agencies increase their knowledge of research findings about the level of fulfilment of child's rights in several thematic areas | 3.1 Organize and host a two-day conference | Number of agencies (child-advocacy groups), Governmental and non-governmental groups which attend and participate in the conference.<br><br>Number of adult researchers presenting and participating at the Caribbean Child research conference |
| 4. Conference Day 2<br><br>450 participants from secondary and primary schools across the island increase their knowledge of child rights and the level of fulfilment of child's rights in several thematic areas | 4.1 Organize and host a two-day conference | Number of children presenting their research papers at the conference<br><br>Number of children and teachers in attendance at the Caribbean Child Research Conference |
| 5. Evidence-based planning and programming for children, emanating from the findings | 5.1 Disseminate research findings | Use of research findings in the work of policy makers |

## 3.2 Implementation methodology and CCRC management

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┌─────────────────────────────────────────────────────┐
│                      Planning                        │
│             Conference Steering Committee            │
│  SALISES, CCDC, UNICEF, PIOJ, JCRC, OCR, EFJ, OCA,   │
│                   CDA, ECC, MOEY                      │
└─────────────────────────────────────────────────────┘
                         ↓
          ┌──────────────────────────────┐
          │      Project Management       │
          │           SALISES             │
          │          Director &           │
          │      Dr. Aldrie Henry-Lee     │
          └──────────────────────────────┘
                         ↓
             ┌──────────────────────────┐
             │       Administration     │
             │     Conference Secretariat│
             │           SALISES         │
             └──────────────────────────┘
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The CCRC operates as a collaborative effort aimed at developing the capacity of several entities involved in Child Rights and child research. The staffs that makes up the Conference Committee comprises all the various partner agencies who continue in their regular line of work before, during and after the project. This committee direct, monitor and make decisions relevant to the conference.

The implementing agency is SALISES, which is is a part of the University of the West Indies. The overall project is supported and supervised by the Director of SALISES, who authorizes payments related to the conference and publication. A SALISES research fellow is the Chair of the conference and is supported by an administrator that heads the Secretariat.

The Secretariat manages the day to day administration of the conference, sends out the request for papers and receives the submissions. Panels made up of representatives from the partner organizations (not including the Chair) review and score the papers received from primary and high schools. These scores are used to determine the Outstanding Child Researcher and the top 3 essays from primary level schools. Up until 2012 the CCRC was not an income-generating activity; however in a climate of reduced funding the conference now charges conference fees for those presenting and for admissions.

## 3.3 CCRC Logical Framework

There was no comprehensive monitoring framework available for the CCRC. Therefore giving regard to the result matrix, project documents and interviews, the information below summarises the Consultant's understanding of how the project was expected to achieve the outputs taking into consideration indicators, means of verification and assumptions.

The information presented in the preceding sections is summarised in the logical framework below.

## Table 2: Proposed Logical Framework

| Project Description | Indicators | Source of Verification | Assumptions |
|---|---|---|---|
| **Overall Aim**<br><br>To inform **policy formulation** and implementation process in the **Caribbean Region** through **published research** findings in child related issues | Child related research presented at conference<br><br>Number & % of the research papers presented at conference that were utilized in policy formulation or implementation<br><br>Number & % of the research papers presented from countries other than Jamaica | Conference report<br><br>Published papers documenting child related issues<br><br>Child related policy documents<br><br>Children Essays on child related issues | 1) Child related issues are researched<br>2) High quality research is financially supported and completed<br>3) High quality research papers on child related issues readily available<br>4) Reports advocating child related issues are being shared amongst policy makers<br>5) Policy makers adequately informed on child related issues<br>6) Policy makers are knowledgeable on child related issues and are willing to advocate<br>7. Program funding in place |
| **Purpose**<br>To share **research on children issues** that are often "under-researched" whilst strengthening a **network** of researchers on children's issues | Child related research presented at conference<br><br>Assessment of top three research for each year<br><br>% of stakeholders received copies of research papers<br><br>% of researchers on network | Child friendly publications<br>Children's papers published<br>Conference report | 1. Teachers and students willing to participate in workshops on Child Rights and research methodology<br>2. Teachers infusing child rights into school's curriculum<br>3. Researchers willing and able to research child related issues<br>4. Children willing and able to present research papers tackling child related issues<br>5. Network of researchers in the Caribbean advocating for children's rights |

| Outcome | | | |
|---|---|---|---|
| 1. Child related **evidence based research guiding policy direction**<br><br>2. **Strengthened network** among researchers on child related matters<br><br><br>3. Enhanced **capacity of researchers including students** and Teachers carrying out child related research | % of researchers on child related issues<br><br>% of research papers influencing policy<br><br>% of policy makers affirming policy themes relevant to policy needs<br><br>% of researchers on the network<br><br>Teachers utilizing knowledge in curriculum<br><br>% of researchers with published work(students/ teachers/ public) | Conference report<br><br> % of research papers<br><br>List of recipients of research papers<br><br>Conference reports and publications<br><br>List of network members<br><br><br>Focus group output | 1. Adequate financial resource for research and publication<br>2. Stakeholders are willing and able to participate<br>3. Research information disseminated to relevant stakeholders<br>4. Research completed in a timely manner<br>5. On - going monitoring of research papers<br>6. Network strengthened to advocate child related issues |

## 3.4   Conference Costs

All costs for the 2012 conference were compiled to create the total budget outlined overleaf.  It should be noted that some of the items were donated in kind.

**Table 3**                                     **Comprehensive Conference Budget**

| Item | Jamaican dollars | US dollars |
|---|---|---|
| **Pre-Confeference Activities** | | |
| Workshop for primary school teachers &students | 350,000 | 4022.989 |
| **Workshop for secondary school teachers and students** | 350,000 | 4022.989 |
| | | |
| **Conference** | | |
| **Conference package** | | |
| **coffee break and lunch** | | |
| **for two days** | 1746250 | 20071.84 |
| | | |
| **Conference programme** | | |
| **with abstracts of children's** | | |
| **and adults papers & banner** | 300000 | 3448.276 |
| | | |
| **Stationery e.g. paper for** | | |
| **students' manuals and training** | | |
| **material; name tags** | | |
| **conference kits, writing pads,** | 300000 | 3448.276 |
| | | |
| **Advertisements** | 30,000 | 344.8276 |
| | | |
| **Floral arrangments** | | |
| **for hall and tables** | 20,000 | 229.8851 |
| | | |
| **Videography** | 50000 | 574.7126 |
| | | |
| **photographer** | 50,000 | 574.7126 |
| | | |
| **Communication e.g.** | | |
| **fax, internal courier to** | | |
| **schools, phone calls** | 70,000 | 804.5977 |
| | | |
| **transportation costs** | 150000 | 1724.138 |
| **for teachers and students** | | |
| **to attend the conference** | | |
| | | |
| **entertainment:stipend to** | 30,000 | 344.8276 |
| **schools from which children** | | |
| **perform at the opening &** | | |
| **closing ceremony** | | |
| | | |
| **Techincal support;** | 87000 | 1000 |
| **computer technicians** | | |
| **for two days** | | |
| | | |
| **Secretariat/administrative support before, during** | | |
| **and after the conference** | 400000 | 4597.701 |
| | | |
| **awards to child winners** | 200000 | 2298.851 |
| **of primary and secondary** | | |
| **schools** | | |
| | | |
| **Gift for guest speaker** | 20,000 | 229.8851 |
| | | |
| **Post Conference** | | |
| **Research Day(posters,fliers)** | 30,000 | 344.8276 |
| | | |
| Total | 4183250 | 40037.36 |

# 4    EVALUATION PURPOSE

The Caribbean Child Research Conference (CCRC) has been in existence for over seven years. This outcome-based evaluation seeks to assess both the planned and unplanned outcomes of the annual Caribbean Child Research Conference.  In particular the extent to which the adult research and the conference contributed to the policy dialogue and policy decisions in Jamaica; including the factors that aided or hindered this process.  An assessment of the results achieved to date will guide the Caribbean Child Research Conference (CCRC) Steering Committee in determining optimal strategies for continuation of the conference and providing direction regarding the efficiency of implementation, as well as for ensuring its continued relevance and effectiveness.

External funding has enabled the organizers to host this conference free of cost to all participants, since its inception in 2006 up until 2012. Therefore issues of sustainability arise, in the face of diminished financial support.

## 4.1   Evaluation Scope and Objectives

The conduct of this evaluation is framed within the scope of the entire project from inception to completion. It takes into account the extent to which planned outcomes have been achieved so that recommended strategies can be made for sustainability of the project.  The evaluation also takes into account the conference's relevance, effectiveness, efficiency, sustainability, and recommendations.

The objectives of the evaluation are to:

1.  Document the achievements and lessons learned in the execution of the Caribbean Child Research Conference and analyze the extent to which intended results were achieved.

2.  Review and assess the relevance, effectiveness, efficiency and sustainability of the conference in light of its intended outcomes.

3.  Recommend changes in strategy and process that should be incorporated to affect the desired long- term outcomes of the CCRC.

4.  Assess the feasibility of expanding the conference to a more regional approach engaging multiple Caribbean countries in its planning and implementation.

5.  Determine a possible role for the conference in the establishment of knowledge centres on children across the Caribbean and the development of a Regional Child Observatory.

6.  Develop a results-based monitoring framework to facilitate on-going monitoring and intrinsic improvement of future conferences

The full terms of reference are detailed in Appendix 6.

# 5   METHODOLOGY

The evaluation was carried out over twenty five (25) days between November 1$^{st}$ 2012 and January 31$^{st}$ 2013 using a variety of participatory data collection methods. Specifically it was carried out in three phases:
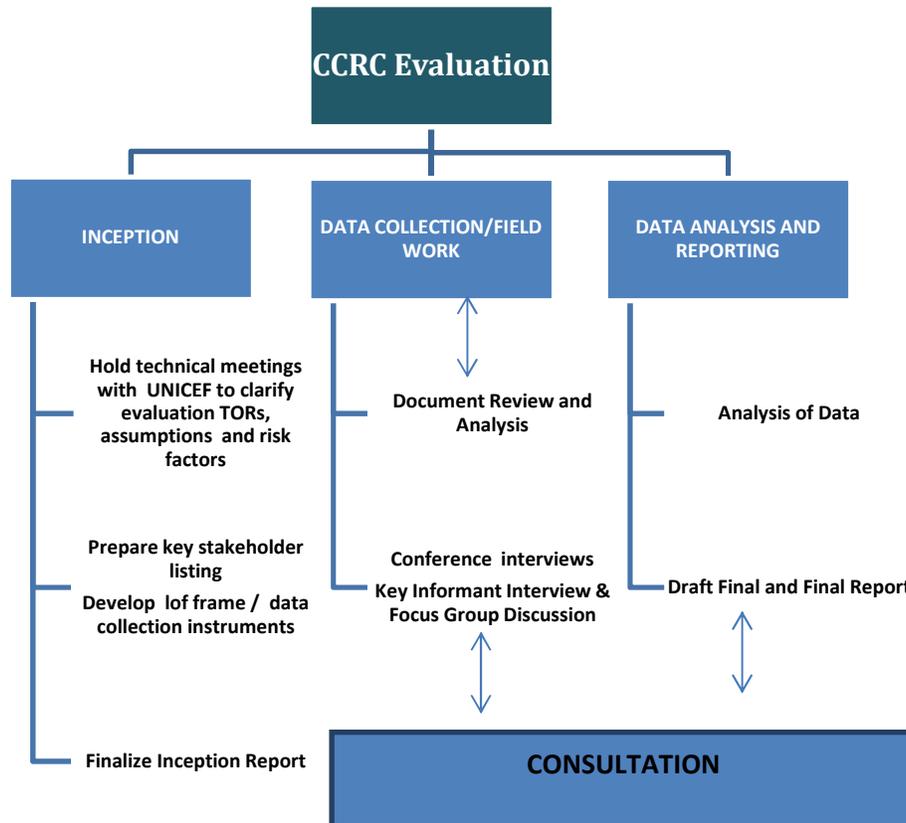


## 5.1   Review of CCRC documentation

Archived material related to the overall program was reviewed. This included  background material used in project preparation, approved project documents, project monitoring documents (PPMRs), conference programmes, past and present research papers, procurement documents, students' essays, training evaluations, pre and post tests for teacher workshops, conference evaluation reports, conference research publications, government policies  and other  information pertaining to the conference.

## 5.2   Informant interviews

Open ended semi structured interviews with key stakeholders were employed. A structured set of questions was developed to guide this process. Stakeholders from the major partners including conference beneficiaries and participants were interviewed.  Face to face interviews was the main source of data collection, however due to time  constraints and  scheduling challenges,  interviews were

carried out by phone and Skype for one overseas participant. Conference attendees, including policy makers, presenters, awardees and teachers comprised the main interviewees (appendix 1.).

 Prior to the interviews a formal letter of introduction was sent to stakeholders from UNICEF outlining the aims and objectives of the evaluation. During interviews stakeholders were informed that research integrity will be maintained through respect for data sensitivity and confidentially. Information collected is therefore not attributed to specific persons.   Gender and Child Rights was also taken into consideration and children were interviewed in the presence of Teachers or guardian.

## 5.3   Focus Group meetings

Focus group meetings were intended to generate information on the way forward, identify areas of consensus and issues that may be omitted in elite interviews. This informed lessons learned and recommendations.   Although it was intended to be convened with the various levels of project stakeholders, including teachers and beneficiary groups, the opportunity for focus group meetings with these partners was not realized within the timeframe of the project and therefore interviews were carried out singly. Focus group meetings were however held with the conference planning committee, the Office of Child Registry, and the Office of the Children's Advocate.

## 5.4   Conference Attendance

Observation was critical for the formulation of opinions and to triangulate information received. In this regard attendance at the CCRC conference was made to observe logistical arrangements and contextualise the inputs and outputs of the conference. Observation was used to triangulate secondary data and confirm interview statements.

## 5.5   Data Analysis and reporting

The desk review, stakeholder interviews, conference observations and elite interviews formed the basis for analysis of data. The datasets from participant evaluation of workshops and the CCRC were also utilized. The conference evaluations reflected a 30 per cent response rate on average.  The findings and recommendations are detailed in the comprehensive report below.  The analysis of the data also took into consideration the intended logical framework for the CCRC. This was developed by the consultant as one was not previously completed for the project.

## 5.6   Limitations

The conduct of the evaluation was impacted negatively by the late contracting of the evaluator, which gave insufficient time to adequately prepare for pertinent interviews at the CCRC. The assignment was also negatively impacted by the departure of the CCRC's administrator at the start of the assignment which slowed down access to pertinent information in a timely manner.

Giving regard to the children's rights it was not possible to carry out interviews with children without the presence of an adult; therefore very few of these interviews took place and the information gathered could be skewed by the children reporting what they were expected to.

Gaining access to teachers who attended the Teachers' workshops and prepared students for research and essays was not always possible due to teaching schedule. Several attempts to secure an

appointment with the Minister of Youth Sports and Culture were unsuccessful and as a result the government's perspective on recent policy direction came from secondary data.

A major limitation of the evaluation is related to the evaluability of the CCRC. The absence of a long-term monitoring framework meant that one had to be constructed by the evaluator. Consequently several data gaps were encountered, as monitoring data were not collected with a view to assessing medium to long-term outcomes but the immediate outputs of conference activities.

# 6   RELEVANCE OF CCRC

The relevance of CCRC takes into consideration its significance within the current Jamaican, and International Child Rights context.  In particular, its alignment with national strategic priorities will be examined.

The status of children continues to be on the forefront of intense daily discussions on the rights of children and more so on the violations of these rights as detailed under 2.1. The CCRC is therefore both timely and highly relevant. It enhances local and international conventions and the prevailing needs of the targeted population in providing a forum for children and adult researchers to share empirical research for discussing and advocating solutions to child related issues. Furthermore there is a growing need to advance children's rights, particularly certain overlooked, excluded and disadvantaged categories. This is recognised in the CCRC's objective **to inform policy formulation and implementation processes in the Caribbean** through the provision of evidence based data in areas that are often 'under researched'; thereby contributing to filling national and regional data gaps.

Jamaica's National Development Plan Vision 2030, speaks to children and violence as a cross cutting theme in all sectors, specifically for the national outcomes under; **Healthy and Stable Population, World Class Education and Training, Effective Social Protection, Safety and Security, and Effective Governance**. The strategies detail the need for leadership at all levels, a multi-sectoral approach, the promotion of rights based approaches and policies to reduce violence against children and strong accountability through effective monitoring and evaluation.

Although not specifically stated as an objective, the increased child participation facilitated by the CCRC contributes to its relevance in Jamaica and the wider Caribbean region. It provides the only forum in the Anglophone Caribbean which broadens the participation of children by allowing them to attend a conference dedicated to children's issues, chair adult panels and present their own research findings to a wide cross section of the population including policy makers. The approach taken by the organisers to include children in all the proceedings as chair or co-chair for panels and presenters not only aligns with children's  participation rights but also creates a platform from which their  capacity as researchers and presenters can be enhanced whilst developing their leadership skills.  The evidence also shows that steps were taken each year by the Conference Steering Committee to improve the conference approach and ensure relevant themes.

## 6.1    Conference Themes

Given these considerations evidence from stakeholder interviews at all levels and from conference participants confirmed a high level of agreement that the topics covered throughout the conference are relevant to the stakeholders.

Table 4: Relevance of Topics Presented at the Conference

| | Percentage of Conference Participants | | | | | |
|---|---|---|---|---|---|---|
| Topics were relevant | 2006 | 2008 | 2009 | 2010 | 2011 | 2012 |
| Strongly agree | 60.6 | 63.82 | 66.0 | 66.4 | 61.6 | 70.0 |
| Agree | 34.4 | 32.97 | 31.0 | 33.6 | 37.7 | 27.0 |
| Undecided | 0.0 | 1.56 | 3.0 | 0.0 | 0.6 | 2.2 |
| Strongly disagree | 0.0 | 0.53 | 0.0 | 0.0 | 0.0 | 0.8 |

Data for 2007 not available

## 6.2    Conference Approach

Giving regard to the survival, development, protection and participation rights under the UN's Convention on the Rights of the Child (1989), the CCRC used an interdisciplinary approach to incorporate these rights in yearly themes and sub themes as the focal point for research concentration.  A similar approach was used to guide secondary school research and primary school essay competition introduced 2010. The overall theme has been "Building a Region Fit for Children: Promoting Child Rights through Research', over the seven years the following themes guided the research presented:

| Year | Theme | Number of adult presentations | Theme for  Primary School Essay: ages 8-12 |
|---|---|---|---|
| 2006 | Promoting Child Rights through Research | 48 | |
| 2007 | Promoting Child Rights through Research | 45 | |
| 2008 | Building a Region Fit for Children | 51 | |
| 2009 | Global Crisis: The Impact on Our Children | 10 | (1 day Children's conference only) |

| 2010 | Five years Before 2015: The MDGs and our Children | 41 | What do Child Rights mean to me? |
|---|---|---|---|
| 2011 | Equity Begins with Children | 40 | How can we help to make our school and community peaceful and safe? |
| 2012 | Political independence and Child Rights | 48 | Fifty years after independence what has Jamaica achieved for children? |
| Total | | 283 | |

These themes opened the doors for a wide cross section of issues to be researched as evidenced by the 283 presentations made during the seven years. In 2012 the call for proposal, proposed the following sub-themes:

1. Rights of children with disabilities
2. Promoting child friendly schools
3. Elimination of corporal punishment in homes and schools
4. Children's right to be protected from all forms of violence
5. Rights of children in conflict with the law
6. Rights of children deprived of family care ( e.g.; street children, institutionalized children
7. Children's participation rights)
8. Rights of children during natural disasters and other emergencies
9. Health, nutrition and well-being of our children
10. Protecting the environment for our children
11. Global partnership for child development
12. Fulfilling the MDGs with equity

Directing the adult research along these themes allowed the adult panels to address relevant issues which contributed to the knowledge on the situation of children in the Caribbean using research methods in conformity to internationally academic standards[3]. The linkage between the research findings and policy relevance was only specified as a requirement in the call for proposal guidelines in the last two years.

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[3] aim of the research, research questions, methodologies, main findings and recommendations

In contrast, the children's research confined the areas under study to the protection, provision and participation rights under the Convention and gave detailed instructions to make **policy recommendations** – *suggestions based on information obtained from findings and literature review.* Unfortunately, unlike the adult research the children's research were not disseminated further and therefore any issues raised or recommendations made by children did not seem to have received their due attention. The ability to inform policy formulation and implementation in the Caribbean region was therefore weakened as the policy implications in the research findings were not made apparent. As such, onus was placed on the conference organisers to distil the policy implications from the adult research to inform the various policy areas and ultimately child related ministries. To date, this has not been carried out.

**Table 5: Information Presented was Timely and Useful**

| Information presented was timely and useful | Percentage of Conference Participants | | | | | |
|---|---|---|---|---|---|---|
| | 2006 | 2008 | 2009 | 2010 | 2011 | 2012 |
| Strongly agree | 19.7 | 43.61 | 47 | 32.8 | 39.6 | 32.1 |
| Agree | 56.1 | 46.80 | 45 | 58.6 | 54.7 | 48.8 |
| Undecided | 0.0 | 2.65 | 7.0 | 5.2 | 3.8 | 9.6 |
| Disagree | 0.0 | 1.59 | 1.0 | 2.6 | 1.9 | 7.9 |
| Strongly disagree | 0.0 | 0.0 | 0.0 | 0.9 | 0.0 | 1.7 |

*Data for 2007 not available*

## 6.3   Teacher's Workshop

Preconference workshops for Teachers in primary and secondary schools *aimed to sensitize them on the UN's Convention on the Rights of the Child and provide training on the techniques of research methods* was used. These workshops were also intended to *promote a culture of research among teachers at the secondary and primary educational levels in Jamaica.* A recognition that children could also benefit from the content of these workshops resulted in them being included from 2011. The overall intention here was to improve not only the teachers and students knowledge on Child Rights but also improve the quality of submitted research and essays. Participants also included guidance councillors, librarians, principals, deans of discipline and heads of departments. Interviews with teachers, guidance counsellors and students confirmed workshop evaluation reports that the workshops were relevant; provided greater clarity on children's rights and enabled the teachers to build on their research knowledge.

These workshops utilised a collaborative approach using facilitators from the Child Development Agency (CDA), Office of the Children's Advocacy (OCA) Office of the Children's registry (OCR) and SALISES

**Table 6: Relevance of Workshops**

| Relevance of the workshop to your work | 2007* Secondary school | 2008 Secondary school | 2009 Secondary school | 2010 Research Methods added 2 separate workshops planned Primary & Secondary | 2011 Secondary school | 2012 Teachers and students |
|---|---|---|---|---|---|---|
| Poor | 0.0 | 0.0 | 0.0 | 0.0 | 2.2 | 0.0 |
| Fair | 0.0 | 0.0 | 0.0 | 0.0 | 1.1 | 0.0 |
| Satisfactory | 0.0 | 0.0 | 0.0 | 4.5 | 6.5 | 0.0 |
| Good | 16.0 | 37.0 | 27.9 | 54.5 | 39.1 | 25.0 |
| Excellent | 84.0 | 63.0 | 72.1 | 38.6 | 51.1 | 75.0 |

*No workshop held in 2006. Workshops were introduced in 2007

Participants also indicated that the workshops provided them with relevant information that was shared with other teachers who fused the information into other subject areas. Feedback from teachers also revealed that research methods information enhanced and revised known knowledge on the techniques of research. Students commented that the information not only assisted the CCRC research paper but with other school based assessments also.

Although the information disseminated was relevant to participants, there appeared to be little correlation between the teachers who attended the workshops and those who prepared the research students and essay competition for the CCRC. Teachers explained that the teachers involved in preparing CCRC students were those involved in teaching external examination classes or in senior positions with school based responsibilities which restricted them from being out of school for an entire day. As a result guidance counsellors and other teachers with fewer strictures were selected for attendance. Consequently, the information passed on depended on the 'goodwill' of those in

attendance. This is confirmed by the attendance records at the workshops as detailed below for the 2008 Teachers' preconference workshop[4].
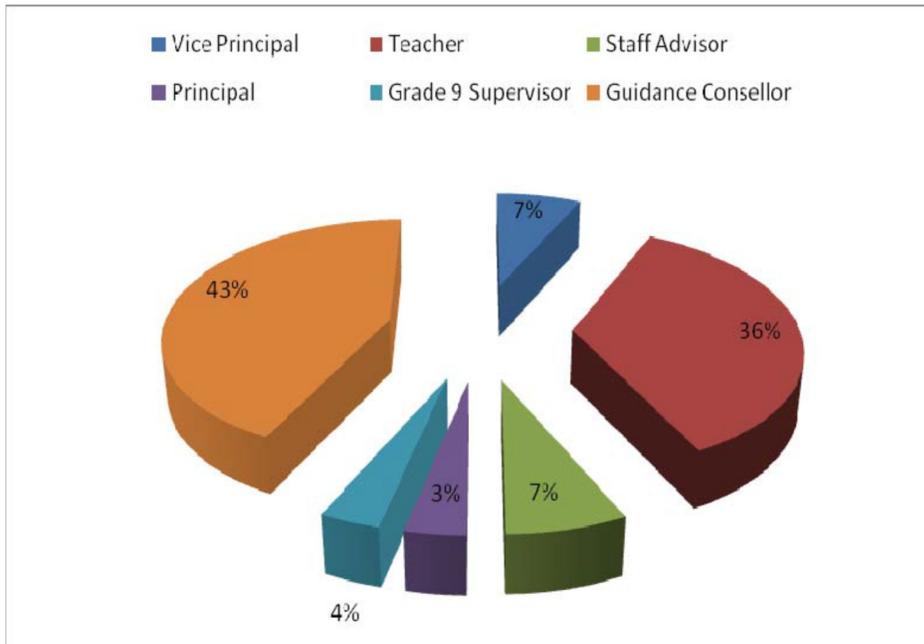


This information was further confirmed by the teachers who prepared the students who won the 2011 and 2012 Outstanding Child Researcher award and also the primary school whose student won the essay competition and also gained a 9th place position. This would suggest that although the preconference workshops provide relevant child related information they did not necessarily determine the quality of the research and essay output from the participating schools. Hence the quality of the research and essays depended on the ability and dedication of the teachers preparing the students.

Given this situation there was a strong demand from teachers for the workshop information to be disseminated in a way that could be used continually by the teachers and students in their own time. Given the number of schools now equipped with computers it was suggested by teachers that workshop information be shared electronically with participating schools. This would enable students to access the information in a timely manner; work at their own pace during the summer holidays; provide information that can be used by teachers in other subject areas and build awareness on Child Rights to a wider cross section of people. For schools without computers a library package could be distributed.

## 6.4   Networking

Whilst one of the objectives of the CCRC is to *strengthen the networking links among researchers* no formal mechanism was put in place for participants (researchers or students) to network at the conference. Nevertheless some mechanisms have been put in place to facilitate communication via the

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[4] Disaggregated data only available for 2008

Internet.  Social media was utilized through the establishment of a Facebook page in May 2010, which shares specific information related to the conference and child rights in general. Information is also shared through a CCRC website facilitated by the University of the West Indies. These tools can be further utilized in the dissemination of research and the establishment of a more formal network.

Nevertheless, participants commented that the conference is relevant as it provides a medium to exchange research related information and contact details with other researchers in their field.

# 7 EFFICIENCY OF CCRC

Although efficiency usually concentrates on cost benefit analysis, this evaluation will be broadened to take into consideration the competency in executing the objectives of the CCRC – considering alternative approaches that may have been more efficient-.

Over the seven year period under review, the CCRC experienced a mixed level of efficiency. There was a high level of consistency in planning the conference, mixed level of efficiency in its implementation and a low level of efficiency in translating outputs into outcomes. Despite the high level of relevance there appear to be a mismatch between 'doing the right thing' and 'doing the thing right'. Doing the conference right necessitated forward planning utilizing a monitoring mechanism such as a logical framework which set out the objectives, indicators of success, means of verification and assumptions. The failure to start with such a mechanism resulted in weak linkages between activities and the stated objectives. The CCRC has therefore carried out a variety of activities (as shown below) which have accrued some level of success, but there is no evidence that these activities have resulted in any tangible change because the required strategies to ensure change were not included in a forward planning process, and consequently not measured.

Table 5: CCRC's Activities

| Activity | Partial support from UNICEF JA$ | Conference participants | Accomplishments |
|---|---|---|---|
| Conference held October 25-26 2006 | Accounts data not available | 427 registrants including 125 students | ▪ Target of 200 persons surpassed on day 1: 261 registrants including 96 students<br>▪ 166 registrants day 2 including 29 students<br>▪ 48 research presentations including Caribbean Youth Ambassadors from Barbados, St. Lucia, Suriname, St. Vincent, Belize<br>▪ UWI: Barbados, Trinidad, Cayman Islands and India<br>▪ Logistical evaluation of conference completed<br><br>**Awards**<br><br>▪ CCRC award: Professor Sally McGregor and Elsie Le Franc |
| Conference held October 23-24 2007 ( report not | 3,824,677.00 | | ▪ 45 research presentations made to a cross section of teachers, guidance counsellors, vice principals and principals, students, academicians, policy makers and other |

| | | | |
|---|---|---|---|
| available) | | | stakeholders as well as key invited experts from the field of child rights<br><br>**Awards**<br><br>▪ Outstanding Child Researcher<br>▪ Distinguished Researcher Award |
| **2008** | **7,555,470** | | |
| Preconference workshop held | | | ▪ 28 Teachers from 25 secondary schools participated in the workshop<br>▪ Workshop focussed on child rights and concerns facing Jamaican children at home, school, street community |
| Conference held November 2008 | | 600 participants | ▪ 51 research presentations made.<br>▪ 27 child research papers submitted from 10 schools<br>▪ Publication of selected and revised papers<br><br>**Awards**<br><br>▪ Outstanding Child Researcher<br>▪ Distinguished Researcher Award |
| **2009** | | | Workshop funded by EFJ/ OCR |
| Preconference workshop held<br><br>October 21,2009 | | | ▪ Workshop expanded to include Secondary and Primary level Teachers<br>▪ One hundred and forty (140) teachers attended the workshop |
| One day Conference held | 3,286,340 | 237 registered of which 133 were students & teachers | ▪ Launch of Global Child Poverty Study<br>▪ 20 child research papers submitted from 8 schools<br>▪ Twenty nine organisations advertised in conference magazine<br>▪ 15 organisations rented booths<br><br>**Awards**<br><br>▪ Outstanding Child Researcher<br>▪ Child Researcher with the Best Methodology<br>▪ Best Oral Presentation<br>▪ Best Written Paper |

| 2010 | | | Workshop funded by EFJ |
|---|---|---|---|
| Preconference workshop | | | 1. 80 Teachers attended  Primary and Secondary  workshops<br>2. Research methods added with Child Rights<br>3. Primary essay competition added<br>4. top ten essay winners |
| Conference held October 20-21 2010 | 2, 144,962 | 405 registered<br><br>participants | ▪ 13 child research papers submitted from 8 schools<br>▪ Publication of selected and revised papers<br><br>**Special Awards**<br><br>▪ Best Oral presentation<br>▪ Best Overall Written Paper<br>▪ Best Methodology<br>▪ Top ten essay winners |
| 2011 | | | Workshop funded by EFJ |
| Preconference workshop held | | | ▪ Students attended workshop with Teachers<br>▪ 103 participants from 38 schools (28 Teachers 65 students) from 12 parishes |
| Conference held October 19-20 2011 | 1,730,00 | 362 registered day 1<br><br>514 registered day 2<br><br>(32 primary schools / 29 secondary schools) | ▪ 24 child research papers submitted from 14 secondary schools<br>▪ 88 primary school children submitted essays from 26 primary schools<br>▪ A non-Jamaican child entered from Trinidad and Tobago<br>▪ Conference website mounted containing information on the 2011 conference<br>▪ Presenters from Jamaica, Trinidad and Tobago, New York, Cuba, Barbados<br>▪<br><br>**Special Awards**<br><br>▪ Outstanding Child Researcher<br>▪ Best Male researcher<br>▪ Best Oral presentation<br>▪ Best Overall Written Paper |

| | | | |
|---|---|---|---|
| | | | ▪ Best Methodology<br>▪ Top ten essay winners |
| 2012 | | | Workshop funded by EFJ |
| Preconference workshop held | | | ▪ Funding constraints: only secondary schools in 8 parishes invited to workshop held via teleconference<br>▪ 42 students and 27 Teachers attended<br>▪ Students and teachers were given a pre and post-test to determine their knowledge of child rights |
| Conference held November 6-7 2012 | 1,366,800 | | ▪ Registration fees charged<br>▪ The second time, a non-Jamaican child from Trinidad and Tobago entered the secondary level research paper competition.<br>▪ Twenty-two students presented research papers from a pool of thirteen (13) schools.<br>▪ Forty five students from 18 primary level schools presented essays for the top ten essay winners at the 2012 CCRC.<br>▪ 40 adult researchers presented papers<br>▪ Researchers from Jamaica, Barbados, Trinidad and Tobago<br>▪ A FACEBOOK page established<br><br>**Special Awards**<br><br>▪ Outstanding Child Researcher<br>▪ Best Male researcher<br>▪ Best Oral presentation<br>▪ Best Overall Written Paper<br>▪ Best Methodology<br>▪ Top ten essay winners |

## 7.1 Efficiency of Administration and Budget

SALISES has used innovative ways to subsidize the planning and implementation of the CCRC. This has resulted in a reduction in the co-funding required from UNICEF over the seven-year period. These innovative methods involved the development of partnerships with relevant and likeminded child related MDAs, who provided their expertise in the sustainability, networking, public education, competitions/essay judging and conference committees without cost. Administrative support for preconference planning was also subsidized by SALISES through the use of competent graduate students at reduced cost and the use of full time administrative and academic staff who dovetailed the conference work into their daily activities. As detailed below SALISES sourced external funding from agencies such as Environmental Foundation of Jamaica (EFJ), the Dean's Office, Faculty of Social Sciences and the Office of Graduate Studies, Mona Campus, UWI, Caribbean Development Bank (CDB), Sandals Foundation, Grace Kennedy, Office of Child Registry (OCR); Office of Child Advocate (OCA) MDAs that placed advertisements in conference booklets and exhibited at the conference and bookshops that donated book tokens.

| Non-UNICEF funding in 2012 | Amount (J$) | Comments |
|---|---|---|
| Registration | 372000 | $134,400 was not received by January 31st 2013. |
| Advertisements /Booths | 128,000 | |
| Sandals | 100,000 | |
| Dean's Office | 150,000 | |
| CDB | 435,000 | |
| EFJ | 55,000 | |
| Graduate Studies | 187,200 | |
| Total | 1,427,200 | |

Budget summary for 2012 (J$)

| Total CCRC budget | UNICEF's contribution | Non UNICEF's input | Budget difference/subsidy |
|---|---|---|---|
| 4,183,250 | 1,366,800 | 1,427,200 | 1,389,250 |

Although there was extensive amount of goodwill and external support it is difficult to determine the 'reasonability between cost and results' as the benefits to each supporting MDA is hard to ascertain, without set tangible outputs for their input. In addition the intangible or unplanned benefits are not known. To note also is that the real cost of expertise provided was not included in the budget. None the less, given the subsidy to the overall budget an assumption can be made that the conference provided a multiplier effect through visibility for each MDA at a reduced costs (see similar conference cost in appendix 3). However, the intangibles of the CCRC as evidenced in the research and leadership skills imparted to the students or the exposure of policy makers to relevant research cannot be easily aligned to input costs, but they have been detailed in section 8 under effectiveness.

## 7.2    Efficiency in Achievement of CCRC Objectives

### 7.2.1    Promote a culture of research among Teachers in the High Schools in the Caribbean

Even though the CCRC continues to use the title 'Caribbean' there is no mechanism in place to ensure that children throughout the Caribbean participate. Consequently, only two children from schools in Trinidad and Tobago have presented papers over the seven years (in 2011 and 2012). Efforts to rectify this situation was made in 2008 when discussions were held between CARICOM, UNICEF and SALISES to build collaboration in hosting the third regional CCRC.   Decisions from these discussions included agreements for specific designated task to each entity that would result in 100 Jamaican children; 200 adult Jamaican participants, 21 CARICOM children with 21 chaperones (7 national child researchers and 13 child participants) from different schools; 15 CARICOM adult researchers; 15 other adult CARICOM participants; a total of 72 targeted CARICOM participants being in attendance at the conference. Specific funding would be provided through CARICOM's education desk, CDB and UNICEF to ensure not only funding for attendance of these youth ambassadors but also live streaming of the conference.

Change in personnel and weak follow up resulted in the non-achievement of these outcomes. Reasons for non-participation of Caribbean children remains manifold including, insufficient advertising of the conference to relevant stakeholders; no established process in place to encourage children's participation; high cost of travel and the need for chaperones. Whilst these reasons exist for children they also resonate with adult researchers interviewed from the Caribbean.  Added to their concerns were inadequate assistance with finding suitable and affordable accommodation near conference sites; and insufficient assistance with ground travel arrangements. The status report on the CCRC in 2009 stated that CARICOM was not a conference partner this year and '*it is absolutely important for the Conference Committee to partner with regional and international organisations that will help in broadening the scope and geographic composition of conference participants.*

Participation of Jamaican teachers and students has steadily increased over the seven years, despite the concerns over the time for submission of research papers and the non-alignment of research paper to external examinations. Students targeted to present research papers are those completing CSEC exams or in lower 6th and entering upper sixth. Submission of research paper to the CCRC is September 17th, whilst the conference is held in October, one month after summer holiday ends.  This requires CSEC students to work throughout the summer holidays with minimal supervision from Teachers. Given that CSEC research has an optimal word limit of 1200 words, CAPE 2,500 words and the CCRC 5,000 words (not including tables, charts, figures or references), extra supervision would be needed to complete a more robust research competently for submission by the mid-September. Moreover those students completing lower sixth and taking Caribbean Advanced Proficiency Exam (CAPE) have more competency in research and are *those post-secondary learners entering the world of work and are 18 plus*[5]*.*  These students   would be exempt from entering the CCRC if they are 18 at the time of the conference.  This dilemma explains the recommendation from teachers that *more time to be given to schools to find students and assist them in the preparation for the essay and the research*. Similarly the *timing of the*

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[5] http://www.cxc.org/SiteAssets/GUIDELINES/GUIDELINES_TO_CANDIDATES_Revised_2012.pdf

*pre-conference workshops needs to be reviewed as students were invited to attend during the exam period and as such students who would have better prospects for the CCRC were not in attendance[6]*. These concerns therefore limited the quantity and quality of research papers submitted by secondary school students as only those teachers who were prepared to work with their students over the summer holidays; give strenuous assistance during the two weeks after school resumes; or work with eligible lower sixth students submitted papers. This would also explain why yearly reports on conference submissions continue to state that *a significant proportion of papers submitted were poor in quality[7]*. As a reminder the teachers assisting the students were those with stringent responsibilities and least likely to attend the preconference workshops and therefore the process and objective of promoting a culture of research among Teachers in the High Schools needed further considerations.

### 7.2.2    Recognise the work of child researchers to child related research

With the exception of 2006, the children involved in the CCRC were formally recognised at each conference with gift and tokens (table 5.) The most outstanding researcher received the coveted prize of a laptop and various gift tokens were given to the other winners. This recognition has not been broadened to include the publication of winning research or essays, or the exposure of this research on a website as was the stated objective of the 2011 conference.

### 7.2.3    Disseminate findings on child research

In 2008 and 2010 Promoting *Child Rights through Research* volumes 1 and 2 were published detailing 23 selected papers from the 283 research papers presented at the conference. Whilst these papers were presented in internationally accepted academic format only 8 of the 23 papers posit clear policy recommendations. As such, policy implications and recommendations would have to be mined separately for use by policy analysts and relevant government agencies. Furthermore, whilst Volume 1 was distributed to relevant government agencies free of cost, Volume 2 had to be purchased, which impacted access. None of the staff at the agencies interviewed had a copy or access to a copy. This suggests that the even if a copy is in the organisation it was a 'personal' copy and not a library copy open for staff usage.  Scrutiny of SALISES conference website however does provide short outlines of past papers presented. However, another objective of the 2011 conference to provide policy briefs based on the main findings from papers has not yet materialized. No mechanism was put in place to ensure the extraction of relevant policy briefs. Achievement of this objective therefore depended solely on policy-makers acting on information gained in the conference or reading the publications.

 Consequently, printing these volumes may not have been the most efficient way to produce and disseminate the publications. Alternately electronic copies would have cost less and provided longer-term access via the Internet.

### 7.2.4    Strengthen the networking links among researchers of child related matters

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[6] 2012 workshop and conference report

[7] 2008, 2009, 2010,2011 Conference reports and  2012 stakeholder comments

As it relates to strengthening the networking links among researchers, there have been on-going discussions on how this could be realized. Discussions have centred on an online platform with a dedicated website as a repository for child related abstracts, power point presentations from the conference, research papers and essays from schools. This website would be sustained from subscriptions that would allow subscribers to access conference information reduce conference fees and give access to full conference papers. It is anticipated that the website would be constantly updated to provide an on line library as a resource for mining research on child related areas. Although discussion is advanced on this concept, no proposal has been prepared for funding and no tangible plan has been put in place for it to be realized. Both of these actions have been stalled due to competing time and organisational demands, as those who are entrusted with this responsibility are volunteers with full time jobs.

Despite the lack of a tangible mechanism from which networking links can be forged, the conference has provided a platform from which informal networking among child related agencies can forge relationships to further advance their work and research.

### 7.2.5   Inform the policy formulation and implementation process in the Caribbean Region

There has been no evidence to date to suggest that the research presented at the CCRC has had measurable impact on policy formulation and implementation in Jamaica and the region. This is due in part to the oversight of linking the adult research guidelines to policy implications, the absence of a clear mechanism to mine policy implications and a process to feed these implications to relevant policy makers.  While there has been strong involvement of all the government agencies involved with policy development and formulation on child related issues, there is no indication that information gleaned from the conference has been assimilated into their work or in providing supporting evidence to review or impact the development of new policies, reinforce old policies or update existing policies. Reasons for this are manifold, amongst them:

1.  the exploratory nature of the research prevents generalisations being made
2.  insufficient research rigour impacting  robust research findings and quality
3.  clear synthesized policy implications/briefs not available or disseminated to ministries, departments, agencies (MDAs) and relevant policy makers
4.  research being theoretical rather than outcome oriented
5.  information not presented in a user friendly manner that can facilitate lobbying

It appears that even though the MDAs collaborated on the implementation of the conference no discussion resulted in a formal agreement to translate or assimilate the information gleaned from the conference into their work.  An exception to this would be PIOJ, who  described the 2010 two day workshop for teachers including 64 secondary school teachers and 80 primary school teachers, and made mention of the hosting of the CCRF conference; its objective and number of people in attendance in the 2010 Economic and Social Survey (ESSJ).  No reference to any of the CCRC research was made in

the section detailing research including ones funded by UNICEF[8]. This would need to be rectified in moving forward.

Discussions with MDA members did however attest that CCRC information assisted in developing their personal capacity and confirming already known information. Additionally, they indicated that this was facilitated by their being conference presenters as well.

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[8]PIOJ; ESSJ 2010: 25.4 / 25.5

# 8    Effectiveness of the CCRC

Effectiveness of any project is dependent on the extent to which the planned benefits is delivered and received as well as the extent to which these benefits or outputs helped to achieve the stated objective. Bearing this in mind, the expected output over successive years has been for *350 participants from agencies increase their knowledge of research findings about the level of fulfilment of child's rights in several thematic areas* and for 450 *participants from secondary and primary schools across the island increase their knowledge of child rights and the level of fulfilment of child's rights in several thematic areas.* As the number of participants varied over the seven years, effectiveness will be looked at in terms how stakeholder participation and logistical arrangements enabled the stated objectives.

## 8.1    Stakeholder Participation

The CCRC has been very effective in ascertaining wide scale participation from stakeholders including organisations, schools and media houses (see appendix 4/5).  This reflects growing interest in the conference and a willingness to attend despite competing interests. Table 6 below details attendance of schools and organisations in years where information was available.

Table 6: Attendance of Organisations

| Year | Schools | Organisations | Media houses |
|------|---------|---------------|--------------|
| 2009 | 27  Secondary Schools | | 1.    Talk, Power 106 FM<br>2.    Radio-Evening Edition, News Talk 93 FM<br>3.    Radio-News Talk 93 FM (News segment<br>4.    Radio-Radio-On Campus, RJR 94 FM<br>5.    Radio-First Edition, KLAS FM<br>6.    Radio-Nationwide News Network |
| 2010 | 27 Secondary Schools<br><br>6  Primary Schools | 42 organisations | 1.    Jamaica Information Service<br>2.    Jamaica Gleaner<br>3.    Herald<br>4.    Jamaica Observer |
| 2011 | 29 Secondary Schools<br><br>32  Primary Schools | 71 organisations including:<br><br>UWI (St.Augustine,Guyana)<br><br>University of Technology (UTECH)<br><br>University of Suriname and Connecticut | 1.    Jamaica Observer<br>2.    Jamaica Gleaner |
| 2012 | 43 Secondary | 23 organisations | 1.    Jamaica Observer |

| Schools | UWI (, St.Augustine,Guyana) | 2. CVM News |
| | | 3. Jamaica Gleaner |
| 7 Primary schools | UTECH | |

## 8.2 Logistical Arrangements

With regard to logistical arrangements, there has been a high level of satisfaction with the logistical arrangements and concurrence on the relevance of the conference, presenters knowledge; endorsement of students participation and timeliness of the information amongst other things.

| | Strongly Agree | | Agree | | Undecided | | Disagree | |
|---|---|---|---|---|---|---|---|---|
| | 2011 | 2012 | 2011 | 2012 | 2011 | 2012 | 2011 | 2012 |
| Pre-registration was easy | 50 | 56.3 | 44.3 | 36.3 | 5.1 | 6.7 | 0.6 | 0.4 |
| Onsite registration went smoothly | 43.9 | 50.7 | 48.4 | 38.2 | 5.1 | 9.8 | 2.5 | 1.3 |
| Conference kits were valuable | 51.3 | 49.3 | 41.7 | 43.1 | 6.4 | 6.2 | 0.6 | 1.3 |
| Time and duration of the conference sessions were suitable | 21.8 | 33.5 | 48.1 | 44.4 | 16 | 10.0 | 14.1 | 12.1 |
| Presenters were very knowledgeable | 45 | 49.2 | 50.6 | 46.3 | 3.8 | 2.9 | 0.6 | 1.7 |
| Information presented was timely | 39.6 | 32.1 | 54.7 | 48.8 | 3.8 | 9.6 | 1.9 | 9.6 |
| Topics were relevant | 61.6 | 70.0 | 37.7 | 27.0 | 0.6 | 2.1 | 0.8 | |
| Secondary level child presentations were good | 40.6 | 50.4 | 49.7 | 40.3 | 7.7 | 7.1 | 2.1 | 2.1 |
| Students participation was a good idea | 76.9 | 76.7 | 20.6 | 22.1 | 1.9 | 1.3 | 0.6 | |
| Primary level essay competition was a good idea | 61.8 | 63.3 | 26.4 | 28.3 | 11.8 | 7.5 | | 0.8 |
| Conference was well organized | 42.5 | 58.5 | 48.1 | 32.4 | 6.9 | 6.6 | 2.5 | 2.5 |
| Conference facilities were suitable | 49.1 | 62.8 | 46.0 | 32.4 | 3.7 | 3.3 | 1.2 | 2.1 |
| Location was suitable | 55.6 | 63.8 | 41.3 | 30.0 | 1.9 | 4.2 | 1.3 | 2.1 |
| Booth displays were useful | 44.9 | 48.1 | 42.3 | 42.3 | 12.8 | 7.9 | | 1.7 |
| Décor and room set up were attractive | 47.3 | 49.8 | 43.3 | 39.7 | 7.3 | 8.4 | 2.0 | 2.1 |
| Food was tasty and sufficient | 36.1 | 53.2 | 40.0 | 35.2 | 9.0 | 6.0 | 14.8 | 5.6 |
| Parking was sufficient | 26.2 | 35.2 | 42.1 | 40.1 | 16.6 | 19.4 | 15.2 | 4.0 |
| Question and answer sessions were appropriate | 40.4 | 50.0 | 51.6 | 39.0 | 4.3 | 7.6 | 3.7 | 3.4 |
| Customer service of conference staff was cordial | 41.8 | 53.3 | 48.4 | 38.8 | 9.2 | 5.4 | 0.7 | 2.5 |

## 8.3   Stakeholder Satisfaction

In general there was a mixed level of satisfaction with the content and the implementation of the conference. Comments on the conference ranged from high commendations to repeated concerns. Commendations were expressed in describing the conference as *excellent, very good, relevant, timely and helpful, very stimulating and informative; very topical and informative, a good medium for allowing children to express themselves, promotes avid participation.*

High commendations came from the winning students and teachers who remarked that the research experience and the conference allowed them to:

1.   *Have a better understanding of their rights and reinforced their research knowledge*
2.   *Have a more in-depth understanding of how to carry out research and its process*
3.   *Allowed them to think about solutions for solving some of Jamaica's problems as it pertain to children*
4.   *Build the confidence and self-esteem of the presenter and helped to increase the morale and exposure of the school*
5.   *Improved capacity to chair meetings*
6.   *Gain good exposure for the children and the school*
7.   *Be exposed to 'active' authentic learning in a real life situation which allows for thinking and reflection*

These commendations was tempered with recurring concerns over, the number and quality of presentations; poor time management and the level and the quality of participation by children.

## 8.4   Research Presentations

There were varying comments and concurrences surrounding the quantity, quality and presentations of research from those interviewed yearly reports and observations. Those who commented on quantity also spoke of the quality of the research, lack of robust methodology; research being exploratory without conclusive findings and the implications for generalization and weak policy influence.

The number of presentations made appeared to be a double edged sword; while some persons commended the wide choice of topics for discussion many expressed

> Stakeholders' comments
>
> *Good idea for getting children involved in research*
>
> *Be very careful of the presenters chosen and that papers shared is not just an opportunity for people to put themselves up. I came to learn and garner info not be given slide after slide of calculations that makes no sense*
>
> *It would be good to have a session where all the students communicate with each other and give their views and opinion on the title of the year.*
>
> *Allow the concurrent sessions to be more interactive.*

the need for fewer and higher quality robust research with distinct policy recommendations.

The suggestion was made that the concentration should be on fewer research papers focussing on key regional or local concerns. These papers should be presented in plenary for open discussion then further discussed in smaller interactive sessions to accrue policy recommendations. The concern here was that well researched papers were competing with concurrent panels and not obtaining the kind of attendance or feedback required. In fact presenters expressed displeasure at making lengthy preparations for the conference and then finding themselves in large rooms with less than ten persons for comments and feedback. This occurred because participants only attended panels of interest which gave more preference to some areas than others.

Concerns were also raised on the lack of attention paid to the power dynamics for the panel discussions which restricted questions being asked by children who felt intimidated by adults and were not empowered to ask questions. Similarly several comments were made on presenters who did not tailor their presentation for children to 'understand and learn' but used several technical data filled slides and jargon which were not conducive to a student friendly atmosphere.

> **Stakeholders' comments**
>
> *The content, presentation styles, and/or techniques need to be improved.*
>
> *Conference is not furthering the agenda with 'new' and 'emerging 'issues*
>
> *Papers are not well researched…'whoever will may come' need a more strident vetting process*
>
> *CCRC not focussed enough – Need robust research in limited areas*
>
> *Research format is academic and not conducive to policy makers because the policy relevance is not easily seen*
>
> *Presenters were highfaluting, used too much jargon and not at the children's level. They lost the attention of the children due to the*

## 8.5   Children's Essays and Research Presentation

There was general consensus and commendation that the children's research and essays were refreshing and presented their perspectives from their lived world view. Despite high commendation for the uniqueness of their presentations, the same concerns that plagued the adult research also plagued the children's.  The main concern here is that the children's work is exploratory and lack research robustness. In spite of this, stakeholders noted that the children's research lends itself to improvement in research rigour, and has the potential to impact head teachers, children's advocates and policy makers if they are compiled, distributed and used primarily in advocacy.  To date the children's work has not been published or used to enhance or guide upcoming students in the preparation of their research.

With respect to the children's essays, the consultant's observation and concerns from judges questioned the authenticity of the papers. Many pointed to the adult way the essays were written which suggest that many of the students were influenced by parents or teachers who assisted in 'writing' the essays. Although the writing styles appeared to be adult, many of these essays did not assimilate the Child Rights and Protection Act in the essays. As a consequence, there was an anomaly in judging essays

where some children may be at an advantage. Consideration will have to be given to providing a central location where the competing children can write their essays under supervision. It is to be noted also that those primary teachers interviewed reported that the teachers who prepared the students were not the teachers attending the preconference workshops.

Concerns surrounding the presentation of the children's work at the conference revolved around pre-conference preparations and providing a 'child friendly' atmosphere for presentations. Examples of these concerns included:

- *More guidance for student presentation (children's panel) in preparing power point, drawing conclusions, etc. Help with diction, subject verb agreement, etc.*

- *Teachers of schools should ensure they research and seek the necessary requirements; students did not seem to know or be exposed to PowerPoint so it was not consistent. Some students did not seem properly coached*

- *Request that audience ask pertinent research based questions and not interrogate the students too much on issues*

- *Request that adults ask questions which focus on the content of the research conducted and presented.*

To be noted, the comments placed the onus on the teachers to prepare the students for presenting their work, however unless the school adopts the CCRC as a school project these concerns will continue as the teachers who prepare the students are not at the preconference workshops, which to date has not included a segment on preparing the children for presentations.

## 8.6   Time Management

Was participant's knowledge increased in the time allotted?

The high commendations noted under stakeholder satisfaction ran through all the reports over the seven years. Unfortunately so did recurring concerns over poor time management and how the time was used. The inability to start on time and the implications of rushed presentations and inadequate time for questions and answers was a persistent concern. This resulted in presentations being made after 5 p.m. when students were not present. Teachers expressed concern that students especially those attending from rural areas were unable to attend late sessions, and those presenting papers after 4 o'clock bemoaned the number of

*Participants'' comments*

*Need for better time management with respect to commencing the day's proceedings, coffee breaks and with the presentations*

*Some presentations were rushed when this is done a lot of relevant information is not given the importance that is required*

participants in attendance.

Poor time management plague not only the conference but also the preconference workshops. One participant commented that it was unrealistic to expect that much could be learnt on research methods in one afternoon session of just over one and a half hours. The 2012 workshop report noted that:

*More time was needed for the presentation and for questions and answers. One student felt that "students should have been more involved by speaking up. I felt like the teachers were asking most questions and not the children although the children were allowed to do so".*

Respondents opined that more time would have allowed for a better presentation. This view was highlighted by a teacher who stated that *"students needed a little more time to digest the information".* One respondent believed that the material did not allow for much interaction between students. Similar sentiments were expressed by another participant who indicated that more interaction was needed. One student indicated that *"things were just being explained which got a little boring."*

Overall the effectiveness of the conference cannot be comprehensively measured as the monitoring mechanism in place was not aligned to the set objectives of the conference. The commendations made from the yearly evaluations enables assumption that learning took place and many participants were extremely fulfilled by the day's proceedings. However, the extent to which this fulfilment can be attributed to teachers' knowledge of research or stakeholders work being enhanced can only be speculative.

# 9 CCRC's Sustainability

The sustainability of the CCRC is intricately linked with the extent to which ownership of the overall objectives are achieved, the continued institutional support given to the project; the available institutional capacity to manage the CCRC; its continued relevance to participating stakeholders; available financial support; as well as the extent to which technology allows for innovative ways to implement the project with consistent overall governance. These factors are looked at within the context in which the CCRC now operates and includes an analysis of the strength, weakness, opportunities and threat (SWOT) to the CCRC. Inputs for the SWOT came from the CCRC's management team and other stakeholders interviewed.

## 9.1 Strengths

The strengths outlined below recognises the strong support received from SALISES, the professional support and partnership from child related agencies, media and the uniqueness of the forum for academia and children, and the conference ability to attract funding to offset reduced funding. All of these factors present strong marketing arguments for eliciting further funding and ensuring sustainability.

Strengths:

- There has been unwavering support from SALISES for the CCRC
- Conference held even with reduced funding from main funder
- There has been funding support from a number of sources
- Child participation has increased
- The CCRC has committee members with the required experience and professional capacity
- The CCRC has become a calendar event
- There is good partnership amongst likeminded stakeholders dealing with child related issues
- The CCRC is a forum for academic researchers to air their research on child related issues
- The CCRC has created a pool of research findings on child related issues over 7 years
- There can be access to information on child related issues after permission granted
- There is pride and recognition felt by winning schools, students, teachers
- There has been strong media coverage over the seven years

## 9.2  Weaknesses

To date, the weaknesses of the CCRC have challenged the strengths and affected the long-term outcomes of the conference. Therefore much effort will need to be put into counteracting these weaknesses. The chief weakness has been the lack of effective monitoring strategies to ensure that the set objectives were achieved. An example of this monitoring strategy is outlined on page 17and 49. Both the logical framework and logic model could be used for future reference if the overall objective remains realistic. The other major weakness is the lack of administrative momentum between conferences which stifles activities until the next workshop and conference.  This is primarily due to not having a dedicated secretariat for the CCRC and the dependence on the partners to dovetail follow up activities whilst undertaking their substantive work. As mentioned previously, the competition between the partners' substantive functions and the CCRC have relegated the CCRC activities to the back burner until time permits.  A critical oversight has also been the non-involvement of the Ministry of Education in the planning and implementation of the conference in a structured consistent way. This is a partnership that could have accrued tremendous benefits in training teachers and students in research methods and broadening the involvement of schools in the CCRC through the of CSEC and CAPE syllabuses.

Weaknesses:

- Weak administrative follow up on some agreed outcomes (  proposal submitted to CARICOM in 2008)
- Weak follow up on child winners and advocating child rights in schools
- Link between presented research and policy generation is weak
- No mechanism in place to utilize child winners in  Child related Ministries, Agencies, departments (MDAs)
- Information is not easily available to influential MDAs
- Weak continuity of activities between conference
- No evaluation mechanism in place to track set CCRC objectives
- Objectives are not specific (SMART)
- Attribution has become the indicator for measure
- Planning mechanism not in places  for regional conference
- Planning committee does not incorporate regional partners in a structured way to facilitate wide Caribbean wide participation
- Weak Caribbean ownership: research information not filtered throughout the Caribbean
- Not linked to the Ministry of Education's (MOE)program
- MOE has  not consistently attended the planning committee meetings
- Networking session not built into the conference
- Dependence on external funding
- No dissemination of the Child**en's research**

## 9.3 Opportunities

There are many opportunities for strengthening the CCRC to achieve its objectives. For consideration is the high relevance given to addressing children's issues; the strength of the existing local and regional partnership; the rich database opens possibilities for academic and children's research and contributing to a Caribbean Child's Rights Observatory, building a strong research /children's network using technology (whilst gaining financial support for the CCRC); and the possibilities for improving the conference through existing technology. The realisation of these gains however will be dependent on the extent to which the existing partnership can take responsibility for outputs through the development of a work plan which incorporates a monitoring mechanism to delegate responsibilities among stakeholders within a strong governance mechanism.

Opportunities:

- Limited space for children to reflect on their experience
- The presence of policy and government persons at the conference can enable relationships to be forged
- Planning subcommittees (sustainability, networking) in place
- Regional organisations are at the table (UNICEF, SALISES,CCDC) and there is a move towards regional integration especially on child rights
- Possibility exists to contribute to the formulation of a Child Rights Observatory, by centralising the storage and management of child rights data
- Institutionalising CCRC in the MOE and Ministry of Youth
- Modality of conference could better incorporate technology to broaden participation, advocacy and exposure to child rights
- Other funding sources can be looked at ( airlines, hotels)
- There is a willingness of researchers and stakeholders to pay registration fee
- Potential to infuse CCRC into available school curriculum
- There is increased awareness of the status of children in the Caribbean
- There is a rich database of child related information coming from the conference

## 9.4   Threats

The threats facing the CCRC emanate primarily from its lack of visibility between conferences and its failure to produce tangible impacting outcomes. Those who participate must not only be personally enriched but must have substance to enrich their work. There must be mutuality of benefits which can only occur if there is continued transparent agreed upon mechanisms for monitoring and addressing agreed upon activities. The global economic situation impacting Jamaica is placing the country in a very dire situation. Internationally the country has been given middle income status which reduces its ability to attract project funding. Given the willingness of CCRC stakeholders to pay ( 769 registered participants in 2012) for presenting at and attending the conference; the willingness of partners to contribute in cash and kind as realised in 2012, the onus is  on the secretariat to utilise the opportunities outlined above  to maximise its earnings and minimise the threats.

Threats:

- Unfulfilled objectives: need to be more strategic post conference to ensure outputs direct policy
- Heavy dependence on UNICEF for funding
- Decreased funding from UNICEF
- Reduced inflow of funding to middle income countries like Jamaica
- MDAs not institutionalising the presented research into their work
- Balance needed between academic thought and policy development as an outcome

# 10 Lessons Learned and Recommendations

The evidence indicates that the CCRC has had admirable outputs and short-term outcomes as it has managed to remain relevant; reflected in the increased participation by adult researchers, teachers, students and government professionals over its seven years**.** This is also due in part to having the unique distinction of being the only conference aimed at involving children and adults in discussing highly relevant child related issues. Successful execution of the conference on an annual basis is to be commended and qualitative data also show that participants find the conference helpful and informative.  Nevertheless, if the CCRC is to improve on the level of success achieved to date then efforts must be made to ensure sustainability and demonstrated impact on policies and the research agenda for children in the region.

## 10.1 Lessons Learned

*Participation:*  The CCRC objectives did not specifically outline child participation among its objectives, and this may be regarded as a major unintended of perhaps "un-documented" result achieved. It is well recognized that this forum has provided an arena for children to express their views as well as receive and impart information, among themselves and relevant policy-makers , in compliance with the Convention on the Rights of the Child.

There are few institutional structures within Jamaica and the Caribbean region at large for children to influence the decision making process. The CCRC provides an opportunity for the interaction between children and policy-makers in regard to matters that affect them.

*Monitoring & Evaluation:*  A key lesson learned in the execution of the CCRC is the absence of a detailed implementation plan including a monitoring framework. Although conference objectives were set, these were not 'SMART'[9].  Consequently the data collection carried out in annual assessments of the conferences did not fully reflect and measure the attainment of these objectives. They were geared towards measuring the success of the conference as an activity in itself but not necessarily the achievement of outcomes. Absence of this tool also led to activities being carried out that were not related to outcomes and vice versa.

This emphasizes the need for taking the time in the initial stages of a project to develop a comprehensive plan, particularly once it is evident that the initiative will become an established programme.  A well-constructed monitoring and evaluation framework provides a basis for direct discussion and examination of challenges in implementation. It also enables and strengthens the evaluation process; providing the evaluator with measures against which to assess the success of the programme.

*Sustainability:*  In the implementation of the project from year to year the secretariat has managed to secure additional funding support to supplement the budget. This has resulted in a reduction in UNICEF

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[9] Acronym used in Results Based Management for ' Specific, Measurable, Achievable, Realistic, Time –Bound'

support over the period. The fact that the conference attendance was still high among the researchers in 2012 despite the introduction of a registration fee augurs well for both the relevance and sustainability of the conference. Never the less additional efforts at fund raising will have to be made to mitigate against the high risk of reduced donor funding.

In light of Jamaica's current middle income status and the general reduction in the availability of grant funding, project managers and oversight committees should investigate strategies to compensate or incorporate measures in planning and implementation that would mitigate against this risk.

## 10.2 Recommendations

The following recommendations are aimed at improving the CCRC's results. They are not detailed in order of importance.

### 10.2.1 Conference Scope

**There is need for a formal mechanism to increase participation from the wider Caribbean in the CCRC.** Despite the high cost of air travel and other afore mentioned constraints, there has been increased participation from researchers across the region. Nevertheless the number of student participants attending from the Caribbean remains minimal. In addition attendance of or dissemination of the information to policy makers at the regional level has not yet become a reality.

It is therefore recommended that the conference partners assess the extent to which the conference has the potential to impact national and regional policies determine the level of this impact and develop strategies to achieve same. The scope of the conference should be clearly defined by the stakeholders including the determination of whether the conference remains a Caribbean undertaking or is specifically tailored for the Jamaican situation**.**

### 10.2.2 Monitoring Framework

**Develop effective monitoring indicators to sufficiently capture information related to CCRC objectives.** Although the project was monitored the monitoring tool did not adequately capture information to achieve the CCRC's objectives. In moving forward conference partners must **review the** overall aim and objectives of the CCRC to ensure achievable outcomes in a structured accountable and timely manner (as exemplified in the logic model below). This review must also include an analysis of the SWOT provided so that strategies for the preparation and dissemination of policy briefs to relevant MDAs are made and recommended policies are translated into practice.

### 10.2.3 Logic model (and Logical framework)

**It is recommended that a logic model (as exemplified below) be refined with input from all stakeholders to guide future implementation of the CCRC.** This detailed logical framework should outline outcomes, and monitoring indicators that are specific, measureable, achievable, relevant and time bound (SMART). In addition the activities contributing to each outcome should be clearly outlined along with the roles and responsibilities of each agency on the steering committee.

### 10.2.4 Institutional Capacity for Managing the CCRC

**Create a Knowledge Centre for Dissemination of Data and Information.** The possibilities for mining and generating the rich data from the CCRC in a knowledge centre are endless and so too are the possibilities for impacting advocacy on child related issues**.** The extent to which these possibilities are realised will depend on the CCRC's ability to take advantage of technology to disseminate its data; include other participants in the conference through live streaming, or capturing the forum for local and regional TV stations.  As identified in the SWOT analysis, there are opportunities in the region which would facilitate and be facilitated by this repository, among these are:

- **CCDC :**

  The CCDC is a key partner of the CCRC and already utilizes technology in the provision of services for Jamaica (country) and the entire Caribbean region (regional).  These services are supported through the UWI Open Campus network, of which it is an integral part.  The UWI Open Campus offers multi-mode teaching and learning services through virtual and physical site locations across the Caribbean region. There are currently 42 site locations, serving 16 countries in the English-speaking Caribbean. Services currently provided by CCDC include specialized library services on child and family related documents and other resources; databases of programmes and documents; research covering a range of child-focused issues; teaching, training and curriculum development.

  The CCDC therefore has the regional infrastructure to facilitate the management and dissemination of the data and information generated by the CCRC.


- **Caribbean Observatory**

  As part of strengthening the coordination and evaluation of the implementation of the optional protocol, the Committee on the Rights of the Child suggests 'the establishment of a cross-sectoral **Child Rights Observatory**, consisting of both national and regional authorities and NGOs, for policy coordination' (UN, CRC: 2007). This suggestion is also reflected in a specific request from CARICOM to the UN for establishing a child rights observatory for the CARICOM member states.

  In response to the above, UNICEF has proposed to support the establishment of a Caribbean Child Rights Observatory which is to be implemented in close coordination with CARICOM and other key stakeholders in the region.  It is foreseen that the Caribbean Child Rights Observatory will take shape as a 'virtual' platform, counting on contributions of child rights experts from across the Caribbean and building on on-going efforts in several countries.

  Should this initiative be realized, the CCRC would present itself as a possible information source and outlet for the observatory.

**Internal structures must therefore be strengthened to support project outputs, especially stability in effective leadership and effective reporting mechanisms**. Although SALISES has found innovative ways to administer this project through the use of interns etc. , the necessity to review its institutional capacity to function optimally to achieve agreed upon outputs in a timely manner cannot be underscored.

### 10.2.5  Further Inclusion of the Ministry of Education

**In moving forward it will be critical to further engage the Ministry of Education in the planning and implementing of the CCRC**. The extent to which this involvement is assured will dictate the need for planned pre conference workshops by the CCRC's secretariat or whether these workshops can be dovetailed into existing planned workshops for teachers. This critical partnership should also seek to utilise the services of educational officers to widen the participation of schools through the facilitation of communication and information packages to schools. In addition, incorporation of the student and teacher activities into the schedule of the ministry as curricula support to research activities at the senior secondary level would contribute to the sustainability of this aspect of the conference.

### 10.2.6  Conference format

**The output required should dictate the format in which the conference is organised**. A significant outcome identified for the CCRC is the contribution of the conference to inform government policy. This may have been an ambitious but is nevertheless a desirable objective. Achievement in the promotion of child rights in the region and as the CCRC operates now, the format does not lend itself to informing policy development.  Consideration has to be given to strategic approaches to achieving this objective, as this will contribute to the conferences relevance and sustainability.   The following are being suggested:

- Concentrate on a few critical child related areas which need supporting evidence to fill data gaps or inform current or upcoming policies. These targeted areas could emanate from amongst the partners who are collecting data and are already carrying out research.
- The call for and selection of papers must concentrate on attracting robust research with potential for added policy input.
- The conference should allow for up to four of these research papers to be presented in plenary, then policy implications discussed in small interactive sessions directed by open ended questions, followed by policy suggestions being reported  in open plenary. These open plenary sessions should be carried on over the two days to ensure maximum participation by students who are not likely to attend on both days.


To build the capacity of the children and allow their maximum participation it is also being recommended that separate children's workshops be held, particularly for the ten finalists. This would empower the children and allow more time in their preparation for discussions in subsequent plenary sessions.

Focus should be on receiving implementable policy recommendations as an output achievement; gaining wide scale participation from children and adults and disseminating research papers with extensive policy implications/recommendations in a timely manner. This does not have to be in written format but on CDs or uploaded from the conference website.

### 10.2.7 Prizes for Students

**Whilst much pleasure was expressed for the receipt of a laptop computer and other gifts, students and teachers expressed the desire for winning students to be given short term summer internships in child related agencies**. This would not only strengthen their knowledge base for child advocacy, but also their work experience and future curriculum vitae.

### 10.2.8 Conference Date

**The date for the conference should be changed to late November or early December to accommodate students submitting research papers**. The time span between opening of school in September and research submission is short and does not facilitate robust research papers.

### 10.2.9 Research guidelines

The guidelines for adult researchers should include the policy suggestions as a part of the research outcome.
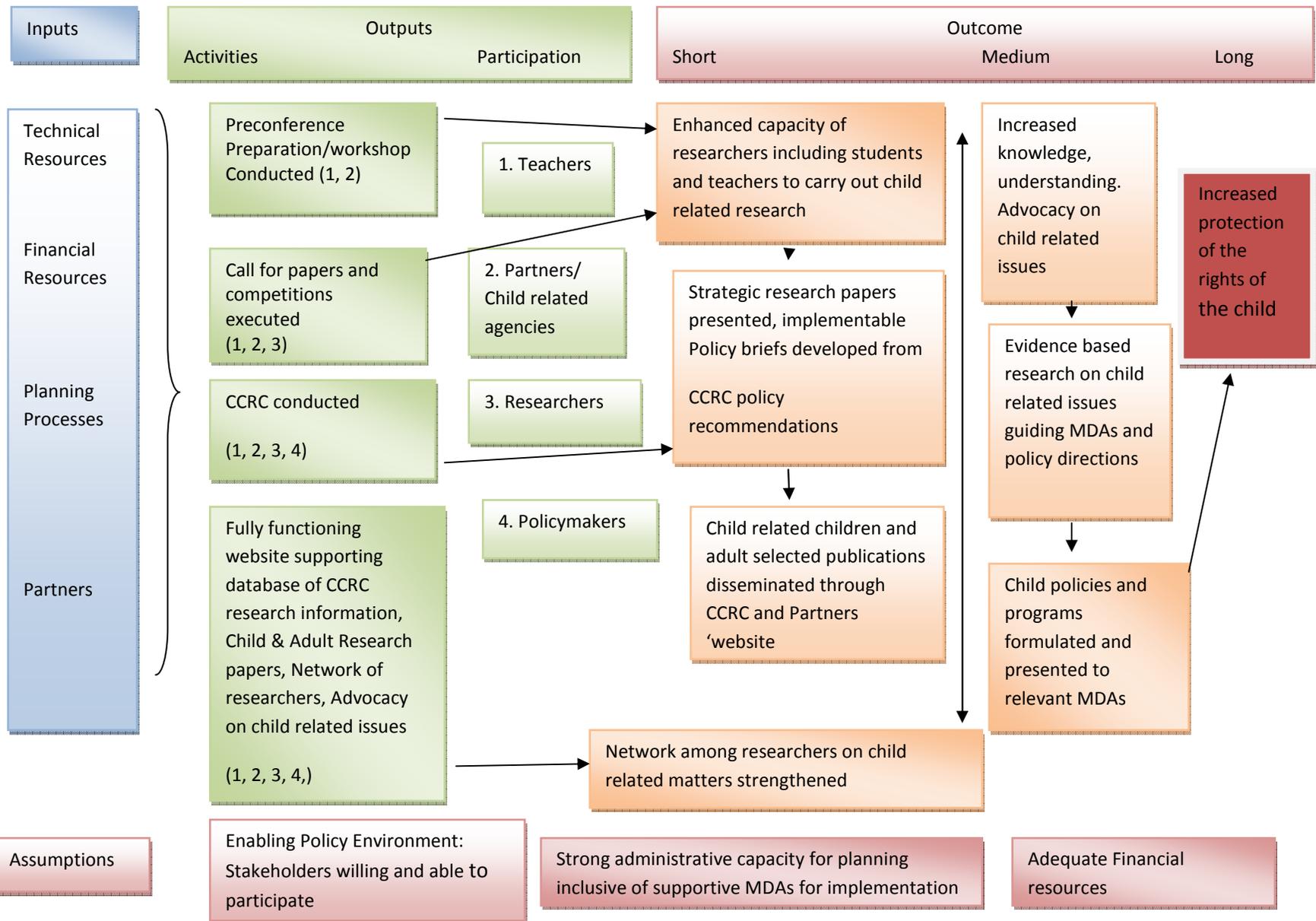
### 10.2.10 Funding

The CCRC should seek to attract funding from the private sector or through academia to underwrite the costs for the conference in light of the risk of reduced funding from international development partners.

### 10.2.11 Dissemination of Research

**The extent to which all conference outputs can benefit stakeholders will be dependent on the ability to receive the research information in a timely manner**. There is restrained access to the pool of research findings amassed over the years. Greater effort should be directed at improving dissemination particularly with the use of technology, if the CCRC is to impact policy and significantly contribute to compendium of knowledge on the situation of children in the region. It is also important not to allow the adult research to take precedence, but also give credence to the children's essays and research. With the involvement of stakeholders and the Ministry of Education the children's research should be bound, placed on CDs (or accessed from the conference website) and disseminated to schools for discussion in CSEC classes and to advocate for changes in areas of concern.

# CCRC Proposed Logic Model

| Inputs | Outputs | | Outcome | | |
|---|---|---|---|---|---|
| | Activities | Participation | Short | Medium | Long |

**Technical Resources**

**Financial Resources**

**Planning Processes**

**Partners**

Preconference Preparation/workshop Conducted (1, 2)

Call for papers and competitions executed (1, 2, 3)

CCRC conducted (1, 2, 3, 4)

Fully functioning website supporting database of CCRC research information, Child & Adult Research papers, Network of researchers, Advocacy on child related issues (1, 2, 3, 4,)

1. Teachers

2. Partners/ Child related agencies

3. Researchers

4. Policymakers

Enhanced capacity of researchers including students and teachers to carry out child related research

Strategic research papers presented, implementable Policy briefs developed from CCRC policy recommendations

Child related children and adult selected publications disseminated through CCRC and Partners 'website

Network among researchers on child related matters strengthened

Increased knowledge, understanding. Advocacy on child related issues

Evidence based research on child related issues guiding MDAs and policy directions

Child policies and programs formulated and presented to relevant MDAs

Increased protection of the rights of the child

**Assumptions**

Enabling Policy Environment: Stakeholders willing and able to participate

Strong administrative capacity for planning inclusive of supportive MDAs for implementation

Adequate Financial resources

## Appendix: 1. List of Stakeholders Interviewed

| Stakeholders | Status / Schools/ Institutions |
|---|---|
| <ul><li>Ms. Janice Julal: 6<sup>th</sup> Form Co coordinator</li><li>Roxanne Willis</li><li>Mrs. Lena Robert</li><li>Chantell Campbell</li></ul> | <ul><li>Denbigh High School</li><li>Teacher</li><li>Teacher</li><li>Teacher</li><li>Student</li></ul> |
| <ul><li>Ms. Nicole Smith Fagan 6<sup>th</sup> Form Teacher</li></ul> | <ul><li>Glenmuir High School</li></ul> |
| <ul><li>Christine Watson :</li><li>Rushanda Pitt</li><li>Tanise Edwards</li><li>Shanice Richards</li></ul> | Yallas High School<br><ul><li>Teacher</li><li>Student</li><li>Student</li><li>Student</li></ul> |
| <ul><li>Marva Monteith:</li><li>Tianell Davis</li><li>Chantell Campbell</li><li></li></ul> | Homestead Child Care Facility<br><ul><li>Teacher :</li><li>Student</li><li>Student</li></ul> |
| <ul><li>Malcolm Robinson</li><li>Dwayne Cowans</li><li>Garvin Powell</li><li>Junior Stewart</li><li>Rajay Mills</li></ul> | Happy Grove High School<br><ul><li>Student</li><li>Student</li><li>Student</li><li>Student</li><li>Student</li></ul> |
| <ul><li>Nicola Spence</li></ul> | <ul><li>Student: Norman Manley High School</li></ul> |
| **Outstanding Researchers / Schools** | |
| <ul><li>Ornella Nelson: Albert Town High School</li></ul><br><ul><li>Ashleigh Barnes Denbigh High School</li></ul> | <ul><li>Child Chairperson 2012.</li><li>2011 Outstanding Child Researcher</li></ul> |

| | |
|---|---|
| ▪ Raejean Porter Denbigh High School | ▪ 2012 Outstanding Child Researcher |
| ▪ Shannon Davis: Norman Manley High School | ▪ Top male Researcher 2011<br>▪ Grove Town Primary |
| ▪ Mrs. Beverly Facey : Headmistress | |
| **Teachers who attended the pre-conference workshops** | |
| .<br>▪ Dr. Coretta Brown Johnson<br><br>▪ Mr. Patrick Henderson : Guidance Counsellor<br>▪ Shawna Morrison<br>▪ Laughtoneete Burke | ▪ School Psychologist<br>▪ Sts. Peter and Paul Preparatory<br>▪ Seaforth High School<br>▪ Old Harbour High School<br>▪ Robert Lightbourne High School |
| **Presenters** | |
| ▪ Jenny Jones | Jamaica |
| ▪ Heather Ricketts | Jamaica |
| ▪ Tonya Roach | (Barbados) |
| ▪ Khadijah Williams –Peter | Trinidad |
| ▪ Leith Dunn | (Jamaica) |
| ▪ Jarret Guzman | Jamaica |
| ▪ Grace Ann Cornwall | Jamaica |
| ▪ Candice Wallace Henry | Jamaica |
| **Agency Heads** | |
| ▪ CDA – Carla Francis Edie | ▪ Chief Executive Officer |
| ▪ UNICEF – Robert Fuderich | ▪ Representative |

| | |
|---|---|
| ▪ Diahann Gordon Harrison/ Child Advocate | ▪ Office of the Children's Advocate |
| ▪ Royce Britton<br>▪ Trevesta Dasilva Ashman | ▪ Office Child Registry<br>▪ Statistician<br>▪ Public Education Specialist |
| ▪ Marva Campbell<br>▪ Joan Thomas | ▪ Caribbean Child Development Centre |
| ▪ Dr. Aldrie Henry Lee | SALISES: Conference Coordinator |
| ▪ Professor Neville Duncan, former Director of SALISES | ▪ Professor Emeritus. |
| **Policy Personnel(outside steering committee)** | |
| ▪ Shelly-Ann Edwards | ▪ Children's desk, PIOJ |
| ▪ Caren Nelson | ▪ Manager, Policy Research Unit, PIOJ |
| ▪ Kenneth Russell | ▪ UNICEF: Education Specialist |
| ▪ Audrey Budhai | ▪ CDA –Director : Children and Family Program |
| ▪ Mary Clarke: Former Children's Advocate | ▪ Former Office of Children's Advocate |
| ▪ Carmen Bovell | ▪ conference participant |

## Appendix 2: Structured Questions for CCRC Participants

**Policy Makers**

**To what extent has the research papers presented at the Caribbean Child Research Conference been utilized in policy formulation or implementation?**

- Did the research papers highlight any new areas of concern or focus attention on any specific issue that can result in any tangible policy/law?
- To what extent can the papers presented be utilised in policy formulation / implementation?
- Was information presented in a way that could assist (your) advocacy?
- Site any key decision impacted by the research papers
- What critical initiative has been implemented from this information?
- Does this type of conference have the capacity to influence policy?

**Researchers**

**Has research strengthened the capacity of Caribbean Researchers to promote a culture of research in child related areas?**

- What informed the selection of research area? How was research topic selected?
- Did you encounter any difficulties carrying out the research?
- Was research support needed? If so what kind?
- What kind of research support was provided?
- Was financial support provided for data collection/ analysis?
- What would you like to see done differently if anything at all?
- What improvements would you recommend going ward?

**Teachers**

**To what extent has the conferences strengthened the capacity of teachers and students to carry out evidence based child related research?**

- Did the pre-conference workshop improve your research skills?  If so how?  If not why not?
- Was the training on research methodology adequate to prepare you (and your students) for the required research?
- Was enough support material provided to aid your teaching?
- Did the teachers incorporate any of the knowledge gained into their teaching practices? If so how? If not why not?
- Was there any opportunity to mainstream child rights into school curriculum?
- To what extent has the quality of the student's research improved?
- Is this a suitable methodology for promoting a research culture among high school teachers and students? Why is it suitable?

- If not what other means could be employed?

## Appendix 3: Sample Conference Budget

| DETAILS | AMOUNT |
|---|---|
| Airfare - Keynote Speaker (USA/Kgn/USA) | 69,877.00 |
| Airfare – Invited Guest (St. Lucia/Kgn/St. Lucia) | 79,463.00 |
| DJ (Fete) | 35,000.00 |
| Airfare -Invited Guest (Toronto/Kgn/Toronto) | 54,990.00 |
| Airfare Invited Guest ((POS/Kgn/POS) | 53,095.00 |
| Supplies (Badges/name pins with insert) | 10,200.00 |
| Bags and pens | 125,595.00 |
| Stationary Items | 43,494.00 |
| Toners | 160,752.00 |
| Banner (vinyl print) | 18,280.00 |
| Banners (design and print) | 71,500.00 |
| Airfare (Havana/Kgn/Havana) | 169,430.00 |
| Advertisement  (Gleaner) | 29,952.00 |
| Stationary | 4,700.00 |
| Advertisement  (The Observer) | 22,102.50 |
| Hotel (Venue) | 1,647,452.12 |
| Tickets (fete) | 2,095.41 |
| DETAILS | AMOUNT |

| | |
|---|---|
| Subsistence for Keynote Speaker /Invited Guests | 163,400.00 |
| Subsistence – Invited Guest | 36,120.00 |
| Banner/folder label & design | 20,000.00 |
| Entertainment (Opening Ceremony) | 100,000.00 |
| Presentation Folders | 13,500.00 |
| Stationary (badges/cover stock) | 5,580.00 |
| Accommodation – Invited Guest | 17,170.70 |
| Technical assistant | 7,000.00 |
| Technical assistant | 7,000.00 |
| Technical assistant | 7,000.00 |
| Programmes (printing) | 67,400.00 |
| Stationary | 10,055.29 |
| Table Floral Arrangement | 5,000.00 |
| Banner (design/printing) | 73,000.00 |
| Transportation | 27,500.00 |
| Photographic coverage | 40,000.00 |
| Videotape services | 30,000.00 |
| Lunch and beverage (individual) | 1,896.30 |
| **TOTAL** | **3,229,600.32** |

## Appendix 4: List of Secondary level Schools who attended the Conference 2012

1. Alpha Academy

2. Annotto Bay High

3. Balaclava High

4. Bishop Ansty Trinity College

5. Bog Walk High

6. C.C.C.D Kingston

7. Campion College

8. Caribbean Christian Centre For the Deaf

9. Charlie Smith High

10. Denbigh High School

11. Donald Quarrie High

12. Edgehill

13. Eltham High School

14. Greater Portmore High

15. Happy Grove High School

16. Holy Childhood High

17. Holy Trinity High

18. I.A.E.

19. Immaculate Conception

20. Irwin High

21. Jamaica College
22. Kingston Technical High

23. Lacovia High

24. Maud Mcleod High

25. McGrath High

26. Mona High School

27. Munro College

28. Muschett High

29. Norman Manley High

30. Norman Manley High School

31. Oberlin High School

32. Old Harbour High

33. Papine High School

34. St. Andrew Care Centre

35. St. Catherine High

36. St. Hilda's High

37. St. Hugh's High School

38. St. James C.A.P.

39. Trench Town High

40. William Knibb Memorial

41. Women's Centre

42. Women's Centre

43. Yallahs High

List of primary level schools who attended the conference 2012

1. Grove Town Primary
2. Corinaldi Avenue Primary
3. Hague Primary & Infant
4. Somerton All Age & Infant
5. Carlington Munroe, Corinaldi Avenue Primary
6. Sts. Peter and Paul Preparatory
7. Kensington Primary

## Appendix 5: List of Participating Organizations

1.  Barbados Community College

2.  Caribbean Child Development Centre

3.  Child Development Agency

4.  College of Science Technology& Applied Arts

5.  Diocese of Jamaica & the Cayman Islands

6.  Dudley Grant Memorial. Trust

7.  Early Childhood Commission

8.  Environmental Foundation of Jamaica

9.  Girl Guides Association

10. Institute of Gender and Development Studies

11. Jamaica Library Service
12. Jamaica Foundation for Lifelong Learning

13. Jamaica Social Investment Fund
14. Ministry of Education

15. National Council on Education

16. National Commercial Bank
17. NCYD

18. Office of the Children's Advocate

19. Office of the Children's Registry

20. Planning Institute of Jamaica
21. SALISES

22. Television Jamaica

23. United Nations Children's Fund

24. Unites of Jamaica
25. University of the West Indies Press

# Appendix 6.  Terms of Reference CCRC 2012

## *Purpose*

The Caribbean Child Research Conference (CCRC) Steering Committee is desirous of measuring both the planned and unplanned outcomes of the annual Caribbean Child Research Conference.  In particular the extent to which the adult research and the conference contributed to the policy dialogue and policy decisions in Jamaica; including the factors that aided or hindered this process.  An assessment of the results achieved to date is required for use in determining optimal strategies for continuation of the conference and providing direction regarding the efficiency of implementation, as well as for ensuring its continued relevance and effectiveness.

External funding has enabled the organizers to host this conference free of cost to all participants, since its inception in 2006. In light of reduced funding this evaluation will document the lessons learned and assess the extent to which planned outcomes have been achieved and recommend strategies for sustainability of the conference.

The Steering Committee will utilize the evaluation to analyze the effectiveness of the CCRC and as a decision-making tool to facilitate the development of more efficient and effective practices in the execution of the CCRC.  In addition the evaluation will provide funding agencies with documented evidence to inform the nature of future support.  Value added from this evaluation is expected to be achieved through an assessment of the conference's capacity to be more effective as a regional conference and inform a multi-country approach to implementation.

## *Objectives*

The main objective of this evaluation is to document and analyze the implementation of the CCRC in light of the evaluation criteria outlined, in order to determine the way forward.

Specifically the evaluation should:

1. Document the achievements and lessons learned in the execution of the Caribbean Child Research Conference and analyze the extent to which intended results were achieved.
2. Review and assess the relevance, effectiveness, efficiency and sustainability of the conference in light of its intended outcomes.
3. Recommend changes in strategy and process that should be incorporated to effect the desired long- term outcomes of the CCRC.
4. Assess the feasibility of expanding the conference to a more regional approach engaging multiple Caribbean countries in its planning and implementation.
5. Determine a possible role for the conference in the establishment of knowledge centres on children across the Caribbean and the development of a Regional Child Observatory.
6. **Develop a results-based monitoring framework to facilitate on-going monitoring and intrinsic improvement of future conferences**

*Context*

The Caribbean Child Research Conference (CCRC) is a regional interdisciplinary conference covering a range of child related themes.  It aims to share research on children, strengthen the network of researchers on children's issues, and encourage research in areas that are often "under-researched". The conference presents an opportunity for children and adults to examine the status of children and child rights in the Caribbean.  Children participate by attendance at the conference and presentation on the children's panels.  Students at the primary school level also compete in an essay competition.

For the past six years, the Sir Arthur Lewis Institute of Social and Economic Studies (SALISES), UWI, Kingston, The United Nations Children's Fund (UNICEF)  Jamaica; the Caribbean Child Development Centre (CCDC), UWI, Kingston, Jamaica; Child Development Agency (CDA) of Jamaica; the Jamaica Early Childhood Commission (ECC); Planning Institute of Jamaica (PIOJ); Jamaica's Office of the Children's Advocate (OCA); Jamaica Coalition on the Rights of the Child (JCRC); the Jamaica Ministry of Education (MoE) and CARICOM have hosted the conference annually, under the broad theme:- **Promoting Child Rights through Research.** UNICEF was the only funder in the initial three years. However, the 2009, 2010 and 2011 conferences also received funding from the Environmental Foundation of Jamaica (EFJ).

Each year, there has been a shift in focus and special attention is given to issues affecting one of society's most vulnerable citizens. The main objectives of the first conference were to recognize the work of child researchers in child related research and disseminate findings on child research. Subsequently the specific objectives of the conference have evolved to the following:

1. Promote a culture of research among teachers in the High Schools in the Caribbean
2. Recognize the work of child researchers in child related research
3. Disseminate findings on child research
4. Strengthen the networking links among researchers of child related matters and;
5. Inform the policy formulation and implementation process in the Caribbean Region, through published research findings.

With the intended outputs of each conference being:

• An award of Outstanding Child Researcher to a child presenter
• A publication of selected papers presented at the conference.
• A child-friendly publication of the children's papers
• Policy briefs based on main findings from papers.


Pre-conference activities have included teacher and student workshops aimed at improving research skills and knowledge of child rights. Separate workshops are held for the primary and secondary level teachers as well as students. The workshops main objectives were to sensitize participants about child rights and enhance their knowledge of how to better adhere to child rights.  In 2009 following a recommendation by the conference planning committee, a decision was taken to expand the teachers Workshop so that not only secondary level teachers but also primary level teachers would be able to benefit and learn how to advocate for child rights. Prior to 2011, workshops focused on child rights and research methodologies and were geared solely towards teachers. Subsequently however students were invited along with their teachers to participate in the day's activities. The move to include students formed part of an attempt to increase teachers' and students' knowledge about child rights and essay writing and to expose students and teachers to the concept of child friendly schools.

The CCRC is monitored by a Steering Committee consisting of representatives from the EFJ, CCDC, ECC, PIOJ, OCA, OCR, JCRC, CDA, and the MoE. Direct management of the conference is handled by SALISES through a Conference Director and Secretariat. The conference is usually held over two days and each year over 200 senior secondary students from across the island participate.

### SCOPE

The evaluation will be conducted by a single consultant for 5 working weeks over a period of three months, beginning October 15, 2012. It should provide a model for future conferences, review objectives and recommend improvements focused on achieving the objectives, develop and/or redefine appropriate indicators for evaluating conference outcomes.

In carrying out this evaluation the consultant will:

➢ Assess the extent to which planned results were achieved.
➢ Assess the reasonability of the relationship between costs and results
➢ Examine the validity of the assumed logic model identifying key assumptions and risks
➢ Assess performance in terms of the relevance of results, sustainability, shared responsibility among stakeholders, accountability and appropriateness of design and provide recommendations for improving same.
➢ Identify lessons learned including any unintended results achieved and provide recommendations for guiding the implementation of future conferences
➢ Investigate the feasibility of greater participation from other Caribbean countries.
➢ Develop a comprehensive evaluation framework and review schedule to facilitate assessment of subsequent conferences; ensuring continued relevance and on-going improvement.

### EVALUATION CRITERIA

This assessment should analyse the effects of the CCRC based on the criteria outlined below:

➢ Relevance: Are the objectives of the CCRC still relevant in the current Jamaican/Caribbean context? How can continued relevance be ensured?
➢ Efficiency: The cost of conferences has fluctuated over the years. Were there alternate methods of implementation that could have delivered the same results at lower cost; or more appropriate modalities that would have achieved the same or better results?
➢ Effectiveness: To what extent were the planned outputs and outcomes of conferences achieved. Have the desired intermediate outcomes been achieved over the years of implementation.
➢ Sustainability: Is the CCRC likely to continue without external funding and if not why? How can implementation be carried out with limited or no external funding?
➢ Transparency: Have the use of funds and execution of conference activities been transparent?

Implementation of the CCRC did not include measurements that would allow for impact assessment. However, the use of qualitative data from interviews and focus groups should enable some assessment of long term conference outcomes.

Human Rights, Child Rights and Gender issues should be taken into consideration in the evaluation approach. The conference targets children, both as researchers and participants; were steps taken to ensure that their rights were not violated? Were the lower education outcomes for boys in the Caribbean considered to facilitate equal participation of boys and girls? Were considerations made in implementation for children and adults with disabilities?

This assessment will be conducted utilizing a number of data collection and analysis methods. Primary data collection will be done through focus groups, interviews and a survey of participants in the October 2012 Conference. Secondary data will be available through a review of previous conference publications, evaluation reports and administrative documentation. Recommended data sources are outlined below; however the evaluator is not limited to these sources.

**Desk Review Administrative Documents, Reports, Publications, and Recordings**:  Aspects of previous conferences have been documented and recorded. These will provide some insight to the format and content of previous conferences.  Post conference publications of papers as well as summaries of the ex-post evaluations completed by participants. It is also anticipated that a scan of government policies and other relevant documents will be done to achieve the evaluation objectives. Administrative Documents include but are not limited to:

- Steering Committee Minutes
- Conference Programmes
- Conference evaluation sheets and summaries
- Research Papers Presented
- Procurement documents
- Dissemination Lists
- Training Evaluations
- Pre and Post tests

**Survey of attendees at 2012 Conference:** The consultant shall identify key indicators outside of the annual post-conference evaluations to capture additional perspectives of the attendees at the 2012 conference, considering the conference objectives: This information should address the relevant issues related to the evaluation criteria previously outlined.

**Focus Group sessions** should be conducted in such a manner as to gain the experiences and opinions of conference participants over the life of the conference. Focus Group participants should be sampled as to allow for disaggregation of the information gathered by child researchers, adult researchers, teachers and policy makers who have participated.

The consultant shall use analysis techniques suitable for each of the data sources. Proposed evaluation questions and measures have been outlined in the draft Evaluation Design Matrix included in Annex III. Final questions will result from collaboration between the evaluator and the CCRC steering committee.

**Ethical Considerations**

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

Verbal consent is required from all adults who agree to participate. Participants under the age of 18 will require written

parental consent. All participants will be informed of their right to discontinue their participation at any point and approaches for ensuring confidentiality will be described.

### *Deliverables & Work plan*

The Consultant will prepare an inception report which will outline how the evaluation will be carried out, bringing refinements and specificity to the terms of reference. It will include a finalized evaluation design matrix and logic model for CCRC implementation. The evaluation work plan should operationalize and direct the evaluation. The evaluation inception report should also include the following reporting elements:

- Expectations of Evaluation
- Roles and Responsibilities
- Evaluation Methodology
- Evaluation Framework
- Information Collection and Analysis
- Work Scheduling

### *Evaluation Report*

The Consultant will prepare an evaluation report that describes the evaluation and puts forward the evaluator's findings, recommendations and lessons learned. The presentation of results should be linked to the evaluation issues, establishing a logical flow derived from the information collected. The final report should conform to the UNICEF-Adapted UNEG Evaluation Reports Standards included in Annex I and will be evaluated using the Evaluation Report Quality Assessment Rating Sheet (Annex II).

### *Deliverables*

| | |
|---|---|
| Inception Report including finalized design matrix, methodology and draft logic model | October 22 |
| Data Collection | October 15- November 16 |
| Draft Evaluation Report and an oral presentation to the CCRC Committee outlining<br><br>• Key findings and recommendations<br>• Constraints, challenges and other critical factors of research implementation | November 28 |
| Final Evaluation Report based on comments on the draft report, together with the Executive Summary | December 10 |

*Management and Supervision*

The consultant will be directly supervised by UNICEF through the Monitoring and Evaluation Specialist. The CCRC Steering committee will provide oversight to the process and be responsible for constructive feedback on all submissions by the consultant. The approval of the final report also lies with the Steering Committee.

*Qualifications*

The preferred candidate should meet the following criteria:

- Advanced university degree in an area of the social sciences or relevant related discipline
- A minimum of 5 years of professional experience working at the national and international levels in research and/or evaluation
- Knowledge of child rights issues
- Experience in qualitative data analysis would be an asset
- Excellent analytical and communication skills (writing and verbal)
- Fluency in English

# REFERENCES

Gardener, J; Henry- Lee, A (2008) Promoting Child Rights through Research: volume 1: Sir Arthur

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Gardener, J; Henry- Lee, A (2010) Promoting Child Rights through Research: volume 2: Sir Arthur

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Planning Institute of Jamaica (2010) *Economic and Social Survey of Jamaica*, PIOJ: Kingston, Jamaica
*Vision 2030 National Development Plan* (2009)*: Planning for a Secure and Prosperous Future.* PIOJ: Kingston, Jamaica
Jamaica Observer November 9, 2012 – Reprimand improperly attired Teachers: Nadine Wilson
http://www.jamaicaobserver.com/news/-Reprimand-improperly-attired-teachers-_12948826

Jamaica Observer November 9, 2012: Call for more detailed analysis of statistics on children: Nadine Wilson: http://www.jamaicaobserver.com/news/Call-for-more-detailed-analysis-of-statistics-on-children_12937854

Jamaica Gleaner: Wednesday | November 7, 2012:  Government Can Do More - OCA Panel

Ministry Paper (8/93)

Ministry Paper (3/97)

Ministry Paper (7/03)

National Youth Policy (2003)

Cotonou Agreement (2003)

**Project Documents Consulted**:
Caribbean Child Research Conference Reports: 2006, 2008, 2009, 2010, 2011, 2012
Caribbean Child Research Conference Reports: Students' Guide
Evaluation of the Child Rights Pre Conference Workshops: 2007, 2008, 2010, 2011, 2012,
Assorted sample Primary school Essays
Assorted sample Secondary Research Papers
Terms of Reference –CCRC 2012- Evaluation of Caribbean Child Research Conference
Brief notes on meeting held with UNICEF, CARICOM and UWI representatives (February 1, 2008)
Caribbean Child Research Conference Proposal to UNICEF: 2007, 2008,2009,2011,2012
Call of Nomination for Award – October 23-24th 2006, 2007
Essay Competition for Primary School Children
Final call for Papers: October 24-25, 2012
Scoring sheet for Judges
Conference Committee meeting notes
Monitoring Child Rights in the Caribbean: Version 1 November 2012: UNICEF