

**RESEARCH ON**  
**STRENGTHENING SCHOOL BOARDS IN JAMAICA**  
**REF CA08-339**

*AN INITIATIVE OF*  
*THE PRIVATE SECTOR ORGANISATION OF JAMAICA*  
*IN COLLABORATION WITH*  
*THE COMMONWEALTH OF LEARNING*

Prepared by Georgia Simpson  
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# Strengthening School Boards in Jamaica

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## EXECUTIVE SUMMARY

Exploring the possibility for collaboration between the Private Sector Organisation of Jamaica (PSOJ), the Commonwealth of Learning (COL) and the National Council on Education (NCE) to strengthen School Boards in Jamaica through training and Open and Distance Learning is most timely. Such an alliance can prove pivotal in shifting Jamaica's mid-term threshold for crucial economic and social development, with the benefits possibly expanding to other Caribbean nations.

### The Mandate

- i) Research gaps and training needs to Strengthen School Boards
- ii) Identify potential partners for Open and Distance Learning to improve access to training

### Stipulations

The procedures must involve focus groups, surveys and interviews with key persons.

### Key Influences on Approach

Jamaica's development challenges ranging from crime to an inadequately trained work-force, the reported under-performance of schools, the need for prudent systems of governance due to limited resources of schools, recommendations of the Task Force on Education Reform, inner-city and rural perspectives, as well as the opportunity to engage students' voice.

### Outcomes

Five (5) focus group meetings including one with diverse representations an inner-city community.

Nineteen (19) interviews including one of the longest sitting chairpersons reputedly serving one of the best governed high schools in Jamaica.

211 randomly completed surveys allowing for comparisons of public opinion between the Kingston Metropolitan Area and Rural Jamaica.

### Training Needs Identified from Survey

These have been classified in three fields:

- i) Moral Leadership & Professional Ethics - Real or imagined, there is great concern about the capacity of school boards to deliver in this area.
- ii) The People Factor - Managing relationships in the school community is a critical success factor that requires the best of techniques to create a harmonious environment for broad based excellence in student achievement.
- iii) Strengthening Management and Governance Skills - The complexity of issues for which Boards are ultimately responsible requires the best of management techniques for improved school performance in Jamaica.

### Open and Distance Learning

Seven possible partners identified to participate in the pursuit of enhancing training and access for Members of School Boards.

### Recommendations

The PSOJ and CoL may be able to strengthen School Boards by assisting the NCE in identifying from amongst the PSOJ's membership of over 240 companies, business associations and individuals, a pool of prospects for Board Membership. In fact, the PSOJ has already identified this initiative as one of its Corporate Social Responsibility projects, formally launched at its member Luncheon on July 23, 2008.

To assist in providing continuous training for Boards Annual School Board Governance Workshops could be delivered through a variety of modalities – face-to face, on cable TV, via radio or on the Internet. The cost of these options has not been determined, but it is likely that the face-to-face option will be the most costly and the option of using the Internet, the least costly.

# 1. STRENGTHENING SCHOOL BOARDS IN JAMAICA

## **Introduction**

In Jamaica, the National Council on Education (NCE) is responsible for the coordination of the 998 public school boards for Infant and High Schools. With members of each Board ranging from eight (8) at the primary level to up to nineteen (19) in select high schools, NCE seeks to train approximately fourteen hundred (1400) Board Members each year.

## **Project Requirement**

To assist the NCE in its responsibility for training School Boards, The Private Sector Organisation of Jamaica (PSOJ) in collaboration with the Commonwealth of Learning required the following:

- i) research the gaps that exist and changes needed to ‘Strengthen School Boards in Jamaica’, through surveys, focus groups and interviews;
- ii) determine the format of media which should be used;
- iii) identify potential partners and clarify roles in which they could assist.

## **National Context**

Broad factors taken into consideration in designing a template for this undertaking included the following:

- i) Approximately <sup>1</sup>85% of Jamaican citizens pass through the high school system. A common ground for the shaping of the ‘Jamaican Mind’ is the public school system. Primary and high schools are the only agencies through which majority of the population are formally influenced before taking up adult responsibilities, such as voting, becoming parents as well as civic, political and commercial leadership.
- ii) As Jamaica struggles with crime, a high debt rate, its imports significantly exceeding exports, there is a critical need to effectively develop its human capital for economic and social stability.
- iii) Along with the preceding there are also emerging Caribbean development challenges such as <sup>2</sup>food insecurity, energy insecurity, a water crisis and the costly replacement of physical and social infrastructure which will be aggravated by an ill-prepared generation.

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<sup>1</sup> Dr. R. Davis, Task Force on Educational Form, A Transformed Education System, JIS, 2005

<sup>2</sup> The Sunday Gleaner, “Caribbean Businesses seen as threatened by climate change”, David Jessop, June 17, 2007.

- iv) More direct issues affecting youth and their preparedness for work were captured as follows:

<sup>3</sup>*The Jamaican youth face a number of challenges within the education system including:*

- *Inequities in the quality of publicly provided secondary education*
- *Gender imbalances in education (Methodology, subject choices and performance);*
- *Peer pressure and socio-cultural norms which devalue education and learning, and*
- *an upsurge in school related violence across the island.*

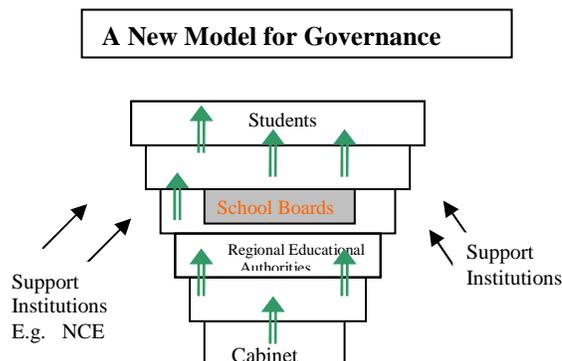
*The problems inherent in the system impact the Jamaican workforce as:*

- *77.3 per cent of the labour and 70.2 per cent of first time job seekers have no vocational, technical or professional qualifications.*
- v) The ordeals confronting the nation are intensified in inner-city communities and in a different manner, some rural districts face unique difficulties. The existence of these situations had some influence on the approach.
  - vi) The Task Force on Education Reform has targeted 2015 as the completion date for radical improvement in public education.

In identifying possible areas for strengthening School Boards, the above issues were taken into consideration along with other researched data.

### Education Reform & Governance

Included in the suite of recommendations made in report by the Task Force on Educational Reform is <sup>4</sup>‘a new model of Governance in Education with more responsibility delegated at the school level.’



<sup>3</sup> S. Kerr, A. Bailey, P. Knight, “The Transition of Jamaican Youth to the World of Work”; p2; Planning

Institute of Jamaica, 2006.

<sup>4</sup> Dr. Rae Davis, Task Force on Educational Reform Jamaica, Jamaica Information Service, p36, 2005

With this emerging change in the systems of governance, there will be a greater need for School Boards to have the appropriate capacities to govern schools to improve students' achievements. Along with this focused, results-driven management that is to be implemented, the resource challenge will continue to be an issue with which Boards will have to contend.

Key Issues and <sup>5</sup>Action Items indicated in the Education Reform report that directly affect School Boards include:

- i) Train and certify all Board Members in Board Governance
- ii) Hold Principals accountable to the objectives and performance targets of the School Development plan
- iii) Require Principals to undergo regular training in School Management and Leadership Development Planning
- iv) Conduct annual parent/community satisfaction surveys for all schools
- v) Conduct bi-annual National Taxpayer Satisfaction Survey
- vi) Address chronic underachievement of the education system
- vii) Address anti-social behavior of students
- viii) Design and implement performance management systems at the school level
- ix) Strengthen stakeholders' participation

Of note in the report, the Board will be directly responsible for ii, iii, and iv) above, whilst the school has direct responsibility for 16 areas which include vi, vii, and ix mentioned above.

The implication of this is that schools will be held accountable to a higher level of performance. For these institutions to be successful in carrying out their additional responsibilities, members of School Boards will require at least a sound understanding of the requirements and processes to undertake transformation in order to provide effective governance and achieve the necessary results. In view of the fact that the desired results are expected to be accomplished by 2015, strengthening school boards in Jamaica is an urgent priority.

## **2. PRESENT TRAINING SYSTEM AND CONTENT**

At present, the National Council on Education requires that new Board appointees participate in a training programme. Each School Board sits for three years. Schools are designated in six (6) regions across the island and training is conducted at a site in select regions based on training needs.

Below is an overview of the standard one-day training programme:

- I – Regulations and legislations affecting schools
- II - Roles and responsibilities of Boards of Management with emphasis on
  - i) Operating according to Law
  - ii) Types and Process of Appointment and Employment of Principals and Teachers
- III - Required disciplinary procedures

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<sup>5</sup> Dr. Rae Davis, Task Force on Educational Reform Jamaica, Jamaica Information Service, p80, 2005

- IV - Basic overview of developing a code of ethics
- V - School Boards & Fiduciary Responsibilities including
  - i) Financial Duties and Responsibilities of Board of Management
  - ii) Functions of Accountable Officers

### **3. RESEARCH METHODOLOGY**

The above factors along with other facets of general management and corporate governance were taken into consideration in the preparatory stages. Preliminary interviews and research were also conducted to ensure that the issues would be appropriately framed for surveys, select interviews and facilitating the focus group meetings.

The <sup>6</sup>Governor Mark Standards influenced the design of the research instruments, their mission being to enhance school governance, stating that there ought to be

*“emphasis that governing bodies must have in place quality processes if they are to make a significant impact upon the achievement of schools. Intrinsic to this approach is a belief that if governing bodies have adopted such quality process, the extent of their contribution and influence can make a real difference to the leadership and management of the school”.*

Prime areas of impact on effective governance were stated as:

1. School Improvement
2. Every Child Matters
3. The Life of the School
4. The Community

#### Features of Research Instruments

In the end, the areas below were determined as key issues to guide the process:

- i) General and fiscal management
- ii) Capacity to build and sustain key relationships
- iii) Principles and moral leadership
- iv) Resource development, maintenance and acquisition
- v) Compassion and character
- vi) Vision, planning and policy development
- vii) Congruence between the economic and social agenda of education
- viii) Regulatory and legislative influences in school governance

#### Summary of Research Format

- I. Five (5) focus group sessions were held - These allowed various stakeholders to deliberate together, work through different perspectives and arrive at consensus on some issues.
- II. Two hundred and eleven (211) random surveys were completed by having participants complete a 1 page questionnaire. These were administered in Kingston, St. Andrew, St.

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<sup>6</sup> [www.http://thegovernormarkstandards](http://thegovernormarkstandards)

James and Westmoreland to get public opinion on the subject of School Boards. See **Appendix 1**. After withdrawing those with faults, the results of the 211 questionnaires completed by randomly selected members of the public, were categorised in eight groups:

- i) Kingston Metropolitan Area
- ii) Rural Communities
- iii) Parents
- iv) Educators
- v) School Directors
- vi) Students Over 18
- vii) Students Under 18
- viii) Community Leaders

III. Nineteen (19) interviews – representatives from key interest groups ranging from the education sector to the business community were interviewed to obtain their considered points of view. See **Appendix 2** for interview form.

Of the various challenges confronting schools across Jamaica, those located in inner-city communities are exacerbated due to the concentration of social ills common to such environments. The diagram in **Appendix 3** captures a range of dilemmas facing the average inner-city student. Schools located in rural districts also face their unique difficulties. In view of this, provision was made to do assessment of responses pertaining to these groups.

#### **4. RESEARCH OUTCOMES**

##### **Focus Groups**

In the five group meetings held, the number of participants for respective groups ranged from ten (10) to fourteen (14). Three (3) were conducted at the office of The PSOJ and the other two in communities.

Of the five groups, one comprised mixed inner-city representatives including students, parents (employed and unemployed) and an ex-Board Member of a high school located in one such community.

The other four group focus meetings were similar in that they had a general composition of current and retired educators, parents, students, young adults, current and or past Board Members along with professionals. The duration of each meeting was approximately one and a half hours.

##### **Issues raised that were common to all the meetings were:**

- The need for training and sensitising Board Members in how to effectively relate to key stakeholders in the school system, namely students and parents.
- Design an effective system for recruiting members of School Boards that should involve a committee, at least on a regional basis. It was recommended that such a committee should develop a pool of prospects over time to reduce delays and inappropriate appointments.

- Train School Boards in being visibly responsive to new challenges and development trends.
- Ensure members of School Boards are properly trained in key performance areas.
- Recommendations that in recruitment, stipulation must be made that the prospect must be committed to invest the necessary time to perform duties adequately.
- Members must be selected based on their interest and commitment to student development.
- Establish clear guideline for the selection of school board members.

Other noteworthy comments from these sessions included:

Orient members of the Board with the suite of current challenges confronting students so that they can be more effective in their focus and functions.

- School Boards should tailor solutions specific to individual school's context, e.g. schools located in inner-cities have unique problems that require understanding of the sub-culture.
- School Boards should form strategic partnerships with Parent Teachers' Associations.
- The mandate and training of the Board should be the development of the 'whole person' without an over-emphasis on academics. This should be subsequently filtered to the teachers via the principals.
- In developing priorities, the Board should strategically target students facing greater hardships in their domestic circumstance.
- Inner-city students tend to gravitate to sports, so School Boards should improve their efforts to secure suitable resources in such communities.
- Discipline and security in inner-city schools require special attention for which Board Members must receive special training and support.
- Boards should be trained in strategically selecting teachers with an age-mix that enhances the School's collective capacity.
- Board Members of schools based in inner-city communities should receive orientation tailored to meet the unique challenges that such institutions face.
- Past students who would be suitable for Board representation should be strategically targeted in recruitment.
- A code of ethics should be established for Board Members.
- On-going training should be implemented for Board Members of schools.

Random Survey

The questionnaire, 1 page, aimed to have respondents decide on 'high value' themes that would provide a clear indication of the public's opinion on the expected function of school boards and areas to be prioritised in the training programme. The four basic areas that the survey covered are:

1. Knowledge and capability
2. Key relationships for board to succeed
3. Distinctive qualities of Board Members
4. Prime mandate of Board

For each question, respondents were asked to choose between responses categorized as A or B. The results of the questionnaire are summarized in their respective categories in **Appendix 4**.

The comparatives for the respective groups are displayed in graphs in **Appendix 5**. Below are the collated results as per the questionnaire.

**1. Which is more important for Board Members to know?**

- i) A) The laws regulating schools - **47%** B) How to get students to succeed **53%**
- ii) A) How to give account for money **14%** B)... How to work with principal and teachers **86%**
- iii) A) How to oversee the school property **43%** B) How to raise funds for the school **57%**
- iv) A) How to resolve problems with students **57%** B) How to work with the community **43%**
- v) A) How to talk to the public **26%** B) How to counsel students and teachers **74%**

**2. What relationships are key to a successful School Board?**

- i) A) Principal, Teachers & Other staff **74%** B) Students **26%**
- ii) A) Ministry of Education & other agencies **31%** B) Parents & Community **69%**

**3) What features are more important in selecting a member for a School Board?**

- i) A) Moral Values **62%** B) Management Skills **38%**
- ii) A) Care for students **63%** B) Experience in education **37%**
- iii) A) Relationship with Community **30%** B) Courage to do what is right **70%**
- iv) A) Ability to raise funds **21%** B) Ability to plan for the future **79%**

**4) What should be a School Board's priority in making a decision?**

- i) A) What is good for Jamaica **99.9%** B) What is done in other countries, e.g. North America – **01%**
- ii) A) What is popular **0%** B) What is right **100%**
- iii) A) What is required by the rules **49%** B) What will help the student **51%**

**Consensus**

The questions with the greatest tension between respondents are on the topic of:

- 1. What should be a School Board's priority in decision making?  
A) What is required by the rules - **49%** B) What will help the student – **51%**
- 2. Which is more important for Board Members to know?  
A) The laws regulating schools – **47%** B) How to get students to succeed – **53%**

The fields in which there was notable agreement amongst the groups are:

Question 1 - Which is more important for Board Members to know?

- A) How to give account for money – **14%** B) How to counsel students and teachers – **86%**
- B) How to talk to the public – **26%** B) How to work with Principals and Teachers – **74%** -

Question 2 – Key relationships for a successful Board

- A) Principal, teachers and other staff – **74%** B) Students- **26%**
- A) Ministry of Education and other agencies – **31%** B) Parents and community – **69%**

Question 3 Important features in selecting members of Board

- A) Ability to raise funds – **21%** B) Ability to plan for the future – **79%**
- A) Relationship with community - **30%** B) Courage to do what is right - **70%**
- A) Care for students - **63%** B) - Experience in education (Only 47% of respondents from rural Jamaica were in agreement with this.)

Students over 18 and Educators had the highest levels of disagreement in this area with 56% of the former (students) and 57% of educators in agreement.

A) Moral Values – **62%** - B) Management skills – **48%**  
(Board Members, Community leaders and Kingston & Metropolitan area had an equal percentage of dissidents on the above with each amounting to 50%)

Question 4 - Boards' Priority in making decisions:

A) What is good for Jamaica – **99.9%** - B) What is happening in other countries – **0.01%**

A) What is right – **100%** - B) what is popular – **0%**

### Public Expectation

From the survey, it appears that the public expects a development philosophy to drive schools in Jamaica - a national vision underpinned by uncompromised values. Additionally, Boards' internal relationships within respective schools are seen as having priority over both external supervisory agencies as well as the public that would include taxpayers.

### Interviews

An interesting point of note in the interviews is that approximately 30% of the interviewees were reluctant to be identified. Their concerns were along the lines of possible repercussions if their opinions became known and could be traced. This was particularly common to representatives from inner-city schools.

From this, the implication is that at least some of the schools are serious victims of the dysfunctions within their immediate community and the broader society. The systems of supervision at the national and regional levels do not appear to provide adequate measures to discourage such occurrences.

The results of 19 of the interviews are compiled for this segment of report.

- a) 6 comprised members of School Boards including chairpersons, principals and teachers.
- b) 7 representing professionals and the business community and
- c) 6 Board Members and educators of schools based in inner-city communities.

To ensure focus and commonality on issues addressed, interview forms were designed with nine questions. The response of each group is in **Appendix 6**.

Below are the first and second most frequently selected responses along with rating frequency.

1. *What do you think should be the focus of Members of school Boards?*

*First: Supervise and Facilitate principals and teachers to function according to goals (5 in first place)*

*Second: Ensure school effectively equips each child to develop according to potential (9 in second place)*

2. *What key competences should influence the selection of Board Members?*

*First: High Ethical Values/ Morals – (12 in 1<sup>st</sup> place)*

*Second: Knowledge and skills in management (4 times in 1<sup>st</sup>) whilst*

*Third Knowledge of Education Act & Regulations governing schools (5 times in 2<sup>nd</sup>)*

3. *Indicate in order of priority the group that should be best served by Board Members.*  
*First: Principals and Teachers (9 in 1<sup>st</sup>)*  
*Second: Students (7 in 2<sup>nd</sup>)*
4. *List in order of priority what features should all School Boards have in common*  
*First: Vision, Goal Setting & Planning (7 in 1<sup>st</sup>)*  
*Second: Clearly defined moral values with consistent ethical practices (6 in 1<sup>st</sup>)*
5. *Prioritise the following traits in selecting Members of School Board*  
*First: Ethical Lifestyle (10 in 1<sup>st</sup>)*  
*Second: Courage and compassion to drive change (8 in 2<sup>nd</sup>)*
6. *What are the key areas in which Board Members should be trained?*  
*First: Regulations and Legislations affecting school governance (8 in 1<sup>st</sup>)*  
*Second: Best practices for managing educational facilities (5 in 1<sup>st</sup>)*  
*Third: Systems and structures important for administration and good staff relations (3 in 1<sup>st</sup> and 3 in 2<sup>nd</sup>)*  
*Fourth: Orientation with development trends that may influence national and individual socio-economic stability.*
7. *In School Board's evaluation what should be the top five performance criteria?*  
*First: Policy Development and Implementation (8 in 1<sup>st</sup>)*  
*Second: Management and improvement of school environment (8 in 2<sup>nd</sup>)*  
*Third: Staff Relations & Performance (2 in 2<sup>nd</sup> & 3 in 3<sup>rd</sup>)*
7. *See responses to question on Open and Distance Learning after 'Summary of Training Needs'.*
9. *Should additional training be given to for Board Members in*  
*a) Inner-cities - 14 Indicated yes*  
*b) Rural communities. – 7 yes*

## **5. SUMMARY OF TRAINING NEEDS EMANATING FROM THE RESEARCH**

From the three processes conducted in this research to identify gaps in training of members of School Boards, the following emerged:

*"You cannot have the wrong people and expect right results" Loveda Jones, Focus Meeting #2*

### **Moral Leadership & Ethical Issues**

- i) National Guidelines and Code of Ethics establishing standards to be eligible for consideration to become a member of a School Board.
- ii) Training in approaches to ethical and evidenced based decision-making
- iii) Professional Ethics and Codes of Conduct for management operations and decision-making processes.
- iv) Understanding the public expectation of moral leadership of School Boards

*“The Board must approach students’ development as a pie, looking at all the important aspects and making strategic decisions to achieve the required outcome.” Lola Chin Sang, Focus Meeting #2*

### **The People Factor**

- i) How to establish and manage systems for effective relationships with key stakeholders, viz. principals, teachers, other staff and students.
- ii) Managing and resolving team conflict
- iii) Building key partnerships to strengthen schools
- iv) Managing and communicating change for students’ achievement
- v) Performance based personnel management
- vi) Successful governance through communication – from the student to the media.

*“Education must not be caught, it must be taught”, John Fayers, Focus Meeting #5*

### **Strengthening Management & Governance**

- i) Governance for students’ achievement
- ii) Best practices in managing educational facilities
- iii) General management and governance principles to guide successful institutions
- iv) Managing by rules
- v) Developing and promoting school’s mission and vision
- vi) Strategic planning and implementation
- vii) Effective decision making at the Board level to improve student outcome
- viii) Financial and resource management for optimized results
- ix) How to analyse student curriculum and achievement data
- x) Understanding Board structure, its role and responsibilities in the ‘New Governance Model’ as per the Task Force on Education Reform.
- xi) Systems and policies for evidenced based decision making
- xii) Strategies for resource acquisition and fundraising

*“The Board must see the possibilities behind the indiscipline and dysfunctions of troubled students” Melbourne Absalom, Focus Meeting #2*

### **Inner-city & Rural Communities**

With regard to schools located in inner city and rural communities, the following areas are recommended:

- i) Orientation on how to work with dominant aspects of the sub-culture, which directly or indirectly influence the school’s operation or any of the key stakeholders.
- ii) Building sustainable partnerships outside of the school’s community
- iii) Engaging community collaboration for student achievement
- iv) Identifying and working with troubled students
- v) Strengthening parental partnership for student success
- vi) Providing effective support to improve students’ performance
- vii) Counseling and mediation in a violence prone environment

## **6. APPROACHES TO OPEN & DISTANCE LEARNING**

Of the 1400 Board Members invited for training each year, the National Council on Education reports that an average of about 600 participate in training each year. The reasons for the high

levels of absenteeism were not stated. Nevertheless, there is obviously the need for making training more accessible.

Question 8 on Interview Form: *Where it is not possible to have seminars what other methods are considered feasible for training Board members. List in order of preference.*

**RESULTS:**            *1<sup>st</sup> Printed Material –( 8 times in 1<sup>st</sup>)*  
                              *2<sup>nd</sup> Internet (7 in 1<sup>st</sup>)*  
                              *3<sup>rd</sup> DVD (7 in 2<sup>nd</sup>)*

#### Printed Material

By a slight margin, printed material was indicated as the best means to increase ease of access to training for members of School Boards. However, disadvantages, which have been identified for this path, are:

- a) A longer process in expediting access due to the various steps required in preparing materials for printing.
- b) This is likely to be more expensive with a high volume requirement to benefit from the economies of scale.
- c) Printed materials offer less flexibility to be updated.
- d) Changes and distribution of upgrades or amendments can prove expensive and cumbersome.

#### Online (Internet) Training

This was the second most frequently selected response to open distance learning. Below are the issues of concern:

- a) There is strong doubt whether there is island-wide access to Internet service, especially for Board Members based in some rural and inner city communities .
- b) Not all School Board Members are able to use the Internet and even with training the age and orientation of some board representatives would limit the effectiveness of this route.
- c) This route is likely to prove most flexible and cost effective in the long term.

#### Other Options

Using the electronic media, radio, (cable) television and DVDs to complement the above delivery streams could also be incorporated. The cost of these options has not been determined, but it is likely that the face-to-face option will be the most costly and the option of using the Internet, the least costly. The effectiveness in reach and impact would also need to be further investigated but may be difficult to measure.

#### Possible Partners for Open Distance Learning

Discussions have been held with several institutions and the agencies who have indicated their willingness to consider partnership in increasing access of training to School Boards are shown in **Appendix 7**.

### **7. ADDITIONAL RECOMMENDATIONS**

- A. The PSOJ should collaborate with NCE to develop a suitable pool of prospects for School Boards across the island. This should expedite appointments and possibly reduce inappropriate selections.

- B. Identify select inner city and rural schools to be adopted by commercial entities, including possibly Board representation.
- C. PSOJ collaborate with NCE and the Commonwealth of Learning to have an annual or bi-annual live or on-line conference on School Governance. This eventually could become a regional event.

## **8. THE WAY FORWARD**

During the research, considerable interest was displayed by respondents and potential partners as they deliberated on issues relating to school boards and the conceivable impact improved governance will provide to all the key stakeholders.

Therefore, the prompt mobilisation of Phase II of this project by selecting at least two key areas for delivery before the end of 2008 would be tactical given the need and expanse of interest. Moral Leadership and Professional Ethics should be one of the subjects tackled early due to the extensive concern and fundamental role this component plays in successful governance.

Additionally, prompt follow-up with potential partners interested in participating is particularly important to mobilise resources in the respective agencies. This will ensure that this project goes forward with the desired momentum which the National Council on Education seems eager to see unfold to assist in fulfilling its mandate to improve school governance. See letter in Appendix 12.

## **9. CONCLUSION**

Jamaica is viewed as one of the top *country brands* in the world, a major part of this being the distinctive performance of its people on the world stage in various areas from athletics to the sciences. For example, in the sciences, Jamaica's <sup>7</sup>Dr. Thomas Lecky pioneered the first genetically bred cattle, Jamaica Brahman and Jamaica Red, and AJ Thomas introduced mono-sex culture to rear Perch imported from Africa. These two occurrences have strengthened economies from Africa, to South and North America.

Yet student achievement in high schools is inadequate to meet the developmental needs of the nation as well as to effectively prepare the average Jamaican youth for life and work. Next to the national debt, the Government's expenditure on education is the second highest in the national budget, approximately <sup>8</sup>9.5% of the national budget. With this level of national commitment, it is most opportune that this strategic initiative of the PSOJ is being pursued at this time.

Strengthening School Boards through training to enhance their capacity to govern Jamaica's educational institutions is an urgent imperative to improve students' performance. The PSOJ, a respected business organisation in Jamaica, has championed corporate governance in the public and private sectors and is well-placed to support the NCE in this important national undertaking. With its membership comprising 240 companies, business associations and individuals, it has a significant pool of prospects for board membership. In fact, the PSOJ has already identified this initiative as one of its *Corporate Social Responsibility* projects, formally launched at its Members' Luncheon on July 23, 2008.

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<sup>7</sup> Jamaica Gleaner: Pieces of the Past: Famous Jamaican Scientist – Dreamers Among Us.

<sup>8</sup> Davis, Dr. R., Task Force on Educational Form, A Transformed Education System, JIS, 2005

# APPENDICES

## Appendices

### App. # - Title

1. Copy of Questionnaire
2. Copy of Interview Forms
3. Visual of Inner-city Students' Dilemma
4. Categorized Results of Questionnaires in Random Survey – Table 1
5. Graphs depicting results in Random Survey -
6. Summarised Results of Interview Forms - Table 2
7. List of potential partners for Board Strengthening
8. Copy of response from Jamaica Association of Distance & Open Learning
9. Copy of letter from University College of the Caribbean
10. Copy of letter from the Public Broadcasting Corporation of Jamaica
11. Copy of letter from Roots FM
12. Copy of letter from National Council on Education

**PSOJ/CoL Research Project on Roles & Training Scope for School Boards in Jamaica (Mainly High Schools)**

Hi, we would like your opinion on school boards in Jamaica. This will assist in the review of training material for directors. In our study, we are conducting a survey to hear from citizens. The contents of this interview will be treated confidentially.

*In general, schools are managed by Board Members. They are responsible to supervise the principal who oversees the running of the school. Kindly tick all that apply -You are a **Student**( ); **Parent** ( ); **School Dir.** ( ); **Community Leader** ( ); **Educator** ( ); **Other Professional** ( ); **Under 18 Years** ( ); **Over 18 Years** ( ).*

**Please answer the following questions by placing a tick in the box of your choice for each question.**

**1. Which is more important for Board members to know?**

- i) A) The laws regulating schools ( ) **OR** B) How to get students to succeed ( )
- ii) A) How to give account for money ( ) **OR** B) How to work with principal and teachers ( )
- iii) A) How to oversee the school property ( ) **OR** B) How to raise funds for the school ( )
- iv) A) How to resolve problems with students ( ) **OR** B) How to work with the community ( )
- v) A) How to talk to the public ( ) **OR** B) How to counsel students and teachers ( )

**2. What relationships are key to a successful School Board**

- i) A) Principal, Teachers & Other staff ( ) **OR** B) Students ( )
- ii) A) Ministry of Education & other agencies ( ) **OR** B) Parents & Community ( )

**3) What features are more important in selecting a member for a School Board**

- i) A) Moral Values ( ) **OR** B) Management Skills ( )
- ii) A) Care for students ( ) **OR** B) Experience in education ( )
- iii) A) Relationship with Community ( ) **OR** B) Courage to do what is right ( )
- iv) A) Ability to raise funds ( ) **OR** B) Ability to plan for the future ( )

**4) What should be a School Board's priority in making a decision**

- i) A) What is good for Jamaica ( ) **OR** B) What is done in other countries, e.g. North America ( )
- ii) A) What is popular ( ) **OR** B) What is right ( )
- iii) A) What is required by the rules ( ) **OR** B) What will help the student ( )

***Thank you very much for participating.***

**APPENDIX 2**

**PSOJ/CoL Research Project on Roles & Training Scope for School Boards in Jamaica (Mainly High Schools) Interview Form for School Board Members, Principals, Teachers, Education Policy Makers, etc.**

The PSOJ is conducting research as part of a project to enhance the governance process in a select number of high schools. By completing this short questionnaire, you will assist in the review of training material for incumbent directors. In our study, we are interviewing key persons to contribute to the education process. The contents of this interview will be treated confidentially. You will not be identified in the report and the responses will be grouped.

Name: \_\_\_\_\_ Position \_\_\_\_\_

Employer/Company /Relation to School \_\_\_\_\_ Contact # \_\_\_\_\_

*For questions I to VII, please indicate in order of priority, with I being top priority.*

**I. What do you think should be the focus of Members of School Boards?**

1. Meeting Financial & Statutory Requirements for school governance .....
2. Maintenance and improvement of school's services and resources .....
3. Ensure that school effectively equips students' for economic independence .....
4. Facilitate curriculum delivery that prepares each student for good citizenship .....
5. Ensure that school effectively equips each child to develop according to potential .....
6. Supervise and facilitate principals and teachers to function according to specified goals .....

Other/Comments \_\_\_\_\_

**II. What key competences should influence the selection of school Board Members?**

1. Knowledge of Education Act & Regulations governing schools .....
2. Knowledge and skills in management .....
3. Expertise in student development .....
4. Expertise in Financial Management and fund-raising .....
5. Knowledge of evidence based decision-making and conflict resolution .....
6. High ethical values/morals .....
7. Knowledge and skills in corporate governance

Other/Comments \_\_\_\_\_

**III. Indicate in order of priority, 1 being top, the group that should be best served by Board Members.**

1. Principals and Teachers .....
2. All other members of staff .....
3. Ministry of Education officials .....
4. Students .....
5. Parents .....
6. The immediate and wider community .....
- 7.

Other/Comments \_\_\_\_\_

**IV. List in order of priority what features should all School Boards have in common:**

1. The ability to supervise Principals and Teachers in line with regulations .....
2. Clearly defined moral values with consistent ethical practices .....
3. Competent Financial administration of the institution .....

4. Leadership for student achievement .....
  5. Good community collaboration .....
  6. Vision, Goal Setting and Planning .....
  7. Other/Comments
- 

**V Prioritise the following traits in selecting School's Board Member**

1. Competence in Student Development .....
2. Courage and compassion to drive change .....
3. Ability to access resources .....
4. Ethical Lifestyle .....
5. Good governance skills .....
6. Experience in education sector .....
7. Relationship with Community .....
- 8.

Other/Comments \_\_\_\_\_

---

**VI What are the key areas in which Board Members should be trained?**

1. Regulations & Legislations affecting school governance .....
  2. Systems & Structures important for administration and good staff relations .....
  3. Strategies to improve student achievement .....
  4. Financial and fundraising methods for stability .....
  5. Orientation with development trends that may influence national & individual socio-economic stability
  6. Counseling and Mediation .....
  7. Best practices for managing educational facilities
  8. Other/Comments
- 

**VII. In School Boards' Evaluation – what should be the top 5 performance criteria**

- i) Board Meeting Management .....
- ii) Compliance with Procedures in Decision Making .....
- iii) Policy Development & Implementation .....
- iv) Students Academic Performance .....
- v) Staff Relations & Performance .....
- vi) Management and improvement of School Environment .....
- vii) Parent & Community Relations .....
- viii) Fiscal Management & Fundraising .....
- ix) Support & Cooperation with Principal .....
- x) Student's life-skills preparation & effectiveness in meeting their needs .....
- xi) Leadership to strengthen good citizenship for national development.....

Comments \_\_\_\_\_

---

**VIII. Where it is not possible to have seminars, what other methods are considered feasible for training Board Members – list in order of preference**

1. On-line (Internet) training modules ----
  2. CD -----
  3. DVD -----
  4. Printed Materials ----
  5. Other/Comments
- 

**IX . Should additional training be given for Board Members of schools in:**

1. Inner cities – If yes, state areas \_\_\_\_\_
-

2 Rural communities - If yes, state areas

---

Other/Comments

---

*Additional Comments*

---

*Thank you for participating in this process.*

APPENDIX 3

**VISUAL OF AVERAGE INNER-CITY STUDENTS' DILEMMA**

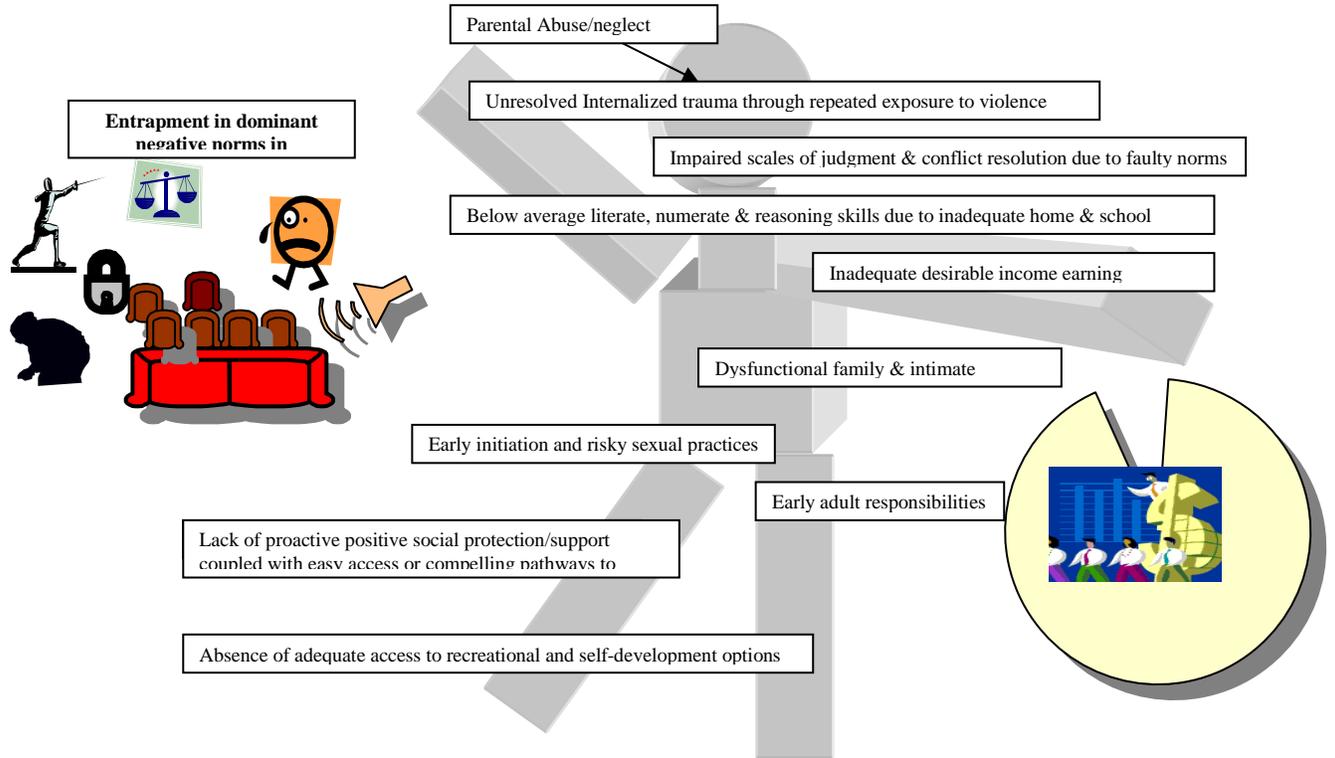
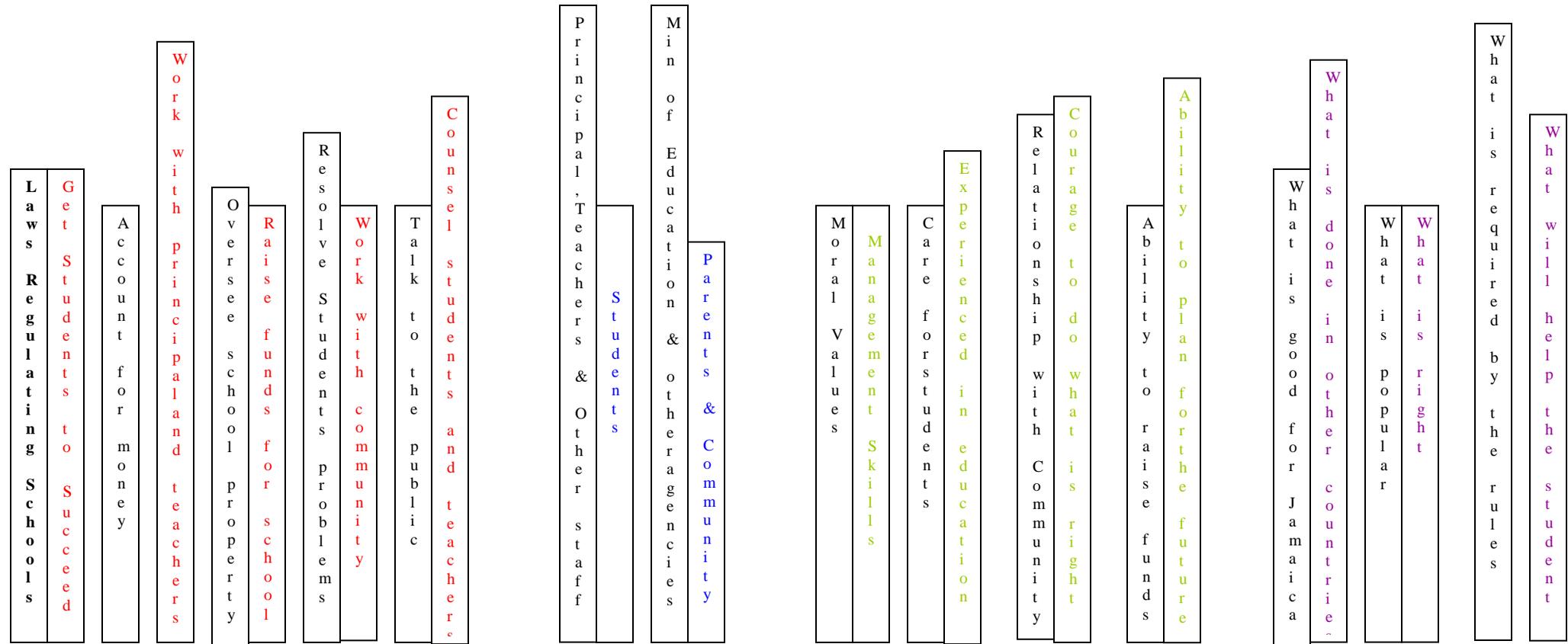


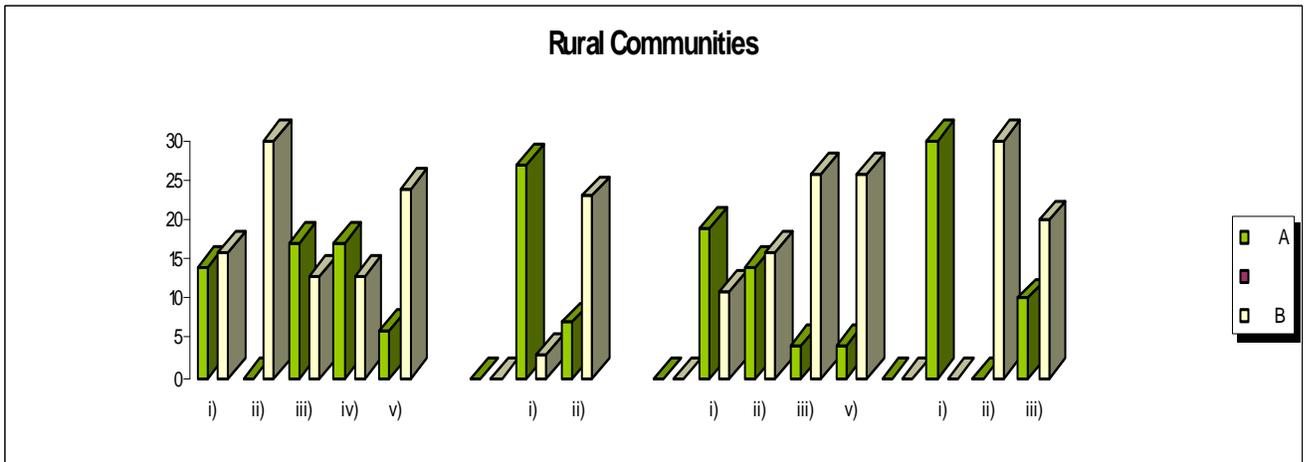
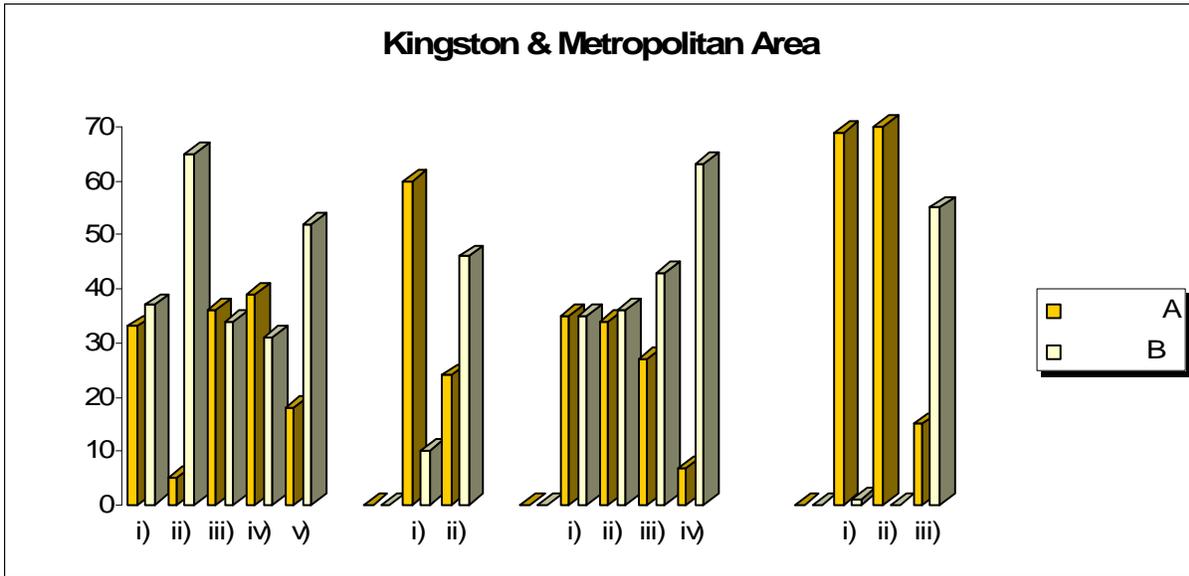
TABLE 1

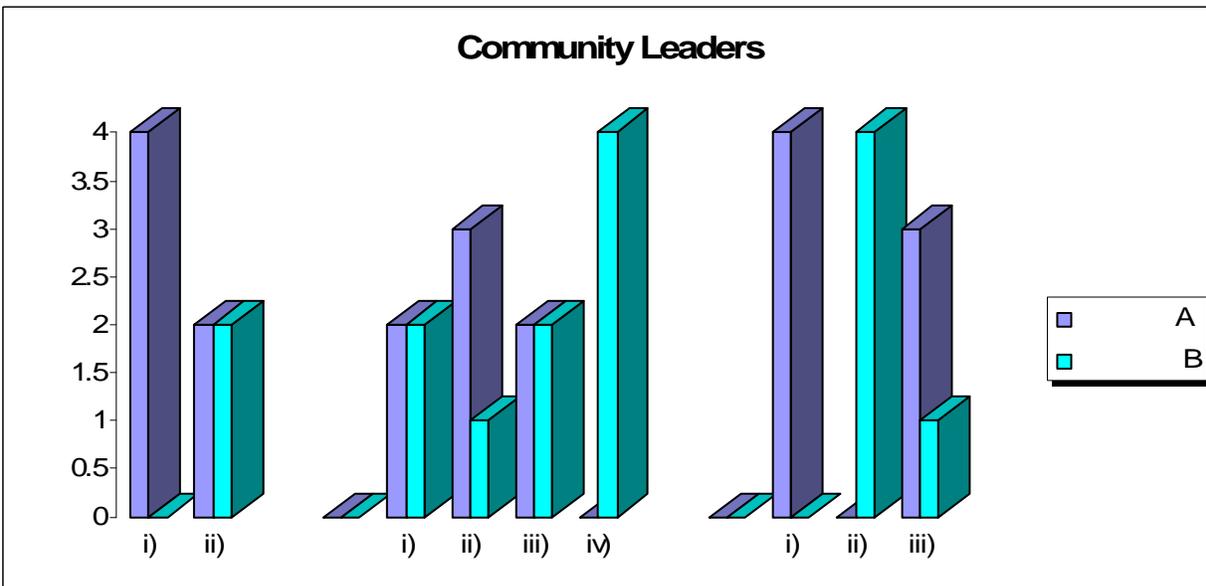
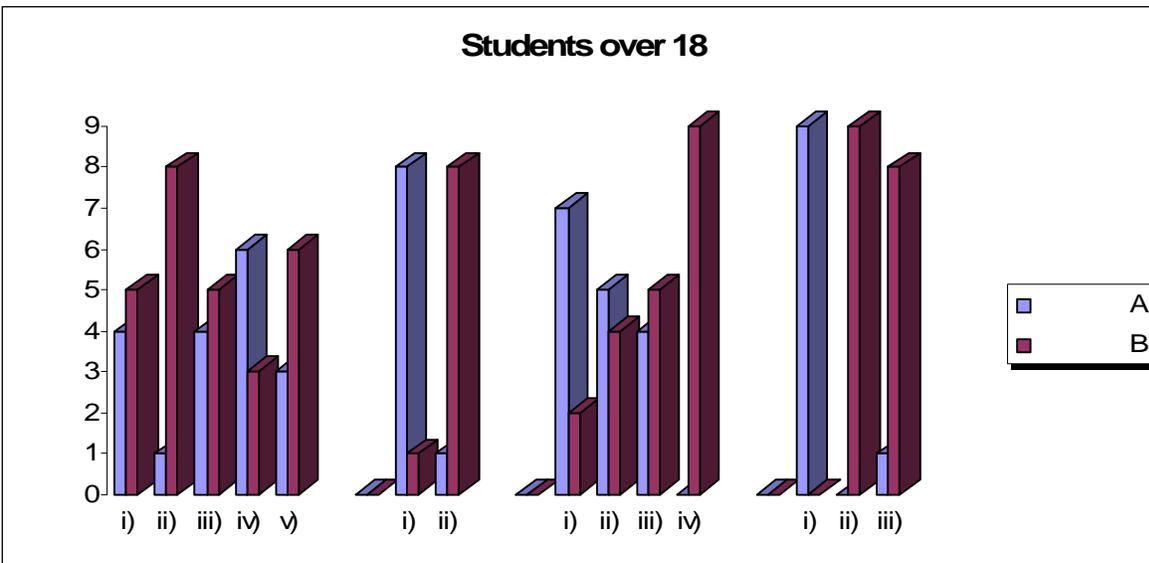
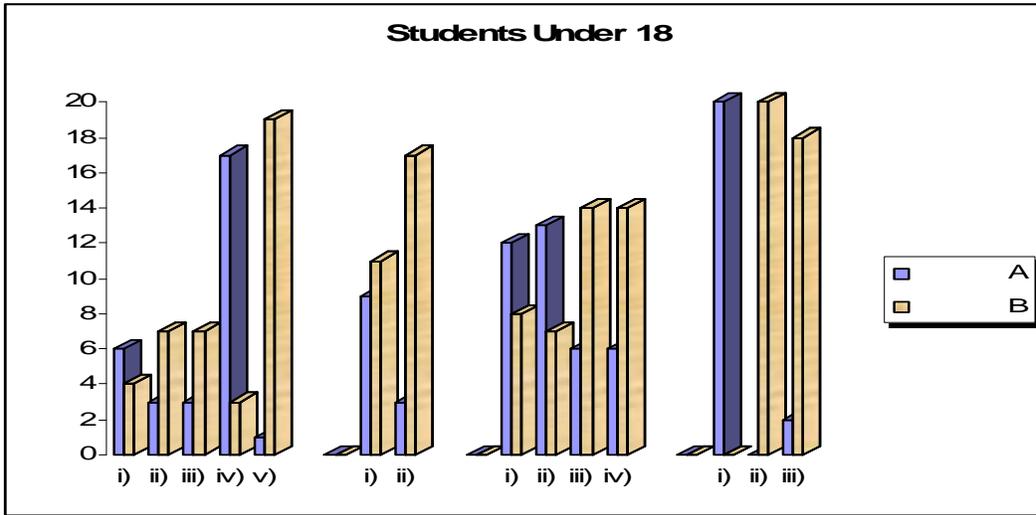
**CATEGORISED RESULTS OF QUESTIONNAIRE**

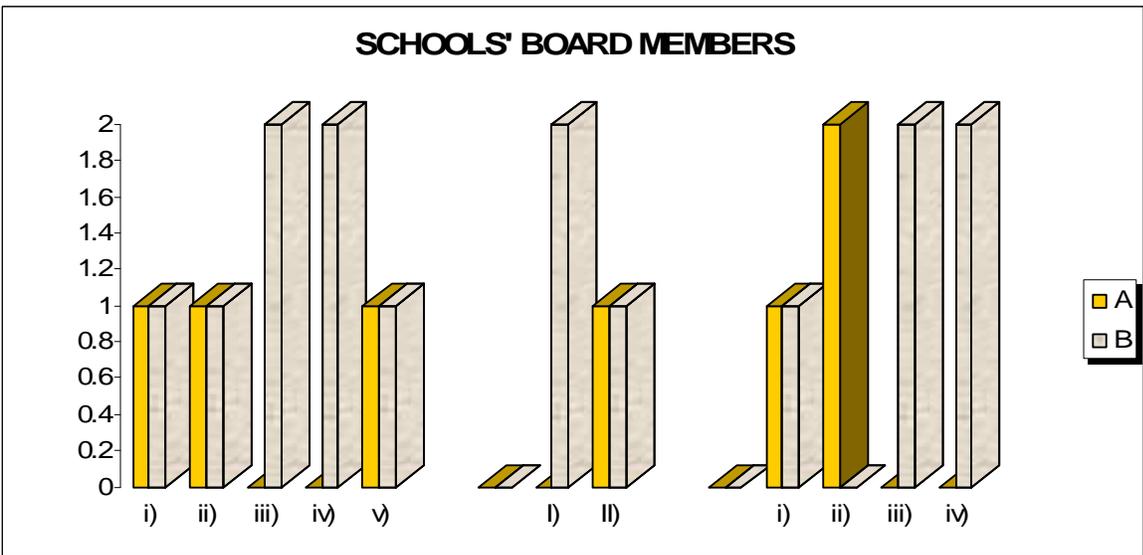
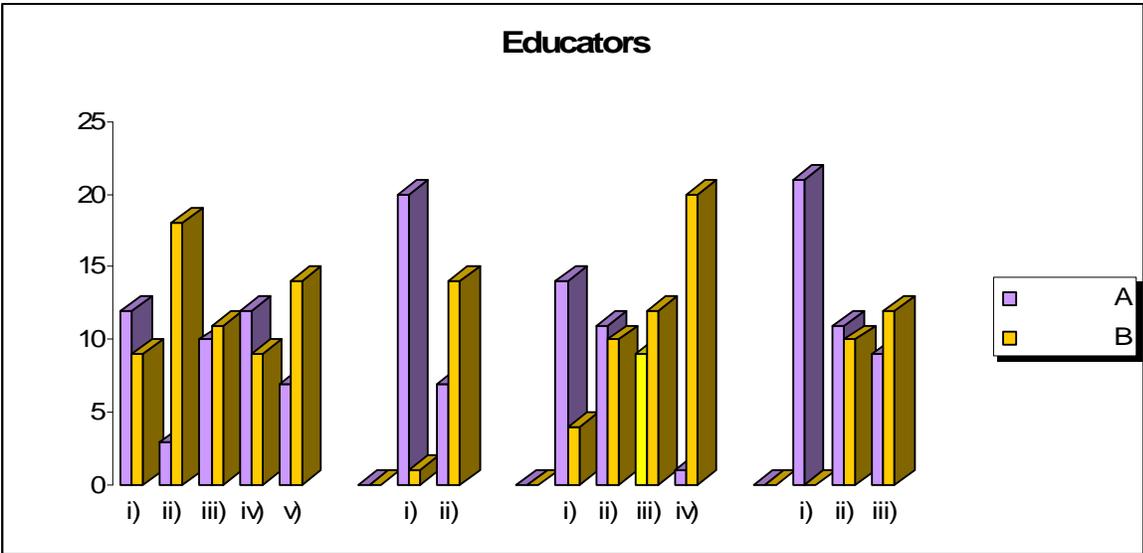
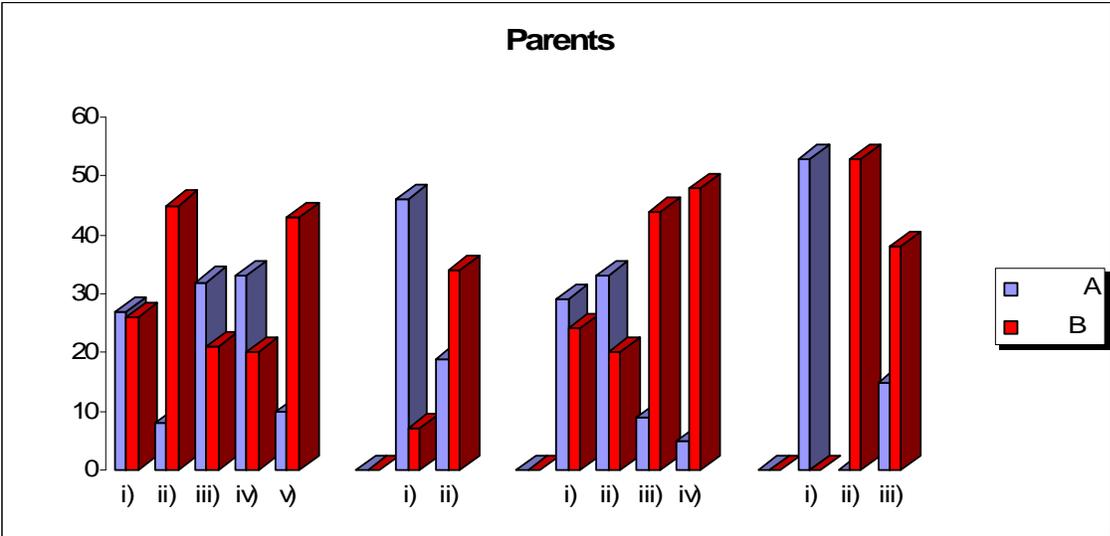


	(i)		(ii)		(iii)		(iv)		(v)		i)		(ii)		(iii)		(iv)		(i)		(ii)		(iii)					
	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B				
1 Parents	53	47	15	85	58	42	62	38	20	80	87	13	35	65	55	45	62	38	18	82	11	89	100	0	0	100	100	0
2 Students Over 18	44	56	11	89	44	56	67	33	33	6	89	11	11	89	78	22	56	44	44	56	100	0	100	0	0	100	11	89
3 Students Under 18	30	70	15	85	15	85	85	15	5	95	45	55	15	85	60	40	65	35	30	70	30	70	100	0	0	100	10	90
4 Educators	57	43	14	86	48	52	57	43	33	67	95	5	33	67	81	19	52	48	43	57	5	95	100	0	0	100	43	57
5 Directors Community Leaders	50	50	50	50	0	100	0	100	50	50	0	100	50	50	50	50	100	0	0	100	0	100	100	0	0	100	100	0
6 Rural Parishes	50	50	0	100	75	25	75	25	25	75	100	0	50	50	50	50	75	25	50	50	0	100	100	0	0	100	75	25
7 Kingston & Metro	47	53	0	100	57	43	57	43	20	80	90	10	23	77	63	27	47	53	13	87	13	87	100	0	0	100	33	67
<b>AVERAGE</b>	<b>47</b>	<b>53</b>	<b>14</b>	<b>86</b>	<b>43</b>	<b>57</b>	<b>57</b>	<b>43</b>	<b>26</b>	<b>74</b>	<b>74</b>	<b>26</b>	<b>31</b>	<b>69</b>	<b>62</b>	<b>38</b>	<b>63</b>	<b>37</b>	<b>30</b>	<b>70</b>	<b>21</b>	<b>79</b>	<b>99.9</b>	<b>0.1</b>	<b>0</b>	<b>100</b>	<b>49</b>	<b>51</b>

**APPENDIX 5** - Comparative graphs of the results of the respective groups







		BUSINESS COMMUNITY & PROFESSIONALS				
Quest.	NO. OF TIMES RATED AS:	1	2	3	4	5
<b>I. What do you think should be the main focus of Members of School Boards?</b>						
1. Meeting Financial & Statutory Requirements for school governance .....						
2. Maintenance and improvement of school's services and resources .....	1	1	1	1	1	1
3. Ensure that school effectively equips students' for economic independence .....	2	1	0	2	2	0
4. Facilitate curriculum delivery that prepares each student for good citizenship .....	3	2	2	1	1	0
5. Ensure that school effectively equips each child to develop according to potential .....	4	1	1	0	1	2
6. Supervise and facilitate principals and teachers to function according to specified goals	5	1	4	1	1	1
	6	1	1	0	0	3
<b>II. What key competences should influence the selection of school Board Members?</b>						
1. Knowledge of Education Act & Regulations governing schools .....	1	0	3	1	1	1
2. Knowledge and skills in management .....	2	1	0	2	2	1
3. Expertise in student development .....	3	0	1	2	0	3
4. Expertise in Financial Management and fund-raising .....	4	0	1	0	2	0
5. Knowledge of evidence based decision making and conflict resolution .....	5	0	1	1	2	1
6. High ethical values/morals .....	6	6	0	0	0	0
7. Knowledge and skills in corporate governance	7	0	1	1	0	1
<b>III. Indicate in order of priority, 1 being top, the group that should be best served by Board Members</b>						
1. Principals and Teachers .....	1	3	2	1	1	0
2. All other members of staff .....	2	0	1	0	1	2
3. Ministry of Education officials .....	3	0	0	2	2	2
4. Students .....	4	2	2	0	1	1
5. Parents .....	5	2	1	1	1	1
6. The immediate and wider community .....	6	0	1	3	1	1
<b>IV. List in order of priority what features should all School Boards have in common:</b>						
1. The ability to supervise Principals and Teachers in line with regulations .....	1	0	1	1	1	2
2. Clearly defined moral values with consistent ethical practices .....	2	3	3	1	0	0
3. Competent Financial administration of the institution .....	3	0	0	3	3	0
4. Leadership for student achievement .....	4	1	0	1	3	2
5. Good community collaboration .....	5	0	1	0	2	1
6. Vision, Goal Setting and Planning .....	6	3	2	1	0	1
<b>V. Prioritise the following traits in selecting School's Board Member</b>						
1. Competence in Student Development	1	0	0	1	1	2
2. Courage and compassion to drive change .....	2	1	2	2	1	1
3. Ability to access resources .....	3	0	0	3	2	1
4. Ethical Lifestyle .....	4	5	1	0	1	1
5. Good governance skills .....	5	0	3	1	2	2
6. Experience in education sector .....	6	0	1	0	0	0
7. Relationship with Community .....	7	1	0	0	0	1
<b>VI. What are the key areas in which Board Members should be trained?</b>						
1. Regulations & Legislations affecting school governance .....	1	1	3	2	1	0
2. Systems & Structures important for administration and good staff relations .....	2	1	0	2	0	2
3. Strategies to improve student achievement .....	3	1	1	1	1	3
4. Financial and fundraising methods for stability .....	4	0	0	0	5	0
5. Orientation with development trends that may influence national & individual socio-economic st	5	1	0	2	0	1
6. Counseling and Mediation .....	6	1	2	0	0	1
7. Best practices for managing educational facilities	7	3	1	0	0	1
<b>VII. In School Boards' Evaluation – what should be the top 5 performance criteria</b>						
i) Board Meeting Management .....	1	0	0	1	0	0
ii) Compliance with Procedures in Decision Making .....	2	0	2	0	1	0
iii) Policy Development & Implementation .....	3	4	0	0	0	0
iv) Students Academic Performance .....	4	1	1	0	0	2
v) Staff Relations & Performance .....	5	1	0	1	0	1
vi) Management and improvement of School Environment .....	6	0	2	1	1	0
vii) Parent & Community Relations .....	7	0	1	1	1	0
viii) Fiscal Management & Fundraising .....	8	0	0	1	1	2
ix) Support & Cooperation with Principal .....	9	0	0	0	0	0
x) Student's life-skills preparation & effectiveness in meeting their needs .....	10	1	0	0	3	0
xi) Leadership to strengthen good citizenship for national development.....	11	0	1	2	1	0
<b>VIII. Where it is not possible to have seminars, what other methods are considered feasible for training Board Members - list in order of preference</b>						
1. On-line (Internet) training modules ----	1	3	0	1	3	
2. CD -----	2	0	3	1	3	
3. DVD -----	3	2	3	2	0	
4. Printed Materials ----	4	2	1	3	1	

		BOARD MEMBERS OF NON-INNER-CITY SCHOOLS				
		1	2	3	4	5
Quest.	NO. OF TIMES RATED AS:					
<b>I. What do you think should be the main focus of Members of School Boards?</b>						
	1. Meeting Financial & Statutory Requirements for school governance .....	2	2	0	1	1
	2. Maintenance and improvement of school's services and resources .....	3	0	0	1	4
	3. Ensure that school effectively equips students' for economic independence .....	4	1	0	3	0
	4. Facilitate curriculum delivery that prepares each student for good citizenship .....	5	1	4	0	0
	5. Ensure that school effectively equips each child to develop according to potential .....	6	2	0	1	0
	6. Supervise and facilitate principals and teachers to function according to specified goals					
		1	2	3	4	5
<b>II. What key competences should influence the selection of school Board Members?</b>						
	1. Knowledge of Education Act & Regulations governing schools .....	2	0	0	2	2
	2. Knowledge and skills in management .....	3	0	2	1	2
	3. Expertise in student development .....	4	0	0	0	1
	4. Expertise in Financial Management and fund-raising .....	5	0	1	1	1
	5. Knowledge of evidence based decision making and conflict resolution .....	6	5	1	0	0
	6. High ethical values/morals .....	7	1	1	1	0
	7. Knowledge and skills in corporate governance					
		1	2	3	4	5
<b>III. Indicate in order of priority, 1 being top, the group that should be best served by Board Members</b>						
	1. Principals and Teachers .....	1	3	3	0	0
	2. All other members of staff .....	2	0	1	4	0
	3. Ministry of Education officials .....	3	0	1	2	1
	4. Students .....	4	3	1	1	1
	5. Parents .....	5	0	0	0	4
	6. The immediate and wider community .....	6	0	0	0	0
		1	2	3	4	5
<b>IV. List in order of priority what features should all School Boards have in common:</b>						
	1. The ability to supervise Principals and Teachers in line with regulations .....	1	1	0	0	4
	2. Clearly defined moral values with consistent ethical practices .....	2	3	2	1	0
	3. Competent Financial administration of the institution .....	3	0	0	2	0
	4. Leadership for student achievement .....	4	1	0	3	0
	5. Good community collaboration .....	5	0	0	0	1
	6. Vision, Goal Setting and Planning .....					
		1	4	0	1	0
		1	2	3	4	5
<b>V. Prioritise the following traits in selecting School's Board Member</b>						
	1. Competence in Student Development .....	2	0	1	1	1
	2. Courage and compassion to drive change .....	3	0	2	1	3
	3. Ability to access resources .....	4	0	0	0	1
	4. Ethical Lifestyle .....	5	5	0	1	0
	5. Good governance skills .....	6	1	2	2	0
	6. Experience in education sector .....	7	0	1	1	1
	7. Relationship with Community .....	8	0	0	0	0
		1	2	3	4	5
<b>VI. What are the key areas in which Board Members should be trained?</b>						
	1. Regulations & Legislations affecting school governance .....	1	3	1	0	2
	2. Systems & Structures important for administration and good staff relations .....	2	2	0	1	1
	3. Strategies to improve student achievement .....	3	1	1	2	0
	4. Financial and fundraising methods for stability .....	4	0	0	0	1
	5. Orientation with development trends that may influence national & individual socio-economic st	5	0	2	0	0
	6. Counseling and Mediation .....	6	0	0	0	2
	7. Best practices for managing educational facilities	7	1	1	3	1
		1	2	3	4	5
<b>VII. In School Boards' Evaluation – what should be the top 5 performance criteria</b>						
	i) Board Meeting Management .....	1	0	0	0	2
	ii) Compliance with Procedures in Decision Making .....	2	0	1	0	0
	iii) Policy Development & Implementation .....	3	3	0	1	0
	iv) Students Academic Performance .....	4	1	0	1	0
	v) Staff Relations & Performance .....	5	0	0	2	1
	vi) Management and improvement of School Environment .....	6	0	4	0	1
	vii) Parent & Community Relations .....	7	0	0	0	0
	viii) Fiscal Management & Fundraising .....	8	0	0	1	0
	ix) Support & Cooperation with Principal .....	9	0	0	1	1
	x) Student's life-skills preparation & effectiveness in meeting their needs .....	10	0	1	0	0
	xi) Leadership to strengthen good citizenship for national development.....	11	2	0	0	0
		1	2	3	4	5
<b>VIII. Where it is not possible to have seminars, what other methods are considered feasible for training Board Members - list in order of preference</b>						
	1. On-line (Internet) training modules ----	1	2	2	1	1
	2. CD ----	2	0	2	1	3
	3. DVD ----	3	1	1	2	2
	4. Printed Materials ----	4	3	1	2	0

**INTERVIEWS WITH SNR PERSONNEL FROM INNRCITY SCHOOLS**

Quest.	NO. OF TIMES RATED AS:	QI	1	2	3	4	5	
<b>I. What do you think should be the main focus of Members of School Boards?</b>								
1. Meeting Financial & Statutory Requirements for school governance .....		1	1	3	0	0	1	1
2. Maintenance and improvement of school's services and resources .....		2	1	1	3	1	0	0
3. Ensure that school effectively equips students' for economic independence .....		3	0	1	0	2	1	2
4. Facilitate curriculum delivery that prepares each student for good citizenship .....		4	1	1	1	0	2	1
5. Ensure that school effectively equips each child to develop according to potential .....		5	1	0	1	1	2	1
6. Supervise and facilitate principals and teachers to function according to specified goals		6	2	0	1	1	1	1
<b>Quest. NO. OF TIMES RATED AS:</b>								
<b>II. What key competences should influence the selection of school Board Members?</b>								
1. Knowledge of Education Act & Regulations governing schools .....		1	1	1	2	1	0	0
2. Knowledge and skills in management .....		2	3	1	0	0	2	0
3. Expertise in student development .....		3	1	1	0	1	0	3
4. Expertise in Financial Management and fund-raising .....		4	0	2	1	1	0	1
5. Knowledge of evidence based decision making and conflict resolution .....		5	0	1	0	2	2	1
6. High ethical values/morals .....		6	1	1	1	0	1	1
7. Knowledge and skills in corporate governance		7	0	0	1	1	1	0
<b>Quest. NO. OF TIMES RATED AS:</b>								
<b>III. Indicate in order of priority, 1 being top, the group that should be best served by Board Mtg</b>								
1. Principals and Teachers .....		1	2	3	4	5	6	
2. All other members of staff .....		1	3	2	0	1	0	0
3. Ministry of Education officials .....		2	0	0	3	1	2	0
4. Students .....		3	0	1	1	0	2	2
5. Parents .....		4	2	1	0	2	0	1
6. The immediate and wider community .....		5	0	2	2	0	2	0
		6	1	0	0	2	0	3
<b>Quest. NO. OF TIMES RATED AS:</b>								
<b>IV. List in order of priority what features should all School Boards have in common:</b>								
1. The ability to supervise Principals and Teachers in line with regulations .....		1	2	3	4	5	6	
2. Clearly defined moral values with consistent ethical practices .....		1	2	1	0	1	1	1
3. Competent Financial administration of the institution .....		2	0	2	1	0	1	2
4. Leadership for student achievement .....		3	1	3	0	0	1	1
5. Good community collaboration .....		4	1	0	0	2	1	1
6. Vision, Goal Setting and Planning .....		5	0	0	2	3	0	1
		6	2	0	2	1	1	0
<b>Quest. NO. OF TIMES RATED AS:</b>								
<b>V. Prioritise the following traits in selecting School's Board Member</b>								
1. Competence in Student Development		1	1	0	1	1	2	1
2. Courage and compassion to drive change .....		2	1	4	0	0	0	1
3. Ability to access resources .....		3	1	0	1	1	0	1
4. Ethical Lifestyle .....		4	0	0	2	0	1	1
5. Good governance skills .....		5	3	0	0	0	3	0
6. Experience in education sector .....		6	1	0	1	1	1	1
7. Relationship with Community .....		7	0	2	0	3	0	1
<b>Quest. NO. OF TIMES RATED AS:</b>								
<b>VI. What are the key areas in which Board Members should be trained?</b>								
1. Regulations & Legislations affecting school governance .....		1	4	0	1	1	0	0
2. Systems & Structures important for administration and good staff relations .....		2	0	3	1	1	1	0
3. Strategies to improve student achievement .....		3	1	1	0	1	1	1
4. Financial and fundraising methods for stability .....		4	0	1	0	1	1	0
5. Orientation with development trends that may influence national & individual socio-economic st		5	0	0	2	0	0	2
6. Counseling and Mediation .....		6	0	0	1	1	2	2
7. Best practices for managing educational facilities		7	1	1	1	1	1	0
<b>Quest. NO. OF TIMES RATED AS:</b>								
<b>VII. In School Boards' Evaluation – what should be the top 5 performance criteria</b>								
i) Board Meeting Management .....		1	0	0	0	0	0	0
ii) Compliance with Procedures in Decision Making .....		2	1	0	1	1	0	0
iii) Policy Development & Implementation .....		3	1	2	0	0	0	0
iv) Students Academic Performance .....		4	1	0	1	1	1	0
v) Staff Relations & Performance .....		5	0	2	0	1	2	0
vi) Management and improvement of School Environment .....		6	0	2	0	0	2	0
vii) Parent & Community Relations .....		7	0	0	2	0	0	0
viii) Fiscal Management & Fundraising .....		8	0	0	1	1	1	0
ix) Support & Cooperation with Principal .....		9	2	0	0	2	0	0
x) Student's life-skills preparation & effectiveness in meeting their needs .....		10	1	0	1	0	0	0
xi) Leadership to strengthen good citizenship for national development.....		11	0	0	0	0	0	0
<b>Quest. NO. OF TIMES RATED AS:</b>								
<b>VIII. Where it is not possible to have seminars, what other methods are considered feasible for training Board Members - list in order of preference</b>								
1. On-line (Internet) training modules ----		1	2	1	1	2		
2. CD ----		2	0	1	4	1		
3. DVD ----		3	2	3	1	0		
4. Printed Materials ----		4	3	1	2	0		

## APPENDIX – 7

List of the potential partners in the strengthening School Boards project.

- i) Dr. Grace Turner, University College of the Caribbean - Online Training – Site design, web master, content and other technical support. *See letter attached*
- ii) Ms. Rosamund Brown, General Manager, Radio Station- Roots FM - Radio broadcasting collaboration - *See letter attached*
- iii) Mr. Leighton Thomas, General Manager, Public Broadcasting Corporation – Television Broadcasting – *See letter attached.*
- iv) Ms. Vilma McClenan, President, Jamaica Association of Distance and Open Learning (JADOL) – Resource persons in all aspects of distance training - *See letter attached*
- v) Dr. Claudette Williams-Myers, Faculty of Business & Management Training, University of Technology of Jamaica – *Content -Letter to follow*
- vi) Ms. Jackie Cousins, Coordinator Caribbean Knowledge and Learning Network – To host training site - *Awaiting response*
- vii) Dr. Anthony Oliver, Caribbean Graduate School of Theology – To assist in content development especially relating to Codes of Conduct and Professional Ethics. – *Awaiting response.*

## APPENDIX 8



### **JAMAICAN ASSOCIATION FOR DISTANCE AND OPEN LEARNING**

(UWIDEC, UWI - Mona Campus, Kingston 7, Jamaica)

## MEMORANDUM

**To : Miss Georgia Simpson, Project Consultant**  
**From : (Ms) Vilma Mc Cleenan, President**  
**3 Harmony Close, Kingston 8, Jamaica**  
**Re : Strengthening School Boards in Jamaica**  
**Date : 25<sup>th</sup> July, 2008**

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Further to our telephone conversation and your brief letter, this is to advise you that the Executive of the Jamaican Association for Distance and Open Learning (JADOL) agrees, in principle, to partner with the Private Sector Organisation of Jamaica (PSOJ) and the Commonwealth of Learning (COL) in the proposed project on Strengthening School Boards in Jamaica.

This agreement in principle of course comes with the clear understanding that we will be given much more detailed information (e.g. sources of funding, financial commitments, persons/additional Organisations involved, timelines, etc.) about this project either in writing or *via* a face-to-face meeting, or both, such that we can indicate in more precise terms the ways in which we expect to be able to partner with both Organisations.

In the absence of more details, at this point we can confidently indicate that we have the expertise and capability within our membership to assist in various aspects of the planning and implementation phases of the project, and especially related to training using various distance teaching methodologies. We can guide and/or assist with course development and delivery using various media (e.g. print, audio, video and computer conferencing), provide training in quality assurance and in support for distance learners.

In the past, we have interacted in various ways with COL, the most recent being as one of the Consortium Members for the planning and holding of the Fourth Pan Commonwealth Forum in Open and Distance Learning – PCF4, held in Jamaica in 2006.

Information about JADOL is provided in the attached brochure.

I look forward to future interactions with your Organisation.

Kind regards.

Email > [vilma\\_mcclenan@flowja.com](mailto:vilma_mcclenan@flowja.com); Tel: 876 924 5545; Address > 3 Harmony Close, Kingston 8



# UNIVERSITY COLLEGE OF THE CARIBBEAN

(INSTITUTE OF MANAGEMENT SCIENCES AND INSTITUTE OF MANAGEMENT & PRODUCTION)

COL project  
to Jamaica  
Project

**MAIN CAMPUS**  
17 WORTHINGTON AVENUE  
P.O. Box 365, KINGSTON 5  
JAMAICA, W.I.  
Tel: (876) 929-2830-4  
Fax: (876) 968-1926

**ADMINISTRATIVE OFFICES**  
6 BELMONT ROAD  
KINGSTON 5  
JAMAICA, W.I.  
Tel: (876) 929-2830-4  
Fax: (876) 960-7526

**MONTGOMERY CAMPUS**  
16 EAST STREET  
MONTGOMERY BAY, ST. JAMES  
JAMAICA, W.I.  
Tel: (876) 940-2025  
Fax: (876) 971-9654

**OLCHO FROS CAMPUS**  
81 MAIN STREET  
OLCHO FROS, ST. ANNE  
JAMAICA, W.I.  
Tel: (876) 974-4071  
Fax: (876) 974-2846

**MANDEVILLE OFFICE**  
17 NEWBUSH ROAD  
MANDEVILLE P.O.  
MANDEVILLE  
JAMAICA, W.I.  
Tel: 625-5408  
Fax: (876) 625-2602

**SARAWAK-LAMAR OFFICE**  
UNITED CHURCH IN JAMAICA &  
THE CAYMAN ISLANDS BUILDING  
BECKFORD STREET  
SARAWAK-LAMAR, JAMAICA, W.I.  
Tel/Fax: (876) 918-2642

**OLD HOPE ROAD CAMPUS**  
34 OLD HOPE ROAD, KINGSTON 5

**OXFORD TERRACE CAMPUS**  
16 OXFORD TERRACE, KINGSTON 5; Tel: (876) 754-0596, Fax: (876) 754-0596

website: [www.uccjm.com](http://www.uccjm.com)

email: [direct@uccjm.com](mailto:direct@uccjm.com)

July 24, 2008

Mrs. Sandra Glasgow  
Chief Executive Officer  
The Private Sector Organisation of Jamaica  
39 Hope Road  
Kingston 10

Dear Mrs. Glasgow:

**Re: Strengthening School Boards in Jamaica**

I write further to conversations and the receipt of an email on the above captioned matter from your Ms. Georgia Simpson.

I now confirm the interest of the University College of the Caribbean (UCC) to participate in this project being undertaken by your organization in association with Commonwealth of Learning not only as a partner, but as a member of the Private Sector Organisation of Jamaica thereby fully supporting your initiatives towards nation building.

It is our understanding that the nature of our participation will involve possible coordination of the project, consultancy, content hosting and web master support as well as guidance with respect to open and distance learning delivery modality(s). We further understand that this process is to strengthen school boards by increasing access to training throughout Jamaica.

Please do not hesitate to contact me for any further assistance or clarification.

Sincerely,

Grace Turner, Ph.D.  
Associate Vice President, Business Development,  
Cooperative and Distance Education

cc: **Winston Adams, Executive Chairman and President**  
**Geraldine Adams, Deputy Chairman and CEO**  
**Ms. Georgia Simpson, Project Consultant**

JUL 29 2008

JUL 29 2008



**Public Broadcasting Corporation  
of Jamaica**

5-9 South Odeon Avenue, Kingston 10, Jamaica W.I.  
Tel (876) 754 9123; 754 9110 Fax (876) 906 0435



2008 July 29

Mrs. Sandra Glasgow  
Chief Executive Officer  
Private Sector Organization of Jamaica  
Carlton Alexander Building  
39 Hope Road  
P.O. Box 236  
Kingston 10

Dear Mrs. Glasgow:

**Re: Strengthening School Boards in Jamaica - Open Distance Learning**

Your letter of July 28, regarding the captioned, refers.

As discussed, the Public Broadcasting Corporation of Jamaica is very interested in participating in this venture. We are confirming that we will be willing to assist from a broadcasting standpoint and suggest that you approach the Creative Production and Training Centre (CPTC) for assistance with production.

Kind regards.

Sincerely

Leighton Thomas  
**Chief Executive Officer**

Voice of the Inner City



July 28, 2008.

Mrs. Sandra Glasgow  
Chief Executive Officer  
Private Sector Organisation of Jamaica  
38 Hope Road,  
Kingston 10.

Dear Mrs. Glasgow,

**Re: "Strengthening School Board's Project"**

Following a telephone conversation with Ms. Georgia Simpson regarding the above captioned project, ROOTS FM wishes to indicate our interest in partnering with your organisation on this important intervention.

Our primary mandate is to support development activities in pursuit of community enrichment. As such we have created several radio programmes (originating in studio or in innercity communities) that target messages to crucial stakeholders in this journey towards people empowerment.

Attached is further information on the programmes currently aired on the station.

We look forward to discussing and working with you on this project.

Yours sincerely,

Rosamond Brown (Miss)  
General Manager

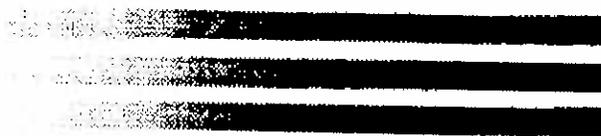
Cc: Ms. Georgia Simpson- Consultant



**Mustard Seed  
Communities**

1 Mahoe Drive, Kingston 11, P.O. Box 267, Kingston 10, Jamaica, W.I. • Phone: (876) 923-6488, 937-2010, Fax: (876) 923-6000, E-mail: [mcc@cwjamaica.com](mailto:mcc@cwjamaica.com)  
Directors: The Most Reverend Edgerton R. Clarke, D.D., Archbishop of Kingston (Chairman), Fr. Gregory Rankin, Mrs. Marria Tawates, Ms. Mary McMorris,  
Dr. Barbara Johnson, Mr. Rekar Chakraborty, Mr. Michael Thompson, Mr. Robert Powell, Mr. Paul Cooper, Mr. Bert Powell, Mr. Deep Raje PRIS, Msgr. Alphonse Bygrave

JUL 28 2008



6b Oxford Road, Kingston 5, Jamaica, Phone: (876) 906-2649, 968-4609, Tele/Fax: (876) 960-9321  
Website: [www.nce.org.jm](http://www.nce.org.jm); Email: [nce@cwjamaica.com](mailto:nce@cwjamaica.com)

August 8, 2008

Mrs. Sandra Glasgow  
Chief Executive Officer  
Private Sector Organization of Jamaica  
39 Hope Road  
Kingston 10

Dear Mrs. Glasgow:

The **National Council on Education** is in support of your project *Strengthening School Boards in Jamaica through Open Distance Learning* and therefore welcomes any assistance in this regard.

With every good wish.

Sincerely,  
**NATIONAL COUNCIL ON EDUCATION**

Pauline Mullings (Ms.)  
**Director – School Governance & Public Relations**

PM/ad