

Annual Report 2018–19



*Artwork created by Browns Town High School Students, St. Ann, Jamaica
to improve on the image of a garbage area which they transformed into a
Recreation Park as part of the Teachers Advanced Core Skills Project*



Students at the Winston Jones High School, Manchester, Jamaica proudly display certificates awarded to them after a presentation on student leadership. Also in photo, Olayinka Jacobs-Bonnick, Country Director British Council Jamaica

British Council in Jamaica



Who we are

We are the Jamaican office of British Council Global, a registered charity in England, Wales and Scotland established as the UK's international organization for cultural relations and educational opportunities.

What we do

Our mission, as defined by Royal Charter of 1940, is to promote a wider knowledge of the United Kingdom (UK) and the English language abroad and to develop closer cultural relations between the UK and other countries¹. We create opportunities, build connections, and engender trust so that we make a lasting difference to the security, prosperity and influence of the UK. In Jamaica, we focus on developing people-to-people links in the areas of education, the arts, youth and social enterprise.

When and How

We create these links by implementing a variety of partners-based projects and programmes, internationally and in Jamaica. Our programmes are demand-driven and designed to be sustainable, implemented within specific financial years, and in that meet our targets.

Where we work

Our headquarters are at 28 Trafalgar Road, Kingston 10, but we implement programmes in parishes all across the country.

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Country Director's Message



At the British Council, great value is placed on what we do and how we do it, as we work in advancing cultural relations and educational opportunities in Jamaica. As the UK's international organisation for Cultural Relations and Educational Opportunities, the British Council creates friendly knowledge and understanding between the people of the UK and other countries. We do this by making a positive contribution to the UK and the countries we work with – changing lives by creating opportunities, building connections and engendering trust.

During the 2018- 2019 period, activities engaged, revolved around the three programme pillars of– Basic Education and Core Skills, the Arts and Creative Economy, and Social Enterprise and Youth Engagement. As we adapted to the changing needs of our stakeholders, while fulfilling our mandate we reached - 8,559,763 beneficiaries---- in 2018- 2019, exceeding our targets 4 x over.

The collective interests and growth that we have generated in the Social Enterprise and Youth Engagement portfolio over the one-year period, is one of excellence, as Jamaican stakeholders explore how the success of the social enterprise sector, in other countries can be accomplished locally. In this portfolio, the mandate is increasing youth employability skills by positively reinforcing the work of schools through social entrepreneurship education thereby contributing to closing the school to work transition gap. As the visibility of our work with students and schools became recognised, we attracted the interest of partners, like the Jamaica Social Stock Exchange and we are now actively engaged in a process that is supporting their advancement. We have established our

organisation as one which fosters youth and student innovation, utilising social entrepreneurship as a tool toward professional, economic and environmental wellbeing of Jamaicans. The interest generated and the innovation, which has resulted, will be a testament to the work of the British Council and the legacy of our impact.

In the area of Basic Education and Core Skills, we inspired and supported teacher education and learning, while engaging schools leaders. Through the presentation of the six Core Skills to over 1800 teachers and school leaders, we recommended strategies and resources for advancing students' knowledge using 1) Critical Thinking & Problem-Solving, 2) Communication & Collaboration, 3) Creativity & Imagination, 4) Leadership & Personal Development, 5) Digital Literacy and 6) Citizenship. From teacher feedback and our own monitoring and evaluation survey, teacher competency among those exposed to the training, as well as awareness of its value, has been advanced.

In the Arts and Creative Economy, our two flagship programmes, Backstage to the Future and Film Lab were implemented with a focus on social transformation and cultural skills development. These programmes supported the success of professionals and young people in their respective fields, notably backstage management of live events, scriptwriting, story editing and film production. I am confident that the benefit and the services provided to our trainees in these areas have strengthened service delivery and mutual innovation in the festival and film industries both in Jamaica and in the UK.



Each year, our Boys in Education Programme has grown and it stands as a testament to the British Council's continued commitment to supporting and working with our stakeholders and partners to programme sustainable and relevant interventions in Jamaica. By engaging UK and Jamaican expertise, we mentored over 1000 boys during a weeklong outreach to students, teachers, parents and corporate mentors, as we built momentum around a programme, which we knew had the capacity to create alternative pathways to success for the boys in our society. We continue to strengthen boys' self-awareness, not forgetting the critical role women and girls play in creating an equitable and enabling environment within which both genders thrive. As our boys are transformed and motivated to remain in school, we continue to work in collaboration with our partners to promote our commitment to their wellbeing and elevation in our society.

Reflections on the past year will reveal a story of changing lives, empowering teachers and social innovators, enhancing relationships and partnerships, as well as our advocacy for vulnerable boys, underpinned by our commitment to mainstreaming Equality Diversity and Inclusion throughout all our engagements, both internal and external. Our focus on being impact-led, agile, professional and specialist, all driven by an imperative to deliver meaningful, relevant and sustainable programming, remains central. I am grateful for the support extended to the British Council from stakeholders and partners who demonstrated their interest in our work, by supporting our activities, as well as engaging us in subject matters of importance to both the UK and Jamaica. We look forward to the joint successes that my team and I will continue to make with you in the upcoming year.

Olayinka Jacobs-Bonnick
British Council Country Director, Jamaica
Americas Regional Lead for Equality, Diversity and Inclusion

Our Work in Arts & Creative Economy

Memorandum of Understanding (MOU) established between The British Council Jamaica and local partners Jamaica Promotions (JAMPRO)



(left-right seated) Olayinka Jacobs-Bonnick, Country Director, British Council, Diane Edwards, President, Jampro Analeisa Chapman, President JAFTA sign the Memorandum of Understanding between The British Council and local partners JAMPRO, Renae Robinson, Film Commissioner and Gabriel Blackwood, JAFTA looks on.

The British Council Jamaica and local partners Jamaica Promotions (JAMPRO) signed a Memorandum of Understanding (MOU) establishing a formal framework to guide their relationship and collaboration on the four year programme called the **Film Lab**. The goal of **Film Lab** is to produce at least one feature length Film. The collaboration should facilitate:

- Capacity Building – impacting a minimum of 30 Film Lab participants
- Sustainability through peer mentoring, peer script review and knowledge sharing sessions within local film industry practitioners – impacting 300 individuals comprising 100 persons per year, as follows:
 - 50 persons impacted by one to two hour public facing lectures hosted by the parties for the Film Lab participants in JA – led by instructor from Film Lab, London
- Development of an active network of Film professionals, positively impacting and mentoring the wider industry.
- Creation of a talent pipeline of skilled individuals, and 'ready to go' projects, and
- Exposure to UK Film Market - funding two market visits to the UK.

Backstage to the Future

Two programmes were the focal point for the period, fulfilling our mandate of Social Transformation while advancing knowledge and skills in the Creative Economy. The two programmes were **Backstage to the Future** and **Film Lab**.

The Backstage to the Future Programme delivered training, with a technical skills focus and hands on training for young people from two Live Festivals- Rebel Salute, in Jamaica and in Cuba. Twenty one participants were brought together for training from Colombia, Venezuela, Jamaica, and Cuba to the islands of San Andres and Providencia (Colombia) and Jamaica for a 5 day programme involving future live event producers and technicians, and an inspiring team with course leader, Derek Richards, and course trainers from the UK, Venezuela, and Jamaica, Steve Reece, Carlos Gutierrez, and Don McDowell.



Mark Howard, Regional Director Americas, British Council, presents Alpha Student Khadeem James with Certificate of Participation in Backstage to the Future Caribbean Live Events Training

The delivery of the programme focused on rectifying skills deficit in stage management, to lighting and sound engineering, as well as the soft skills required to help people to share their vision and collaborate. They included communication planning skills as well as team working. The professional skills grasped is expected to convert into real life long knowledge in managing large events as well as contribute to the employability of young people who would otherwise be at a disadvantage from the lack of knowledge gained.

The incorporation of UK expertise as part of the training, working alongside local trainers was an added dimension to ensuring that cultural abilities and techniques were incorporated from both cultures. The information sharing generated from the dialogues will enhance all future activities that the participants will contribute to in Jamaica and their respective countries



Backstage to the Future trainees in action at Rebel Salute 2019, Jamaica

Film Lab.

The British Council facilitated a capacity-building programme on script development led by UK expert Ludo Smolksi, with the support of local partners Jamaica Promotions Corporation (JAMPRO) and Jamaica Film and Television Association (JAFTA).

The film capacity-building programme was designed to enhance the skill of scriptwriting, through a combination of workshops, mentoring, pitching to corporates and teambuilding to strengthen the film sector. Participants were organised into groups and worked together over months to develop the final scripts.

The workshop delivered a skills development programme in film, led by Ludo. This highlighted the best of UK talent and filmmaking expertise. In articles about the shortlisted film, the British Council was mentioned as being instrumental in the success of this film. The UK expertise in this area is now recognised and valued and this was

displayed from the enthusiasm of participants in the Workshops. The participants, totalling ---, included representatives from a range of institutions across the country, which will be valuable in strengthening local techniques in film and television.



Participants from the first Cohort of the Film Lab workshop.



Participants at the 2018-2019 Film Lab workshop.

British Council supports The Development of the Festival Economy

1. Festival X

The British Council has developed a three-year strategy in the Arts, which focuses on Festivals and Heritage Preservation. In late 2017, the British Council invited applications for the professional development short course (International Festival Academy) and received 18 applications from local practitioners. Three (3) of the 30 global spaces were allocated to Jamaica and a panel selected three persons to go to the training in Edinburgh in April 2018 (Michael Holgate, Enola Williams and Lesley-Ann Welsh).

In response to the local demand for training in this area, as evidenced by the number of applications, the British Council partnered with the Entertainment Division of the Ministry of Culture

Gender Entertainment and Sport (MCGES) and the Jamaica Cultural Development Commission (JCDC) to cascade the knowledge that was gained to the wider community of festival practitioners across Jamaica. To achieve this, the delegates were provided with presentations from the sessions held in the UK to sharing knowledge on their return.

It was agreed that the first step in assisting to grow the Festival Economy in Jamaica would be through knowledge sharing. The idea of a one-day seminar emerged with a format that mirrored the noted “TedX Talks” and a workshop. As a major outcome, the seminar’s goal is to unlock the “Festival Experience” through data gathering, knowledge dissemination and proper planning & monitoring. Thus the event name: Festival X.



Trainees Anola Williams and Michael Holgate on stage with Hon. Babsy Grange, Minister of Youth, Culture, Entertainment and Sport, British Council Team and Partners at Festival X 2018

2. Unwritten Poems and the Hull Festival

Two British Poets were facilitated by the British Council to attend the annual Calabash Literary Festival 2018. The 2018 theme, LIT UP, celebrated the power of words to ignite passion and spur action. Over three days, 30 authors from around the world delivered some of their life's work to an eager audience.

The British Council supported the participation of Jamaican artists Tanya Shirley and Ishion Hutchinson at the Contains Strong Language, the UK's biggest poetry and performance festival of new writing in Hull. Contains Strong Language is the BBC's national poetry and spoken word festival. It is a partnership between the BBC, Wrecking Ball Press, Arts Council, Absolutely Cultured, 14-18 NOW and the British Council.

British Council supported artists who attended Unwritten Poems.

Ishion Hutchinson



Tanya Shirley

Hull welcomed 18 poets – the Hull 18 – along with local, national, and international artists celebrating poetry and spoken word through 30 events over the three days.

Unwritten Poems, a British Council-led project that took place in June, invited contemporary Caribbean Diaspora poets to write into that vexed space, exploring the nature of war and humanity – as it

exists now, and as it existed during World War I. "It's an honour to have my poems included in *Unwritten: Caribbean Poems After the First World War*, edited by Karen McCarthy Woolf," shares Shirley, who explained that the anthology represents the necessary inclusion of Caribbean soldiers in the ongoing discourse surrounding WW1. "The BBC Contains Strong Language and the Birmingham Literature Festival gave me the opportunity to perform these poems, as well as poems from my collection *The Merchant of Feathers* (Peepal Tree Press) to appreciative audiences." Having also done a sit-down with BBC Radio 4, Shirley concluded that coupled with the readings from the festival, the interview cemented her belief that Caribbean writers continue to contribute meaningful and necessary work to the global literary landscape. "I am grateful to the British Council, 14-18 NOW, Wrecking Ball Press, Nine Arches Press and the BBC Contains Strong Language for their sponsorship of the project."

Fellow artist Hutchinson, who led the Unwritten Poems workshop at Calabash in June, shares a similar perspective. "The Contains Strong Language events were stimulating and grounding. I felt we had a chance to pay homage to a considerable part of our history and the festival definitely had an air of celebration, even, to some degree, a reckoning." Still, his fondest takeaway from the festival was, "Sharing in the brilliant company of Tanya, Vladimir, Jay and others and the impetus towards greater work, that Contains Strong Language marks the beginning of an exploration that's full of possibilities."

British Council Country Director Olayinka Jacobs-Bonnick highlighted the importance of a stronger Caribbean narrative in adding value to the ongoing global discourse around WW1 and the invaluable role the region played. "I have quite a personal connection to this programme. My paternal great-grandfather was relocated to the Caribbean from Scotland after serving in WW1. He came to build the railway. When meeting with the young Caribbean poets who participated in the Unwritten Poems.

3. Walking Cities: The British Council supported the Filming of Walking Cities - A series to highlight key cities around the world

"The British Council facilitated Walking Cities in Kingston, a first for the Caribbean Region." We recognise the transformative power of both, literature and film and believe that this approach to storytelling, not only underscores Downtown Kingston's ubiquitous influence on the some of today's most iconic artists and writers, but also brings into sharp focus, how collaborative works can contribute to redefining a space; a space that is so very important to both Jamaica and the UK's cultural and artistic legacies", shares Olayinka Jacobs-Bonnick, Country Director at the British Council.

The film features Marlon James, the only Jamaican to win the prestigious Man Booker prize for literature, as well as UK rapper, author and activist Akala, who is launching a new memoir, "Natives: Race and Class in the Ruins of Empire". These are two writers whose work is inspired by identity, places, and territories.

This Walking Cities film highlighted the heritage, architecture, and life in Downtown, where Marlon James' most recent book about the assassination of Bob Marley, A Brief History of Seven Killings, is set. The writers walked through the streets of Downtown, Kingston, discussing the relationship between the city, space, identity and their own writing, comparing and contrasting views and experiences from different sides of the Atlantic.

The British Council partnered with the Calabash International Literary Festival and Jamaica Promotions Corporation (JAMPRO) on the production of "Walking Cities - Kingston".

The "Walking Cities" films connect contemporary writers from the United Kingdom and around the globe. Films have been produced in Kolkata, Rome, Vancouver, and Toronto with the next stop being Downtown, Kingston



UK Rapper, Author and Activist - Akala



Author and Winner of the prestigious Man Booker Prize for Literature - Marlon James

4. Outburst

Outburst was held in Jamaica in 2018. Over the last ten years, OUTBURST has grown from a small community event to an acclaimed festival of local and international queer Arts, culture and ideas.

Based in Belfast, Northern Ireland, Outburst creates a space for what queer is and means to people NOW — a space for exploring and exploding and questioning and celebrating all kinds of LGBTQ experience through the arts, entertainment and discussion, in a “post-equality” world.

Outburst is global as well as local and sees queer in a global context, within and beyond the European or US experience and beyond the binary.

Through a partnership with British Council, this year’s festival was held at the University of the West Indies, Mona in a programme that brings to life both the unique stories and common experiences of LGBTQ people in relation to “Home”.

5. The Run Free Project

Diversity, equality and inclusion are at core of our work at **British Council Jamaica**. One of the most notable examples is the **Run Free** project; which was jointly implemented by British Council, Manifesto Jamaica and National Theatre of Scotland.

Run Free is carried out in Kingston, Jamaica with youths from the 13 most volatile communities; Denham Town, Tivoli Gardens, Parade Gardens, Angola, Arnett Gardens, Hannah Town, Allman Town, August Town, Nannyville, Waterhouse, Trench Town, Fletchers Land, and Drewsland. These communities are known for their frequent clashes with each other, strong military and police present and warring factions. **Run Free** and its grace, style and discipline of parkour, allows these youths to explore the challenges and obstacles they face growing up in an age of unprecedented change. A Premier of the Run Free Documentary was held at Hope Gardens in Kingston, Jamaica.



Section of the audience at the Run Free premier



Simon Sharkie, Run Free partner from Scotland, Leslie-Ann Welsh, Managing Director Manifesto, Dwight Peters of Saint International at the premier of the Run Free documentary

The **Run Free** project fuses physical theatre, storytelling and the movement discipline of Parkour into a fluid and freshly devised theatrical production. **Run Free** is more than a traditional theatre piece; as the youth share their journey through music choices, personal stories and discoveries of self. It tracks the journey of these youths, where they were, where they are and their hopes for the future. Using the grace, flow and style of Parkour, the **Run Free** companies explore the challenges and obstacles they face growing up in an age of unprecedented change.

The communities selected to be a part of the project are characterised as disadvantage, marginalized and vulnerable; they feature high unemployment, high crime rate, and high illiteracy rate. At the

community level, high rates of neighbourhood violence virtually guarantee that most youth will be exposed to some type of violence before they reach adulthood. Children growing up in these communities often struggle to feel respected and included in the social order, with secondary schools unable to accommodate all youth.

The British Council is known across the globe for its innovation, leadership and acuteness towards the art world, scene and artist. **Run Free** is one example of cultural relations and it is a defining factor creating a conversation, engagement, or making a statement in expressive form. The key principle is that Art is passive and open to interpretation.

6. Fashion Symposium – The British Council's commitment to sustainable fashion in partnership with Saint International Jamaica

High school and college students in Jamaica were given the opportunity to expand their career options to include the fashion and creative worlds, by prominent members of the fashion industry at the Careers In International Fashion Symposium at Eden Gardens Friday morning.

Drawing from schools within the Corporate Area, the event was organised by model agency, Saint International, as part of Style Week. Saint International CEO and founder, Deiwigth Peters

said, when Style Week Jamaica was started 14 years ago, organisers wanted it to be a platform for more than just designers and models showcasing upcoming trends. He said, against the background of Saint International's unprecedented success on the global stage last year, he wanted to use the symposium to break down some of the misconceptions about fashion being only designers and models while exposing youths to the industry.



British Council Team with partners at the Fashion Symposium



Students attending the Fashion Symposium

Our Work in Education

The British Council's Core Skills programme aims to support the integration of 21st century skills into secondary schools, through core skills training courses with teachers and school leaders.

The intention of delivering Core Skills, or 21st century skills, is to help better prepare students to become successful citizens of a globalised world, support their development of critical thinking skills, and improve the quality of learning.

The British Council introduced Core Skills to over **600 secondary** school teachers in schools from parishes across the island. Approximately **120 teachers** were also exposed to advanced training in Critical Thinking and Problem Solving and Student Leadership.



Teachers in action with their creativity projects during the introduction to Core Skills Workshops.

Scenes from the High Commissioner's meeting with Core Skills Teachers in Western Jamaica



Teachers discussing their best practices and challenges with student learning in Jamaican classrooms with Asif Ahmad, British High Commissioner



Group pictures with Attendees and Deputy High Commissioner, Nick Astbury and British Council Country Director, Olayinka Jacobs- Bonnick

An Overview of the British Council Introduction to Core Skills Training Programme



Due to the complex nature of integrating the teaching and learning of 21st century skills into classroom practice, the Core Skills programme takes on an interactive learner-centred approach to teaching; both for the Core Skills programme itself, as well as fostering the use of this pedagogy in participants' own classes and projects.

Within the instruction of the Core Skills Courses and the techniques shared with participants, the main approaches to teaching and learning encouraged include the following categories:

- Drawing on participants' backgrounds and experiences in teaching (with a positive attitude towards students)
- Increasing metacognition, self-regulation and self-directed learning
- Responsive feedback to students (including teacher feedback; sustained and inclusive)
- Collaborative learning (with mastery learning and peer-support; peer tutoring, pair and group work)
- Lesson planning that incorporates variety (that is, drawing on a variety of teaching approaches)
- Oral language interventions (interactive questioning style, dialogue, language learning and the use of local languages and/or code switching)
- The use of learning materials (digital and non-digital, local resources).

The Core Skills 2017-2018 Survey Findings:

A baseline survey was engaged to analyse Findings and outputs of the British Council's Core Skills Training in Jamaica. Twenty-seven schools participated in the study from across the island. Initially, 78 teachers participated in the Baseline study, and 75 completed End-of-Course (EoC) surveys, enabling paired surveys in 74 cases. Teachers from these 27 schools attended only the one-day Introduction to Core Skills course, run in two locations (Kingston and Montego Bay) between 17 and 26 October 2017. All the data collected

were then subjected to both quantitative analysis and qualitative analysis.

The findings show quantitative evidence of positive influence on the participating teachers. Furthermore, teachers and trainers' individual responses clearly demonstrate qualitatively that the experience was felt to be highly worthwhile and enriching from both professional (pedagogical) and personal (psychosocial) perspectives.

Main highlights

The graph below depicts the percentage of participants who had received core skills training prior to the introductory course, the percentage that had not, and the percentage, which was unsure if they had or had not received related training. A quarter (25%) had received previous training on core skills topics, but more than half (54%) had not, while a further 21% were unsure.

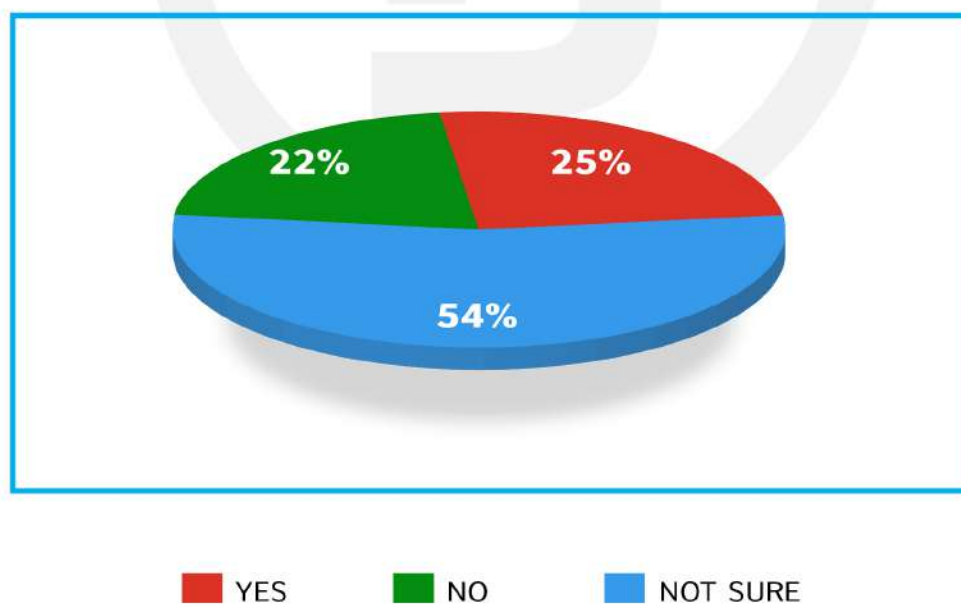


Figure 1: Previous core skills related training

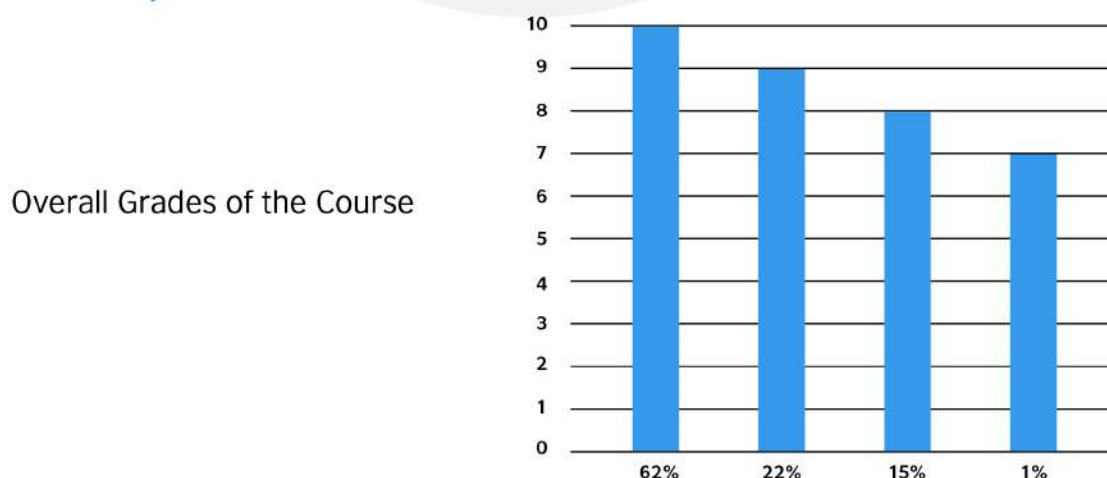
Teachers include opportunities for core skills development in class

	Introductory Baseline	Introductory EOC	Growth
Strongly Agree	7%	43%	35%
Agree	43%	49%	6%
Neither agree nor disagree	37%	6%	-31%
Disagree	12%	3%	-9%
Strongly Disagree	1%	0%	-1%

Figure 2: Including opportunities for core skills development in class

As evidenced by the table above, a total of 41% reported an increased use of core skills in their classrooms after taking the Introductory course. It is possible that the Introductory training course helped teachers understand and define core skills in a manner that raised their awareness of the fact that they were already providing some opportunities for core skills development in their regular classes. This interpretation is supported by the fact that fewer teachers were unsure of whether they provided these opportunities (with a negative growth of -31%), only a quarter of those who had originally disagreed with the statement continued to disagree, and no one strongly disagreed, by the end of the training.

Participants were asked to rank the course for overall satisfaction, on a scale from 1 to 10. As the graph below depicts, **course satisfaction scores were very high, with very few participants ranking the course as less than satisfying. A total of 99% of the participants ranked the courses between 8 and 10 points.**



The teacher trainees' feedback:



The following provides some individual teacher comments extracted from the qualitative questions on the End of Course surveys that illustrate the general trend of feedback by teachers who received the Core Skills introductory training:

"Learning is very powerful and at no point in anybody's career are they too knowledgeable. This training has given me the platform to understand much better, simple things taken for granted overtime as educators. I am going to be employing components of this training to better assist my students and fellow co-workers. Students will be benefitting from this as I impart knowledge gained."

"As an educator I need to promote critical thinking in my lessons. I have also learned the core skills are important to the learning process"

"Every teacher can learn to teach core skills to students. It is important for teachers and students to remain aware of changes in the global environment."

"The most important thing I gained from this training is how to use core skills effectively in the teaching learning process. In truth and in fact I have been using some of these core skills with little knowledge but now that my knowledge has broadened, I will be using them more effectively."

"Core skills are important. In this day and age it is

very important to be globally aware. Citizenship crosses all borders. It is wider, i.e. love for mankind".

"Prior to the training, I had very little knowledge of what core skills was all about. I now have a deeper understanding and truly understand the relevance in our schools".

"I have learnt about critical thinking and problem solving, creativity and imagination,

citizenship, communication and collaboration. My understanding of digital literacy was further deepened. The student leadership and personal development content was relevant. I have gained adequate information to help me guide and impart knowledge to my students."

"The six core skills are basic skills that will enhance student learning and help them to become more functional in the global economy. Also, the core skills are interconnected and can be effectively taught to students and teachers alike, the latter also being a learner in the teaching-learning environment"

"The training was concise, productive and fun. This should be done on a wider scale and more often. Teachers are aware of core values, however a refresher is important in applying them everyday".

The Core Skills training course helped teachers understand that the work they do can have an impact not only in the school in which they work, but also in their state, nation and even globally, as illustrated by the quotes. Overall, the Core Skills training course seem to have had a positive impact on the participating community, and teachers were reported as eager to continue to bring these skills into their classrooms in the future.

Profile on our Boys in Education Programme



Boys mentoring is an ongoing part of our programme

Jamaica continues to struggle with high male unemployment, gang violence and low productivity. Through our collaboration with the Jamaica Teaching Council and other partners, we engaged over 300 male and female students from 30 schools to improve their skills, resilience and networks to find pathways to better lives.

Some statistics which support our intervention in Boys Education:

Boys in elementary and high schools score significantly lower than girls on standardised measures of reading achievement

Ten all-girls' schools had an over 90 per cent pass rate in 2018 whereas only one all-boys' school had a pass rate of over 90 per cent – and was in tenth place in the table.

At the largest campus of the University of the West Indies (UWI), women outnumber men in enrolment two to one.

Adolescent males are four times more likely than adolescent females to commit suicide

The project

“Boys in Education Week”, a British Council initiative supported by the Jamaican Teachers Council, is in its second year. The week began with an emphasis on teachers, with subsequent days focusing on parents, boys and the influence of mentors.

Tools for teachers, parents and the wider community were introduced and strategies for successfully helping boys to stay in education were discussed throughout the week. UK counterparts are eager to learn from the Jamaican experience with a view to tackling the underperformance of black boys in secondary schools in the UK.

The foremost challenge for teachers is how to make education relevant to boys faced with an anti-school sub-culture, where sporting and entertainment icons boast that they do not read books.

The problem of absent fathers exacerbates the issue - a significant number of boys are being parented only by their mothers. Teachers, who are predominantly female, leave training college in their twenties and in many cases, have no sons and no training or experience on how to deal with boys. However, some female teachers feel that they are being unfairly blamed for boys' underachievement.

The Parents Empowerment Day concluded that there was a clear need for a toolkit of strategies to support parents in handling conflict with their sons. Some observed that if we do not empower boys, they run the risk of receiving negative empowerment elsewhere.

A **Mentoring Workshop** was attended by boys from across Kingston and a select group of adult mentors mainly from the business community. Many of the boys indicated a desire to join the Jamaica Defence Force as a future ambition. They expressed a respect for the Army which was linked to its discipline, order and masculinity. However, another less desirable mentoring scheme is working actively in Jamaica, supported by social media and popular culture. This is the gang culture which also has role models and a grooming service, targeting the next generation of males.

As a direct result of this programme a partnership has been developed with the Grace & Staff Community Development Foundation to deliver a three-year-long mentoring programme for boys starting in 2019.



Professor Errol Miller addressing teachers at the Teachers Empowerment Day Workshop during Boys Education Week



Parents at the Parents Empowerment Day during Boys Education Week 2018



Speed Mentorship with mentees



Mark Howard, Regional Director Americas, Hon. Floyd Green (second right) and Olayinka Jacobs-Bonnicks meet with students from Guys Hill High School during Boys Education Week 2018

International Literacy Day: Our Commitment continues

An initiative, which the British Council started in 2017, has continued into 2018. Lobbying by the British Council, led to assistance being offered by the Royal National Institute of Blind People (RNIB) in Scotland and Flag Up Scotland Jamaica, donating 166 boxes of books in Braille and large print to the Salvation Army School for the Blind and Visually Impaired to mark International Literacy Day 2018 on September 8th. This globally celebrated day, saw the school equipping their school library with books, a donation that impacts over 150 students who utilise the library. The consignment, gave students access

to books from favourite children's authors such as JK Rowling and David Williams.

The school's principal, Iyeke Erharuyi, pointed out the fact that there is limited access to books in alternate formats for the low vision and totally blind child in Jamaica. "We're very grateful for initiatives such as this. Granting a child with visual impairment the enabling environment means they can break that glass ceiling. We would like to thank the British Council, RNIB and Flag Up Scotland Jamaica for their continued support of our institution."

Salvation Army School Art Exchange



Presentation by Mike Kernis on behalf of RNIB Scotland to the students of The Salvation Army School For The Blind

As part of the ongoing relationship with the British Council, RNIB Scotland and the Salvation Army School for the Blind and Visually Impaired, the art class at Perm Krai State Budget Educational Institution "Boarding School for Visually Impaired Children" in Perm Russia, created a piece of art work for the S.L.A.T.E Charity 2018 exhibition commemorating the life and poetry of Scottish poetess Emma Scullion. The painting has been gifted to the Salvation Army School for Blind Children, Kingston Jamaica, as a personal gift from Gozie Joe Adigwe, Community Facilitator and Diversity Lead for Scotland at RNIB. The work was done specifically by partially-sighted student Nikita Pechenkin – who was eleven (11) years old when it was completed. As a gesture of appreciation, students at the Salvation Army School for the Blind and Visually Impaired created a piece of artwork that was gifted to Gozie and RNIB Scotland. The presentation was done by British Author Michael Kerins, who is the founder of S.L.A.T.E Charity.

Our Work in Social Enterprise and Youth Engagement

Successes of the Social Enterprise in Secondary Schools Programme in Jamaica (January 2018 - April 2019)

The Social Enterprise in Secondary Schools Programme, started one year ago with the goal of enabling young people at risk of unemployment and under-employment in Jamaica develop personal skills and attitudes through social entrepreneurship and consider social entrepreneurship as a pathway for sustainable livelihoods.

Now moving towards its 2nd year we note the progress and impact we have made in Jamaica and among student participants. The success in this programme is possible through the on-going support and technical expertise provided through collaboration with various stakeholders. In 2018, the programme made a very strong impact supporting young people in secondary schools, along with their teachers, individuals and organizations in the Social Enterprise sector in developing innovative

entrepreneurial ideas that address various social and environmental problems that impact them, their school and communities.



Guys Hill High School Students with their Social Enterprise Project which will turn fluorescent bulbs into energy efficient LED technology



Mario Wray, Head Boy at Holland High School, showcases the place mats their club developed from recycled newspapers as part of their social enterprise

Partnership and Collaboration

Through our partnership with the Victoria Mutual Foundation and the Ministry of Education Youth and Information, this project has been successfully executed. Various government organizations and private sector partners donated their time and resources to deliver presentations and exhibits to the students during Social Enterprise Awareness Days. Based on recommendations, the implementation of phases 1 and 2 were overlapped to ensure that project activities were implemented during the most

suitable period of the school year. The updated student resources developed with consultation from master trainers were cascaded in training sessions to teachers from the various schools. With the development of new approaches to supporting the young people in schools, the programme has increased its focus on awareness building activities and the development of social enterprise projects.



Samuel Wright (centre), student at Guys Hill High School, collected their award for participation from Naketa West, Manager of the Victoria Mutual Foundation, and Damion Campbell, Social Enterprise and Youth Engagement Programme Manager at the British Council.

Impact and Reach

- We have supported 6 schools from phase 1 to start the school based social enterprises through seed funding to the tune of JMD \$500,000.00 through the Victoria Mutual Foundation to start their student-led social enterprises. Phase 2 schools are set to receive their seed funding from the Victoria Mutual Foundation at the start of the 2019/20 financial year.
- With the addition of the 8 schools, now a total of 14, we have engaged over 54 teachers to deliver social enterprise training to their students.
 - **Phase 1:** Denbigh High Schools, St. Elizabeth Technical High School, Montego Bay High School, Charlie Smith High School, Kingston Technical High School, Greater Portmore High School.
 - **Phase 2:** Herbert Morrison Technical High School, Spot Valley High School, Westwood High School, Holland High School, St. Jago High School, Guy's Hill High School, Cumberland High School and Glenmuir High School.
- 13 Awareness sessions/Social Enterprise Awareness Days were conducted in schools which reached over 5,300 students. All 14 schools have subsequently started their social enterprise clubs and are currently delivering awareness activities in their schools with their peers.
- The project hosted its first Social Enterprise Day Expo 2018 in recognition of Global Social Enterprise Day, which saw over 320 students and 26 teachers from 13 schools, 7 social enterprises engaging each other around developing social enterprises in Jamaica. Participants also shared in discussions and presentations on financial literacy, product development, Marketing and Book Keeping to support the development of their social enterprises.
- Over 6,300 social enterprise youth resources distributed to 14 schools to support and validate student learning.
- 9 Jamaican based social enterprises and 3 government organizations supported programme delivery in Schools.
- Over 300 young people across the 14 schools are now engaged in developing their products for their social enterprise ideas which they will use its profits to address the social and environmental issues they have identified in addition to reinvesting this back into their businesses. As a direct impact young people ensuring that knowledge about social enterprise is shared throughout their schools and communities.

We have made deliberate steps ensure young people and teachers acquire the necessary knowledge and skills a required to support young people becoming successful social entrepreneurs. Below is a list of links to the videos we have produced last year showcasing a few of these capacity building and awareness activities that we conducted in schools and during training with our beneficiaries.

Funding Partner: Victoria Mutual Foundation

UK Partner: Real Ideas Organization

Strategic Partner: Ministry of Education Youth and Information

Government organizations: Planning institute of Jamaica, Ministry of Industry Commerce Agriculture and Fisheries, Jamaica Stock Exchange

Local Social Enterprises and Businesses: 360 Recycle Manufacturing, Bartley's All in Wood, Link Your Purpose, Deaf Can! Coffee, NexxStepp Education Services, Educatours, Youth Can Do I.T, UCA Jamaica, Braata Box & Co.

OUR ACTIVITIES

Global Social Enterprise Day Expo for Secondary Schools

Young people were sensitised to leading social entrepreneurs in Jamaica, business professionals, government and private sector organizations among other youth who are supporting the social enterprise sector in Jamaica. Participants were also exposed to the benefits of social innovation and social value creation, while expanding their networks for potential collaborations for good.

Through SESS, 4 teachers from 14 high schools in Jamaica have been trained to support social entrepreneurship education with young people in their schools. Throughout their journey through the programme, the young people from each school will get the opportunity to build out their ideas by gaining support from Master Trainers, Mentors through the Victoria Mutual Foundation and Social Entrepreneurs in Jamaica.



Scenes from Global Social Enterprise Day Expo for Secondary Schools held on November 15, 2018



KEY ACHIEVEMENTS IN REPORTING PERIOD

- The first Social Enterprise Day Expo 2018 in recognition of Global Social Enterprise Day which saw over 320 students and 26 teachers from 13 schools, 7 social enterprises engaging each other around developing social enterprises in Jamaica. Participants also participated in discussions and presentations on financial literacy, product development, Marketing and Book Keeping to support the development of their social enterprises.
- Schools: St. Elizabeth Technical High School, Denbigh High School, Greater Portmore High School, Guy's Hill High School, Herbert Morrison Technical High School, Holland High School, Montego Bay High School, Spot Valley High School, Cumberland High School, Charlie Smith High School, Glenmuir High School, St. Jago High School and the Westwood High School.
- Seven (7) Jamaican based social enterprises supported programme delivery in Schools (EDUCATOURS, Link Your Purpose, NexxStepp Lifelong Educational Services, Braatabox &Co., UCA Jamaica, Deaf Can! Coffee, 360 Recycle Manufacturing, Youth Can Do I.T).
- Three (3) government based organizations continue to support programme delivery in schools (Planning Institute of Jamaica, Ministry of Education and Ministry of Industry Commerce Agriculture and Fisheries – MICAF).
- Social Enterprise Competition for schools developed to allow for more students to explore their creativity through pitching their own ideas of social enterprises that may be different from the one being developed through their clubs.

Social Enterprise Ambassadors' Programme

The impact of the on the secondary schools engaged has been positive and as we observed the passion of the students involved in the Social Enterprise Programme, while being guided by their teachers, the idea evolved to start a Social Enterprise Ambassador's programme. Teachers and students selected were enthused to participate and as a result, we now have a total of 264 students are currently participating in the programme engaging their peers, schools administration and community on the benefits and importance of social enterprises. The programme engages creative and innovative teachers in the participating Social Enterprise Schools, as they advance the programme in order to create more entrepreneurial and skills building opportunities with the students.

The objectives of the Social Enterprise in Schools' Ambassador Campaign are:

- Highlight teachers and students across the social enterprise network who are very dedicated to what they do.
- Promote the benefits of entrepreneurship education in schools.
- Demonstrate the importance of the people we engage in our programmes and how much they enjoy the positive impact of their work our programmes.



Deneisha Fraser, Social Enterprise Teacher Ambassador, from Holland High School, St. James, Jamaica



Naioka Williams Headgirl from Holland High School, St. James, Jamaica and Social Enterprise Ambassador

Social Enterprise Mapping Project

The British Council in partnership with the FHI 360- Local Partner development programme commissioned the development of a national research in collaboration with Social Enterprise UK (SEUK), to conduct a baseline study that provides a summary of the current size and scale of the social enterprise (SE) sector in Jamaica.

This partnership is contributing positively to the development of the sector by enabling the establishment of a platform upon which the ecosystem for SEs in Jamaica can be shaped and monitored, enabling the support structures needed to foster a thriving social enterprise sector. Some of the beneficiaries of this project will be the Ministry of Industry Commerce Agriculture and Fisheries (MICAFA) that is leading the government's thrust in developing the social enterprise sector through the MSME policy, the Planning Institute of Jamaica (PIOJ) through its Social Enterprise Policy Committee

and the Social Enterprise Working Group, as well as organizations such as the Development Bank of Jamaica and the Jamaica Stock Exchange, who are in the process of designing financing options targeting the sector.

A total of 300 organisations, across the island, were targeted and a sample size determined through consultations between the local and UK-based teams with an intended response from at least 150 - 200 to provide a valuable insight into the social enterprise landscape. A total of 166 organisations were engaged, with 126 of them meeting the criteria adopted to define social enterprise in this study. The final report is set to be completed and published in September 2019.

Partners and Supporters

The British Council Jamaica thanks our partners and supporters:





*British Performing Arts Group. Cherry on Top at the 2018 Great
British Fair in Jamaica*