



School  
conditions for  
**well-being**

**Welbin Index**

Jamaica · 2022



Ministry of  
Education & Youth

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**Welbin Index**  
School conditions for well-being  
Jamaica, 2022

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A large, abstract teal graphic on the left side of the page, consisting of overlapping curved shapes that resemble a stylized 'V' or a series of overlapping arches.

To all who **dream** with  
an education centered  
on **well-being**.

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## Presentation

### A quality education must be centered on well-being.

For Welbin, school well-being must be thought of as the **ultimate purpose** that guides Educational Institutions to contribute to the integral development of all children, adolescents and young people, generating harmony between their cognitive, emotional, physical and social dimensions.

**Educational communities are increasingly concerned about the problems of inclusive education, school climate, mental health, and lifestyles**, which are closely linked to learning and the quality of life. For this reason, the Welbin Index provides a more comprehensive view of educational quality, contributing and reaching beyond the typical indicators used in the sector, such as academic performance and school dropout.

We are proud to contribute to this debate with the results of the **Welbin Index: Jamaica 2022**, which had the participation of 478 schools throughout the country, who responded to a self-administered survey between June and August, 2022. To our knowledge, this is **the first far-reaching initiative on school conditions for well-being in Jamaica**.

The purpose of the Index is to provide reliable information, to educational communities and the society, that accounts for advances and lags in terms of school well-being, so organizations can make evidence-based decisions on the matter. Thus, we aim to scale knowledge and solutions, so that each school, wherever it is, can have guidance to become the most inclusive, safe and protective environment for school communities.

Schools, organizations, and governments interested in improving school well-being are counting on us to provide evidence, as well as agile and practical solutions.

### The Welbin Index raises its hand!

**Dr. Daniel Tobón García**  
Director  
Welbin



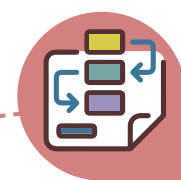
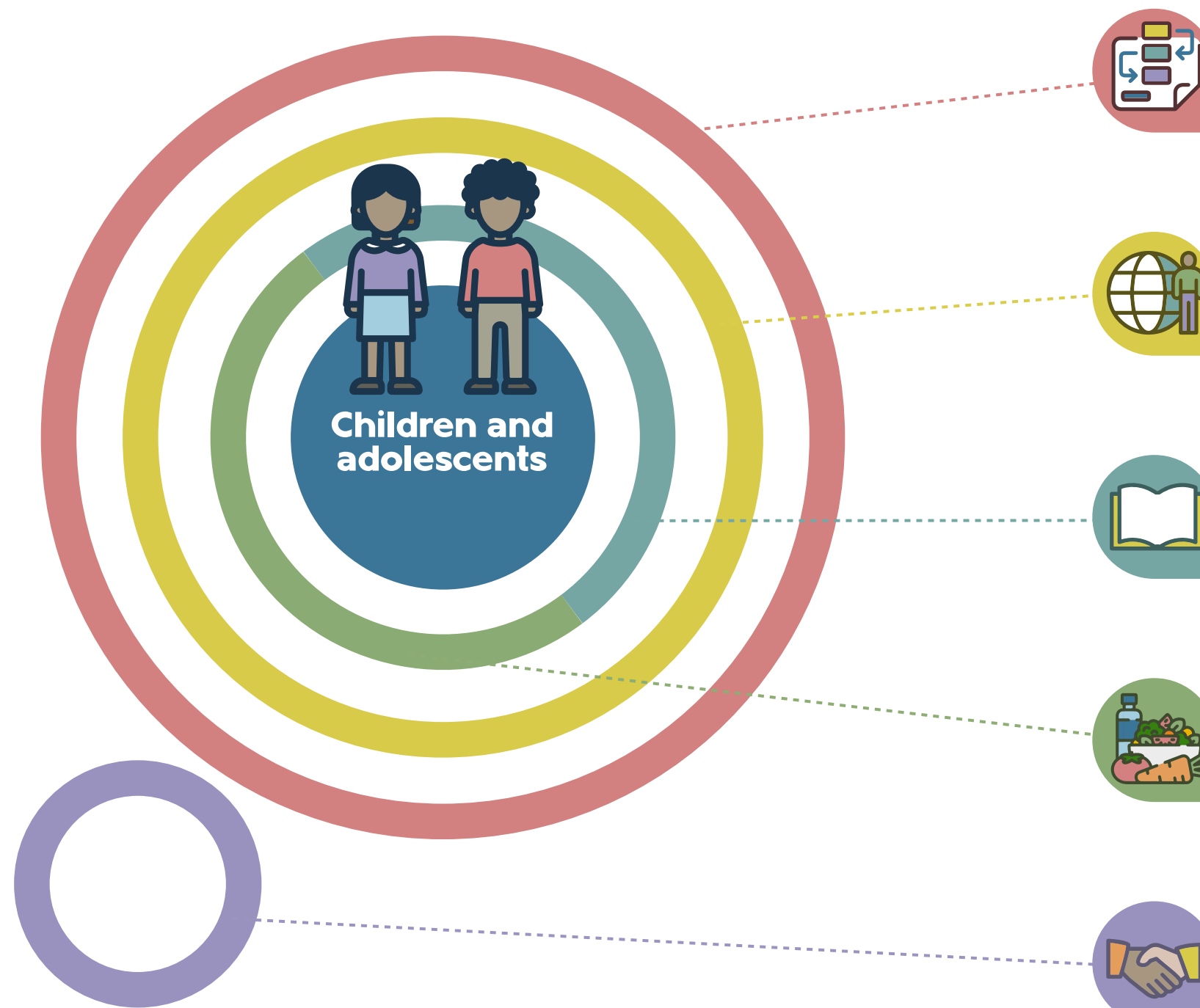


## The Welbin Index on school conditions for **well-being**

The **Welbin Index** is an initiative of **Welbin**, supported by **UNICEF** and the **Laboratory of Education Economy** at the Pontificia Universidad Javeriana, which seeks to contribute to an education centered on inclusion and well-being, by bringing practical and reliable information on school conditions.

We use a scientifically validated tool<sup>1</sup>, which has been used to analyze and guide more than 4,000 schools in Colombia and Jamaica. The analysis of the school is comprehensive and is conducted according to five pillars, each one with a different weight:

<sup>1</sup> The Welbin Index was developed in 2019 by Daniel Tobón-García, Andrea Arenas-Duque y Adriana González. The current version is derivative of the original and was developed by Daniel Tobón-García. Welbin comes from the term well-being and is a registered brand. The validation paper is in Press.



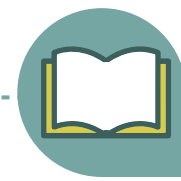
**School policies (30%):**

Analyzes the existence and operation of policies, strategies, plans or guidelines for school health and well-being.



**Environments (physical and psychosocial) (25%):**

Analyzes school conditions and practices to ensure a safe, inclusive and peaceful environment.



**Education for health and well-being (20%):**

Analyzes the existence of training and curricular processes related to school health and well-being.



**Health and nutrition services (20%):**

Analyzes the existence of essential health and nutrition services, provided by the school or by external partners.



**Partnerships (5%):**

Analyzes the existence of strategic partnerships with community actors that contribute to school well-being.



**Welbin** is a social enterprise that works with schools, organizations and governments concerned with improving the well-being of their educational communities, due to its high correlation with learning and quality of life. **These entities often lack the information needed to ensure sustainable and impactful interventions.** That's why we help them improve school environments, in a measurable way, generating analysis at scale, evidence-based action plans, and implementing high-impact strategies

# Why an **education** **centered on well-being?**



## Schools with school health and well-being programs<sup>2</sup>



**Improve  
school  
climate**



**Improve  
academic  
performance**



**Improve  
life  
satisfaction**



An education centered on well-being is **comprehensive**, including the **cognitive, physical, emotional, and social dimensions**.

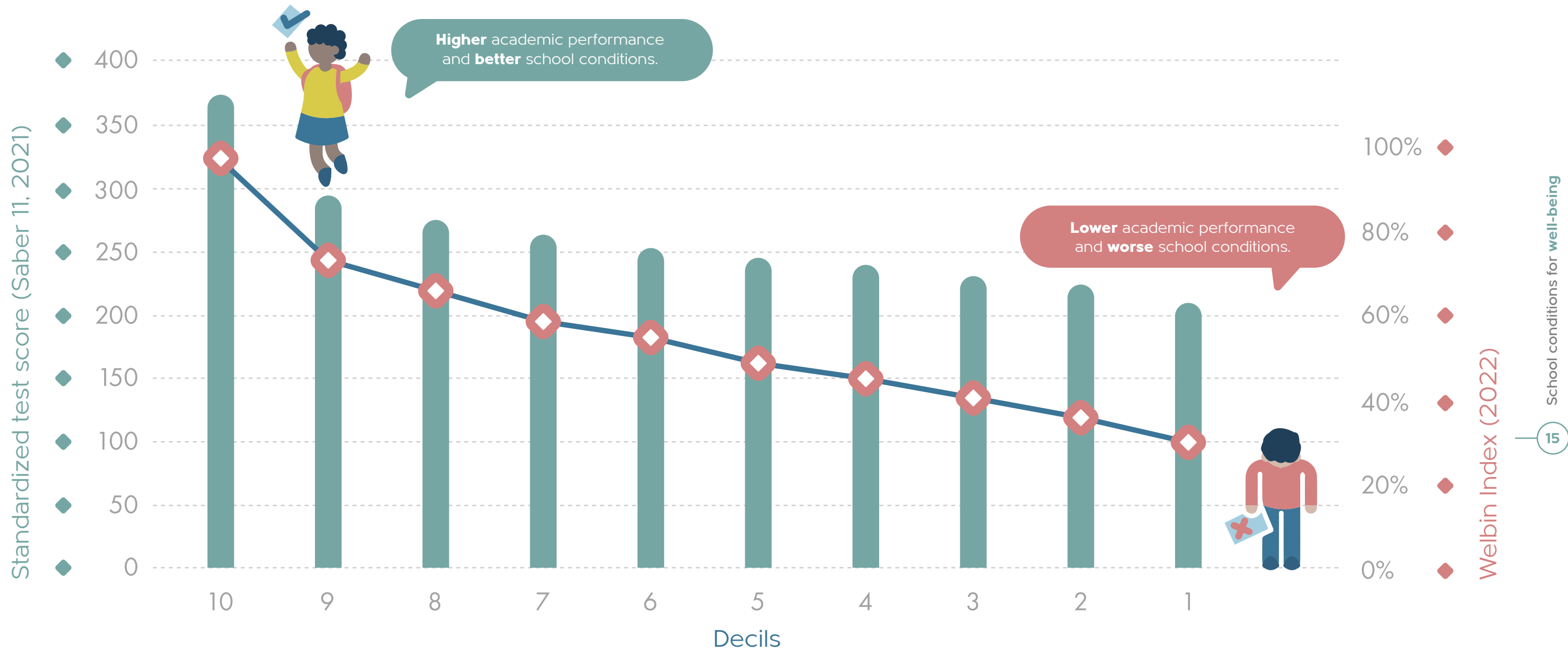


From our perspective, the purpose of education should be **to promote the well-being of every child and adolescent**.

<sup>2</sup> Lee A, Lo ASC, Keung MW, Kwong CMA, Wong KK. Effective health promoting school for better health of children and adolescents: indicators for success. BMC Public Health. 2019; 19(1):1-12.

Evidence from Colombia has shown that an additional point in the Welbin Index is associated with an additional 0.5-0.6 points in the standardized academic performance test.

Academic **performance** vs. School health **and well-being conditions** (Welbin Index)



Saber 11 (scores range from 0-400)

Welbin Index (scores range from 0-100)

Source: Saber 11 (ICFES, 2021) and Welbin Index report (2022). Calculations from LEE.





# Results

School conditions  
for well-being

# Scope of the Welbin Index in Jamaica

The Report of the Welbin Index: Jamaica, 2022

includes information from **478 schools**

from the country's **14 parishes**, representing **49%** of all the schools in the country.\*



**88%**

of the schools are **Primary Schools**

and the rest are Secondary Schools.



**51%**

serve students with disabilities



**32%**

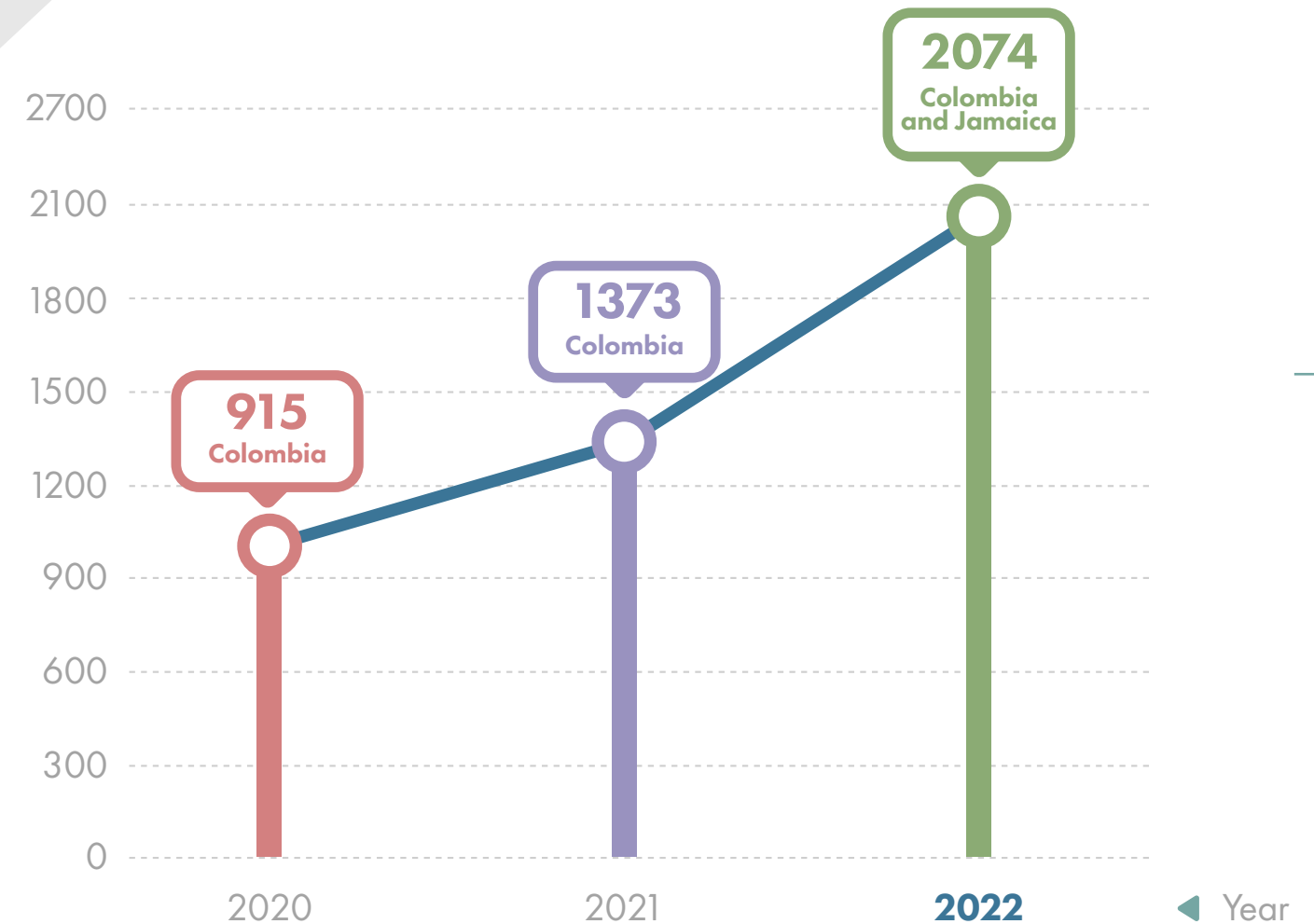
immigrant students\*\*

\* Data was collected between June and August, 2022, via a self-administered survey.

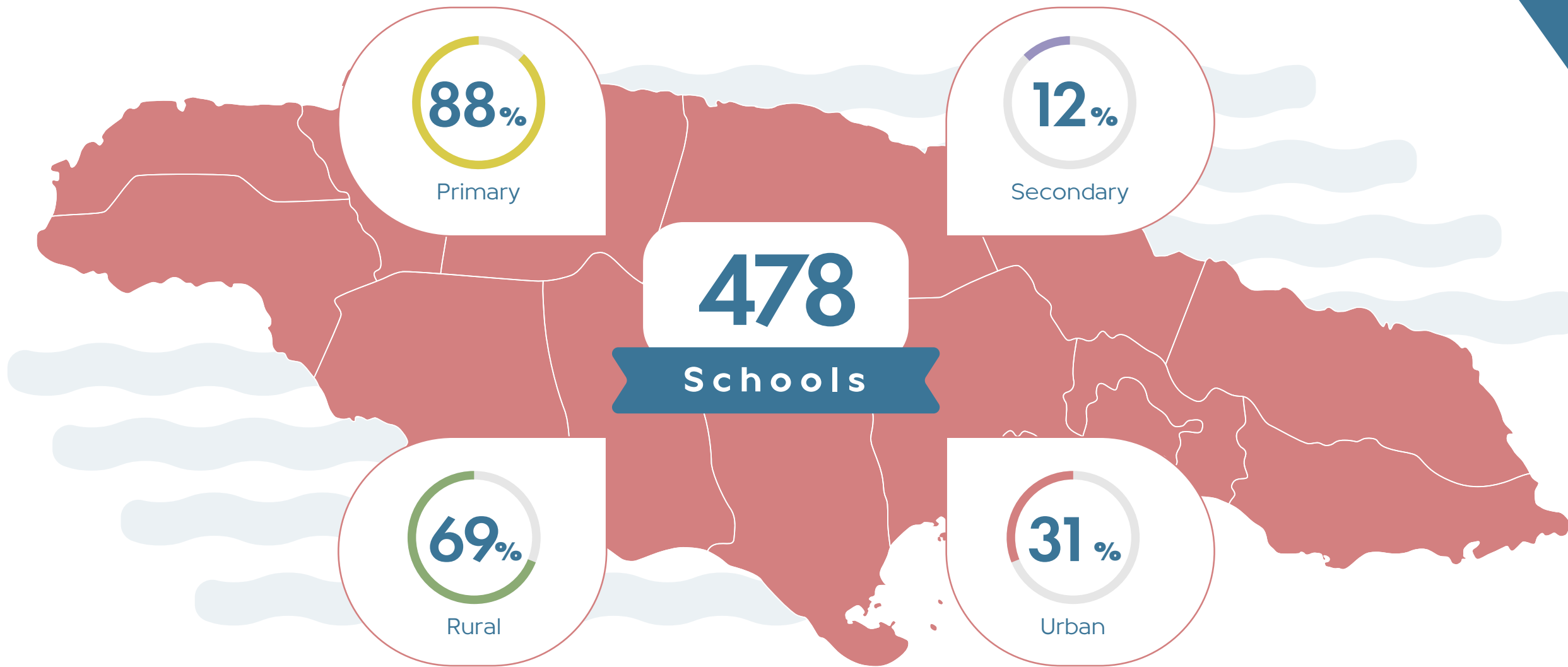
\*\* Understood as students coming from another country.



The number of schools that have analyzed their school well-being conditions is increasing, **since the first application in Colombia in 2020**, and remains the most far-reaching exercise in the region in this area.

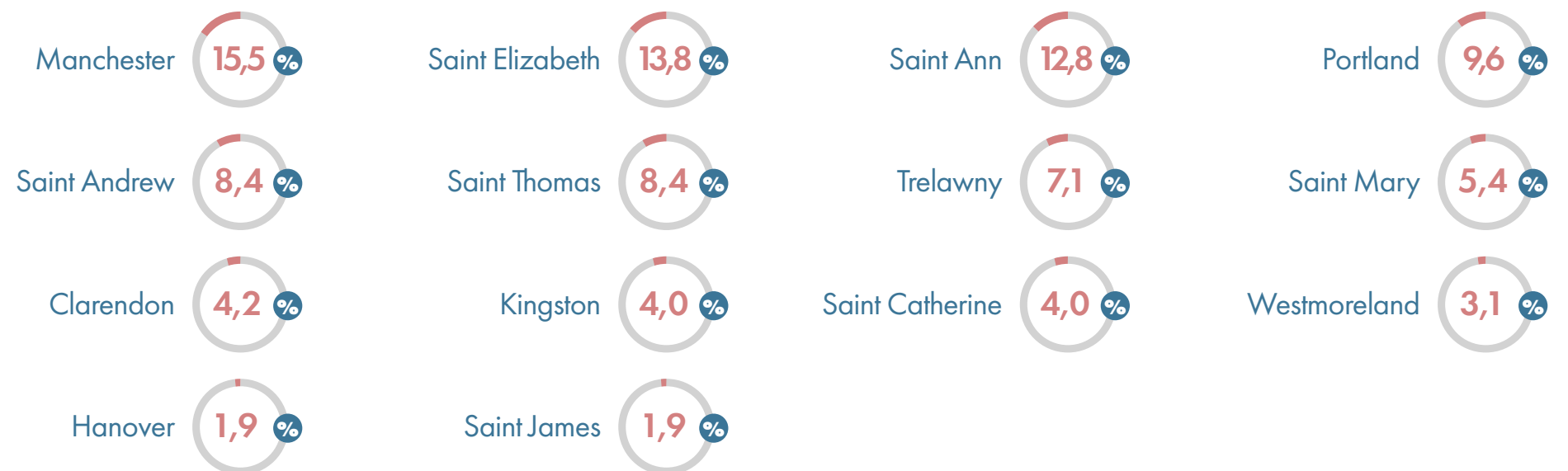


Graphic - Number of schools that have implemented the Welbin Index, per year.

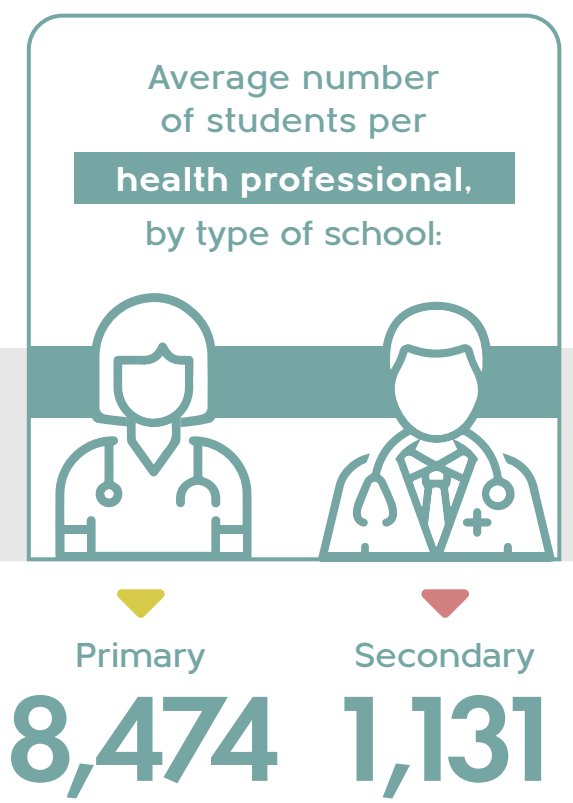
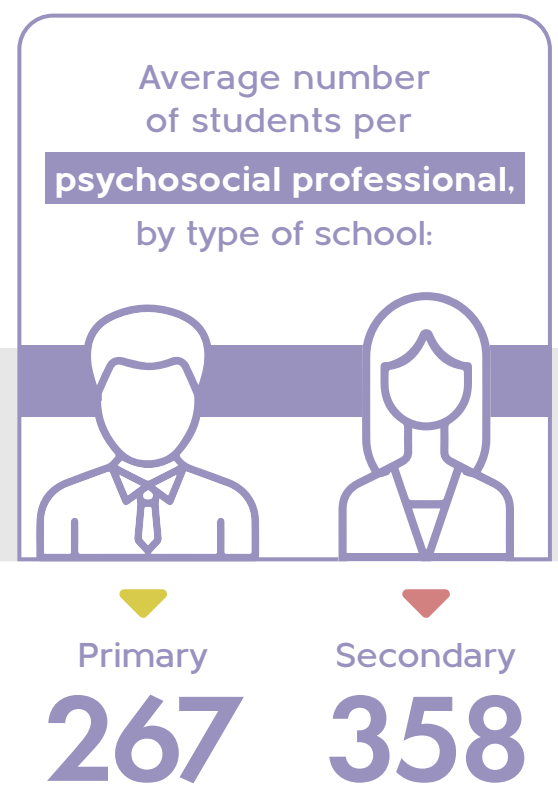
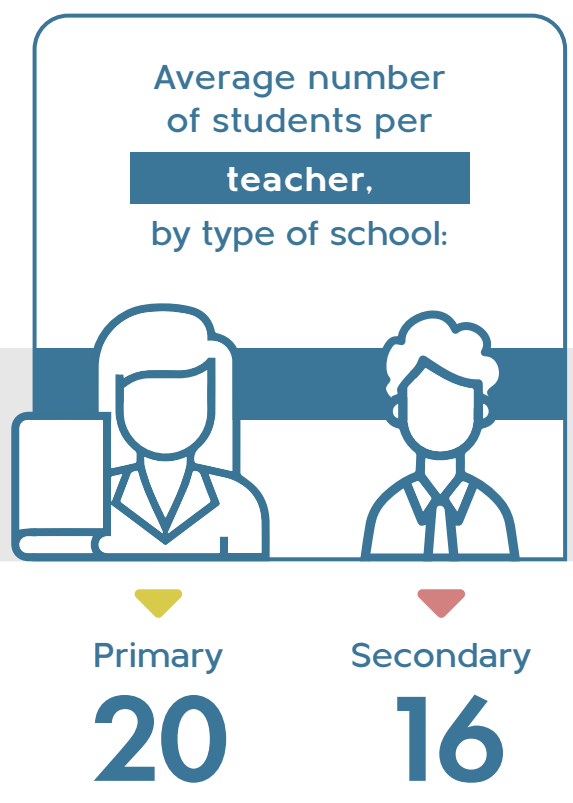
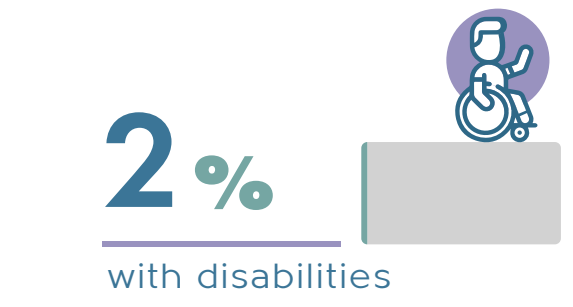
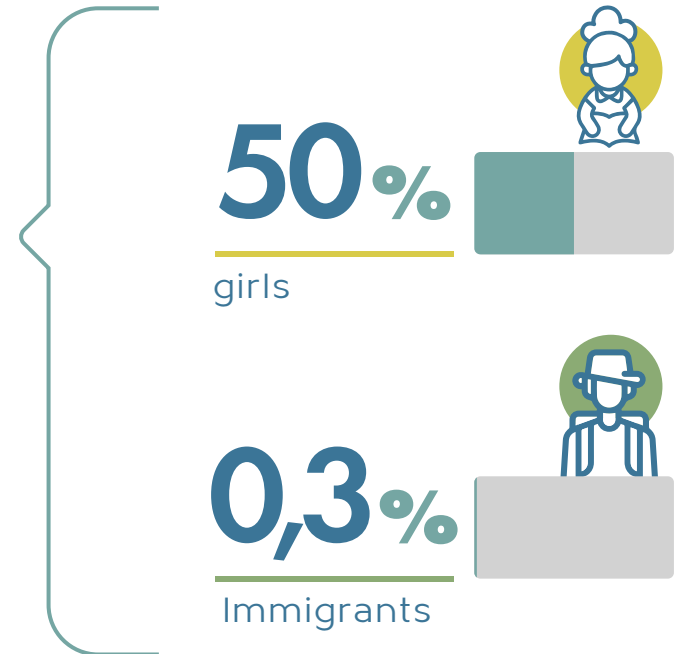


## Scope of the Welbin Index in Jamaica

Percentages represent participation of the Parish in the total sample:



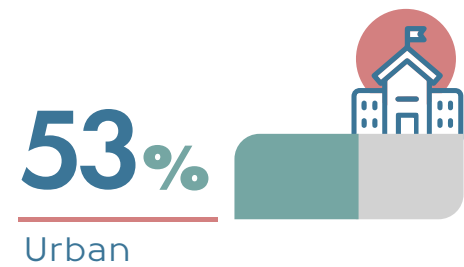
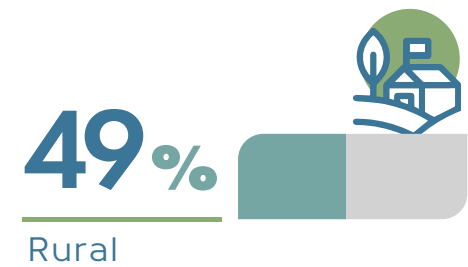
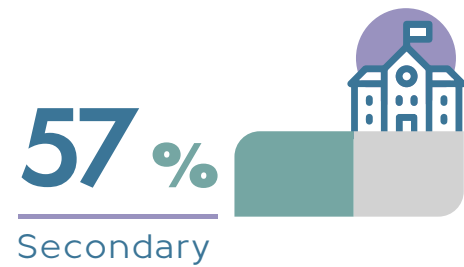
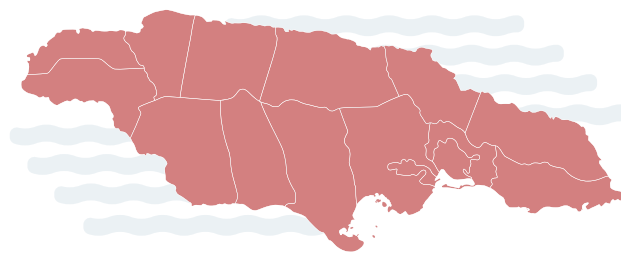
# Participating schools in 2022



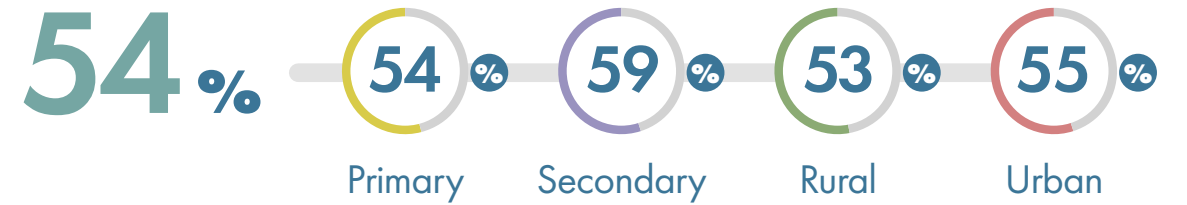
# Welbin Index

The scores presented correspond to the average result of the Welbin Index (global performance and by pillar) for the national level and for subgroups.

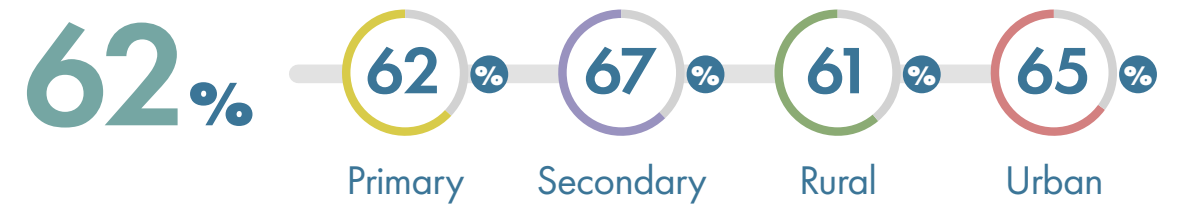
National Average Welbin Index Score:



## School policies



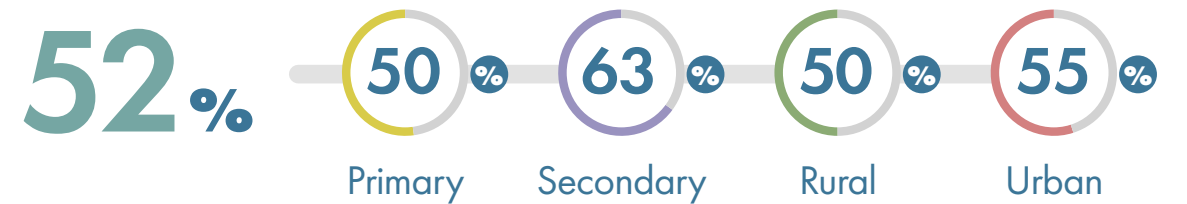
## Environments



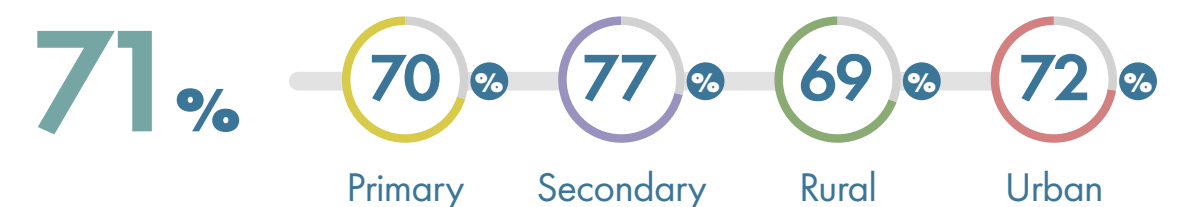
## Education for health and well-being



## Health and nutrition services



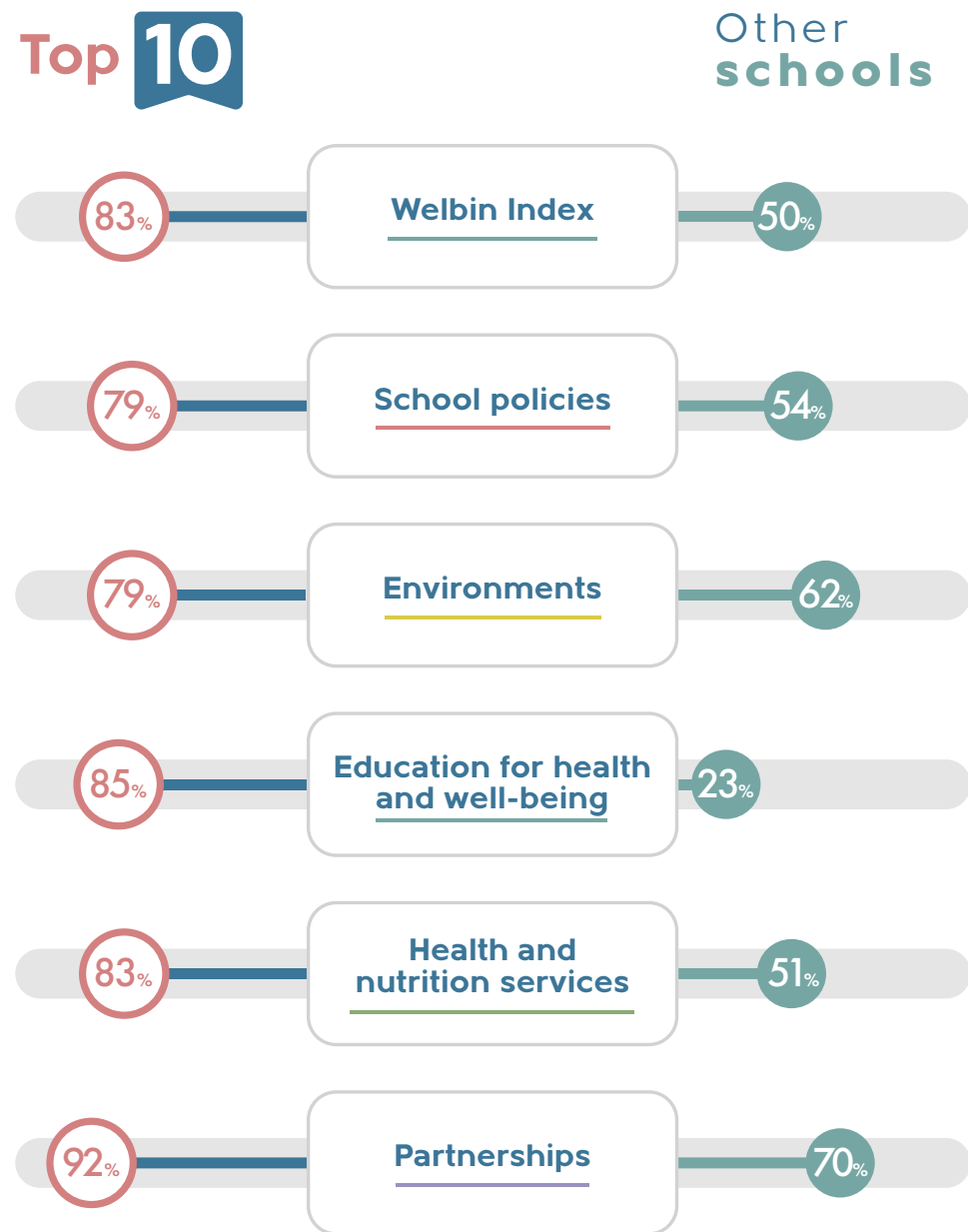
## Partnerships



# The Top 10 Welbin Schools



The Top 10 Welbin Schools are those institutions that stand out for their high compliance with school health and well-being standards, which is evidenced by a high overall score in the Welbin Index. Below is a comparison between the scores of the Top 10 Welbin schools and the average scores of the other participating schools.



Of the Top 10 Welbin Schools, five are in Manchester, two in Saint Catherine, one in Saint Ann, one in Saint Elizabeth, and one in Trelawny.

These schools are characterized by sharing the following school health and well-being practices:

- They provide sufficient water for handwashing in all its facilities.
- They promote inclusion, especially of people with disabilities.
- They sensitize on menstrual health management for students, especially girls.
- They have trained teachers on healthy eating, mental health, and positive discipline.\*
- They collect information on the health situation of students and analyze it.
- They have developed or revised their curricula on social-emotional learning.\*
- They have developed or revised their curricula on healthy eating.\*
- They have an education, information and communication strategy for well-being areas.
- They have identified the students with internet connection at their homes.

\* In the last two years.

# General findings to discuss

**78%**

of schools consider that they **do not adequately support** the physical, mental and social health needs of students.



## Number one well-being priority for schools

**School climate, inclusion and mental health** was the number one priority for

**32% of primary schools, and for 49% of secondary schools.**



**Nutrition and healthy lifestyle** was the number one priority for

**40% of primary schools, and for 18% of secondary schools.**



**Physical integrity and security** was the number one priority for

**19% of primary schools, and for 21% of secondary schools.**



The **3**

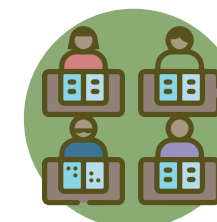
**main areas** where schools require training in well-being:



Mental and emotional health



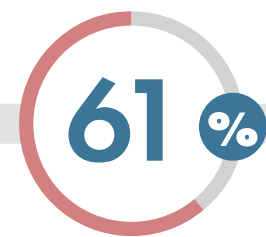
Classroom management and conflict resolution



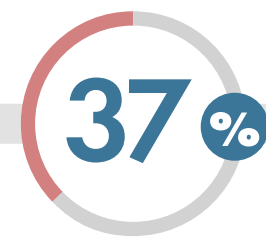
Positive discipline and inclusive education

# General findings to discuss

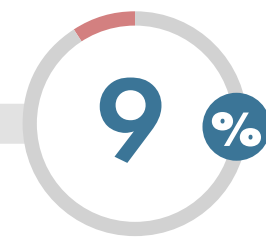
## The areas around the schools



are in areas close to bars.



are in areas where there is a sale of psychoactive substances.



are in areas where there is presence of armed actors.



## Main causes for school absenteeism



**Economic situations\***

69% in primary schools.  
91% in secondary schools.



**Relevant and inclusive education\*\***

14% in primary schools.  
40% in secondary schools.



**School climate and student health\*\*\***

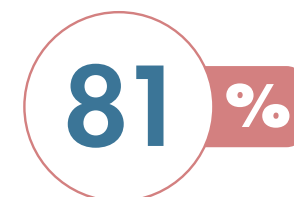
12% in primary schools.  
39% in secondary schools.



## School partnerships for well-being



of schools have an active parent-teacher association.



of schools have partnerships with healthcare providers.

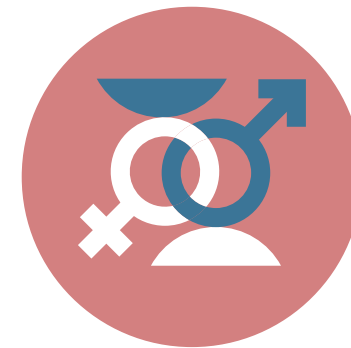


\* School transportation & feeding, uniforms, materials, education costs.

\*\* Poor student interest; different educational needs; inflexible pedagogies or schedules; inaccessible school facilities and materials.

\*\*\* School violence or conflicts in the educational establishment, adolescent pregnancy, illness, etc.





## Thematic indicators of **school well-being**\*

School well-being is a broad concept that includes several dimensions of life and the integral development of children, adolescents, and young people. Given its complexity, it is necessary to have practical and simple information for evidence-based decision-making.

Therefore, the Welbin Index 2022 provides detailed information on topics of interest: **School climate and inclusion, mental and emotional health, nutrition and healthy lifestyle, sexuality and gender, and physical integrity and security.** These indicators show the level of compliance with recommended practices (by international standards) to address different areas of school well-being that concern educational communities.

\* The Welbin Index is calculated from information in five pillars: school policies; environments (physical and psychosocial); health and well-being education; health and nutrition services; strategic partnerships. The thematic indicators do not change the methodology of the Index and only respond to schools need for specific information in certain areas.



# School climate and inclusion

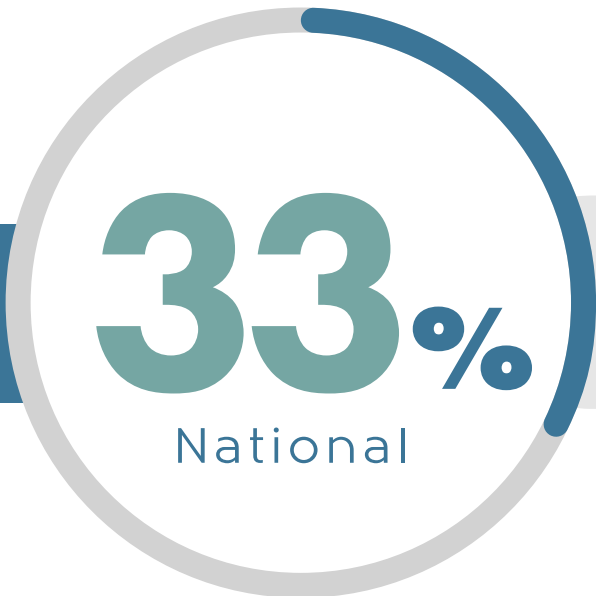
Situations of school coexistence have become an increasingly frequent concern for students, families, and schools. As a result of these situations, many students miss school or drop out; in addition, many see their academic performance and mental health affected.



# School climate and inclusion

## Indicator\*

School Conditions for school climate and Inclusion



### School climate

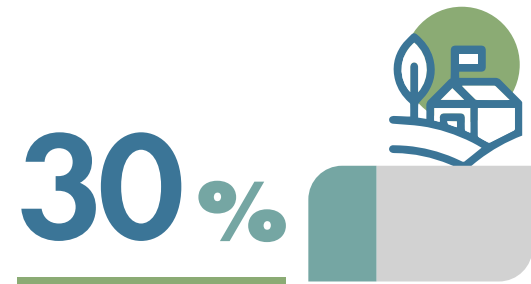
Generating a safe school environment



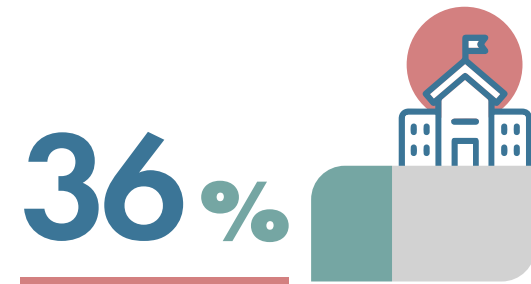
Primary



Secondary



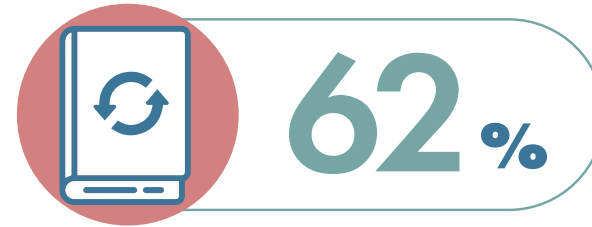
Rural



Urban



**45%** of schools have an active school coexistence committee.



**62%** of schools have updated their code of conduct in the last 2 years.



**91%** of schools have protocols to address situations of school violence.

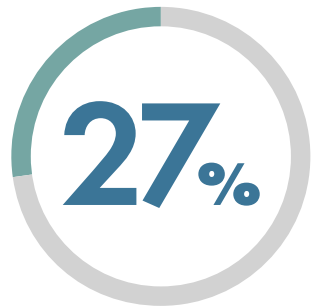
\* It represents the average level at which schools comply with best practices to promote school climate and inclusion.



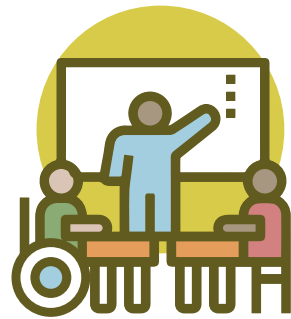
# School climate and inclusion



## Educating for a better school climate



**27%** of schools have carried out communication activities on the management of situations of school climate (bullying, school violence, etc.).



This is the percentage of schools that have **trained their teachers**, in the last two years, in issues **related to school climate**:

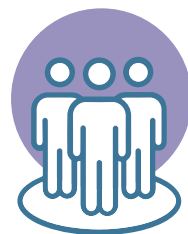
**45%**



in classroom management and conflict resolution

22% in primary.  
51% in secondary.

**15%**



in socio-emotional skills

14% in primary.  
25% in secondary.

**10%**



in protocols for situations affecting school climate

**5%**



in prevention of stigma and discrimination



# School climate and inclusion

Facilitating the response to situations of school climate

28%

of primary schools

have mechanisms to identify and refer cases of school violence.

65% in secondary schools.



3%

of schools

conduct family dynamics characterizations.

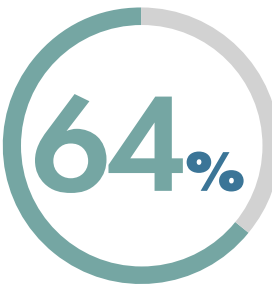


## Inclusion

Generating an inclusive school environment



Universal design of furniture and infrastructure



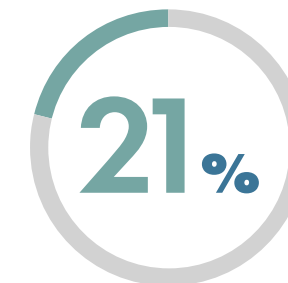
have age-adjusted desks and tables and dominant hand.



have ramps.



have internet permanently.



have accessible bathrooms.



# School climate and inclusion

## Educating for inclusion

59%

of schools make some reasonable accommodation to promote access to education.



20%

have flexible pedagogical models.



4%

have accessible educational material.



2%

have sign interpreter or dictation software.



6%

of schools have trained their teachers in inclusive education.

## Facilitating educational inclusion



25%

of schools facilitate visual screening for their students.



10%

of schools facilitate hearing screening for their students.



47%

of schools have an annual mechanism to address students' learning difficulties.



# Mental and emotional health

Mental health is an issue of high concern in school settings, especially after the Covid-19 pandemic. It has important consequences in school attendance and performance, as well as life satisfaction.

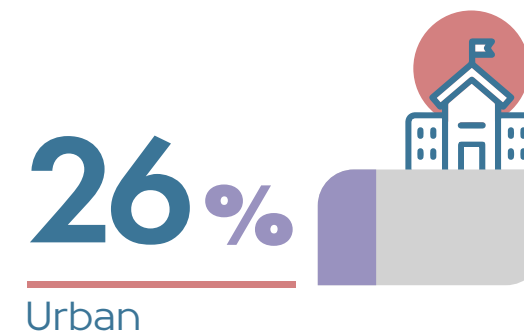
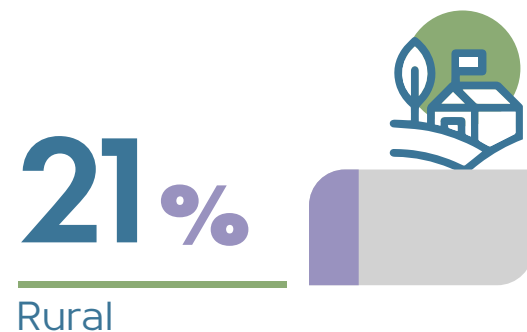
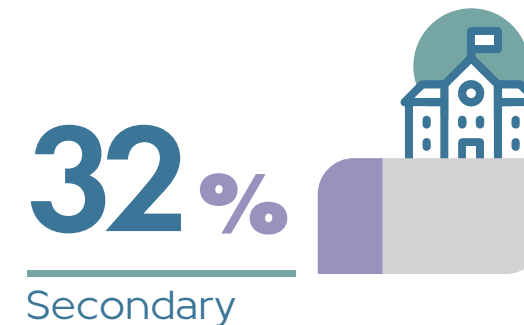
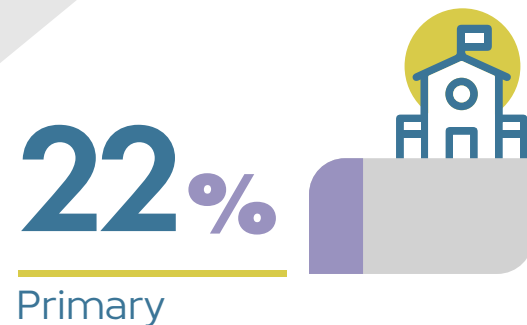


# Mental and emotional health

## Indicator\*

School Conditions for Mental and Emotional Health

23%  
National



## Creating a safe environment for mental health



35%  
of schools

have mechanisms to identify and refer mental health cases.

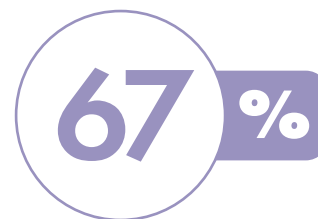
25% in primary schools.

65% in secondary schools.

\* It represents the average level at which schools comply with best practices for promoting mental health.



## Psychosocial professionals



of schools have specific psychosocial support professionals.



of schools have teachers or administrative staff providing psychosocial support.



of schools do not have professionals to do psychosocial accompaniment.





# Mental and emotional health

## Educating for mental health



Shown here is the percentage of schools that have **trained their teachers**, in the last two years, in issues related to mental health:

44%



in mental health

15%



in social-emotional skills

9%



in suicide prevention

42%



in positive discipline

42%

of schools have conducted

information, education and communication strategies to educate the school community about dealing with emotions.

41%

of schools have developed

or revised their curriculum on social-emotional learning.



## Mental and emotional health

### Facilitating response to mental health situations



42%

of schools

provide psychosocial support.



10%

of schools

provide psychological first aid.



15%

of schools

provide screening for depression, anxiety and suicidal risk.



18%

of schools

provide screening for the use of psychoactive substances.

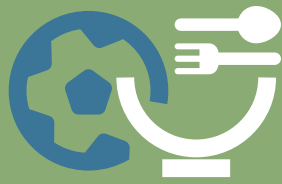




# Nutrition and healthy lifestyle

Good nutrition and physical health is essential for children and adolescents to attend and stay in school, as well as for them to learn properly. Health issues such as helminths, overweight, and anemia could result in losses of between 3-6 points in children's IQ<sup>3</sup>.

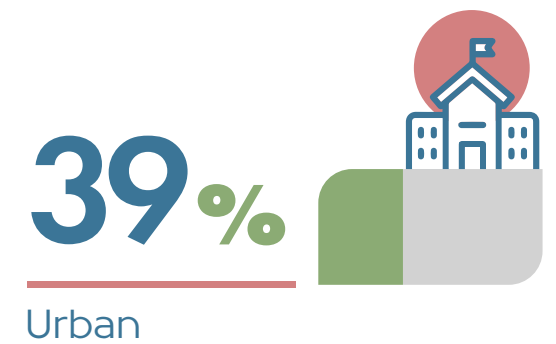
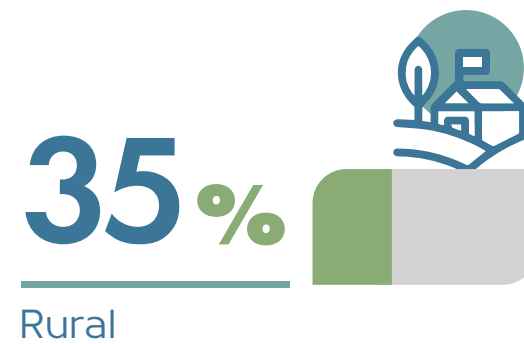
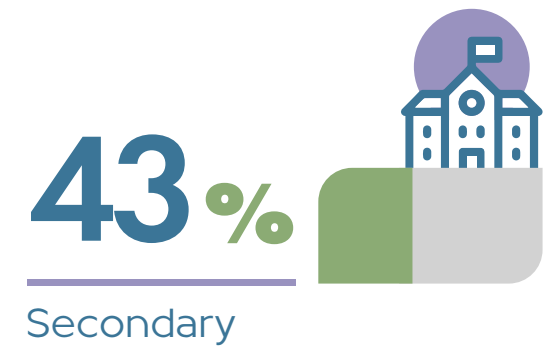
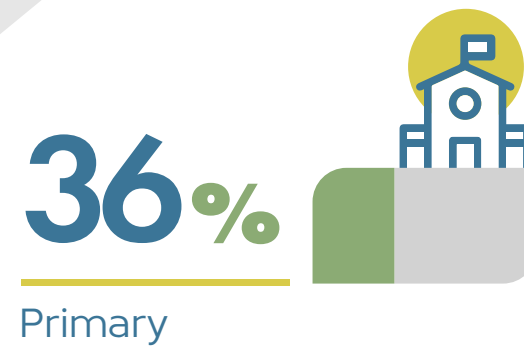
<sup>3</sup> Bundy DAP, World Bank, editors. Rethinking school health: a key component of education for all. Washington, DC: World Bank; 2011. p. 299 (Directions in development)



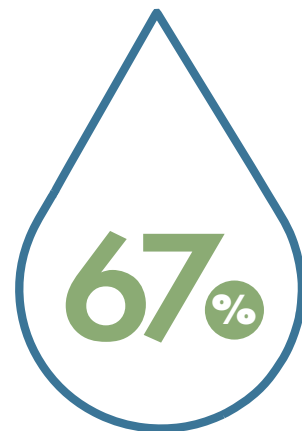
# Nutrition and healthy lifestyle

## Indicator\*

School Conditions for Healthy Nutrition and Lifestyle



## Promoting a healthy school environment



of schools  
have a water supply system

In rural areas, only **38%**

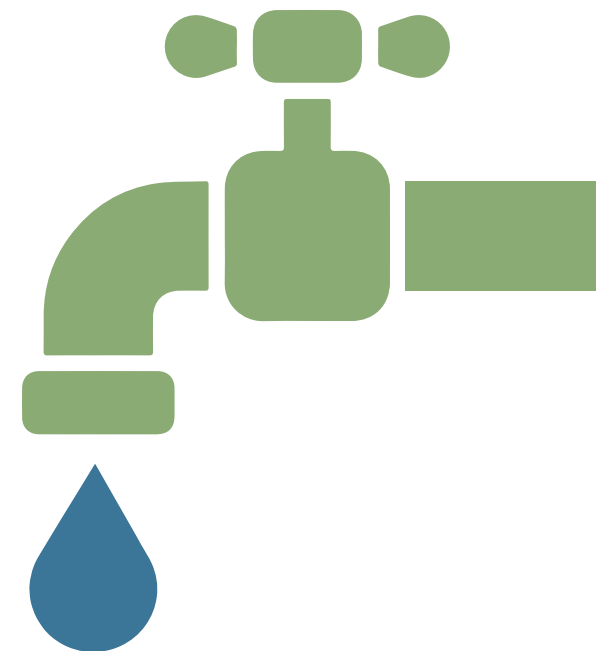


of schools do not have  
constant safe drinking water

On average, schools have one functional bathroom for every **26** students.

In rural schools, there are **20** students per bathroom

In urban schools, there are **33** students per bathroom



\* It represents the average level at which schools comply with best practices to promote a healthy nutrition and lifestyle.



# Nutrition and healthy lifestyle

**72%** of schools have carried out communication activities to promote hand hygiene, **58%** to promote healthy eating and **52%** to promote physical activity.

## Educating for physical health



Shown here are the percentages of schools that have trained their teachers, in the last two years, in topics related to physical health and nutrition:

**39%**



in healthy eating

**43%**



in physical activity and fitness

**33%**



in prevention of alcohol, tobacco and drugs (in secondary schools)

**47%**

of schools have developed or revised their curriculum to promote healthy eating.

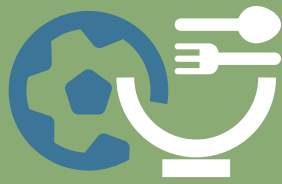


In **14%**

of primary schools, students perform more than 150 minutes of physical activity a week.

In secondary schools, only **7%**





## Nutrition and healthy lifestyle



### Facilitating services to promote healthy living

42%

of schools

have standards to regulate the supply of healthy food and beverages.



40%

of schools

have clear guidelines to restrict ultra-processed food and sugary drinks.

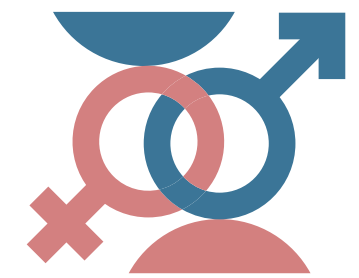


18%

of schools

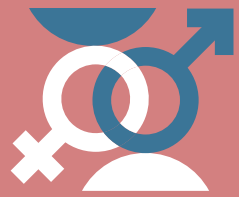
monitor the weight and height of students.





# Sexuality and gender

From an early age, children need appropriate information to understand their bodies, their relationships, and their feelings. The required information and skills contribute to the prevention of sexual and gender-based violence, delay the age of onset of sexual activity, and decrease the frequency of unwanted pregnancies, and sexually transmitted infections.



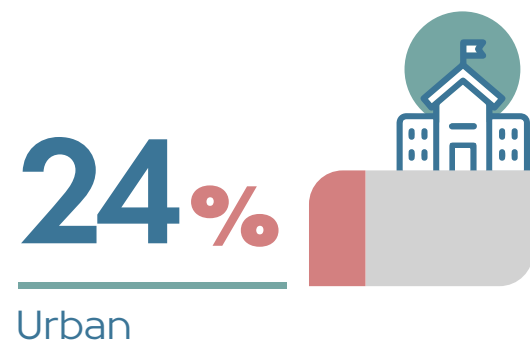
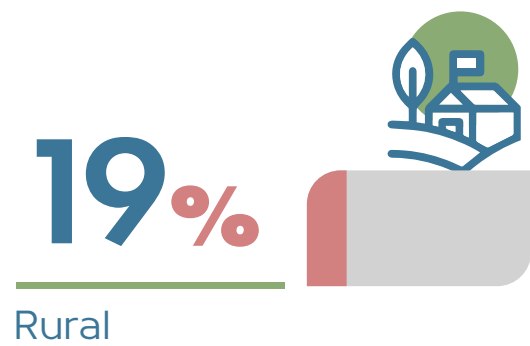
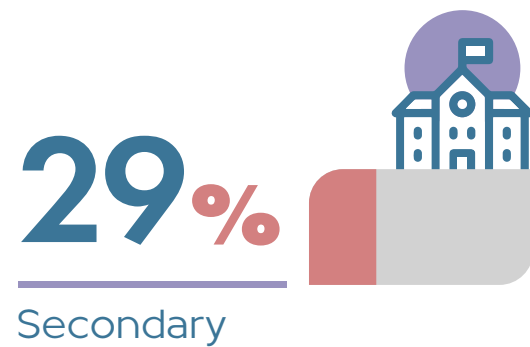
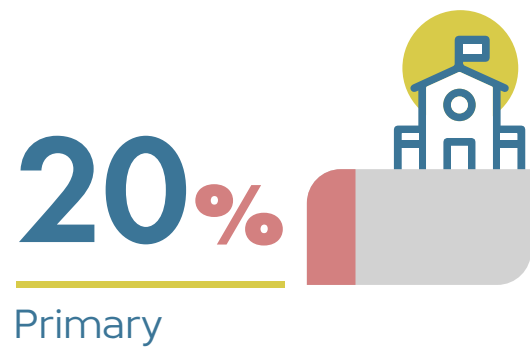
# Sexuality and gender

## Indicator\*

School Conditions for a Safe Sexuality

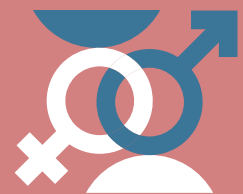


Promotion of a safe environment, for sexuality and gender equality



\* It represents the average level at which schools comply with best practices to promote sexual and reproductive rights and gender equality.





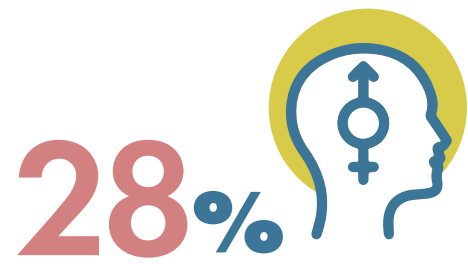
# Sexuality and gender



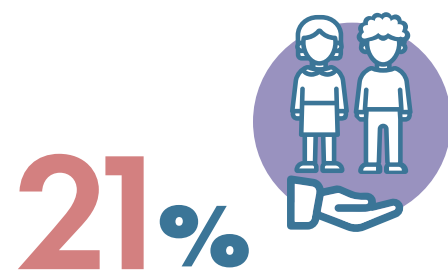
## Educating for sexuality



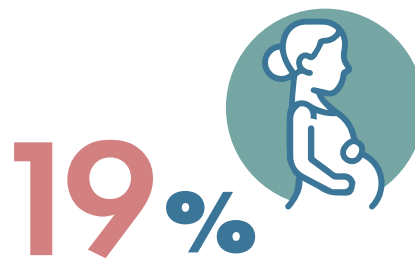
This shows the percentage of secondary schools that have **trained their teachers**, in the last two years, in issues **related to comprehensive sexuality education and gender equality**:



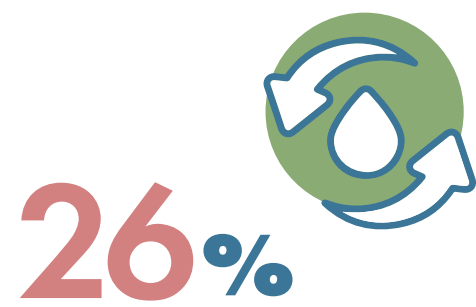
Sexuality



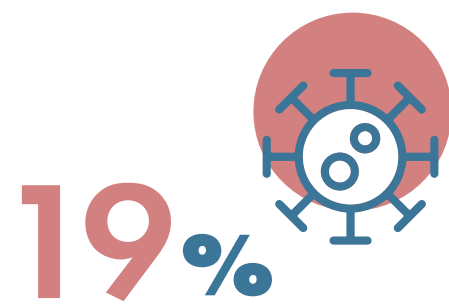
Prevention of gender-based violence



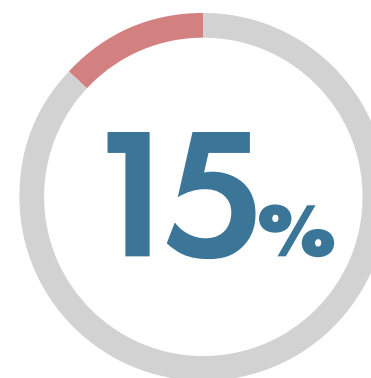
Pregnancy prevention



Menstrual health and hygiene



Prevention of HIV and other STIs (Sexually Transmitted Infections)



of schools have developed or revised their sexuality education curriculum in the last 2 years.

## Facilitating access to essential sexuality care services

**75%** of secondary schools deliver products for **menstrual health**

**33%** of secondary schools provide information on **access to contraceptives**



# Physical integrity and security

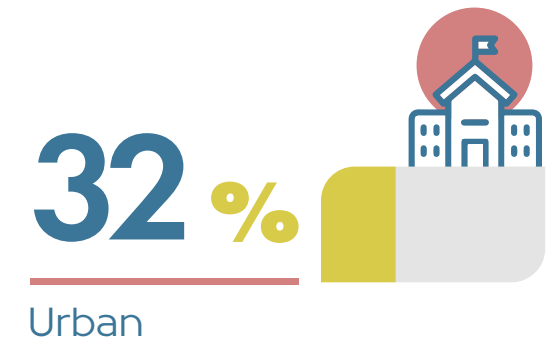
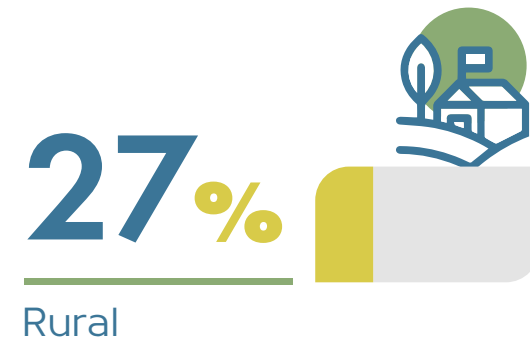
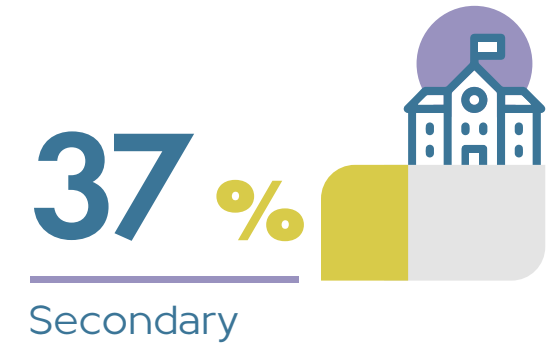
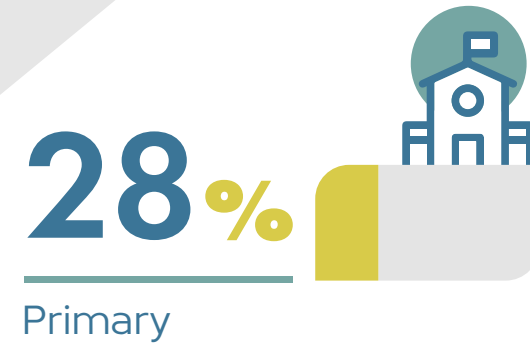
Situations that may affect the physical integrity and safety of children and adolescents are of great importance in the country. In Jamaica, homicide and traffic accidents are the leading causes of death for adolescents. In addition to this, the risks associated with crime, infrastructure and natural disasters have become increasingly frequent, especially in vulnerable contexts.



# Physical integrity and security

## Indicator\*

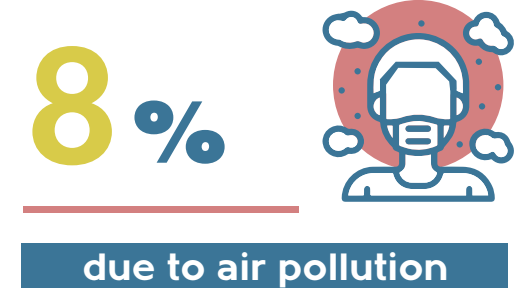
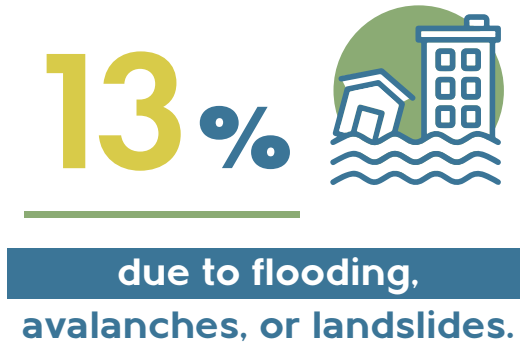
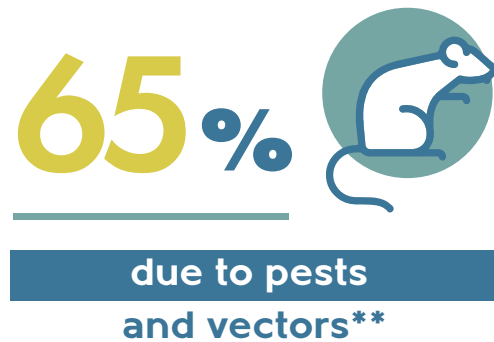
School Conditions for Physical Integrity and Security



## Conditions of the school environment



This shows the percentage of schools that **report risks to the physical integrity and safety** of their educational community:



\* It represents the average level at which schools comply with recommended practices to care for the physical integrity and safety of the educational community.

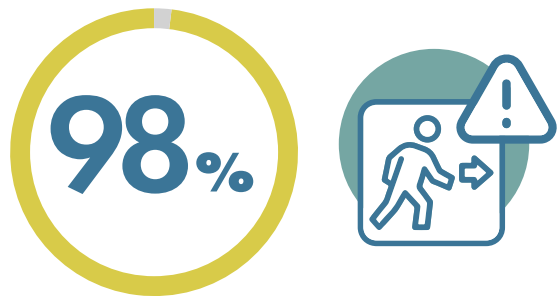
\*\* A vector is an organism that is capable of transmitting diseases (e.g. rats, mosquitoes, fleas).



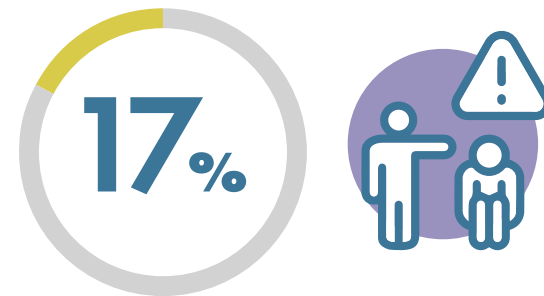
# Physical integrity and security



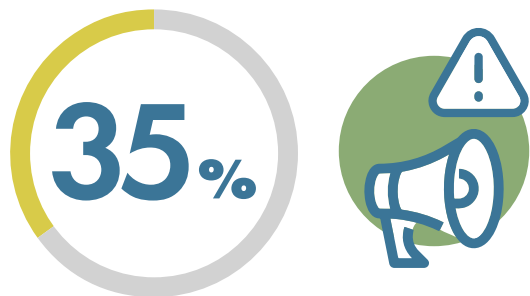
## Educating for safety



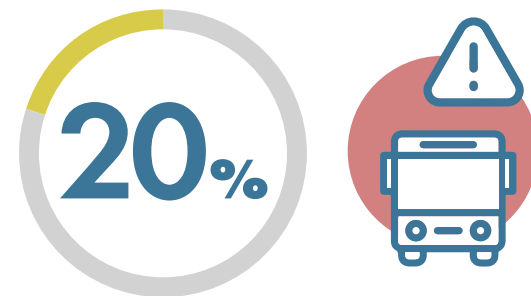
of schools are **prepared for disaster management** (supplies, evacuation route)



of schools **have conducted information, education and communication strategies** for violence prevention and access to care.



of schools **have trained their teachers** in emergency response.



of schools **have trained their teachers** in road safety.

## Providing services to ensure safety



**49%** of schools provide first aid for accidents and injuries



**88%** of schools have partnerships with external protection actors\*

\* Eg. child protection and family services agency, the police, etc.



# Conclusions and recommendations

The Welbin Index: Jamaica, 2022, presents the first national analysis on school conditions for health and well-being. The results, which seek to guide schools, organizations, and governments, are an urgent call to work for an education centered on well-being, an education where schools are safe, health-promoting and protective spaces.



**1.** **The participating schools represent 49% of the schools in Jamaica, we should continue to aim to 100%.** These 478 schools decided to take the opportunity to analyze their health and well-being conditions, due to the growing understanding of the close relationship between school conditions for well-being and learning, peaceful school climate, and life satisfaction. The turnout is inspiring, as it represents a solid step towards effective, sustainable, and high-impact change in school environments, but the Ministry of Education and Youth should continue to provide the opportunity for schools to track their progress and incorporate findings into school planning and improvement processes, reaching 100% coverage every year.

**2.** **Do we need to think about comprehensive care?** Yes. Eight out of ten schools consider that they are not effectively supporting the physical, mental, and social health needs that affect students. At the same time, 20% of schools report that situations of school climate and school health (health situations or diseases) are the main cause of school absenteeism, which can be related to the fact that their school well-being priorities are related to physical, mental, and social well-being. Therefore, if we want to increase the impact on school and child well-being, initiatives should focus on these determinants and be articulated with other sectors. Schools cannot (and should not) solve everything in terms of school well-being. The Ministry of Education and Youth, with support from the Ministry of Health, should support schools in creating/updating their own policies, strategies or plans to promote health and well-being in schools. This should include strong actions to support schools in strengthening their education for health and well-being (for teachers, students, and families), especially on areas like sexuality, socio-emotional learning, education and the prevention of tobacco, alcohol and drug consumption.

**3.** **School well-being requires comprehensive and systemic interventions.** The thematic indicators of school well-being showed that, on average, schools do not comply with half of the recommended practices to comprehensively address the situations of school climate and inclusion, mental health, healthy food and life, sexuality, and physical safety. To comprehensively address these issues, it is necessary to go beyond training, and involve changes in school policies, strategies, and guidelines; in the physical and psychosocial environment; in the articulation with health and food services; and creating partnerships with community actors. It is recommended to pay special attention to the areas of mental health and sexuality, dimensions with the lowest scores.

We suggest that schools focus on revising, at least every two years, the contents they teach to strengthen skills in sexuality education, mental health and peaceful coexistence. This should be accompanied by a process of training teachers on these matters, at least every two years. Furthermore, we recommend schools incorporate activities and create partnerships to ensure children and adolescents can access the services they require to live a healthy school life, especially: psychosocial support and youth-friendly healthcare services, including sexual and reproductive health services.

## Thanks

Welbin wants to recognize the principals, managers, and school staff from the 478 schools that participated in the Welbin Index - Jamaica, 2022 and made this report possible. Thank you for your contributions and commitment to school health and well-being.

In addition, we recognize the leadership of the Ministry of Education and Youth especially the Regional Directors, for their support in the dissemination of the Welbin Index Survey to schools across the regions and parishes.

Special thanks to UNICEF for ensuring that all efforts are based on the evidence from the realities and contexts of the schools.

Finally, we thank the Laboratory of Education Economy at Pontificia Universidad Javeriana, in Colombia, for their support in processing the data.



Millions of families choose to send their children to school every day, for 12 years, so that they are educated, protected and well. If we want to honor that decision, we need to continue to analyze and improve school conditions and practices to promote their well-being: cognitive, physical, emotional and social.

**The Welbin Index raises its hand!**

The Welbin Index **received the second-place award "María Miranda Lozano"** for International Research on **Adolescent and Youth Health, 2022.**



Ministry of  
Education & Youth

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for every child

  
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Let's create together an education  
centered on well-being and inclusion



[www.welbin.org](http://www.welbin.org)



[info@welbin.org](mailto:info@welbin.org)



+57 314 845 4332