

Cooperative Agreement No.: AID-532-A-13-00003

DGP 4: RFA-OAA-12-000025

Project Title: Enrichment Initiative to Increase Literacy at the Primary School Level

Recipient: Digicel Foundation Limited

PROJECT QUARTERLY REPORT

REPORTING PERIOD: January to March 2014

1. INTRODUCTION/EXECUTIVE SUMMARY

The Digicel Foundation (DF) team is on track with the implementation of the project based on the approved workplan. During the reporting period, key achievements of the project team include:

- Placement of animated flyer on screens in dealer stores; Digicel offices and live screens island-wide
- Complete establishment of all eleven (11) Enrichment Centres of Cohort 1
- Delivery of all equipment and materials of twenty (20) Mobile Enrichment Carts
- Construction of all library carts for cohort 1
- Delivery of all library carts and supplementary reading books to thirty-one (31) schools of Cohort 1
- In-service trainings of 65 teachers on use of equipment
- Finalisation of data collection methodologies for the project
- Delivery of programme to diagnosed students in Enrichment Centre by teacher
- Assessment of two hundred seventy-one (271) students of 25 schools as a representative sample to establish baselines for tracking progress of the project
- A total of 47 Site visits conducted by member of the Digicel Foundation team
- Development of video on initiative shared with international mEducation audience and on Digicel Foundation / Jamaica / Group websites / social media

2. PROJECT ACTIVITIES

Output 1 - Enrichment Centres established in schools across the island

Call out for applications to schools interested in the EI Centre through various communication channels.

An animated Call for Applications has been placed on screens in Digicel dealer stores, Digicel offices and live screens island-wide. The video has been on rotation since February 13, 2014. It was also uploaded to the Digicel Foundation website on January 23, 2014 and shared on the social media platforms of Digicel Foundation, Digicel Jamaica and the Digicel Group on an ongoing basis beginning January 23, 2014. This is aimed at attracting additional applications to be considered for Cohort 3 and to increase public awareness around the Programme.

Consult with the MoE (Ministry of Education) to determine schools that are in need of intervention (based on established criteria)

Cooperative Agreement No.: AID-532-A-13-00003

DGP 4: RFA-OAA-12-000025

Project Title: Enrichment Initiative to Increase Literacy at the Primary School Level

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The complete database of 2013 results at the Grade Four Literacy Test was received from the MoE on February 12, 2014. It will be used to verify that schools considered for Cohort 3 meet the established criteria for participation.

The Programme Manager had further discussions about candidates for the position of MoE Officer to be assigned exclusively to the Enrichment Programme on Thursday March 27, 2014. We hope to be formally advised by the MoE of the successful candidate during the next reporting period.

Select schools based on established criteria

The project team has reviewed various schools to receive Enrichment Centres for Cohort 3 based on applications, recommendations from Regional Offices and the 2012 Grade Four Literacy Test Results. The team will revisit these schools, based on 2013 Grade Four Literacy Test results, and follow up with the relevant Regional Offices. Shortlisted schools will be submitted to the MoE for approval during the next reporting period.

Procurement of materials and technological equipment

All materials and equipment for Cohort 1 have been delivered to the schools involved. Suppliers have been engaged to provide all materials and equipment for the establishment of the 14 Centres for Cohort 2. Following a tender process a supplier was identified to complete the requisite retrofitting for the 14 Centres.

Output 2 - Mobile Enrichment Carts distributed to selected schools across the island

Select schools based on established criteria

A MoU was signed with Claremont All Age in Hanover. Claremont All Age is a small multi-grade school in rural Hanover which has identified a disproportionately large number of students with special needs including learning challenges. As the school had neither a guidance counsellor nor the space to accommodate a special education intervention, they have been approved to be included in the Enrichment Programme. It is hoped that the additional resources and training will allow the dedicated members of staff to better reach those student with learning challenges, helping them to achieve their fullest potential, including improved performances in reading.

The project team has reviewed various schools for Cohort 3 to receive Mobile Enrichment Carts based on applications, recommendation from Regional Offices and the 2012 Grade Four Literacy Test Results. The team will revisit these schools, based on 2013 Grade Four Literacy Test results, and follow up with the relevant Regional Offices. Shortlisted schools will be submitted to the MoE for approval during the next reporting period.

Procurement of materials and technological equipment

Cooperative Agreement No.: AID-532-A-13-00003

DGP 4: RFA-OAA-12-000025

Project Title: Enrichment Initiative to Increase Literacy at the Primary School Level

Recipient: Digicel Foundation Limited

All materials and equipment for the 20 schools of Cohort 1 have been delivered to the schools involved including one additional school in Hanover, Claremont All Age. Four schools of Cohort 1 were given an additional Mobile Enrichment Cart to serve students at Grade 1 as detailed below.

Suppliers have also been engaged to provide all materials and equipment for the 21 Carts for Cohort 2.

Output 3 - Teacher trained in literacy curriculum and use of technology

MOE to conduct literacy training sessions to equip teachers with skills to identify and improve intervention strategies to address learning challenges in classrooms

MoE Training for Cohort 2 schools should take place over the summer break. Details of same should be organised once the MoE Officer assigned to the programme comes on stream.

Camara Foundation to conduct in-service trainings on use of computer software programmes.

Completed for Cohort 1 as per last Quarterly Technical Report for the period October – December 2013.

Identify supplier to conduct in-service training programme on use of equipment

Coldax Mart, the identified supplier, has completed training on the use and care of the equipment with a total of 65 teachers from schools involved in the Programme. These trainings took place on January 17 and 23 and February 4 and 5, 2014 in Regions 5, 6, 4 and 3 respectively.

Develop training modules for upload onto laptops

A video providing an overview of the programme has been created and approved by all relevant stakeholders. It was uploaded to the Digicel Foundation website on January 27, 2014 and will be shared with all teachers and principals in the up-coming quarter. The Training Specialist has also drafted an outline of additional modules to be created. The project team will engage persons already well versed in the implementation of the programme to assist in creating these video units. Once appropriate scopes of work for pre-production and production of the additional modules had been approved, the team will engage the most appropriate persons and move towards production.

Output 4 - Improved performance outcomes of direct beneficiaries in ECs and MECs

Establish library corners

All books and other materials necessary for the creation of the library corners have been delivered to all 31 schools in Cohort 1. Final deliveries were made the week ending February 14,

Cooperative Agreement No.: AID-532-A-13-00003

DGP 4: RFA-OAA-12-000025

Project Title: Enrichment Initiative to Increase Literacy at the Primary School Level

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2014. Delivery of books, décor and carts to schools from Cohort 2 has also begun. Deliveries should be completed over the next reporting period.

Teachers to deliver programme to diagnosed students

A total of 14 schools have submitted reports on the assessment of students and implementation of the programme as follow:

Centres	Carts
Albert Town Primary	Adephi Primary
Davis Primary	Askenish All Age
Irwin Primary	Claremont All Age
Lucea Primary	Lottery Primary
Petersfield Primary	Mount Nebo Primary
	Mount Rosser Primary
	New Green Primary and Junior High
	Ulster Spring Primary
	Willson's Run All Age

Site visits were carried out in an additional 6 schools where lesson plans and or other programme documentation was reviewed as follows:

Centres	Carts
Corinaldi Ave. Primary	Garlands Primary and Junior High
Hague Primary	Niagara Primary
John Rollins Success Primary	Pondside Primary

Based on the reports, a total of 1245 students (702 boys and 543 girls) were assessed by teachers and have begun interfacing with the materials provided.

Output 5 - Collaborative responses between home and school for successful academic interventions

A total of 9 schools, 3 with Centres and 6 with Carts, held sensitization sessions for parents around the programme. These took place during meetings of the schools' Parent Teacher Associations or at specially convened meetings.

Centres	Carts
Albert Town Primary	Adelphi Primary

Cooperative Agreement No.: AID-532-A-13-00003

DGP 4: RFA-OAA-12-000025

Project Title: Enrichment Initiative to Increase Literacy at the Primary School Level

Recipient: Digicel Foundation Limited

Davis Primary	Mount Nebo Primary
Lucea Primary	Mount Rosser Primary
	New Green Primary and Junior High
	Ulster Spring Primary
	Wilson's Run Primary

Two schools (Irwin and Corinaldi Avenue Primary) have also indicated that they will be hosting sensitization sessions for parents in the upcoming reporting period.

Output 6 - Effective management of the project

Oversight by DF team

Monitoring and Evaluation of Programme:

In this reporting period, the project team finalised the data collection methodologies for the project following consultations with USAID and MoE representatives including M&E specialists and statisticians. This included the creation of a representative sample of 25% of the total number of schools involved at which assessments were to be carried out and a Data Management System for collating and assessing information collected at same. Assessments of a total of 271 students from these 25 schools were completed between Jan 24, 2014 and Feb 25, 2014. The Information gathered was used to establish baselines and generate targets for the project.

The USAID team carried out their Data Quality Assessment for the developed methodologies on March 20, 2014. Indicator reference sheets containing updated methodology, baselines and targets were submitted to USAID for review on March 24, 2014 and approved on March 26, 2014.

Attached to this report for your review is a summary sheet which shares the findings from these assessments.

PR and Communications:

On January 29, a ceremony was held marking the commencement of the Enrichment Programme in all 31 schools of Cohort 1 at Davis Primary School in St. Catherine. Digicel Foundation, USAID, MoE and the Spanish-Jamaican Foundation all took part in the ceremony. The media was also invited to attend. The event received feature coverage in the:

- Jamaica STAR, Monday February 3
- Sunday Observer, Sunday February 9
- Observer, Tuesday February 11

It was also highlighted on the social media platforms of Digicel Foundation and Digicel Jamaica.

Cooperative Agreement No.: AID-532-A-13-00003

DGP 4: RFA-OAA-12-000025

Project Title: Enrichment Initiative to Increase Literacy at the Primary School Level

Recipient: Digicel Foundation Limited

On February 4, 2014, the Programme Manager took part in a #mEdChat14 Twitter session hosted by the mEducation International Alliance and featuring the Enrichment Programme. The video overview of the programme was shared with the Alliance ahead of the online session. The event resulted in 2 Facebook post, 62 tweets and 64 retweets from Digicel Foundation Social Media Platforms.

Enrichment was also featured in both the January and March Newsletters of the Digicel Foundation. These newsletters are shared with partners and beneficiaries as well as all staff and uploaded to the Digicel Foundation website.

Amendments to the intervention to ensure best outcomes:

An addendum to the previously signed MoUs was created and signed by DF and four Centre schools in which the programme was amended to include the provision of an additional Cart per school as per challenges experienced and solutions implemented below.

Conduct Monitoring visits by DF team

During the reporting period, a total of 47 site visits were conducted. This included site visits to 25 schools to carry out assessments of students' reading levels to establish baselines for USAID standard indicators. Then additional site visits were conducted at 12 schools to provide one-on-one support for teachers involved in the programme including use of the equipment and software provided, appropriate lesson planning, differentiated teaching, proper assessments of students and record keeping.

Details of the visits can be seen below:

- Jan 20: Visit to Franklin Town Primary, which has been operating an Enrichment Centre since 2011, for the Team to carry out practice assessments using the ERAI ahead of visiting Cohort 1 and 2 schools to collect baseline data using the same tool
- Jan 24: Site visit to Davis Primary with PR and USAID team ahead of the ceremony to mark the commencement of the Enrichment Programme
- Jan 24 – March 25: 25 Visits to schools from Cohorts 1 and 2 to begin collecting baseline data to monitor student performance including
 - Crescent Primary Jan 24;
 - Friendship, Horizon Park and McAuley Primary, Jan 30;
 - Gimmie-me bit, Primary Hayes PJH, Milk River and Race Course Primary, Jan 31;
 - Chandlers Pen Primary, Feb 2;
 - Adelphi Primary, Feb 3;
 - Little London Primary, Petersfield Primary and Sheffield All Age, Feb 4;
 - Bethel Primary, Cove and Lucea Primary, Feb 6;
 - Brampton and Falmouth All Age, Feb 11;

Cooperative Agreement No.: AID-532-A-13-00003

DGP 4: RFA-OAA-12-000025

Project Title: Enrichment Initiative to Increase Literacy at the Primary School Level

Recipient: Digicel Foundation Limited

- Claremont All Age, Feb 12;
- Mt. Olivet Primary, Mile Gully Primary and Robin's Hall All Age, Feb 20;
- Bethlehem Infant and All Age and Lititz All Age, Feb 21 and
- Windsor Castle All Age Feb 25.

Members of the USAID team including AOR Nichole Graber and Alternate AOR Bridget Yee also joined the project team on the Jan 24 visit to Crescent Primary. The USAID representatives reviewed the assessment tool being used to monitor student performance. They also saw a Centre before retrofitting had been completed and met with the school's administration.

- Feb 3 – 6: 4 Visits to discuss possible amendments to the Programme for implementation in schools with exceptionally large populations including: John Rollins and Irwin Primary Feb 3; Hague Primary, Feb 4; and Corinaldi Ave Primary, Feb 6
- Feb 7: Visit to Jessie Ripoll primary with the Hon. Ronald Jones, Minister of Education, Barbados, to allow him to get a better understanding of the Enrichment Programme and how it works, Feb 7
- March 26: 3 Visits - Pongside Primary, Claremont All Age (Hannover) and Corinaldi Ave. Primary
- March 27: 4 Visits - Niagara Primary, Garlands Primary and Junior High, Irwin Primary and Lottery Primary
- March 28: 5 Visits Hague Primary and Infant, John Rollins Success Primary, Adelphi Primary, Ulster Spring Primary and Wilsons Run Primary

The revised reporting template and guidelines of submission of reports were shared with all 31 schools of cohort 1 via email on January 8, 2014. This was following a review on the monitoring and evaluation of the programme, which was carried out during the first in-service training session held with the teachers on November 29 and 30 and December 7. The relevant regional offices were also copied on the correspondence. The template was revised to include a gender breakdown for parental engagement in keeping with USAID reporting needs. Submission of reports was decreased from every month to once a term so as not to overburden teachers and to ensure that students are not able to learn the assessment tools skewering its validity.

Organise steering committee monthly meetings with DF, MOE & USAID representatives

It was decided that since the designation of an MoE Officer dedicated to the Enrichment Initiative is still pending and in light of the similarities between and desire for closer collaboration with the Enrichment Initiative and the MoE/USAID basic reading project (G2G), the Programme Manager would attend the Steering Committee Meetings of the G2G project. As such he was invited to attend the March 27th meeting where he was able to meet the new project team. At this meeting, various potential areas for collaboration and best practices coming out of the JBEP (Jamaica Basic Education Program), the prior USAID program, were identified.

Testimonials/Success Stories

Cooperative Agreement No.: AID-532-A-13-00003

DGP 4: RFA-OAA-12-000025

Project Title: Enrichment Initiative to Increase Literacy at the Primary School Level

Recipient: Digicel Foundation Limited

Willson's Run Primary School, a small school in rural Trelawny, has taken their materials and equipment provided in their Enrichment Cart and began a pull out programme for their students in grades 2 and 3. The school has designated a small room, which contains both the Enrichment Cart and the Library Cart their 'Enrichment Centre.' While the Grade 1 teacher takes various items into her class to assist the teaching and learning process, the Grade four teacher, who is also the literacy coordinator, has completed assessments with the students from grades 2 and 3 and carries out a pull out programme with those reading below their grade level. She sees each group, three to five times a week while the Principal continues classes with the grade four students. A sample lesson was viewed on a site visit to the school on March 28. Students participated enthusiastically in a lesson which utilised both the phonics pad and the Jolly Phonics package. The students were comfortable in the room and familiar with the manipulatives utilised in the class. The Principal hopes to expand the improvised enrichment centre to allow for more computers and to increase the comfort of the students.

3. CHALLENGES/ISSUES THAT HAVE AFFECTED IMPLEMENTATION

- Upon completing assessment of students referred to the Enrichment Programme, Principals and Enrichment Centre Managers from four schools with recently established Enrichment Centres in Cohort 1 identified challenges with timetabling enough sessions per group in the Centre. This was due to the overwhelming number of students identified as 'in need of intervention' from grades 1 – 3. Further investigations revealed that in excess of 90 students from grades 1 – 3 were identified as 'in need of intervention' in each of the four schools. Other schools share this challenge of overwhelming numbers of students directly in need of intervention.

4. SOLUTIONS IMPLEMENTED OR RECOMMENDATIONS TO ADDRESS CHALLENGES/ISSUES

- As this was deemed insufficient, the project team decided to provide these schools with an additional Mobile Enrichment Cart (in addition to their Centre). This Cart is aimed at providing additional support for Grade One students due to the overwhelming number of students identified as 'in need of intervention' at these schools. The Schools are: Corinaldi Ave., Hague, Irwin and John Rollins Success Primary schools. The Addendums to their MOUs were returned to DF team members between March 25 and 26.

5. ACTIVITIES SCHEDULED FOR THE NEXT QUARTER

- Identification of 9 centre schools and 20 cart schools for cohort 3
- Beginning of renovations for Enrichment Centres for cohort 2
- Completion of construction and delivery of library carts and books for cohort 2
- Continued development of training modules to upload onto laptops.
- Self-evaluation by EC students
- Assessment of teachers by MoE

Cooperative Agreement No.: AID-532-A-13-00003

DGP 4: RFA-OAA-12-000025

Project Title: Enrichment Initiative to Increase Literacy at the Primary School Level

Recipient: Digicel Foundation Limited

- Facilitation of site-based in-service as platform to allow participating teachers to share strategies learned and used in the EI
- Distribution of parent partnership forms
- Monthly progress meetings/individual sessions with parents hosted by EI teachers
- Monitoring visits conducted by DF team
- Steering committee meetings with DF, MOE & USAID representatives
- Compilation of USAID monthly financial statements and quarterly USAID technical report
- Selection of Programme Support Officer by MoE

Report Prepared by: _____

Report Approved by: _____

Date: APRIL 30, 2014

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APPENDIX I –USAID Performance Indicators

PERFORMANCE INDICATORS		2013-2014		2014-2015		2015-2016				
Indicators	Unit	Disaggregation	Baseline	Actual	Target	Baseline	Actual	Target	TOTAL	
USAID STANDARD INDICATORS										
Number of teachers/ educators/ teaching assistants who successfully completed in-service training or received intensive coaching or mentoring with USG support	Number	Male	Zero	3	3	Zero		8	8	19
		Female	Zero	65	65	Zero		53	53	171

Cooperative Agreement No.: AID-532-A-13-00003
DGP 4: RFA-OAA-12-000025

Project Title: Enrichment Initiative to Increase Literacy at the Primary School Level

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		Total	Zero	68	68	Zero	63	Zero	63	190
Number of learners enrolled annually in primary schools and/or equivalent non-school based settings with USG support	Number	Male	Zero	7137	6,525	Zero	6,738	Zero	6,738	20,001
		Female	Zero	7217	6,525	Zero	6,737	Zero	6,737	19,999
		Total	Zero	14,439	13,050	Zero	13,475	Zero	13,475	40,000
Proportion of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text	Number	Male	9.2%		12.2	Zero		Zero		
		Female	20.4%		24.4	Zero		Zero		
		Total	13.7%		17.2	Zero		Zero		

