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: July to September 2014

1. INTRODUCTION/EXECUTIVE SUMMARY

The Digicel Foundation (DF) team is on track with the implementation of the project based on the approved Yr2 workplan. During the reporting period, key achievements of the project team include:

- Approval by MoE of Cohort 3 schools and signing of all MoUs
- Training of all Cohort 2 teachers on the implementation of the programme
- Training of Cohort 2 principals and teachers on use of materials and equipment provided
- Twenty-nine site visits to schools to support the implementation of the programme
- Completion of construction and delivery of library carts for Cohort 2 schools
- Compilation of USAID monthly financial statements and quarterly USAID technical report

2. PROJECT ACTIVITIES

Output 1 - Enrichment Centres (ECs) established in schools across the island

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

Completed

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

Completed

Select schools based on established criteria

DF received concurrence from the Office of the Chief Education Officer, MoE regarding the list of ten schools recommended to receive Enrichment Centres in the third and final Cohort of schools on August 7, 2014. This brings the list of approvals up to the project's target of thirty-five schools. The schools are from MoE's geographical Regions 1 and 2. MoU signings were arranged with school representatives and MoE officials in Region 1 on September 17, 2014 and Region 2 on September 18, 2014.

Procurement of materials and technological equipment

In keeping with approved procurement policies and procedures, a competitive bidding process for the renovation of Enrichment Centres for Cohorts 2 and 3 was carried out. An invitation for bids advertising the conditions for bidding was placed in national print media. Invitations were placed a total of 12 times over the bid period September 8 – 26, 2014. The sealed bids are to be opened on October 3, 2014.

DF awaits timelines for the retrofitting of Cohort 3 Enrichment Centre schools to commence the procurement of the equipment, furniture and other items to be placed in the ten schools receiving Enrichment Centres. This is in an attempt to coincide this with the procurement of the equipment and other items for the nineteen schools receiving Mobile Enrichment Carts. By combining the procurement processes, this will help to save time and project funds.

Design School of the Year Competition

In keeping with an established criteria, Lucea and Wilson's Run Primary Schools were identified as the Enrichment Centre and Mobile Enrichment Cart Schools of the Year 2013 respectively. This was announced on August 18, 2014 at an Enrichment Forum of Cohort 1 principals and teachers at the Wexford Court Hotel in Montego Bay. Schools were awarded with prizes as follows:

Enrichment Centre School of the Year	Mobile Enrichment Cart School of the Year
Grant: JA$100,000	Grant: JA$200,000
Branded plaque with the logos of MoE, DF and USAID	Branded plaque with logos of MoE, DF and USAID

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

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

Completed

Select schools based on established criteria

DF received concurrence from the Office of the Chief Education Officer, MoE regarding the list of nineteen schools recommended to receive Mobile Enrichment Carts in the third and final Cohort of schools on August 7, 2014. This brings the list of approvals to just over the project's target of sixty schools. The schools are from MoE's geographical Regions 1 and 2. MoU signings were arranged with school representatives and MoE officials in Region 1 on September 17, 2014 and Region 2 on September 18, 2014.

Procurement of materials and technological equipment

DF awaits timelines for the retrofitting of Cohort 3 Enrichment Centre schools to commence the procurement of the equipment and other items to be placed in the nineteen schools receiving Mobile Enrichment Carts. This is in an attempt to coincide this with the procurement of the equipment, furniture and other items for the ten schools receiving Enrichment Centres. By combining the procurement process, this will help to save time and project funds.

Design School of the Year Competition

Same as above

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

DF facilitated two MoE trainings over the reporting period. These are as follows:

Mandeville, Manchester July 29 – 31, 2014: Sixty principals and teachers from 33 schools of Cohort 2 attended the three-day training workshop held at the Mandeville Hotel. All sessions were led by MoE representatives from Regions 5 and 6 in the areas of literacy, numeracy and special needs. Programme Officers Anderson-Figueroa and Cowell also carried out sessions on programme reporting and the use of the Mimio software respectively. Over the three days, in attendance were:

- 11 Educational Officers from Regions 5 & 6
- 1 MoE Education System Transformation Programme (ESTP) Research Officer
- 1 MoE Enrichment Programme Specialist
- 2 Representatives from Coldax Mart (Supplier of technological equipment)
- 2 Digicel Foundation Programme Officers
- USAID AOR, Nichole Graber

Montego Bay, St. James August 18, 2014: Sixty-four principals and teachers from twenty-six schools of Cohort 1 received training in Exploring Special Needs and administering the Informal Diagnostic Reading Inventory (IDRI) at the Wexford Court Hotel. The sessions were conducted by the Enrichment Programme Specialist and the Region 4 Special Needs Coordinator.

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

Camara Foundation issued a correspondence to DF outlining that their operations in Jamaica will be closed down. As such, DF has begun making preparations to procure the requisite desktops and laptops from a different supplier for all outstanding schools in Cohort 2 and 3. In addition,

future training sessions around the use computers will be facilitated by external trainers coordinated by the Training Programme Officer.

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

Training around the use of equipment and items to be provided to the fourteen schools receiving Enrichment Centres in Cohort 2 will take place in the next reporting period. This will be conducted following the renovations of the identified spaces and the delivery of the items.

Facilitate site based in-service platform to allow participating teachers to share strategies learned and used.

DF has begun the creation of an online portal to serve as a forum and information hub for all schools involved in the project. This first version has been reviewed by members of the project team who have provided feedback on the initial design. As the design is being revised, the project team is also collating content to be uploaded. The first draft of the portal may be temporarily viewed at http://www.jamaicatouchrugby.com/test/Foundation/portal/index.html.

Design Teacher of the Year Award

In keeping with established criteria, three teachers involved in the implementation of the Enrichment Programme at Lucea and Wilson's Run Primary Schools were identified as the Enrichment Centre and Mobile Enrichment Cart Teachers of the Year 2013 respectively. This was announced on August 18, 2014 at an Enrichment Forum of Cohort 1 principals and teachers at the Wexford Court Hotel in Montego Bay. Jodi-Ann Campbell from Lucea Primary as well as Kareen Malcolm and Jeanette Hills from Wilson's Run Primary each received:

- A day pass for (2) at Sunset Beach Resort
- A dinner for (2) at Roundhill Hotel & Villas

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

Establish library corners

Delivery of the Mobile Library Carts to house the books to create library corners has now been completed for all schools in Cohort 2.

Teachers to deliver programme to diagnosed students

Thus far, the Programme has been incorporated into the learning environment of an additional 3752 students this project year. These represent students from twenty-one schools in Cohort 2 who have received their Mobile Enrichment Carts.

Design Student of the Year Award

In keeping with established criteria, five Students of the Year were identified: Hue-Mario Malcolm and Mikilah Fernandez of Lucea Primary, Orlando Scarlett of Petersfield Primary and Shaday Ellis and Javaede Stevens of Wilson's Run Primacy. Programme Officers Anderson-Figueroa and Cowell travelled to the schools on September 2 and 3, 2014 to surprise the students and their parents with the announcement of their award and prizes. Each student received the following:

- A branded plaque with the logos of MoE, DF and USAID
- An android tablet computer
- A JA$50,000 educational grant
- Auxiliary school fees covered until graduation from primary school

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

Based on information gathered from School Reports, three schools from Cohort 1 reported engagement of a total of 62 parents between April and June 2014. Two other schools provided anecdotal evidence of interactions with parents including one-on-one interactions at schools and home visits with the guidance councillor; however exact figures were not reported.

Programme Officer Cowell, with the assistance of the MoE Enrichment Programme Specialist is in the process of designing a pilot initiative to encourage increased parental involvement. This pilot will be carried out in five schools in the first instance. The pilot will seek to engage parents by using activities they are interested in attending as vehicles to share information about school and Programme activities as well as positive parenting practices. Proposed activities include Bingo and Dominoes Tournaments. MoE specialists will be on hand to engage the parents at each instance. Topics such as managing behaviour for academic success will be explored at the gatherings. Activities under same should begin in the next reporting period.

Output 6 - Effective management of the project

Oversight by DF team

Over the reporting period, the project team has continued collaboration with various stakeholders to ensure the best possible implementation of the programme including:

- July 16, 2014: A letter of introduction was sent to fifteen schools to be provided with the USAID-supported community safety and security courseware. The Community Safety and Security courseware is intended to improve students' knowledge of issues relating to safety and security and is in keeping with the programme's objectives of catering to a student's holistic development.
- August 18, 2014: Sixty-four principals and teachers from twenty-six schools in Cohort 1

met with representatives of the project team and the MoE at the Wexford Court Hotel in St. James for a one day Enrichment Forum. This was aimed at discussing successes and challenges during the first year of the implementation of the programme in their schools. Representatives of the MoE were able respond and guide principals and teachers as to how to address specific challenges.

- August 19 – 21, 2014: Programme Officer Cowell and Programme Manger Richardson attended the G2G Project training of reading coaches at the FDR Resort in St. Ann. This was in an attempt to create project synergies as well as improve learnings to incorporate into the DF/USAID Project.

- August 28, 2014: Correspondence regarding the approvals of the ten schools to begin operating Enrichment Centres and the nineteen schools to receive Mobile Enrichment Carts of Cohort 3 in September 2015 was shared with the relevant Regional Offices. MoU signings were arranged with school representatives and MoE officials in Region 1 on September 17, 2014 and Region 2 on September 18, 2014.

- September 4, 2014: The project team met with MoE Enrichment Programme Specialist regarding the current status of the Programme and the way forward for the USAID co-funded schools and the wider initiative. This is an attempt to begin the putting steps in place to ensure the programme's sustainability. A national workplan is currently being drafted that speaks to the objectives of the Enrichment Programme as per the MoE's Enrichment Policy.

- September 18, 2014: Programme Officer Cowell attended a PTA meeting at Corinaldi Avenue Primary School inform parents of the presence of the Enrichment Programme at the school and their role in the school community and students development. Follow up sessions will be taking place in the next reporting period.

- September 22 – 23, 2014: At the request of the Ministry of Education, Programme officer Cowell also hosted a series of sessions on administering the IDRI for Cohort 2 schools at the Mandeville Hotel in Manchester. A total of fifty-one principals and teachers and four MoE Officers attended these trainings.

- September 25, 2014: Programme Officer Cowell met with Stephen Groves of Digicel 4G to discuss an Internet 4G Broadband service offer for all Enrichment Schools. Follow up will be done in the next reporting period to assess feasibility of the service.

- September 29, 2014: Programme Officers Anderson-Figueroa and Cowell attended a UNICEF Activate talk entitled "Far from Chalk and Talk; Learning from Innovative Approaches in Education, Jamaica" This was in an attempt to learn from other groups doing innovative work in Education and investigate potential areas of partnerships that could enhance the implementation of the Enrichment Programme.

Monitoring and Evaluation of Programme:

Visits to the previously established representative sample of twenty-five schools begun on September 17, 2014 and is scheduled to be completed on October 1, 2014. These visits were used to conduct baseline assessments with the new contingent of Grade 1 students in order to track their progress over their first two years of primary school instruction. This is in keeping with the approved Enrichment Programme Performance Indicator Reference Sheet. Students' reading levels were ascertained using the USAID- and MoE-approved Early Reading Assessment Inventory (ERAI).

Public Relations and Communications:

August 17, 2014: Programme Officer Cowell along with principals and teachers of the Enrichment Programme were interviewed about the intervention on the radio programme, Palav that airs on RJR 95 FM.

September 26, 2014: Student of the Year awardee Orlando Scarlette from Petersfield Primary, his mother Blossom Rhoden, Enrichment Centre Manager Dorcas Myrie, Enrichment Programme Manager Dane Richardson and Digicel Foundation CEO Samantha Chantrelle made a courtesy call to the Minister of Education Ronald Thwaites at his office at the MoE's National Heroes Circle Headquarters.

September 30, 2014: The latest edition of the Digicel Jamaica Foundation Newsletter was distributed to all Digicel Jamaica and Group Staff on September 30, 2014 including a write up on the Schools and Students of the year.

The Programme also received coverage in the print and online media as follows for the period July – September 2014:

August 4 – Jamaica Observer article on Cohort 2 teacher training
http://www.jamaicaobserver.com/business/Digicel-enters-second-phase-of-Enrichment-Programme_17284980

August 4 – Jamaica Gleaner article on Cohort 2 teacher training
http://jamaica-gleaner.com/gleaner/20140804/lead/lead9.html

August 28 – Loop Jamaica article on the Forum with Cohort 1 teachers and principals
http://loopjamaica.com/2014/08/27/jamaica-community-news-digicel-foundation-helps-teachers-prepare-for-back-to-school/

August 29 – The Star article on Schools of the Year
http://jamaica-star.com/thestar/20140829/news/news9.html

August 29 – Jamaica Gleaner article on Forum with Cohort 1 teachers and principals
http://jamaica-gleaner.com/gleaner/20140829/social/social2.html

September 4 – Jamaica Gleaner article on Schools of the Year
http://jamaicagleaner.com/gleaner/20140904/social/social2.html

September 8 – The Western Mirror article on Students of the year

September 15 – The Star article on Students of the year (See Appendix II)

September 28 – Jamaica Observer captioned photo of Orlando Scarlette, Student of the year recipient, courtesy call on Minister Thwaites (See Appendix II)

October 6 – Gleaner article on student of the year
http://mobile.jamaicagleaner.com/gleaner/20141006/news/news96.php

The Invitation for bids on the reconstruction of Enrichment Centres was placed in the print media a total 12 times between September 7 and 24 as detailed below: (See example in Appendix II)

- September 7, The Gleaner and Observer,
- September 10, The Gleaner and Observer,
- September 14, The Gleaner and Observer,
- September 17, The Gleaner and Observer,
- September 21, The Gleaner and Observer,
- September 24, The Gleaner and Observer,

The Enrichment Programme was also highlighted on Digicel Jamaica, Group and Foundation social media platforms a total of 39 times over the reporting period.

Conduct Monitoring visits by DF team

A total of 29 site visits were made to schools involved in the Enrichment Programme for the period July – September 2014 as per the below:

Date	School	Purpose
02-Sep-14	Wilson's Run Primary	Student of the Year Awards
03-Sep-14	Lucea Primary	
	Petersfield Primary and Infant	
18-Sep-14	Horizon Park Primary	ERAI

	McAuley Primary	Assessments
	Windsor Castle All Age	
19-Sep-14	Brampton All Age	
	Falmouth All Age	
	Claremont All Age	
	Crescent Primary	
22-Sep-14	Friendship Primary	
24-Sep-14	Mt. Olivet Primary	
	Mile Gully Primary	
	Robins Hall All Age	
26-Sep-14	Bethlehem All age and infant	
	Lititz All Age/ Infant	
29-Sep-14	Gimmie-me-bit	
	Milk River	
	Race Course Primary	
	Hayes Primary	
	Chandlers Pen Primary	
30-Sep-14	Adelphi Primary	
	Bethel Primary	
	Little London Primary	
	Sheffield All Age	
	Cove Primary	
*01-Oct-14	Petersfield Primary	
	Lucea Primary	

Although outside of the reporting period, the visits taking place on October 1 were included because of its relevance to the Baseline information shared above.

Prepare technical and financial files for annual external audit

A tender was conducted to carry out a financial audit of the funds expended during the period April 9, 2013 to March 31, 2014. A suitable supplier has been selected. The audit is to take place during the next reporting period.

Testimonials/Success Stories

Please see attached as Appendix III, accounts of Extraordinary Students from teachers from our top performing schools. These students were shortlisted for the Student of the Year Award. The final awardees were as follows:

- Enrichment Cart Female: Shaday Stevens (Wilson's Run Primary)
- Enrichment Cart Male: Javaede Stevens (Wilson's Run Primary)
- Enrichment Centre Female: Mikilah Fernandez (Lucea Primary)
- Enrichment Centre Male: Hue-Mario Malcolm (Lucea Primary)
- Orlando Scarlett Petersfield Primary and Infant School

3. CHALLENGES/ISSUES THAT HAVE AFFECTED IMPLEMENTATION

- During the July 29 – 31, 2014 training of all Cohort 2 principals and teachers, the MoE Enrichment Programme Specialist expressed concern over the teachers' ability to correctly administer the IDRI and to use the results to create interventions which best addressed their students' areas of need.
- Camara Foundation shared that they will be closing down their Jamaica operations. As such, they will not be able to provide the computers and basic training to the fourteen schools of Cohort 2 receiving Enrichment Centre and the twenty-nine schools of Cohort 3.

4. SOLUTIONS IMPLEMENTED OR RECOMMENDATIONS TO ADDRESS CHALLENGES/ISSUES

- MoE representatives were invited to the August 18, 2014 Enrichment Forum for Cohort 1 schools held at the Wexford Court Hotel in Montego Bay to conduct a session on the correct use of the IDRI. A total of sixty-four principals and teachers from twenty-six schools were in attendance. Programme Officer Cowell also arranged for a training around the IDRI for Cohort 2 Schools on September 22 and 23, 2014 at the Mandeville Hotel in Manchester. A total of fifty-one principals and teachers from twenty-nine Cohort 2 schools and were trained.
- DF has begun making preparations to procure items from a different supplier for the computers required to be distributed to all outstanding schools. Future training sessions around the use of computers will be facilitated by external trainers.

5. ACTIVITIES SCHEDULED FOR THE NEXT QUARTER

- Beginning of renovations for Cohort 2 ECs
- Realignment of programme budget, which will include a new Procurement Specialist and a capacity building component
- Continued development of training modules to upload onto laptops.
- Conduct in-service trainings on use of computer software programme
- Site-based in-service platform for Enrichment teachers to be revised and updated
- Monthly progress meetings/individual sessions with parents hosted by schools and beginning of Parenting Pilot
- Distribute Parent of the Year Award
- Conduct in-service trainings and site visits with Cohort 2 teachers
- Selection of additional school to be approved to establish an Enrichment Centre

- Selection of location(s) at which to establish two additional library corners
- Steering committee meetings with DF, MOE & USAID representatives
- Training of Project Team and Key Personnel in management of USAID Grants and Cooperative Agreements by USAID approved supplier
- Begin capacity building training for Digicel Foundation team and support staff from Digicel Jamaica Departments by consultant
- Compilation of USAID monthly financial statements and quarterly USAID technical report
- Yearly Audit of Programme to be carried out by USAID approved firm

Report Prepared by: _Jo Anderson-Figueroa_____

Report Approved by: _Dane Richardson_____

Date: _October 31, 2014_____

Cooperative Agreement No.: AID-532-A-13-00003
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APPENDIX I –USAID Performance Indicators

PERFORMANCE INDICATORS			2013-2014			2014-2015			2015-2016			TOTAL	
Indicators	Unit	Disag	Baseline	Actual	Target	Baseline	Actual	Target	Baseline	Actual	Target	Actual	Target
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	7	8	Zero		8	10	19
		Female	Zero	65	65	Zero	53	53	Zero		53	118	171
		Total	**Zero**	**68**	**68**	**Zero**	**60**	**61**	**Zero**		**61**	**128**	**190**
Number of learners enrolled annually in primary schools and/or equivalent non-school based settings with USG support	Number	Male	Zero	7,137	6,525	Zero	2,091	6,738	Zero		6,738	9,228	20,001
		Female	Zero	7,302	6,525	Zero	1,695	6,737	Zero		6,737	8,997	19,999
		Total	**Zero**	**14,439**	**13,050**	**Zero**	**4,786**	**13,475**	**Zero**		**13,475**	**18,225**	**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**				

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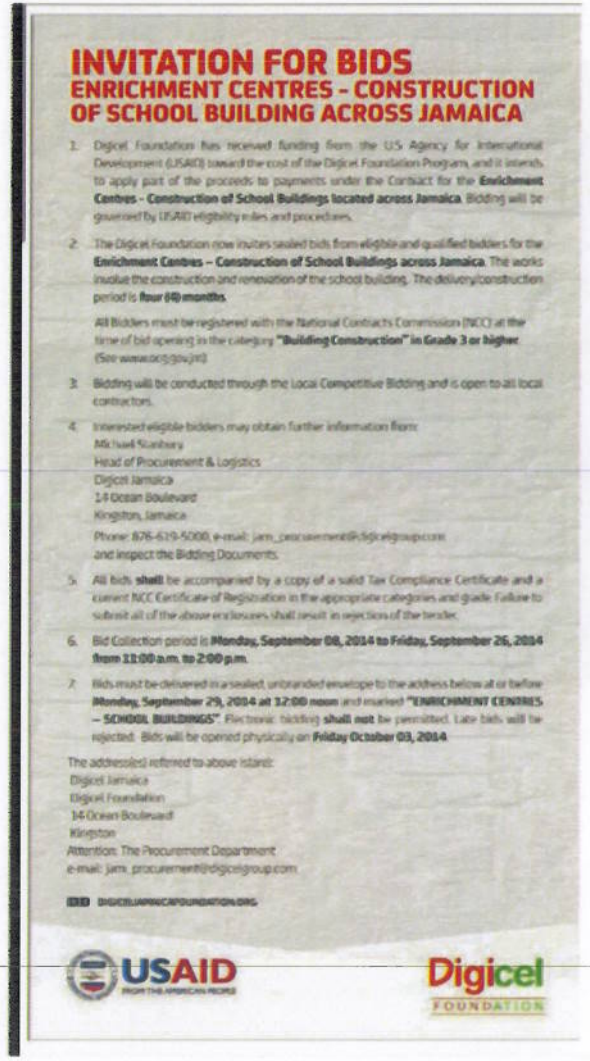
APPENDIX II – Print Media Coverage Not Available Electronically



INVITATION FOR BIDS
ENRICHMENT CENTRES - CONSTRUCTION OF SCHOOL BUILDING ACROSS JAMAICA

1. Digicel Foundation has received funding from the US Agency for International Development (USAID) toward the cost of the Digicel Foundation Program, and it intends to apply part of the proceeds to payments under the Contract for the **Enrichment Centres - Construction of School Buildings located across Jamaica**. Bidding will be governed by USAID eligibility rules and procedures.
2. The Digicel Foundation now invites sealed bids from eligible and qualified bidders for the **Enrichment Centres – Construction of School Buildings across Jamaica**. The works involve the construction and renovation of the school building. The delivery/construction period is **four (4) months**.

   All Bidders must be registered with the National Contracts Commission (NCC) at the time of bid opening in the category **"Building Construction" in Grade 3 or higher**. (See www.ncc.gov.jm)
3. Bidding will be conducted through the Local Competitive Bidding and is open to all local contractors.
4. Interested eligible bidders may obtain further information from:
   Michael Stanbury
   Head of Procurement & Logistics
   Digicel Jamaica
   14 Ocean Boulevard
   Kingston, Jamaica
   Phone: 876-619-5000, e-mail: jam_procurement@digicelgroup.com
   and inspect the Bidding Documents.
5. All bids **shall** be accompanied by a copy of a valid Tax Compliance Certificate and a current NCC Certificate of Registration in the appropriate categories and grade. Failure to submit all of the above enclosures shall result in rejection of the tender.
6. Bid Collection period is **Monday, September 08, 2014 to Friday, September 26, 2014 from 11:00 a.m. to 2:00 p.m.**
7. Bids must be delivered in a sealed, unbranded envelope to the address below at or before **Monday, September 29, 2014 at 12:00 noon** and marked **"ENRICHMENT CENTRES – SCHOOL BUILDINGS"**. Electronic bidding **shall not** be permitted. Late bids will be rejected. Bids will be opened physically on **Friday October 03, 2014**.

The addressee(s) referred to above is/are:
Digicel Jamaica
Digicel Foundation
14 Ocean Boulevard
Kingston
Attention: The Procurement Department
e-mail: jam_procurement@digicelgroup.com

DIGICELJAMAICAFOUNDATION.ORG

USAID FROM THE AMERICAN PEOPLE

Digicel FOUNDATION

Tablets for top readers

Digicel awards five students from western Jamaica

Five students from western Jamaica have reason to celebrate with the news that they are being recognised by the Digicel Foundation for strides made in their reading levels.

Javaede Stevens, Orlando Scarlette, Mikilah Fernandez, Hue-Mario Malcolm and Shaday Ellis, were identified under the partnership with the Ministry of Education, Digicel Foundation and United States Agency for International Development (USAID).

The top performers from Petersfield Primary in Westmoreland, Lucea Primary in Hanover and Wilson's Run Primary in Trelawny stepped out ahead of the more than 14,000 students enrolled in the first cohort of 32 schools from rural Jamaica.

CONTRIBUTED

Javaede Stevens and Shaday Ellis of Wilson's Run Primary are very excited to about their new tablets.

Each awardee's school fees will be covered until they complete their primary education. They also received a $50,000 educational grant and an Android tablet computer.

Javaede Stevens said; "I am so happy that I can use my tablet to learn more."

Blossom Rhoden, mother of Orlando Scarlette, shared: "It is so important to know what is happening with your children. Orlando loves his teacher, and she has given me so much support in helping him do better in school."

In addition to the improvements they have all made in their reading levels since being enrolled in the enrichment programme during the last school year, the students have also shown development in other areas including behaviour in school, manners and other subject areas outside of the programme.

Karson Malcolm from Wilson's Run Primary says: "I am elated that these students are being recognised even way up in the hills." Many of our students are from poor socio-economic backgrounds and may not have opportunities like these being given through this award."

The enrichment programme was designed in collaboration with the Ministry of Education to provide academic intervention for low performing students in primary schools. It seeks to foster improved performance by diagnosing and strategically treating students' identified learning needs.

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CAREER & EDUCATION | P2

GREAT WORK!

Nine-year-old Orlando Scarlett from Petersfield Primary and Infant School in Westmoreland, proudly displays his work to Minister of Education Ronald Thwaites. Sharing in the moment is Samantha Chantrelle, CEO of the Digicel Foundation. Orlando was recently awarded for being one of the top performers in the foundation's Enrichment Programme. The programme focuses on improving the literacy and numeracy performance of students in grades one to three and is conducted in partnership with USAID and the ministry.

Page 11 - The Western Mirror, Monday, September 8, 2014

YOUNGSTAZZ

TO OUR READERS

Calling all Basic, Primary, Secondary, and Tertiary Institutions, Churches, and Community clubs, email us your stories and pictures to youngstazzwm@gmail.com or take them to us at the Western Mirror office, 4 Cottage Road.

Western Jamaica top readers recognized

APPENDIX III

Extraordinary Students, (Attached)

Wilson's Run Primary & Infant School

Wilson's Run District Troy PO Trelawny Telephone (876) Cell 4328880/5384862 Email: wilsonsrun.primary.tre@moey.gov.jm

September 1, 2014

Shaday Ellis is currently enrolled at the Wilson's Run Primary & Infant School and was involved in the Digicel Foundation Enrichment Programme for the 2013-2014 academic year. She was in Grade 2 and has shown improvements due to her involvement in the programme. At the beginning of the programme, after being tested, Shaday's Word Recognition level was Primer but at the end of the year, this area saw much improvement moving up to the Grade 2 level.

Her previous Reading Comprehension level was Primer but at the end of the year this moved one grade level to grade 1. With her involvement in the programme this academic year, Shaday should continue to show signs of improvement and hopefully will advance to her grade level at the end of the year. Shaday has no known disciplinary problems but has a nonchalant attitude towards her school work. It is hoped that continued exposure to the Enrichment Programme will help her bring about much needed change.

Yours truly,

_____

Kareen Malcolm (Programme Coordinator)

Yours truly,

_____

Sandor Morris (Principal)

Vision Statement: "To be a centre of excellence that facilitates the holistic development of every child"

Board of Management:
Mr Collen Gager Board Chairman, Mr Sandor Morris Principal, Mr Ainsley Thompson PTA Representative, Mrs Merlene Stewart Community Representative, Mr Montgomery Member, Miss Kareen Malcolm Academic Staff Representative

Wilson's Run Primary & Infant School

Wilson's Run District Troy PO Trelawny Telephone (876) Cell 4328880/5384862 Email: wilsonsrun.primary.tre@moey.gov.jm

September 1, 2014

Javaede Stevens is currently enrolled at the Wilsons' Run Primary & Infant School in Trelawny and was involved in the Enrichment Programme for the academic year 2013/2014. He was in grade 2 and has shown significant improvement over the last academic year due to his involvement in the Enrichment Programme. When he entered the programme in January, his word recognition level was Pre-Primer, but at the end of the year, he moved up to Grade 2. His Reading Comprehension level at the beginning was below Pre-Primer but improved to Grade 1 at the end of the year, a significant improvement of three grade levels. Javaede is an extremely quiet and reserved student who has no disciplinary problems. He showed improvement in the reading test he did at the end of the term gaining a mark of 58% up from a previous score of 50%.

Yours truly,

_____

Kareen Malcolm (Programme Coordinator)

Yours truly,

_____

Sandor Morris (Principal)

Vision Statement: "To be a centre of excellence that facilitates the holistic development of every child"

Board of Management:
Mr Collen Gager Board Chairman, Mr Sandor Morris Principal, Mr Ainsley Thompson PTA Representative, Mrs Merlene Stewart Community Representative, Mr Montgomery Member, Miss Kareen Malcolm Academic Staff Representative

Lucea Primary Candidates (Extraordinary Students)
Digicel Enrichment Programme
Academic year 2013 – 2014

Name: Mikilah Fernandez

Gender: female

Age: 9 years old

Grade: 2

Pre – Test Scores: Pre – Primer

Post – Test Scores: Gr. 3

Improvements made through the Enrichment Programme

Mikilah Fernandez upon being selected as a candidate for the Digicel Enrichment programme as made great strides in improving her reading, this can be attributed to the help she has gotten in the centre and the assistance she has received from her classroom teacher and guardians in reinforcing all that she has learned while at the enrichment room. The skills that she has acquired has enabled her to be able to decode and read words she does not know, along with this she has also learned and built her vocabulary because she utilizes and reads the books from the mobile library cart.

Mikilah is very eager and willing to learn and is easily motivated; she is also very outspoken and always ready to share or answer a question. All the factors mentioned have been vital in her greatly improving and so she was able to improve her reading from pre – primer level to the grade 4 level at the end of the school year in 2014. Mikilah is a well behave student who is also focused and this too is a contributing factor to her success.

Academic Achievement/ Improvements

Mikilah has done well academically also and was selected by her classroom teacher for being the most improved for the year 2013 – 2014. Her teacher indicated that she had problems with completing assignments; however throughout the period of the school year this has improved because her attitude towards her work has changed hence the results she has garnered at the end of the year and the major improvements she has made.

Summary Academic test scores for 2013 – 2014

Subjects	Term 1 (September 2013 (scores)	Final Term June 2014 – (scores)
Mathematics	57%	50%
Language Arts	49%	60%
Integrated Studies	58%	56%

N.B. The grades above for the 1st term reflect what she did for just 1 term, while the scores for the end of the year was on work that was done and the results she received for the entire year.

Lucea Primary Candidates (Extraordinary Students)
Digicel Enrichment Programme
Academic year 2013 – 2014

Name: Hue – Mario Malcolm

Gender: male

Age: 9 years old

Grade: 3

Pre – Test Score: Below Pre – Primer

Post – Test Score: Gr. 2

Improvements made through the Enrichment Programme – (behaviour also included)

Hue – Mario Malcolm came to the programme as a student who was easily distracted and would easily get into quarrels with his other classmates, to the point where he will fight if the situation is not deescalated. He has however grown throughout the period of time he has been a part of the programme. He has become very reliable and is a student who I am able to call on and is able to respond to questions that he is asked. I have also seen attributes of leadership within him based on his conduct and how his classmates respond to him, when he is placed to work in any group. He is assertive and dependable I am able to leave him to lead any group he is placed in and rest assured that there will be no participant in his group that he will not help, once he is given instructions as to what is to be done.

Hue – Mario has shown an eagerness to learn and this has allowed him to excel tremendously, moving from below pre – primer to the grade 2 level in his reading. He is motivated and I am sure as he moves on to grade 4 he will continue to do very well as long as he receives the support he needs. Another supportive factor that has lead to his improvement is his general classroom teacher

Academic Acheivement/ Improvements – (behaviour also included)

Upon entering grade 3 in September 2013, Hue – Mario's academic diagnostic test scores were very poor, however as the year progressed he has done very well. His teacher indicated that his attitude towards his work has improved and this is reflected in the quality of work that he is able to and has produced. An important factor that has contributed to this she indicates is the support he receives from all stakeholders (teachers and parents), this has also helped him to remain motivated his entire attitude has changed not only academically but also physically (deportment) and socially (how he now relates to his peers).

Hue – Mario stands out as a child who will continue to excel once he receives the support he needs in order to progress and be successful.

Summary Academic test scores for 2013 – 2014

Subjects	**Term 1 September 2013 (scores)**	**Final Term June 2014 – (scores)**	**Grade 3 Diagnostic Test Scores**
Mathematics	8/100	30/60	50%
Language Arts	34/100	33/60	55%
Integrated Studies	27/100	24/100	Communication Task – 2/4

John Rollins Success Primary School

I would nominate Reneka Scott as the girl of the year for the Digicel Enrichment Programme. Reneka is a grade 3 student who was reading at the pre-primer level. When Reneka started the programme, she was also new to the school and as a result she was very unsettled. She would copy from the other students and would make no effort to think. Teacher would assign Reneka some simple tasks and give her pictures and have her talk freely about what is happening in the picture, just to force her to think and to build her critical thinking skills. Reneka appeared to be someone who was bullied, as she was very shy and doubted herself even when she was correct. She would hold her head down if asked a question and she failed to participate in class. She only felt empowered when she was in the company of other students who she thought could help her to do the work. Reneka was assign a special seat in class. I reassured her that I only wanted to know what she can do so that I can help her. Reneka would take very long to complete assigned task and sometimes would show signs of frustration. I would offer my assistance and allow her to work on her own once she was clear.

Reneka would tell her peers that I did not like her as I was always picking on her. Her class teacher had the same complaint that Reneka was not an independent worker and was too dependent on her classmates. Reneka would frown whenever she comes to class as she was isolated from the others. Howvever she felt special when she was given the manipulative to aid in her learning. The other students would share but she had her own. She would look around to see what her classmates were doing so as to confirm if she was right. Teacher would encourage her to do what she thinks is right and that I would correct her if she isn't.

Reneka is now reading at the primer level and her self- confidence has been boosted. She is so confident now that she wants to read for the principal every morning. Her attitude towards her work has changed and she now works well independently.

John Rollins Success Primary School

I would nominate Olando Gayle as the most outstanding boy in the Digicel Enrichment Programme for the year 2013-2014. Olando is a grade 3 student and was reading at the non-starter level. At first when I tried to get him comfortable before administering the test, he started to cry. When I asked him why he was crying, he complained that he can't read. I comforted him and ensured him that with all the resources provided by Digicel and with my expertise that he would learn to read. Olando could be described as very withdrawn, reserved, absent-minded and was very unkempt. His class teacher complained that he would just sit and cross his legs and would produce no work. He was unable to identify letters and make sound symbol association. He was a tardy student with very poor attendance record. His teacher complained that she made numerous attempts to contact his parents but all her efforts proved futile.

At the beginning of the programme, Olando would dawdle on the school compound when he knows that his class is scheduled for reading. The class teacher would have to send someone to go and find him and bring him to the class. To get him comfortable, I would allow him to play in the sandpit and form some letters. I would give him some individual attention after I have finished teaching the lesson. I soon stopped taking him for a whole class session and would only do pull out sessions with him. Olando soon began to gain confidence in himself and began to make greater effort to complete given tasks. His whole demeanor changed as he would now begin to come to school early and would take greater pride in himself by ensuring that his shirt was always tucked in his pants and his shoes lace was always tied. Olando began sharing and even socialize with his classmates. He would participate in class even if his response was incorrect. He also wanted take on leadership role. He was given the role of center monitor to collect all the resources that the students used during the pull out sessions. He took great pride in doing this and was very meticulous.

Olando is still a non-starter but have made significant improvement based on where he was when he started the programme. When I

administered the pre-test, he was unable to read any of the screening sentences and did not know any of the words on the pre-primer word list. At the end of the school year when the post test was administered, Olando was able to read sentence number 1 and could identify 4 words from the pre-primer word list. He was able to identify 10 out of 19 words in the oral reading and scored 2 out of 4 for the comprehension. Olando's mother visited the school to enquire what had changed because she has seen great improvement in her son's works. Olando has motivated me to continue making a positive impact on the children who have been entrusted in my care.

Petersfield Primary & Infant School

NOMINATION FOR STUDENTS OF THE YEAR 2013-2014 FROM DIGICEL FOUNDATION ENRICHMENT PROGRAMME PETERSFIELD PRIMARY AND INFANT SCHOOL

Orlando Scarlette, a grade 3 student, has demonstrated improvement in literacy skills since September, 2013 when he started in the intervention programme. On entry he scored below Pre Premier on the MICO Diagnostic displaying very limited phonetic competency and he was easily distracted. His disposition was that of a shy and withdrawn child, and he presented as having few age-appropriate social skills, unwilling to share and seemingly unable to socialise with peers. For the post assessment test using the same instrument he is currently at a grade 1 reading level, his on task time has increased thus allowing him to participate successfully in seat work and he uses word attack and association approaches to read levelled texts. His sight word vocabulary has increased.

While at the programme onset Orlando was unable to state the sounds of letters to decode printed words and understand material in books it was observed that he would attempt to read doing so slowly often identifying words incorrectly. The young man had a desire to read.

In response to the intervention programme he developed fluency in letter sound correspondence and gained mastery in recognizing basic sight words. He is now more aware of word parts and can manipulate some words using segmentation, blend and syllabication. Orlando is reading more fluently and shows increased interest in books and other printed material.

Orlando's reading comprehension level has improved and he now reads simple sentences and short stories and he is able to correctly answer recall and low order inferential questions posed by the teacher. During reading when he meets some unfamiliar words he applies phonetic skills to correctly decode. In other instances he uses context or picture clues to 'guess' the unknown word. He willingly assists

other students, on request, with word recognition when they are reading and have challenges.

Orlando can look at an image or picture and tell about it using descriptive words and he successfully retells a story or to less degree, builds a short story of his own. His writing tasks have increased in content and legibility.

Orlando was a shy and withdrawn student who was always tucking his shirt into his pants and standing quietly at the rear of the class or queue trying to make himself invisible when teacher posed questions or asked for a volunteer. He is now very active in class, participates in discussions and volunteers himself to collect and return resources to their storing areas. He engages in oral reading within his small group. He now smiles, talks with his classmates and eagerly demonstrates how to use some of some available instructional resources to peers who have problems using them. See attached photo of Orlando engaged in EC instructional time.

Orlando presents his homework on time and in full when his class comes to the room and he comes to class on time. He was once easily distracted and would gaze for long periods, now he stays on task, is more focused and completes his work on time. While he stills remain a quiet student he interacts successfully and appropriately with EC peers as well as with his classmates. He participated in the end of school year EC outing to Negril and remained engaged throughout the encounter, asking and fielding questions, sharing with his EC mates and at the day's end expressing his enjoyment. He delighted in his visit to the air strip and avidly chatted with the other students and adults about the yachts and boats at ocean-side.

Orlando's home and family have supported his EC activities and attend meetings, on request, to discuss his progress and plan for instructional needs.

Ashantana Daley is a grade 1 student who started the programme reading below Pre Primer level. She was easily distracted, displayed a high level of irritability and appeared to separate possessions from their rightful owners. Through her

positive response to the intervention programme she now reads at Primer level and is kind and honest to her class and school mates.

At the onset of the programme Ashantana had difficulty with alphabetic principles and could not identify all the letters of the alphabet nor did she know the letter sounds of some.

On a very few occasions before she gained decoding skills she became frustrated to the point of tears. She was however eager to become competent at reading skills and willing to apply the required techniques to decode printed material; she demonstrated this by being attentive and focused. Although she struggled to read she showed interest in her work and usually presents clean and legible hand writing.

Ashantana's academic performance improved as she participated in the intervention programme. She currently looks and listens attentively to letter-sound demonstrations and has benefitted from structured lessons which allow her participation in Phonics songs, identification and matching of pictures to pictures and pictures to text, word building games for constructing simple sentences and utility of electronic interactive instructional devices. She is now able to segment and blend and successfully applied this technique soon after it was introduced. She now identifies sight words, reads words and simple sentences fluently.

Ashantana's listening competency has increased within the programme as well as outside of structured lessons. She now listens attentively to instructions, stays focused and engaged when short stories are read and is successfully able to discuss simple story plot, explain story setting and answer recall questions correctly. She also assists other students with their work and often enjoys being the lead reader in group reading.

It is noteworthy that while Ashantana once appeared as aggressive toward her classmates, shoving students from the line, hitting them and initiating verbal confrontations, she is now more amiable and tolerant. She demonstrates a desire

to get along with EC mates and with peers in her class. She is now reasonably calm and better able to accept overt friendships and sometimes initiates sound social encounters. There have been decreased reports of her attempting to claim as hers, that which in the property of others and toward the end of the school year there were no such reports. Ashantana joined her EC peer group for the end of year day trip to Negril. It was interesting to observe her playing games with her mates, appropriately taking her turn on the hammock, waiting nicely to be served her meal and responding appropriately at day's end when receiving her take home prize and gratuity. See attached photo of Ashantana, wearing blue shoes waiting in line for gratuity.

APPENDIX IV

Table 1 - Expected outcomes, outputs, related activities, indicators and numbers for the 3-year project

*****N/A denotes an inability of DF to quantify a specific indicator based on information gathered.**

Project Outcomes: 1. Intervention remedies that identify skill-gap of each student enrolled in programme thereby facilitating better performance outcomes 2. Increased teacher capacity in the delivery of literacy instruction 3. Increased teacher capacity in the identification and support for at-risk learners and/or special needs students						
Output 1	**Activity**	**Standard indicator**	**Target**	**Baseline Situation**	**Actual**	**Data needed (to measure change)**
Enrichment Centres established in schools across the island	Launch of project	Project launched	1	Zero	1	Press release; media features
	Call out for applications to schools interested in the EI Center through various communication channels.	Call for applications launched annually	3	Zero	2	Call for Application; Application Guidelines; Application Form; press release; media features;
		Number of applications approved	35	Zero	35	Signed MoUs with Schools
	Consult with the MOE to determine schools that are in need of intervention (based on established criteria)	MOE and DF meetings held	15	N/A	15	List of shortlisted schools (site visit forms, emails from Regional offices or central ministry with suggested schools and approving final shortlist)
	Select schools based on established criteria:	School selected for EC intervention	35	Zero	35	Grant agreement signed by Principal; Implementation plan developed and instituted.
	Procurement of materials and technological equipment.	EC materials and equipment procured and installed	N/A	N/A	N/A	Financial supporting documents; contract to supplier; fixed asset registry; press release; media features; pictures
	Design School of the Year competition	Award criteria developed	1	Zero	1	Award criteria; award guidelines; list of shortlisted candidates
		Award issued	3	Zero	1	Finance supporting documents; pictures; press releases, media features

Cooperative Agreement No.: AID-532-A-13-00003
DGP 4: RFA-OAA-12-000025
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Output 2	Activity	Standard indicator	Indic. #	Baseline Situation		Data needed (to measure change)
Mobile Enrichment Carts distributed to selected schools across the island	Call out for applications to schools interested in MECs through various communication channels.	Call for applications launched annually	3	Zero	2	Call for Application; Application Guidelines; Application Form; press release; media features;
		Number of applications approved	60	Zero	61	Signed MoUs with schools
	Consult with the MOE to determine schools that are in need of intervention (based on established criteria)	MOE and DF meeting held	15	N/A	15	list of shortlisted schools (emails from Regional offices or central ministry with suggested schools and approving final shortlist)
	Select schools based on established criteria:	School selected for MEC intervention	60	Zero	61	Signed grant agreement by Principal; Implementation plan developed and instituted.
	Procurement of materials and technological equipment.	MEC materials and equipment procured and delivered	N/A	N/A	N/A	Financial supporting documents; contract to supplier; fixed asset registry; press release; media features; pictures
	Design School of the Year competition	Award criteria developed	1	Zero	1	Award criteria; award guidelines; list of shortlisted candidates
		Award issued	3	Zero	1	Finance supporting documents; pictures; press releases, media features
Output 3	**Activity**	**Standard indicator**	**Indic. #**	**Baseline Situation**		**Data needed (to measure change)**
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	Number of training sessions conducted	6	N/A	3	Registration sheets; training curriculum; meeting agenda; training report; training evaluation
		Number of participants registered and completed training	190	N/A	128	Registration sheets
	Supplier to conduct in-service trainings on use of computer software programmes.	Number of person hours of teachers receiving in-service training in computer literacy software (Average training time	190	Zero	91	Contract to supplier; registration sheets; training curriculum; training schedule; training evaluation; school reports

		= 1 hour)				
	Supplier to conduct in-service training programme on use of equipment	Number of person hours of teachers receiving in-service training on equipment use (Average training time = 1 hour)	190	Zero	91	Contract to supplier; registration sheets; training curriculum; training schedule; training evaluation; school reports
	Facilitate site-based in-service platform to allow participating teachers to share strategies learned and used in the EI.	Number of testimonials/ideas received and shared	85	Zero		Site visit reports; school reports; intervention logs; meeting reports;
	Develop training modules for upload unto laptops.	Training modules developed and uploaded unto laptops	N/A	Zero		REO site visit reports; supplier in-service reports;
	Design Teacher of the Year competition	Award criteria developed	1	Zero	1	Award criteria; award guidelines; list of shortlisted candidates
		Award issued	3	Zero	1	Finance supporting documents; pictures; press releases, media features
Output 4	**Activity**	**Standard indicator**	**Indic. #**	**Baseline Situation**		**Data needed (to measure change)**
Improved performance outcomes of direct beneficiaries in ECs and MECs	Establish library corners	Number of library corners established	95	N/A	66	Finance supporting documents; fixed asset registry; pictures; press releases, media features
	Refer underperforming students to EC teacher	Number of student referral form signed and submitted to EC teacher *(assuming 50 students/yr/school)*	3,450	N/A	583	Termly reports from EC managers on students in programme
	Assess student and develop individual intervention plan for EC students	Number of baselines of each student's performance identified	3,450	N/A	583	Baseline reports
		Number of individual intervention plans developed per student	3,450	N/A		Intervention plans
	Deliver programme to diagnosed students in EC by teacher	Number of students enrolled	3,450	N/A	699	Enrolment list; baseline reports; intervention plans
	Establish intervention log to diagnosed students in EC by teacher	Number of intervention logs recorded per student	3,450	N/A		Intervention logs
	Student self-evaluation form of EC and MEC students	Number of student self-evaluations conducted.	10,600	N/A		Evaluation sheets

	Prepare reports for EC and MEC students' progress	Number of reports prepared and submitted to DF and REOs (assuming 50 students/EC/yr and 60 students/MEC/yr accumulated over 3 years as described in Appendix 1)	10,600	N/A		School reports; intervention plans (MEC reports on baseline of students per grade)
	Assess students at least once per term		10,600	N/A	1399	
	MOE to conduct assessment of teachers	Number of site visits by REOs	190	N/A		REO site visit reports; site visit check list
		Number of reports submitted to DF and MOE	190	N/A		
	Design Student of the Year competition	Award criteria developed	1	Zero	1	Award criteria; award guidelines; list of shortlisted candidates
		Award issued	3	Zero	1	Finance supporting documents; pictures; press releases, media features
Output 5	**Activity**	**Standard indicator**	**Indic. #**	**Baseline Situation**		**Data needed (to measure change)**
Collaborative responses between home and school for successful academic interventions	Conduct sensitisation workshops for parents	Number of parents attending sensitisation workshops	3,930	Zero	294	Registration sheets; meeting agenda; (assuming 21% attrition rate of project target of 5000 parents)
	Distribute parent partnership forms	Number of signed parent partner forms returned	3,930	Zero		School reports; Signed parent partnership forms
	EI teachers host monthly progress meetings/individual sessions with parents	Number of parents attending monthly progress meetings//individual sessions	3,930	Zero	43	School reports; Registrations sheets; REO site visit reports;
	Design of Parent of the Year competition	Award criteria developed	1	Zero	1	Award criteria; award guidelines; list of shortlisted candidates
		Award issued	3	Zero		Finance supporting documents; pictures; press releases, media features
Output 6	**Activity**	**Standard indicator**	**Indic. #**	**Baseline Situation**		**Data needed (to measure change)**

Effective management of the project	Oversight by DF team	Number of staff evaluations conducted	18	N/A	9	Staff contracts; staff appraisals
	Conduct monitoring visits by DF team	Number of person hours of mentoring given during site visits (Average visit time = 1 hour)	360	N/A	80	DF staff site visit reports
	Organise steering committee monthly meetings with DF, MOE & USAID representatives	Number of meetings held	36	Zero	2	Meeting notes; meeting agenda; registration sheets (G2G meetings
	Compile DF monthly technical and financial reports	Number of reports prepared, signed and filed	36	N/A	16	Filed reports (to be signed and filed)
	Compile quarterly USAID technical and financial reports	Number of reports prepared, signed and submitted to USAID in a timely manner	12	Zero	5	Filed reports
	Bi-annual meetings with USAID	Number of meetings held	6	Zero		Meeting notes; meeting agenda; registration sheets
	Prepare technical and financial files for annual, external audit	Annual audit conducted	3	Zero		Auditor contract; audit report