



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: October to December 2014**

### **1. INTRODUCTION/EXECUTIVE SUMMARY**

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

- Completion of renovations of six (6) schools set to receive Enrichment Centres (ECs);
- Modification to Cooperative Agreement after a full translation of the budget to increase the project target from thirty-five (35) to thirty-six (36) ECs;
- The completion of a situational analysis of DF policies and procedures by the Organisation Management Consultant;
- Conduction of three (3) in-service training sessions with fifty-four (54) teachers and principals on the use and integration of ICT and other computer software programmes;
- Distribution of Parent of the Year Award to Patricia Aransibia, whose daughter is a part of the Enrichment Programme at Davis Primary School in St. Catherine;
- Approvals for John Mills Primary Infant and Junior High School from the Ministry of Education (MoE) as the additional school to have an established EC as per the modified grant agreement;
- Certification of the project's key personnel in the management of USAID Grants and Cooperative Agreements; and
- Completion of a financial audit of USAID and DF funds used during the first year of the project (April 9, 2013 – March 31, 2014).

### **2. PROJECT ACTIVITIES**

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

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

Based on total spend during the first year of the project, and the projected spend for the second year, DF was able to achieve significant savings in the establishment of ECs. As such, USAID approved an expanded scope of the project to include the establishment of one (1) additional EC. Included in this modification was approval for renovations to take place at twenty-three (23) primary schools.

St. Anne's Primary was approved by the MoE, and USAID for renovations. However, following changes at the school, the MoE requested a change in the space identified for the establishment of the EC. The Contractor conducted an assessment of the newly identified space and submitted



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an adjusted Bill of Quantities. Approval from USAID for the increased sums is expected to be received in the next reporting period.

By the end of the reporting period, six (6) of the twenty-three (23) schools approved by the MoE and USAID to receive an EC were fully renovated. These schools are: Horizon Park, McAuley, Friendship, Kitson Town, Port Henderson, and Crescent Primary Schools. Renovations of other schools will continue in the next reporting period as per the approved work plan from the Contractor. Delivery of the equipment, furniture and other materials to the six (6) schools with renovations completed will begin in the next reporting period.

#### Select schools based on established criteria

Having received prior approval from the MoE for John Mills Primary, Infant and Junior High School to receive a Mobile Enrichment Cart (MEC), the project team conducted a reassessment and a recommendation was made for the school to be upgraded to receive an EC. This recommendation was made based on the following:

- ✓ An increase in the enrolment of the primary school to 607 students therefore surpassing the project criteria of 500 students;
- ✓ Identification of an appropriately sized space that can be retrofitted to establish the EC; and
- ✓ Identification of a Literacy Specialist/Teacher already on staff who will be assigned exclusively to manage the programme on a full time basis.

This recommendation was approved by the MoE on December 5, 2014. DF therefore sought approval for an additional school to be awarded a MEC in the place of John Mills Primary from the MoE. Approval from USAID for the related renovations at John Mills Primary is expected to be received in the next reporting period.

The approval of the twenty-three (23) schools by the MoE and USAID, brought the project to the total prior to the modification. The approvals sought from the MoE and USAID for John Mills Primary once received will bring the project to its grand total of thirty-six (36) ECs after the modification.

#### Procurement of materials and technological equipment

Following the downscaling of the operations of the Camara Jamaica Foundation, the project team engaged Digicel Procurement in the mobilisation of desktop and laptop computers for the remaining schools. In the reporting period, fourteen (14) laptops were mobilised and distributed to the schools of Cohort 2 identified to receive ECs. In addition, sixty-five (65) computers have been mobilised for thirteen (13) of the fourteen (14) schools of Cohort 2. Windsor Castle All Age, the fourteenth school in Cohort 2 has already received five (5) desktop computers from Camara Jamaica Foundation. The sixty-five (65) computers are set to arrive in country and be delivered to the remaining thirteen (13) schools of Cohort 2 in the next reporting period.



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The procurement process for all the furniture, materials, and equipment to be included in the establishment of the eleven (11) ECs of Cohort 3 is underway. A supplier is expected to be engaged during the next reporting period.

#### Design School of the Year Competition

Lucea Primary, the awardee for EC School of the Year has been issued their grant of JA\$100,000.

#### **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)

John Mills Primary was previously approved by the MoE to receive a MEC in the previous reporting period. Following a reassessment of the school, the MoE approved an upgrade for the school to be granted an EC. DF therefore sought identification and approval from the MoE for an additional school to be awarded a MEC in place of John Mills Primary. Swallowfield Primary and Junior High was identified and approved on December 5, 2014.

##### Select schools based on established criteria

Swallowfield Primary and Junior High School was recommended to receive a MEC based on an elevated number of students identified as in need of intervention at the school. The schools strongly recommended over one-hundred and sixteen (116) students enrolled to receive diagnostic testing. Following the execution of the MoE's Child Find team to the school, seventy-nine (79) students were diagnosed as having varied degrees of learning challenges. Most students were identified as slow learners, or suspected as having intellectual disabilities. Because of number of students identified as underperforming significantly the school has been highlighted as in need of additional resources.

Coming out of this recommendation, the school will be establishing a full-time Special Education Unit designed for students functioning two (2) levels or more below their grade level. The resources provided in the MEC will be appropriately place and is expected to be well utilised.

##### Procurement of materials and technological equipment

Following the end of the Camara Jamaica Foundation partnership, Digicel Procurement mobilised and delivered nineteen (19) laptops to each school receiving a MEC in Cohort 3.



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Arrival in-country, and delivery of the items are expected to be completed in the next reporting period.

The procurement process for all the materials and equipment to be included in the nineteen (19) schools of Cohort 3 receiving MECs is completed. A supplier has been engaged. Delivery of the materials and equipment is expected to be completed during the next reporting period.

#### Design School of the Year Competition

Wilson's Run Primary School, the MEC School of the Year has now been issued their grant JA\$200,000. Wilson's Run Primary School has shared that they will be using the funds to help establish their own Enrichment Centre. The School has copied DF on a formal correspondence to the Building Officer and Regional Director for Region 3 in order to proceed with this project in the timeliest, most cost efficient, and appropriate manner. (See Appendix III)

#### **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

On November 4 and 5, 2014, training sessions were conducted with a total of fifty-seven (57) teachers and principals [3 males and 54 females] from twenty-eight (28) schools. The training sessions were facilitated by MoE Education Officer and Technology Specialist Lenworth Wallace. The sessions were aimed at ensuring the participants were comfortable using the computers provided as a tool for education, and that there were equipped to do so in an effective manner. The sessions started by exploring the participants' level of comfort with technology. Areas such as What is Technology?; Using Technology to Enhance Learning; Examples of the good and bad use of technology; Transfer and Storage of Information; Elements of the Microsoft Office Suite and; Use of Games were explored. The latter half of each training session focused on practical activities with participants having the opportunity to put their learnings into use.

The overall feedback from the sessions were positive. Feedback from teachers were that the training sessions were both engaging and informative. A number of teachers shared that they found the trainer to be very passionate and that this made the learning process easier for them. Various teachers requested more support including one-on-one sessions on the Mimio and how to integrate technology devices into lesson planning and delivery. This feedback will be incorporated into the planning of future in-service sessions.

Follow up visits were made to three (3) schools regarding issues arising from training as detailed later in this report.

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



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Training around the use of equipment and items to be provided to the fourteen (14) schools receiving ECs in Cohort 2 is tentatively scheduled to take place in February 2015. This training will be carried out by Coldax Mart Limited, the provider of the majority of the items included in the ECs. The training will include the use and care of items provided with a session focusing particularly on the use of the Mimio interactive software.

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

DF has modified the layout slightly and now has a finalised design of the online portal. The portal will serve as a forum and information hub for all schools involved in the Enrichment Programme. Content uploading of the domain <http://theknowledgeportal.org/> is ongoing. The layout has been revised and content is currently being uploaded to the various pages of the site. In the reporting period, changes were made to the News and Events, Knowledge Store and Chat Rooms tabs. In addition, a login mechanism has been created where by users can create their own username and password to facilitate online conversations with other teachers.

Design Teacher of the Year Award

To date all three awardees from Cohort 1, Jodi-Ann Campbell from Lucea Primary and Kareen Malcolm and Jeanette Hills from Wilson’s Run Primary, have made use of prizes as per the below.

Teacher	School	Dinner at Round Hill	Day at Sunset Resort
Jeanette Hills	Wilson’s Run Primary	November 14	December 6
Kareen Malcolm	Wilson’s Run Primary	December 5	December 5
Jodi Campbell	Lucea Primary	December 18	October 26

Feedback from all teachers were all positive. They had a great time at the hotels and expressed their gratitude for the gesture.

At the November 3 and 4, 2014 training of teachers, participants from Cohort 2 were informed that the Enrichment Programme involves a reward and recognition component. They were encouraged to maintain good records, and keep up with their reporting to remain eligible.

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

Establish library corners

Digicel Procurement issued a tender on November 19, 2014 to mobilise and deliver supplemental reading books to establish reading corners in thirty (30) schools. The tender issued was for thirty



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(30) schools based on the project total prior to the modification of the agreement. Following the modification, this number increased by one (1).

Approval has been sought from USAID based on the bids received. DF simultaneously received approval from the MoE for the additional school, Swallowfield Primary and Junior High. Approval from USAID for the thirty (30) schools to receive library corners is expected in the next reporting period. Once receiving approval for the thirty (30) schools, DF will seek approval for the additional school.

Teachers to deliver programme to diagnosed students

The Programme has been incorporated into the learning environment of an additional 12,308 students this project year. This takes the sum total of students whose learning environments have been impacted by the project over Cohorts 1 and 2 to 26,747. This is just ahead of the combined target for the two years of 26,525.

Design Student of the Year Award

All monies for auxiliary fees for Cohort 1 awardees, Hue-Mario Malcolm and Mikilah Fernandez of Lucea Primary, Orlando Scarlett of Petersfield Primary and Shaday Ellis and Javaede Stevens of Wilson's Run Primary have been paid over to their respective schools. Each student receives a JA\$50,000 educational grant that is available to them for one calendar year ending September 4, 2015. The below table summarises the use of these monies to date by each student.

Awardee	Spend to date	Monies remaining
Hue-Mario Malcolm	J\$20,683.00	J\$29,317.00
Mikilah Fernandez	J\$17,718.00	J\$32,282.00
Orlando Scarlett	J\$18,550.50	J\$31,449.50
Javaede Stevens	J\$17,160.00	J\$32,840.00
Shaday Ellis	J\$0.00	J\$50,000.00

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

To date there have been 1,127 documented interactions with parents of students in schools under the DF/USAID Project as detailed below:

In the reporting period, information gathered from School Reports show:

- Thirteen (13) schools from Cohort 2 have engaged a total of three-hundred and ninety-six (396) parents [31 males and 365 females],



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- Two (2) schools from Cohort 1 engaging a total of sixty-eight (68) parents [5 male and 63 females]

Primarily, teachers engage parents in sensitisation meetings around the intervention as well as one-on-one engagements around specific issues about a child.

The Training Officer had the opportunity to address 284 parents over the course of a pilot initiative to encourage increased parental involvement in five (5) partner schools in western Jamaica. Each session was designed as a Parent Sensitization and Games Night in conjunction with the MoE Enrichment Programme Specialist and the Region 4 Special Needs Coordinator. The dates of the sessions are as follows:

- November 28, 2014: Irwin Primary – Montego Bay (23 parents)
- November 27, 2014: Lucea Primary – Hanover (48 parents)
- November 26, 2014: Corinaldi Avenue Primary – Montego Bay (27 parents)
- November 20, 2014: John Rollins Success Primary – Montego Bay (156 parents)
- November 19, 2014: Hague Primary – Trelawny (30 parents)

Feedback was overall positive from participants. Parent turnout was the largest challenge. Notably, John Rollins has the best turnout. This DF thinks is representational of the strong leadership that exists in the school.

In keeping the national parent month which is celebrated in November, the project team also invited approximately two hundred (200) parents of students involved in the Enrichment Programme to attend Muminar 2014 held under the theme *Beneath the Mask - Unveiling The Real You* at the Jamaica Pegasus Hotel. The Muminar series was created to provide direct support to parents, including professional advice. The 2014 staging touched on issues of financial, physical and emotional health. DF was able to mobilise fifty-three (53) parents from partner schools.

## **Output 6 - Effective management of the project**

### Oversight by DF team

DF underwent a detailed review of the project budget to prepare for a grant modification. The modification allowed for:

- The establishment of one (1) additional EC
- The establishment of one (1) additional library corner
- The support of a Management Consultant to improve DF policies and procedures
- Covering the cost of a financial audit for Yr2 and Yr3

The services of the Management Consultant was engaged in the last reporting period. The Consultants conducted a review of DF policies and procedures using the OCAT. This serves to identify gaps which will be covered in the development of an updated policy and procedure. The



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draft of the revised policies and procedures will be shared with DF in the next reporting period. In addition, the Consultants will be supporting capacity building sessions with key staff members.

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

- October 2, 2014 – Training Officer Cowell attended USAID/Jamaica's - "Bringing Your Success Story to Life" Writing Workshop II which covered topics such as Working with the Media, Tips to Telling Your Story and Pen to Paper'- Writing Your Story. This workshop is aimed at providing USAID partners with the skills necessary to successfully communicate with the media and with USAID. It is hoped that the partners will then be able to generate increased public interest in their initiatives and in the work their organisations, and USAID, are doing in Jamaica.
- October 8, 2014 – Members of the project team had a Conference Call with representatives from Wikipedia to discuss a possible partnership including teacher training and using Wiki as a resource tool for both teachers and students. The project team is discussing the creation of an interactive video to help teachers and students learn how to easily use the website.
- Project team met with representatives from USAID to discuss the implementation of the programme to date with the new Awards and Agreements Officer to be assigned to the project. Other discussion items at the meeting included the upcoming change of Agreement Officer Representative and reporting procedures going forward.
- October 21-24, 2014 – Key project personnel and other Digicel staff completed a training course in Grants and Cooperative Agreements for USAID and Partners carried out by ClaroKC. The training took place between October 21 and 24 at the Digicel Headquarters. Participants were issued with a certificate upon completion of the course.
- November 3, 2014 – Training Specialist Cowell attended a one hour Webinar "Understanding the Technology Skills Training Landscape: Framework and Tools. The webinar included a discussions around the following themes:
  - How can the ecosystem of implementers who offer technology skills training; organizations that fund them and others increase the effectiveness of the activities? and
  - What do entities need to understand about each other to form collaborations and linkages?

She participated in a discussion about how leading technology skills training organisations consider trade-offs between scale, customization, and cost.



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- November 6, 2014 – Training Specialist Cowell met with ListenMi Caribbean to discuss areas for potential partnership; ListenMi offers video apps and e-books with Caribbean voice overs. They also have a YouTube channel which shares local and international news and features packaged in fun and interesting ways.
- November 11, 2014 – Programme Manager Richardson met with the Executive Director and other Senior Officials of the Early Childhood Commission (ECC) to discuss the activities under the Enrichment Programme and beginning to shape the sustainability plan for the project. A follow up meeting is to take place in the upcoming reporting period.
- November 14, 2014 – A meeting was held at the G2G Project Offices at the Caenwood Centre to review a draft Ministry of Education work plan on the Enrichment Programme. Present were MoE Enrichment Specialist Shauner Murray, and Director of Projects Marcia Dawkins; Programme Manager Dane Richardson, Training Specialist Evadne Cowell, Monitoring and Evaluation Specialist Jo Anderson-Figueroa; USAID AOR Claire Spence, Alternate AOR Bridgette Fong-Yee and Director office of Citizen Security Nichole Graber Simmonds. The work plan was a draft created by the MoE to bring to action sustainable measures to ensure the continued effectiveness of the project.
- November 25, 2014 – The project team met with the past and current USAID AORs, Nichole Graber and Nichole Graber respectively for the official handover of the programme to AOR Spence.

#### Monitoring and Evaluation of Programme:

In the last reporting period the DF finalised the collection of data to establish baselines for the monitoring of improvements in student reading in keeping with USAID standard indicator 3.2.1-27 *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 texts.* A total of two-hundred and sixty-seven (267) Grade 1 students from the previously approved representative sample of twenty-five (25) schools were assessed. Of these one-hundred and fifty-nine (159), or approximately sixty percent (60%) were male and one-hundred and eight (108) or approximately forty percent (40%) were female. The data collected was collated and analysed during this reporting period to show that approximately six point four percent (6.4%) of the students assessed were reading at the Grade 1 level. Please see attached APPENDIX V for a disaggregation of this data by gender and locale. This information was shared with the AOR on November 3, 2014.

Tracking of the students' progress will continue with assessments in June of 2015 and 2016 to obtain midline and end line data respectively.



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Public Relations and Communications:

The Programme was featured in the print, electronic or online media in the following ways over the reporting period:

October 6 – Jamaica Gleaner article highlighting the Student of the Year awardees.

<http://mobile.jamaica-gleaner.com/gleaner/20141006/news/news96.php>

November 28 – The awarding of the Parent of the year was also featured as follows:

- Fist Look Caribbean <http://go-jamaica.com/pressrelease/item.php?id=3986>
- Loop <http://loopjamaica.com/2014/11/28/latest-jamaica-news-community-patricia-aransibia-is-parent-of-the-year/>
- Ministry of Education Facebook Page: and <https://www.facebook.com/moejamaica/photos/a.857425790946222.1073741869.196768877011920/857426187612849/?type=1&theater> and <https://www.facebook.com/moejamaica/photos/a.857425790946222.1073741869.196768877011920/857426190946182/?type=1&theater>

December 2 – Observer Teenage feature highlighting the Parent of the Year (See Appendix II)

December 8 – Jamaica Gleaner feature on the Parent of the year <http://jamaica-gleaner.com/gleaner/20141208/lead/lead10.html>

December 9 – Focus on Hot 102: Training Specialist, Evadne Cowell, along with Enrichment Centre Manager at Lucea Primary, Jodi-Ann Campbell and MoE Enrichment Programme Specialist Shauner Murray, were interviewed on the Richard "Dickie" Crawford' show Focus. The interview focused on good parenting as a key to educational success and the role of the Enrichment Programme in encouraging parental involvement.

The Enrichment Programme was also highlighted once in the December 2014 Edition of the Digicel Jamaica Foundation Newsletter and three times in the December 2014 edition of the Digicel Group electronic magazine *Waves*. The Foundation Newsletter is distributed widely among internal and external stakeholders, including all Digicel Jamaica and Digicel Group Staff. It carried an article highlighting the announcement and award of the Parent of the Year. *Waves* is distributed to all staff members in all 31 Digicel markets. It is also promoted widely on all the social media platforms of the Digicel Group.

**Social Media:**

The Programme was featured a total of seven times on Digicel Foundation's social media platform in the reporting period as follows:

Digicel Foundation Facebook:



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November 7 – Article on Muminar 2014 shared

November 10 – Photo album on Muminar 2014 posted

November 26 – Photo album from visit to Treadlight Primary for parent sensitization posted

November 21 – Photo album from parenting month games night activities posted

December 12 – Video highlighting the Parent of the Year posted. This was also shared by the Digicel Jamaica Facebook, which has over 500,000 fans.

<https://www.youtube.com/watch?v=g7Gm2wxglw>.

As mentioned above, the Muminar was also featured twice on the MoE facebook page:

<https://www.facebook.com/moejamaica/photos/a.857425790946222.1073741869.196768877011920/857426187612849/?type=1&theater> and

<https://www.facebook.com/moejamaica/photos/a.857425790946222.1073741869.196768877011920/857426190946182/?type=1&theater>

Digicel Foundation Twitter:

December 12 – Video congratulating Parent of the Year awardee Patricia Aransibia highlighted

November 20 – Video ‘Meet the Children of the Enrichment Centre Programme highlighted

Conduct Monitoring visits by DF team

A total of 13 site visits were made to schools involved in the Enrichment Programme for the period October – December 2014 as per the below:

Date	School	Purpose
*01-Oct-14	Petersfield Primary (Westmoreland)	ERAI Assessments
	Lucea Primary (Hanover)	
19-Nov-14	Hague Primary (Trelawny)	Parent Engagement Activities under the Parental Engagement Pilot
20-Nov-14	John Rollins Success Primary (St. James)	
24-Nov-14	Corinaldi Avenue Primary (St. James)	
27-Nov-14	Lucea Primary (Hanover)	
28-Nov-14	Irwin Primary (St. James)	
26-Nov-14	Treadlight Primary (Clarendon)	Parent Sensitization Meeting
2-Dec-14	St. Anne’s Primary (Kingston)	To view new proposed space to host Enrichment Centre
4-Dec-14	John Mills Primary, Infant and Junior High School (Kingston)	To assess request to receive and Enrichment Centre instead of a Mobile Enrichment Cart
10-Dec-14	Horizon Park (St. Catherine)	To delivery laptops and follow up on issues raised at the last in
	Crescent Primary (St. Catherine)	



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	Friendship Primary (St. Catherine)	service training around the use of the computer as a tool for teaching
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*\*Included in last Quarterly Report included because of its relevance to the Baseline information shared in same.*

Prepare technical and financial files for annual external audit

Following a tender process, in keeping with the Digicel Jamaica Procurement Guidelines, and involving USAID approved firms, BDO Jamaica was selected to carry out the audit of the first year of implementation of the three year Cooperative Agreement. The auditors spent a period of ten (10) days doing related site works both at Digicel Headquarters as well as to partner schools. A draft report with the audit’s findings has been shared with DF. This report has also been shared with USAID. A formal response will be provided to the auditors in the next reporting period.

**Testimonials/Success Stories**

Wilson’s Run Primary, Trelawney, Enrichment Programme School of The Year 2013, Mobile Enrichment Cart

In August 2014, Wilson’s Run Primary School was named ‘School of the Year 2013’ under the Programme’s award and recognition programme. Wilson’s Run was awarded for excellence in the implementation of the Enrichment Programme over the academic year 2013/14 including attendance at teacher trainings, submission of termly reports on time and in full and documented improvement in students reading. In August the School was awarded a JA\$200,000.00 grant to further support the programme at the school.

In 2013, Wilson’s Run Primary received a Mobile Enrichment Cart, which usually supports whole class interaction. Nonetheless, with the support of the Principal, the Literacy Coordinator utilised the resources, and training, received, to begin a pull out programme similar to that facilitated by the Enrichment Centre in larger schools. Pull out classes were conducted in addition to her other teaching activities and specifically targeted underperforming students in grades two and three while grade one students interacted with the resources provided through the Programme in their regular classroom setting. The pull out classes are carried out in a small space which currently holds one table around which all the students sit, and most of the materials provided. Upon receipt of their grant, the school decided to invest the funds in expanding the space and creating a physical environment more fitting of their ‘Enrichment Centre.’ This expansion would allow for better differentiated instruction and better use of the resources provided for group and individual activities. On December 29, the Principal, Sandor Morris, engaged the regional office to seek support for this planned expansion. Please see letter attached as Appendix III,

**3. CHALLENGES/ISSUES THAT HAVE AFFECTED IMPLEMENTATION**



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- Based on site visits to schools involved in the programme, the MoE Enrichment Programme Specialist has noted that many Enrichment Centre Managers (ECMs) have had challenges in the following areas of implementation of the programme: organising the pull-out groups; completing the group learning profiles; setting realistic timetables and executing immersion lessons. This has been highlighted as noteworthy as these areas can all significantly impact the success of the pull out aspect of the programme.

**4. SOLUTIONS IMPLEMENTED OR RECOMMENDATIONS TO ADDRESS CHALLENGES/ISSUES**

- Ministry of Education Enrichment Programme Specialist has coordinated a series of training meetings with the ECMs to address these issues. These sessions will be carried out over the course of the next reporting period beginning as early as January 2015.

**5. ACTIVITIES SCHEDULED FOR THE NEXT QUARTER**

- Complete renovations of ECs in Cohort 2
- Commence renovations of ECs Cohort 3
- Development of Enrichment Programme training manuals.
- Conduct in-service trainings on use of computer software programme
- Site-based in-service platform for Enrichment teachers to be revised and updated
- Conduct in-service trainings and site visits with Cohort 2 teachers
- Selection of location(s) at which to establish two additional library corners
- Steering committee meetings with DF, MOE & USAID representatives
- Compilation of USAID monthly financial statements and quarterly USAID technical report
- Capacity building training for Digicel Foundation team and support staff from Digicel Jamaica Departments by consultant

Report Prepared by: Jo Anderson-Figueroa

Report Approved by: Dane Richardson 

Date: January 30, 2014



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## APPENDIX I USAID Performance Indicators



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PERFORMANCE INDICATORS	Unit	2013-2014			2014-2015			2015-2016			TOTAL	
		Disag	Baseline	Target	Actual	Baseline	Target	Actual	Baseline	Target		Actual
<b>INDICATORS</b>												
Number of teachers/ educators/ teaching assistants who successfully completed in-service training or received intensive coaching or mentoring with USG support	Number		Zero	3	3	Zero	8	7	Zero	8	19	10
	Male		Zero	3	3	Zero	8	53	Zero	53	171	118
	Female		Zero	65	65	Zero	53	53	Zero	53	190	128
	<b>Total</b>		<b>Zero</b>	<b>68</b>	<b>68</b>	<b>Zero</b>	<b>61</b>	<b>60</b>	<b>Zero</b>	<b>61</b>	<b>20,001</b>	<b>9,228</b>
Number of learners enrolled annually in primary schools and/or equivalent non-school based settings with USG support	Number		Zero	6,525	7,137	Zero	6,738	2,091	Zero	6,738	19,999	8,997
	Male		Zero	6,525	7,302	Zero	6,737	1,695	Zero	6,737	40,000	26,747
	<b>Total</b>		<b>Zero</b>	<b>13,050</b>	<b>14,439</b>	<b>Zero</b>	<b>13,475</b>	<b>12,308</b>	<b>Zero</b>	<b>13,475</b>		
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		9.2%	12.2%		Zero			Zero			
	Male		20.4%	24.4%		Zero			Zero			
	<b>Total</b>		<b>13.7%</b>	<b>17.2%</b>		<b>Zero</b>			<b>Zero</b>			



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APPENDIX II – Print Media Coverage Not Available Electronically

**T12 NEWS** **USAID** **Digicel** **USA**

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## 'Parent of the Year'

### Patricia Aransibia's endless patience helps child with cerebral palsy improve learning

**E**NOLESS patience and curiosity about learning tools have helped Patricia Aransibia improve the education of her child living with cerebral palsy.

Her tireless efforts and numerous hours spent helping her daughter, Shadacqua, with homework after school earned the single mother of three the admiration of teachers who nominated her as 'Parent of the Year' in Digicel Foundation's Enrichment Programme.

"One thing I have always noticed is how involved she is," said March Richards-Mitchell, manager of the Enrichment Programme at St Catherine's-based Davis Primary, where the 10-year-old is enrolled.

"Every time I call about a parenting seminar or an event, Patricia is always there, and you'll never see her frustrated with the child because of her challenge."

Aransibia's story stood out among a field of nominations submitted to the Foundation, primarily as a result of her highly positive approach to parenting.

For Shadacqua, what I want most for her is to achieve her goals in life," said Aransibia after receiving the recognition as 'Parent of the Year'. "I love being a parent, especially teaching my kids lessons I feel they need to learn."

"She is now so interested when she comes home to do her homework and to take part in classes."

The Enrichment Programme "focuses on learning" through technology with audio-visual tools, according to Diane Richardson, Digicel Foundation's Enrichment Programme Manager.

"However, it is really our parents and teachers that make the programme a success through their dedication and willingness to put in the extra time to see their child succeed," he said.

The Enrichment Programme, which was launched by the Digicel Foundation in 2009, is geared towards improving the literacy and numeracy levels of children from grades one to three.

In 2013, the United States Agency for International Development (USAID) partnered with Digicel Foundation to expand the programme as well as engage parents to help ensure its success.



Patricia Aransibia (right) is ecstatic at receiving a Samsung Galaxy S5 Mini from Jo Anderson-Figueroa of the Digicel Foundation after being recognised as the Enrichment Programme Parent of the Year 2014.

Patricia Aransibia gets a hug from her daughter Shadacqua Miller, student of Davis Primary School, after she was named the Digicel Foundation's 'Parent of the Year' in the Enrichment Programme.



MINISTRY OF  
EDUCATION



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## APPENDIX III

### Letter from Wilson's Run Primary, Enrichment Programme School of The Year, Mobile Enrichment Cart, 2013/14 re use of Grant (Attached)



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**APPENDIX IV – 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:		Standard indicator				Data needed (to measure change)	
Output 1	Activity	Target	Baseline Situation	Actual			
Enrichment Centres established in schools across the island	Launch of project	1	Zero	1	Press release; media features		
	Call out for applications to schools interested in the EI Center through various communication channels.	3	Zero	2	Call for Application; Application Guidelines; Application Form; press release; media features;		
	Consult with the MOE to determine schools that are in need of intervention (based on established criteria)	35	Zero	36	Signed MoUs with Schools		
Design School of the Year competition	Select schools based on established criteria:	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)		
	Procurement of materials and technological equipment.	35	Zero	36	Grant agreement signed by Principal; Implementation plan developed and instituted.		
	Award criteria developed	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 issued	1	Zero	1	Award criteria; award guidelines; list of shortlisted candidates		
	Award issued	3	Zero	1	Finance supporting documents; pictures; press releases, media features		

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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	Call for Application; Application Guidelines; Application Form; press release; media features;	
	Consult with the MOE to determine schools that are in need of intervention (based on established criteria)	Number of applications approved	60	Zero	Signed MoUs with schools	
	Select schools based on established criteria:	MOE and DF meeting held	15	N/A	list of shortlisted schools (emails from Regional offices or central ministry with suggested schools and approving final shortlist)	
	Procurement of materials and technological equipment.	School selected for MEC intervention	60	Zero	Signed grant agreement by Principal; Implementation plan developed and instituted.	
	Design School of the Year competition		MEC materials and equipment procured and delivered	N/A	N/A	Financial supporting documents; contract to supplier; fixed asset registry; press release; media features; pictures
			Award criteria developed	1	Zero	Award criteria; award guidelines; list of shortlisted candidates
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	Award issued	3	Zero	Finance supporting documents; pictures; press releases, media features	
		Standard indicator	Indic. #	Baseline Situation	Data needed (to measure change)	
		Number of training sessions conducted	6	N/A	Registration sheets; training curriculum; meeting agenda; training report; training evaluation	
		Number of participants registered and completed training	190	N/A	Registration sheets	



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	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 = 1 hour)	190	Zero	103	Contract to supplier; registration sheets; training curriculum; training schedule; training evaluation; school reports
	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	103	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
<b>Output 4</b>	<b>Activity</b>	<b>Standard indicator</b>	<b>Indic. #</b>	<b>Baseline Situation</b>		<b>Data needed (to measure change)</b>
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 ( <i>assuming 50 students/yr/school</i> )	3,450	N/A	1,276	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 Number of individual intervention plans developed per	3,450	N/A	1,265	Baseline reports Intervention plans



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		student						
Output 5 Collaborative responses between home and school for successful academic interventions	Deliver programme to diagnosed students in EC by teacher	Number of students enrolled	3,450	N/A	1,381	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	45	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	2,468	School reports; intervention plans (MEC reports on baseline of students per grade)		
	Assess students at least once per term		190	N/A		REO site visit reports; site visit check list		
	MOE to conduct assessment of teachers	Number of reports submitted to DF and MOE	190	N/A				
	Design Student of the Year competition	Award criteria developed	Award criteria developed	1	Zero	1	Award criteria; award guidelines; list of shortlisted candidates	
		Award issued	Award issued	3	Zero	1	Finance supporting documents; pictures; press releases, media features	
		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	1,054	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		



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Output	Activity	Number of parents attending monthly progress meetings/individual sessions	Indic. #	Baseline Situation	Value	Notes
Effective management of the project	EI teachers host monthly progress meetings/individual sessions with parents		3,930	Zero	83	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	1	Finance supporting documents; pictures; press releases, media features
		Standard indicator	Indic. #	Baseline Situation		Data needed (to measure change)
	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	93	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	19	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	6	Filed reports
	Bi-annual meetings with USAID	Number of meetings held	6	Zero	Zero	Meeting notes; meeting agenda; registration sheets
Prepare technical and financial files for annual, external audit	Annual audit conducted	3	Zero	Zero	1	Auditor contract; audit report



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## APPENDIX V

Top line data from assessment of two hundred and sixty-seven (267) grade one students to establish baselines for the monitoring of improvements in student reading in keeping with USAID standard indicator 3.2.1-27 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 texts disaggregated by gender and locale.

(Attached)

