



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: April to June 2015

1. INTRODUCTION/EXECUTIVE SUMMARY

Digicel Foundation (DF) is on track with the implementation of the project based on the approved work plan. During the reporting period, key achievements included:

- Approval of Cooperative Agreement Modification 02 to include the:
 - o Increased value of the award by US\$599,000;
 - o Extension of the award to 31 December 2015;
 - o Expansion of the project scope to include more effective activities improving collaboration between home and school; and
 - o Establishment of seven (7) additional Enrichment Centres (ECs).
- Approval of work plan and budget to the end of the project as per Modification 02;
- Training of fifty-three (53) additional teachers on the implementation and key areas of the Enrichment Programme; and
- Submission of Annual Report for Yr2 of the project

2. PROJECT ACTIVITIES

OUTPUT 1

Enrichment Centres established in schools across the island

As a result of budget savings, an additional seven (7) ECs will be established with direct support from USAID funds as articulated in Modification 02 approved on 15 May 2015. This will allow for a total of forty-three (43) ECs to be established.

Selection of additional schools

Based on a review of previously received applications, recommendations from the Office of Region 6, and Ministry of Education (MoE) school data, a shortlist of nine (9) potential schools was created. On 15 April 2015, site visits were made to all nine (9) schools along with Building Officers attached to Region 6. The site visits were arranged to allow for meetings with school administrators as well as to assess the proposed spaces to host the EC in each school.

DF met with the Senior Education Officers, and other representatives from the Office of Region 6 on 12 May 2015 to prioritise a list of seven (7) schools for submission to the Chief Education Officer of the MoE. On 2 June 2015, approval to engage these schools was received. On 26 June 2015, principals from all seven (7) schools met with the Regional Director, and DF to further discuss the intervention and sign their Memoranda of Understanding.

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The seven (7) additional schools are as follows:

School	Parish
Cross Primary	Clarendon
May Pen Primary	Clarendon
Osbourne Store Primary and Junior High	Clarendon
York Town Primary	Clarendon
Gregory Park Primary	St. Catherine
Linstead Primary and Junior High	St. Catherine
Old Harbour Bay Primary	St. Catherine

Procurement and Renovations

A RFQ was issued on 27 May 2015 to procure and mobilise supplementary reading books to be distributed to the seven (7) additional schools to receive Enrichment Centres in the establishment of library corners. DF received approval from the USAID Regional Contracting Officer for spend related to this activity on 19 June 2015. Delivery is scheduled to begin during the next reporting period.

A RFP was issued on 15 June 2015 for the renovations to be carried out in the seven (7) additional schools to host ECs. Bids were opened for review on 30 July 2015. DF will be submitting a formal request to the USAID Regional Contracting Officer seeking approval for spend related to this activity in the next reporting period.

OUTPUT 3

Teachers trained in literacy curriculum and use of technology

With an aim of improving the capacity of teachers to deliver an effective standards-based reading curriculum to students with varying needs, competencies, and learning styles; fifty-three (53) teachers and principals from twenty-eighty (28) schools in Cohort 3 were trained. The teachers in Cohort 3 will formally commence programme implementation in September 2015. The sessions serve to ensure that teachers are fully abreast of implementation requirements for effective delivery of the Enrichment Programme.

The three-day session took place 7 – 9 April 2015 at the Shaw Park Beach Hotel, St. Ann. The session included content on:

- ❖ The rationale of the Enrichment Programme;
- ❖ Effective implementation and best practices;

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- ❖ Techniques for teaching literacy with a focus on early reading instruction;
- ❖ Planning and executing differentiated instruction;
- ❖ Programme monitoring and evaluation;
- ❖ Identifying and working with students with special needs, including recognising common learning, developmental and behavioural challenge; and
- ❖ Appropriate processes for making referrals.

The teachers of Cohort 2 began implementing the programme in September 2014. These teachers are pulled in small groups of approximately fifteen (15) to receive monthly in-service training and support from DF and the MoE to further improve training effectiveness as well as the capacity of teachers and principals in the use and application of effective skills and strategies around literacy development. In the reporting period, a total of 110 teachers were impacted over two (2) monthly sessions totalling thirty-three (33) hours. The sessions were conducted at Mandeville Hotel on 28 – 29 April 2015, and 19 – 21 May 2015.

Each session systematically, and methodically explored the use of the materials provided by the project to ensure integration into lesson planning. The sessions are specifically designed in this manner to address challenges in the education sector around inconsistent, and weak lesson planning and delivery; use of teacher-centred teaching methods; and negligible use of information communication technology (ICT) equipment.

The general feedback on the sessions from teachers and presenters has been positive. Participants are appreciative of the interactivity, and applicability of the sessions. Teachers commonly ask for even more training and support since many lack the skills and confidence to use some materials provided through the project. Actual comments from feedback forms are:

1. “Another day would be good.”
2. “Very good presentation; good strategies which we can all use”
3. “Personally I just need more practice in order to put techniques to use”
4. “Just learning to use the computer so I will have to go back home and practice.”

OUTPUT 4

Improved performance outcomes of direct beneficiaries in ECs and MECs

Project Reading Assessment

In addition to termly reports submitted by project schools that documents various key areas of implementation of the Enrichment Programme, DF carries out an independent assessment of improvements in student reading. The methodology for these assessments is documented, and approved by USAID in the Performance Indicator Reference Sheet for 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*’.

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Following on from the baseline assessments carried out with students in two (2) samples in a representative size of twenty-five (25) schools in 2014, DF conducted individual assessments with a total of four hundred and forty-four (444) students from Grades 1 and 2 to establish mid-line values for the project between 29 May – 18 June 2015. Approximately seventeen percent (17%) of the originally assessed students were not available for the midline assessments. Students were not available either because they were absent from school on the day of the assessment or were no longer enrolled at the institution.

A review of the data shows that Samples 1 and 2 showed an overall improvement of eighteen (18) and twenty (20) percent of total students reading at grade level respectively. This movement, disaggregated by gender and locale can be seen in the tables below. Top line data from the mid-line assessments can be seen in more detail in Appendix IV.

Sample 1	Baseline	Midline	Movement
Total Students at/above Gr Level	14%	32%	18%
Males at/above Gr Level	9%	24%	15%
Females at/above Gr Level	20%	44%	24%
Total Rural Students at/above Gr level	17%	40%	23%
Rural Males at/above Gr level	13%	31%	18%
Rural females at/above Gr level	22%	52%	30%
Total urban students at/above Gr level	9%	22%	13%
Total urban males at/above Gr level	4%	17%	13%
Total urban females at/above Gr level	18%	30%	12%

Sample 2	Baseline	Midline	Movement
Total Students at/above Gr Level	6%	25%	19%
Males at/above Gr Level	5%	20%	15%
Females at/above Gr Level	8%	33%	25%
Total Rural Students at/above Gr level	10%	29%	19%
Rural Males at/above Gr level	8%	22%	14%
Rural females at/above Gr level	13%	39%	26%
Total urban students at/above Gr level	1%	20%	19%
Total urban males at/above Gr level	0%	16%	16%
Total urban females at/above Gr level	3%	25%	22%



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OUTPUT 5

Collaborative responses between home and school for successful academic interventions

Based on Modification 02 approved on 15 May 2015, the project will be conducting a number of activities specifically focused on parental engagement as a means of improving the academic performance of students. These activities are:

- ❖ Assessment of Parent Places in 104 project schools;
- ❖ Establishment of Parent Places in 104 project schools;
- ❖ Coordination of two (2) Student-Parent Summer Schools in twenty-five (25) schools;
- ❖ Assessment of parent-school governance structures and other gaps in 104 project schools
- ❖ Engagement of forty (40) schools to improve parent-school governance; and
- ❖ Parental sensitisation workshops in forty (40) prioritised schools.

Student-Parent Summer School

The Student-Parent Summer School targets Grade 1 students enrolled in the Enrichment Programme that are categorised as ‘at-risk’. It will provide additional hours of targeted instruction for these students who are performing several grade levels below where they should be based on their age and level of matriculation. In addition, the three-week intervention is aimed at reducing learning losses that typically occur during summer holidays. Most importantly, the activity is designed to ensure that parents are continuously engaged in the learning process of their children so that learning and support extend beyond the school environment.

A prescriptive outline of the three-week intervention targeting Grade 1 students was created for dissemination to schools being engaged. The design of the activity and its related content has been drafted and submitted for review by Officers of the MoE. It includes: specific learning objectives, class timetable, documents and procedures for reading evaluations as well as a list of activities using effective strategies linked to the summer school objectives. Other activities specifically geared to involving parents include *Mommy and Me / Daddy and Me* days, book borrowing for at-home reading and established open days on which parents are invited to learn more about the programme and their children’s progress. DF has also requested that instructors must be teachers previously trained through the project. The final document will be shared with school prior to the start of the activity.

A random selection of twenty-five (25) project schools was generated for submission to the Chief Education Officer of the MoE. The list of schools was approved on 2 June 2015. All schools were contacted formally by way of an engagement letter that stipulates the necessary documentation required for technical and financial reporting for the project. The summer school programme will run from 6 – 23 July 2015 in all schools.

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Parent Place Audit & School Assessment

A Scope of Work was developed to forge a partnership with the MoE to conduct activities around the:

- ❖ Assessment of parent-school governance structures and other gaps around parenting in 104 project schools;
- ❖ Assessment of Parent Places in 104 project schools;
- ❖ Creation of a standardised list of materials to be used in Parent Places; and
- ❖ Development of an operational guide for Parent Places.

This will continue to support the MoE's thrust to systematically offer support to its Divisions and Agencies in an effort to increase the involvement of parents in the education of their children. In addition, Parent Places established through past projects including funding from USAID, continue to show varied levels of operations. The Scope of Work therefore aims to pull on the technical and financial resources from the project as well as other MoE-funded sources. This will improve implementation effectiveness as well as the sustainability of investments made by the project.

The Scope of Work is under review for concurrence by the Permanent Secretary of the MoE. Related activities are expected to begin in the next reporting period.

OUTPUT 6

Effective management of the project

Modification of Cooperative Agreement

On 15 May 2015, Modification 02 was approved by the USAID Regional Contracting Officer. The modified agreement now includes the following changes:

- Increased value of the award by US\$599,000;
- Extension of the award to 31 December 2015;
- Expansion of the project scope to include more effective activities improving collaboration between home and school; and
- Establishment of seven (7) additional Enrichment Centres (ECs)

The increased value of the award now allows the project to carry out the activities listed under OUTPT 5 specifically related to parenting. An adjustment of the project end date to the 31 December 2015 ensures that all existing and new activities will be completed.

Modifying the award to establish additional Enrichment Centres in seven (7) schools has increased the total number of ECs to forty-three (43) making a new grand total of 104 schools to be impacted by the project. The initial total of ECs to be established when the agreement was signed on 9 April 2013 was thirty-five (35). The initial grand total for the project was ninety-five (95). Limited access to educational resources continues to be a major challenge to the education sector in Jamaica. This modification therefore allows the project to increase its ability to directly



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address the challenge of primary schools that do not possess appropriate, cost-effective and scalable materials that can improve early grade reading gaps in Jamaica.

Yr3 Workplan and Budget

On 28 May 2015, the 18-month Yr3 work plan and budget was approved by USAID. Unlike previous work plans that represented a 12-month period, the Yr3 and final work plan for the project covers the final year of the project as well as the added nine (9) months based on Modification 02.

Project Meetings

Monthly Project Meetings continued with USAID and MoE in an effort to improve project implementation and begin to orient the processes around project ownership and sustainability in the MoE. Meetings were held on 24 April, 22 May and 26 June 2015. The next meeting is scheduled for the 24 July 2015 in the next reporting period.

The project was able to convene its first quarterly Project Steering Committee meeting on 17 June 2015. The Permanent Secretary of the MoE appointed a Deputy Chief Education Officer as Chairperson. The Project Steering Committee is expected to work collaboratively to generate and monitor useful strategies to ensure the project's resources are utilised in the most effective ways. In addition, the Committee will look beyond the project end date and amalgamate ideas that ensure investments continue to address reading performance gaps in project schools. The next meeting is scheduled for September 2015.

Partner Engagement

The National Parenting Support Commission (NPSC) is the agency of the MoE with responsibility for parenting engagement and support. Prior to the establishment of the NPSC, parenting in schools fell under the remit of the Early Childhood Commission (ECC). DF has invited both entities to steer some of the activities related to the added parenting component and to identify clear synergies for collaboration with the project. The National Parenting Policy speaks to the involvement of parents at the earliest stages of development and learning. Since many project schools have infant departments, then the ECC is an important agency to have on board in the implementation of related activities.

An introductory meeting between DF and the NPSC was held on 26 June 2015 to discuss the expanded scope of the project and the activities of the Scope of Work shared with the Permanent Secretary. A meeting to discuss the actions for the coming school year is planned for the next reporting period.

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Monitoring Visits

Over the reporting period, a total of fifty-seven (57) site visits as detailed below:

Date	School	Purpose
15 April 2015	Gregory Park Primary – St Catherine	Site visit to Region 6 schools to engage principals and assess whether they meet minimum requirements to establish an Enrichment Centre
	Linstead Primary and Junior High – St Catherine	
	Old Harbour Bay Primary – St Catherine	
	Old Harbour Primary – St Catherine	
	White Marl Primary and Junior High – St Catherine	
	Cross Primary – Clarendon	
	May Pen Primary – Clarendon	
	Osbourne Store Primary – Clarendon	
	York Town Primary – Clarendon	
6 May 2015	Wilson’s Run Primary – Trelawny	Read Across Jamaica Day activities and opening of Resource Room
6 May 2015	St. Andrew Primary – Kingston and St. Andrew (KSA)	Site visit with visiting Senior Deputy Administrator, USAID/LAC Office
8 May 2015	John Mills Primary and Junior High – KSA	Delivery of desktop computers and verification of inventory
	Norman Gardens Primary – KSA	
	St. Andrew Primary – KSA	
	St. Anne’s Primary – KSA	
12 May 2015	St Mary’s All Age (for assistance with one computer which was not working) –St. Catherine	Delivery of desktop computers and verification of inventory
	St. Anne’s Primary – KSA	
	Stony Hill Primary, Infant and All Age – KSA	
	John Mills Primary and Junior High – KSA	
13 May 2015	Annotto Bay Primary – St. Mary	Delivery of desktop computers and verification of inventory
	St. Benedict’s Primary – KSA	

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	Yallahs Primary – St. Thomas	
22 May 2015	Milk River Primary – Clarendon	Site visit to assess the intervention in schools
	Gimme-me-bit Primary – Clarendon	
22 May 2015	Treadlight Primary – Clarendon	To participate in official opening of Enrichment Centre
29 May 2015	Horizon Park – St. Catherine	ERAI Assessments
	Friendship Primary – St. Catherine	
1 June 2015	McAuley Primary – St. Catherine	
2 June 2015	Chandler’s Pen Primary – Clarendon	
3 June 2015	Crescent Primary – St. Catherine	
4 June 2015	Claremont Primary – St. Ann	
9 June 2015	Windsor Castle All Age - Portland	
	Brampton All Age – Trelawny	
	Falmouth All Age – Trelawny	
10 June 2015	Adelphi Primary – St. James	
	Bethel Primary – Hannover	
	Lucea Primary – Hannover	
	Cove Primary – Hannover	
11 June 2015	Sheffield Primary – Westmoreland	
	Little London Primary – Westmoreland	
	Petersfield Primary – Westmoreland	
16 June 2015	Mile Gully Primary – Manchester	
	Mount Olivet Primary – Manchester	
	Robins Hall All Age – Manchester	
17 June 2015	Lititz All Age – St. Elizabeth	
	Bethlehem All Age and Infant – St. Elizabeth	
18 June 2015	Hayes Primary and Junior High – Clarendon	

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	Race Course Primary – Clarendon	Delivery of material and equipment and verification of inventory
	Milk River Primary – Clarendon	
	Gimme-me-bit Primary – Clarendon	
23 June 2015	Norman Garden’s Primary – KSA	
29 June 2015	Golden Spring Primary – KSA	
30 June 2015	Free Hill Primary – St. Mary	

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

Date	Event
24 April 2015	Monthly project implementation meeting with USAID and MoE team with an end to sharing updates from all partners and to review plans to the end of the quarter.
12 May 2015	Meeting with Region 6 team regarding prioritizing schools to be shortlisted for approval to receive additional Enrichment Centres. A list of seven (7) schools settled on and a letter requesting approval sent to the CEO, MoE on 13 April 2015 as noted above.
1 June 2015	Meeting with Jamaica Teaching Council (JTC): The training Specialist met with Dr. Winsome Gordon and Ms. Shauner Murray to discuss finalising dates for training the upcoming academic year and including same in JTC’s annual calendar of events.
15 June 2015	MoE CEO’s Meeting with Education Officers. DF had an opportunity to brief the officers on the project, including the expanded project scope. This with an end to empowering EOs to more effectively monitor programme activities on their school visits.
15 June 2015	Meeting with NPSC and G2G teams regarding the expanded scope of the project.
17 June 2015	First Enrichment Programme Steering Committee meeting was held.
26 June 2015	Monthly Project implementation meeting was held. Updated on the project were shared as well as plans to the end of the quarter.
26 June 2015	Meeting with the NPSC regarding the expanded parenting scope of the project and avenues for collaboration.
26 June 2015	Meeting with National College for Educational Leadership (NCEL) regarding content and agenda for Principal Sensitization activities, July 13-14.
30 June – 1 July 2015	G2G Project meeting regarding the execution of the last 9 months of the project; attended by PM Dane Richardson to examine areas for collaboration / synergy.



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Public Relations and Communications:

DF took part in, or hosted, the following activities around project-related activities:

21 April 2015 Press Announcement of meeting project targets ahead of time: This took place at Central Branch All Age in Kingston and celebrated the engagement of all 97 schools to date, a full year ahead of originally scheduled. At that time, the ECs established and MEC's distributed were symbolically handed over to the Ministry of Education. In attendance were the USAID Mission Director, CEO of Digicel Jamaica, CEO of Digicel Foundation, Minister of Education along with other representatives and stakeholders from project schools. Media coverage of this event included:

21 April 2015 – JIS: *Age appropriate learning technology being provided to schools*
<http://jis.gov.jm/age-appropriate-learning-technology-provided-schools/>

22 April 2015 – Observer: *Age appropriate learning technology being provided to schools, says Thwaites*
<http://www.jamaicaobserver.com/news/Age-appropriate-learning-technology-being-provided-to-schools--says-Thwaites>

22 April 2015 – South Florida Caribbean News: *Digicel Foundation's Enrichment Programme surpasses development targets*
<http://sflcn.com/jamaica-digicel-foundations-enrichment-programme-surpasses-development-targets/>

23 April 2015 – Loop Jamaica: *Central Branch Gets Enrichment Centre from Digicel Foundation*
<http://loopjamaica.com/2015/04/23/latest-jamaica-news-community-central-branch-gets-enrichment-centre-from-digicel-foundation/>

24 April 2015 – STAR: *Digicel foundation, USAID partner for education initiative*
<http://jamaica-star.com/thestar/20150424/news/news12.html>

24 April 2015 – Gleaner: *West Kingston School Benefits From Digicel Foundation Enrichment Programme*
<http://jamaica-gleaner.com/article/news/20150424/west-kingston-school-benefits-digicel-foundation-enrichment-programme>

24 April 2015 – Observer: *Age-appropriate learning technology being provided in schools*
http://www.jamaicaobserver.com/news/Age-appropriate-learning-technology-being-provided-in-schools_18804418

27 April 2015 – Star *Enrichment Programme Exceeds Target*
<http://jamaica-star.com/thestar/20150427/news/news14.html>



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29 April 2015 – Gleaner, Captioned photo in Corporate Sightings. (see Appendix II)

5 May 2015 Read Across Jamaica Day activities and Opening of Resource Centre at Wilson's Run Primary: Representatives from DF and USAID were invited to participate in the opening of the resource centre, built primarily around items provided with the MEC, and partially funded by the schools School of the Year grant awarded in 2014. Media coverage of this event included:

14 May 2015 – Observer; *Wilson's Run utilizing technology to improve output*

http://www.jamaicaobserver.com/westernnews/Wilson-s-Run-utilising-technology-to-improve-output_18933377

14 May 2015 – STAR: *Wilson's Run Infant and Primary School opens resource room*

<http://jamaica-star.com/thestar/20150518/features/features1.html>

1 June 2015 – Digicel Connections Enrichment *Programme surpasses expectations:*

<http://www.digicelsecure.com/connections/article.php?id=130&article=1872&lang=1>

20 May 2015 Third Prize Giving Ceremony and Official Opening of the Enrichment Centre at Treadlight Primary School: Representatives from DF as well as MoE were invited to participate.

26 June 2015 Prize Giving for Horizon Park Enrichment Centre: Representatives from DF and MoE were invited to share in this celebration of the successes of the students enrolled in the programme over the last year. Media coverage of this event included:

29 June 2015 – Observer Son Son's Thank You Mango

http://www.jamaicaobserver.com/columns/Son-Son-s-thank-you-mango_19153344

The Programme was highlighted in a feature on the journey of the principal at Stony Hill Primary, and in various online media postings around the sitting of the Grade Four Literacy Test 2015 as per the below:

7 May 2015 – Gleaner; *Principal Hopes to Inspire Stony Hill Students* <http://jamaica-gleaner.com/article/lead-stories/20150507/principal-hopes-inspire-stony-hill-students>

Video features were also carried on Loop around Education week in Jamaica, 4 – 8 May 2015, which included Read across Jamaica Day on 5 May and Teachers Day on 6 May, and in support of the students sitting the Grade Four Literacy Test on 30 June 2015.

5 May 2015 – Loop Jamaica reads books donated by Digicel Foundation at Read across Jamaica Day <http://loopjamaica.com/2015/05/05/jamaica-news-community-students-enlighten-kevoy-on-read-across-jamaica-day/>



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6 May 2015 – Loop Jamaica: <http://loopjamaica.com/2015/05/06/jamaica-news-community-video-students-talk-about-their-favourite-teachers/>

6 May 2015 – Loop Jamaica: <http://loopjamaica.com/2015/05/06/jamaica-news-community-roxanne-malcolm-brown-enrichling-lives-at-melrose-primary/>

7 May 2015 – Loop Jamaica <http://loopjamaica.com/2015/05/07/jamaica-news-once-homeless-stony-hill-principal-inspiring-students/>

30 June 2015 – Loop Jamaica, Performance by Clan Carthy Primary students for GFLT day. <http://www.loopjamaica.com/content/take-book-dont-be-fool-clan-carthy-students-perform-%E2%80%98reading-fun%E2%80%99>

On 1 April 2015, the DF first quarter newsletter was shared with various stakeholders and partners, including all Digicel Jamaica and Group Staff. It contained photo features on the Nesta's Rock outing, a part of the Parenting activities under the Enrichment Programme, as well as a brief message from PM Richardson on the programme.

The 1 July 5014 edition of the newsletter also included two stories on Enrichment Programme related activities: the press announcement re meeting project targets, and the opening of the Wilsons' Run Primary School Resource Room.

Social Media:

The Project was featured a total of fifty-five (55) times on Digicel Foundation's social media platform in the reporting period covering the above mentioned activities, as well as teacher trainings.

3. TESTIMONIALS/SUCCESS STORIES

Horizon Park Primary has garnered the full support of the staff and students around trying to address literacy in the school. Over the past year, the Enrichment Centre Manager used the resources provided by the project to work intensely with 107 students that were performing below their grade levels across Grades 1 – 5, forty-nine (49) of which were categorised as non-starters. At the end of their first year of implementation, the number of non-starters decreased from forty-nine (49) to ten (10) students. This shows students' grade movements of one or more grade levels in the last year.

Twenty (20) students were reintegrated into the conventional classroom at the end of the year as a result of their progress. The school held a graduation ceremony for these students and their parents as a symbol of encouragement for other students and teachers.

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Male graduant of the Enrichment Programme along with his parents



EC Manager Shernette King-Nicholas with students and a parent in the library corner after the graduation of twenty (20) students from the Enrichment Programme

4. CHALLENGES/ISSUES THAT HAVE AFFECTED IMPLEMENTATION



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Principals and school administrators of many under-performing schools identified through the project continue to show a lack of ownership of the enrichment programme. Principals are key stakeholders in ensuring the necessary monitoring takes place at the school level for the Enrichment Programme's effectiveness.

5. SOLUTIONS IMPLEMENTED OR RECOMMENDATIONS TO ADDRESS CHALLENGES/ISSUES

DF has scheduled a Principal Sensitisation & Leadership Forum on 13 – 14 July 2015. The sessions will be led by the National College for Educational Leadership (NCEL) and the Jamaica Teaching Council (JTC) and built around instructional leadership and sustainability.

6. ACTIVITIES SCHEDULED FOR THE NEXT QUARTER

- Approval of spend for EC renovations;
- Development of Enrichment Programme Manual;
- Finalise summer school outline;
- Coordinate Student-Parent Summer School;
- Conduct second residential training for Cohort 2 schools;
- Begin in-service trainings with Cohort 3 schools;
- Complete inventory of items for Cohorts 1, 2, and 3;
- Steering committee and project monthly meetings with DF, MOE & USAID representatives; and
- Shortlisting of potential awardees for School of The Year and Teacher of the Year awards.

Report Prepared by: Jo Anderson-Figueroa

Report Approved by: Dane Richardson

Date: July 30, 2014



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APPENDIX I

USAID Performance Indicators



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PERFORMANCE INDICATORS			2013-2014			2014-2015			2015-2016			TOTAL	
Indicators	Unit	Disag	Baseline	Target	Actual	Baseline	Target	Actual	Baseline	Target	Actual	Target	Actual
USAID STANDARD INDICATORS													
<i>Number of teachers/ educators/ teaching assistants who successfully completed in-service training or received intensive coaching or mentoring with USG support</i>	Number	Male	Zero	3	3	Zero	8	7	Zero	8	6	19	16
		Female	Zero	65	65	Zero	53	53	Zero	53	47	171	165
		Total	Zero	68	68	Zero	61	60	Zero	61	53	190	181
<i>Number of learners enrolled annually in primary schools and/or equivalent non-school based settings with USG support</i>	Number	Male	Zero	6,525	7,137	Zero	6,738	6,710	Zero	6,738	5,326	20,001	19,173
		Female	Zero	6,525	7,302	Zero	6,737	5,582	Zero	6,737	4,943	19,999	17,827
		Total	Zero	13,050	14,439	Zero	13,475	12,292	Zero	13,475	10,269	40,000	37,000
<i>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</i>	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



CONTRIBUTED

David Butler, CEO of Digicel Jamaica, watches Central Branch All-Age students Tremaine Samuels (left), Anika Rowe (centre) and Britney Delmar at the Enrichment press announcement held at the school recently.

Enrichment Programme exceeds target

The Enrichment Programme, a literacy and numeracy initiative of the Digicel Foundation, within two years has exceeded its targets under the partnership with United States Agency for International Development (USAID).

In 2013, the Digicel Foundation was awarded a three-year cooperative agreement from USAID to expand its Enrichment Programme to 95 schools. "The Digicel Foundation has not only met, but has exceeded that target," said David Butler, CEO of Digicel Jamaica, at an official press announcement held at the Central Branch All-Age School recently.

"A total of 97 schools with an enrolment of 37,000 students are now implementing the Enrichment Programme with assistance from USAID," Butler added. "These results are remarkable and certainly provide further motivation for us at Digicel Foundation, to continue to do more to address and improve under-

performance in reading at the primary level nationally."

Over the next year, the Foundation is planning to establish an additional seven schools through the USAID agreement, bringing the total to 104 primary schools impacting over 40,000 students.

PERMANENT ASSET

"This kind of partnership is what Jamaica needs, this is the stuff that won't erode, and this is a permanent asset to all of us – teachers, students and parents," Ronald Thwaites, minister of education, articulated.

The Ministry of Education has been a partner of the programme since its onset in 2009. The minister applauded the efforts of both USAID and Digicel who has fulfilled a moral responsibility to give back.

To date, there is now a total count of 231 primary schools across Jamaica benefiting from the Enrichment Programme.

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CORPORATESIGHTINGS



RUDOLPH BROWN/
PHOTOGRAPHER

Students of Central Branch All-Age perform at the Digicel Foundation and USAID enrichment programme room's opening and announcement in Kingston last Tuesday.

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Wilson's Run Infant and Primary School opens resource room



CONTRIBUTED
Dane Richardson, education programme manager at the Digicel Foundation, reads one of the Foundation's Enrichment literacy tools 'Jolly Phonics' to students of Wilson's Run.

In deep rural South Trelawny, the over 100-year-old Wilson's Run Infant and Primary School is making literacy and numeracy a priority through technology with the opening of their first resource room.

Dedicated to consistently meeting the target set by the Ministry of Education for 85 per cent literacy islandwide, Wilson's Run sees their resource room as a hub for learning with technology which is now at its fingertips.

While the school currently has a 90 per cent literacy rate, they are actively working to increase their numeracy rate, which is now at 50 per cent.

"I want to see us using technology more," explains the principal, Sandor Morris. "We used to complain that we didn't have the resources, now we do. We will do the best we can with what we have, and within the next five years we want our GSAT average going above 65 per cent across the board," Morris explained.

A part of the Digicel Foundation's Enrichment Programme since 2013, Wilson's Run was awarded a grant through the Foundation's partnership with the United States Agency for International Development last August in

recognition of their hard work and dedication in increasing literacy levels. Through the grant, the school specifically chose to build a resource room to house their Enrichment equipment, including computers as well as books to create the school's library.

"We believe literacy is very important, especially at the foundation stage of a child's development," said Morris. "When the foundation is set right, it is much easier to make an impact and technology is absolutely essential for that early stimulation."

COMFORTABLE SPACE

"The children are excited about the resource room; they now have a comfortable space to learn. The smaller children especially are excited, they come to me every lunchtime begging to go into the resource room," Morris added.

Wilson's Run has exceeded the expectations of the Digicel Foundation. "This resource room is remarkable," said Dane Richardson, education programme manager, Digicel

Foundation. "You have taken the tools we have given you, embraced them and created a vision for your school."

Wilson's Run is looking to become a standout not only in the district but in the island. "I want the numbers of students attending to go up, I want us to start participating in more activities so that we can get the name of Wilson's Run out there in Jamaica," Morris added.

In the immediate future, the principal is working towards better furnishing the resource room to have it fully equipped for the new school year.



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APPENDIX III – 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	43	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	16	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	3	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
Output 2	Activity	Standard indicator	Indic. #	Baseline		Data needed



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				Situation		(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	4	Registration sheets; training curriculum; meeting agenda; training report; training evaluation
		Number of participants registered and completed training	190	N/A	181	Registration sheets
	Supplier to conduct in-service trainings on use of computer software	Number of person hours of teachers receiving in-service	190	Zero	203.5	Contract to supplier; registration sheets; training curriculum; training



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	programmes.	training in computer literacy software (Average training time = 1 hour)				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	186.5	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	97	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	2963	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	1,265	Baseline reports
		Number of individual intervention plans developed per student	3,450	N/A		Intervention plans
	Deliver programme to diagnosed	Number of students enrolled	3,450	N/A	1660	Enrolment list; baseline reports;



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	students in EC by teacher					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	195	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	4155	
	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	1,218	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	270	School reports; Registrations sheets; REO site visit reports;



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	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
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	12	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	259	DF staff site visit reports
	Organise steering committee monthly meetings with DF, MOE & USAID representatives	Number of meetings held	36	Zero	5	Meeting notes; meeting agenda; registration sheets (G2G meetings How should I report on these now that we have our own committee?
	Compile DF monthly technical and financial reports	Number of reports prepared, signed and filed	36	N/A	24	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	8	Filed reports (one AR)
	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	1	Auditor contract; audit report

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APPENDIX IV

Top line data from assessment of Grade one and Grade two students to establish midlines 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.

Summary of Findings – Sample 1 Midline Assessments

Disaggregation by Gender

	Students	As a %
Total males	134	60
Males at/above Gr Level	33	24
Males below Gr Level	101	75
Total Females	89	40
Females at/above Gr Level	39	44
Females below Gr Level	50	56
Total Students at/above Gr Level	72	32
Total Students Assessed	223	

Disaggregation by Locale and Gender

Rural			
	Students	As a %	
Total Rural Students	127		
Female			
Total Rural females at/above Gr level	29	52	of all rural females sampled
Total Rural Females below Gr level	27	48	of all rural females sampled
Total Rural females	56		
Male			
Total Rural Males at/above Gr level	22	31	of all rural males sampled
Total Rural Males below Gr level	49	69	of all rural males sampled
Total Rural males	71		
Totals			
Total Rural Students at/above Gr level	51	40	of all rural students of which:

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			57% are female and
			43% are male
Total Rural Students below Gr level	76	60	of all rural students, of which:
			36% are female and
			64% are male

Urban			
	Students	As a %	
Total Urban Students	96	100	
Female			
Total urban females at/above Gr level	10	30	of all urban females sampled
Total urban females below Gr level	23	70	of all urban females sampled
Total urban females	33		
Male			
Total urban males at/above Gr level	11	17	of all urban males sampled
Total urban males below Gr level	52	83	of all urban males sampled
Total urban males	63		
Total urban students at/above Gr level	21	22	of all rural students of which:
			48% are female
			52% are male
Total urban below Gr level	75	78	of all rural students, of which:
			31% are female
			69% are male

Summary of Findings – Sample 2 Midline Assessments

Disaggregation by Gender

	Students	As a %
Total males	133	59.90991
Males at/above Gr Level	26	19.54887
Males below Gr Level	107	80.45113
Total Females	89	40.09009
Females at/above Gr Level	29	32.58427
Females below Gr Level	60	67.41573
Total Students at/above Gr Level	55	24.77477

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Total Students Assessed	222	
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Disaggregation by Locale and Gender

Rural			
	Students	As a %	
Total Rural Students	126		
Female			
Total Rural females at/above Gr level	19	39	of all rural females sampled
Total Rural Females below Gr level	30	61	of all rural females sampled
Total Rural females	49		
Male			
Total Rural Males at/above Gr level	17	22	of all rural males sampled
Total Rural Males below Gr level	60	78	of all rural males sampled
Total Rural males	77		
Totals			
Total Rural Students at/above Gr level	36	29	of all rural students of which:
			53% are female and
			47% are male
Total Rural Students below Gr level	90	71	of all rural students, of which:
			33% are female and
			67% are male

Urban			
	Students	As a %	
Total Urban Students	96	100	
Female			
Total urban females at/above Gr level	10	25	of all urban females sampled
Total urban females below Gr level	30	75	of all urban females sampled
Total urban females	40		
Male			
Total urban males at/above Gr level	9	16	of all urban males sampled
Total urban males below Gr level	47	84	of all urban males sampled
Total urban males	56		



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Total urban students at/above Gr level	19	20	of all rural students of which:
			53% are female
			47% are male
Total urban below Gr level	77	80	of all rural students, of which:
			39% are female
			61% are male