

## Teaching Management Plan Summary – Jamaica

### **Overview**

#### **Company Mission**

Our mission is to encourage young people to volunteer for worthwhile work in developing countries. We expect that doing this kind of voluntary work will in time become the norm. As more and more people join us, we aim to create a multi-national community with a passion to serve, to learn, to understand, to teach, to inspire and to be inspired.

#### **Teaching Programme Mission**

The mission of the Teaching Programme is to create and foster an environment within schools and communities in which volunteers can enhance the educational development of students, youths and adults in mutually beneficial settings through creative and stimulating activities.

#### **Background Information**

Even after gaining independence in 1962, Jamaica still maintained an educational structure similar to that of the British. However, <sup>1</sup> “in attempts to provide an education [system] relevant to the local needs,” the government adopted strategies to localize the curriculum by replacing British examinations and primary level reading materials with regional resources.

While there are still problems within the education sector, over the years there continues to be significant improvements. These improvements were mainly brought about by transforming the education sector through the Education System Transformation Programme (ESTP) which has as its mandate to <sup>2</sup>“improve the performance of the education sector by creating systems of accountability and improving the quality of delivery of education at all levels.” Significant to these improvements were the partnerships with global entities which focused on qualitative enhancement, policy development

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<sup>1</sup> <http://isc.temple.edu/neighbor/jamaica/school-system.pdf>

<sup>2</sup> Economic and Social Survey 2012.

and infrastructural implementation geared towards achieving the goals of the National Development Plan – Vision 2030 and ultimately contributing to the achievements of the Millennium development Goals (MDG).

Through its global partnerships, Projects Abroad Jamaica recognizes the need to be a part of this education system transformation by offering human and tangible resources to targeted schools using its Teaching Programme as the main channel. Article 28 of the United Nations Convention on the Rights of the Child emphasizes the right to a free primary education. Similarly to our responsibility to the United Nations Convention on the Rights of the Child, the Teaching Programme develops its projects in tandem with the Millennium Development Goals (MDG) which has its targets for each child to have universal access to primary education. Through the Programme’s Scholarship and Education Fund we will seek to provide needy students with the requisite resources and bursary to ensure that they have an equal chance to achieve academic excellence.

Vision 2030 - Jamaica’s National Development Plan to have Jamaica be “the place of choice to live, work, raise families, and do business” has as its first national goal to have “Jamaicans empowered to achieve their fullest potential” and a national outcome to have world class education and training. Under this outcome, the strategies are geared towards ensuring that there is adequate access to early childhood education and development programmes. The Teaching Programme addresses the needs within this strategy through the implementation of literacy and numeracy support of students within early childhood Institutions.

In order to address the need to “enable a satisfactory learning environment at the primary level” and “ensure that the secondary school system equips school leavers to access further education, training and/or decent work” (Page XVI, Vision 2030), the Programme will use the various literacy and numeracy activities along with additional in class and individualized attention to remedial students. Identifying with these overall strategies, the Teaching Programme aims to provide opportunities for volunteers to assist in the general academic development of students within schools and provide educational opportunities for youths and adults within communities.

## Partners

The Teaching Programme partners chiefly with government operated early childhood, primary and secondary or high schools as well as a special education school within the parish of Manchester. There is also a Community Literacy Project to assist adults and youth improve their literacy levels. Partnerships between the placements are formed based on needs; that is, we seek to partner with those schools that stand to benefit more from having volunteers placed there. The programme currently works in active partnership with the following placements: May Day High School, Villa Road Primary and Junior High School, McIntosh Memorial Primary School, Bethabara Early Childhood Institution, Woodlawn School of Special Education and the Community Literacy Project (New Green).

## Location of Placements



Map of Jamaica with the town of Mandeville highlighted.

## Goals

1. *To increase the literacy and numeracy levels of approximately five hundred (500) grades 3 and 4 students in primary schools which will result in greater preparedness for Grade Four 4 aptitude test over the next two years.* The Ministry of Education has a goal for schools to achieve 85% mastery in literacy and numeracy by 2015. Some schools do not have the requisite resources to achieve this target; therefore Projects Abroad Jamaica seeks to provide support in this area through the assigned volunteers to the schools.
2. *To increase classroom support to at least fifty (50) special needs students in primary schools by the end of 2014.* With the large classes, individualized attention to remedial students is limited, therefore volunteers assigned to classes will assist the teachers in attending to these students who may not have gotten the needed attention in classes.
3. *To provide support to at least five hundred (500) needy students through the scholarship and education fund and breakfast programme by the end of 2014.* The media is laden with needy students who have excelled in schools. Projects Abroad Jamaica therefore understands that there are many students who have achieved academic excellence in schools but lack the resources to continue as consistently as they ought to. Through local and international sponsorships more needy students will be given an equal opportunity to continue their educational pursuits.
4. *To improve the reading, attendance, punctuality and discipline of at least one thousand (1,000) students in primary and high schools over the next two years.* Many schools in Jamaica grapple with incidences of violence stemming from indiscipline in schools perpetrated mainly by students who are considered underperformers. This goal therefore seeks to utilize an incentive programme to improve the key areas of reading, attendance, punctuality and discipline to improve the overall performance of students and thus reduce the incidences of violence in schools.

5. *To improve adult literacy of at least one hundred (100) persons in at least two communities in Manchester over the next two years.* Jamaica's National Development Plan – Vision 2030 has as one of its goals that Jamaicans are empowered to achieve their fullest potential - including a target adult literacy rate of 98.3 per cent. The Teaching Programme therefore seeks to contribute to the achievement of this national goal by allowing volunteers to venture into communities to sensitize individuals on the importance of becoming functionally literate and providing the channel through which they may empower themselves through functional literacy.

### **Resources**

- An average of 50 teaching volunteers per year
- One Teaching Project Officer and one Programme Development Manager
- Myprojectsabroadresources ([www.projects-abroad.co.uk/resources](http://www.projects-abroad.co.uk/resources))
- Books, Stationery, Laptop and internet access
- Weekly Project meetings/discussion sessions with volunteers
- Monthly outreaches
- Quarterly workshops

### **Monitoring & Evaluation**

- Quarterly placement feedback
- Weekly placement visits by staff
- Annual review of Teaching Management Plan
- Volunteer Debriefing Forms and End of Placement Feedback Forms.
- Checklists for each goal
- Feedback from beneficiaries

Projects Abroad Jamaica									
Teaching Programme									
Projects Abroad Mission Teaching Programme Mission									
Our mission is to encourage young people to volunteer for worthwhile work in developing countries. We expect that doing this kind of voluntary work will in time become the norm. As more and more people join us, we aim to create a multi-national community with a passion to serve, to learn, to understand, to teach, to inspire and to be inspired.		Our Teaching Programme mission is to create and foster an environment within schools and communities in which volunteers can enhance the educational development of students, youths and adults in mutually beneficial community with a passion to serve, to learn, to understand, to teach, to inspire and to be inspired.							
<b>Goal 1: To increase the literacy and numeracy levels of approximately five hundred (500) grades 3 and 4 students in primary schools which will result in greater preparedness for grade 4 aptitude test over the next two years.</b>									
Actions	Output	Input	Indicators	Means of Verification	Assumptions	Responsibility	Monitoring	Evaluation	
1.1. Conduct at least two literacy and numeracy skill-building activities per week incorporating the use of music and sports activities.	At least twenty four (24) literacy and numeracy skill-building activities conducted by the end of December 2014.	Resources such as papers, markers, teachers, sports and music volunteers, audio visuals, practice papers, literacy and numeracy games, gift incentives	At least 30% increase in the pass rate in the Grade Four Literacy Tests for 2014 and 50% for 2015.	Results of Grade Four Literacy Tests	There will be a consistent number of volunteers arriving each month.	Teaching, Sports and Music volunteers, teachers, Project Officer and Programme Development Manager	Teachers will track the progress of students through their test and exam results	Evaluation sheet to be done on a monthly basis	
1.2. Facilitate at least two (2) workshops per month with students signed up for the 2014 Grade Four Literacy Test where they are guided through practice papers in order to improve their skills to effectively answer questions on the exam sheets by May 2014.	At least eight (8) practice sessions facilitated with candidates of the 2014 Grade Four Literacy Test by May 2014.	Resources such as papers, markers, teachers, audio visuals, practice papers, literacy and numeracy games, gift incentives	At least 50% increase in the literacy skills of participating students by May 2014	Grade book showing performance of students before and after intervention	Practice sessions will be a scheduled activity on the school's timetable.		Monthly review of objectives, activities and outputs and make necessary adjustments to ensure objectives are being met	Review process on a yearly basis to measure outcome	
1.3. Organize monthly workshops with volunteers to help them identify areas of weakness in literacy and numeracy among the children	At least twelve (12) workshops facilitated towards identifying weaknesses in literacy and numeracy will be held by the end of 2014	Professionals in specialty areas, training materials	At least 500 students provided with literacy and numeracy support	Attendance register of volunteers, photographs taken, improved classroom experience for volunteers and students.	Selected students will participate in all activities.			Match resources against standards and guidelines from the Ministry of Education and Early Childhood Commission.	
1.4. The use of one guest speaker in at least one project meeting per quarter to provide expert advice on how to motivate students to read.	At least four (4) project meetings per year on topical focus facilitated with volunteers	Professionals in specialty areas, training materials		Attendance register of volunteers, photographs taken, improved classroom experience for volunteers and students.	Placements will offer some level of flexibility for volunteers to increase and improve stimulation activities within or outside of normal schedule.				
1.5. Organize weekly follow up sessions with Project Officer and volunteers to provide support and feedback on activities	At least four (4) project meeting facilitated per month to ensure volunteers are meeting targets	Relevant resource materials on teaching literacy and numeracy		Attendance register of volunteers, photographs taken, improved classroom experience for volunteers and students.	Resources will be provided by the UK office to support activities				
1.6. Engage volunteers in assisting at least 30 students in three placements to write letters to and read letters from their penpals each month	By the end of 2014, at least 30 students in each placement would have received and replied in writing to at least ten (10) letters from selected penpals	Papers, stickers, crayons, pens, pencils, printing	At least 60 students consistently participating in the penpal project with at least 30% improvement of 60 students in reading, writing and comprehension skills by December 2014	Record of letters maintained for report purposes, photographs taken	Volunteers will be serious about work				
1.7. Volunteers will design stimulating activities that can be used in the interactive one on one sessions with students	At least one project meeting per month geared towards creating teaching and learning aides	Stationery, learning aides specialist to facilitate project meetings	At least one resource cabinet created to maintain data bank of various teaching and learning resources	Maintained bank of resources, photographs taken at meetings. Attendance register kept	Volunteers will see the worthwhileness of creating learning aides				
1.8. Volunteers will engage at least 10 remedial students in at least one individual session per week focusing on literacy and numeracy skills in at least three (3) placements	At least twenty (20) individual sessions each completed for at least 30 remedial students by the end of December 2014	Resources such as papers, markers, teachers, sports and music volunteers, audio visuals, practice papers, literacy and numeracy games, incentives	At least 50% increase in the literacy skills of at least 30 participating remedial students by December 2014	Grade book showing performance of students before and after intervention	Practice sessions will be a scheduled activity on the school's timetable.				
<b>Goal 2: To increase classroom support to at least fifty (50) remedial students in primary schools by the end of 2014</b>									
Actions	Output	Input	Indicators	Means of Verification	Assumptions	Responsibility	Monitoring	Evaluation	
2.1. Provide individualized attention to at least 15 special needs students in lower stream classes in each partnering primary school.	At least 50 special needs students catered to by the end of the school year.	Audiodiv learning aides, literacy assessment tools.	At least three tutoring sessions facilitated each week in each school by the end of the school year.	Attendance register of all students	Students will be pulled from regular class sessions for tutoring	Teaching volunteers, Teachers, Project Officer and Programme Development Manager	Teachers and volunteers will track and monitor students participation level and overall class performance.	Quarterly evaluation to ensure objectives are met.	
2.2. Develop a reading lab to ascertain professional assessment and diagnostic of all remedial students and provide relevant intervention.	One lab completed and functional in one school by the end of 2014	Books, literacy and numeracy diagnostic tools, reading specialist	Fifty students diagnosed by May 2014. At least 10 remedial students getting professional assistance after diagnosis by the end of 2014.	Official opening of lab, photographs taken, assessment report	Projects Abroad will provide funding and the Ministry of Education will assist in the provision of professionals		Monthly review of objectives, activities and outputs and make necessary adjustments to ensure objectives are being met	Evaluation sheet to be done by the end of each workshop to ensure objectives were met.	
2.3. Include at least one fun learning activity in all regular lessons in lower stream classes to diversify and improve classroom experience	At least five (5) activities completed each week, 20 activities per month and 60 activities by the end of the school term.	Resources such as papers, markers, teachers, sports and music volunteers, audio visuals, literacy and numeracy games, incentives, cultural items from volunteers	At least a 50% improvement in student participation in class lessons and activities by the end of 2014.	A survey done of the classroom experience by July 2014 and another done at the end of 2014. Star chart kept in all classes to capture students' participation.	There will be a consistent number of volunteers arriving each month. Teachers will be receptive to activities.			Review process on a yearly basis to measure outcome	
2.4. Organize monthly workshops with volunteers to help them identify areas of weakness in literacy and numeracy among the children	At least twelve (12) workshops facilitated towards identifying weaknesses in literacy and numeracy will be held by the end of 2014	Professionals in specialty areas, training materials		Attendance register of volunteers, photographs taken, improved classroom experience for volunteers and students.	Selected students will participate in all activities.				
2.5. Organize weekly follow up sessions with Project Officer and volunteers to provide support and feedback on activities	At least four project meeting facilitated per month to ensure volunteers are meeting targets	Relevant resource materials on teaching literacy and numeracy		Attendance register of volunteers, photographs taken, improved classroom experience for volunteers and students.	Resources will be provided by the UK office to support activities				
2.6. The use of one guest speaker in at least one project meeting per quarter to provide expert advice on how to motivate students to read.	At least four (4) project meetings per year on topical focus facilitated with volunteers								
2.7. Volunteers will design stimulating activities that can be used in the interactive one on one sessions with at least 50 students	At least one project meeting per month geared towards creating teaching and learning aides	Stationery, learning aides specialist to facilitate project meetings	At least thirty stimulating activities designed and used in one on one sessions by December 2014.	Maintained bank of resources, photographs taken at meetings. Attendance register kept					
2.8. Volunteers will engage at least 10 remedial students in at least one individual session per week focusing on literacy and numeracy skills	At least twenty (20) individual sessions completed for at least 50 remedial students by the end of December 2014	Resources such as papers, markers, teachers, sports and music volunteers, audio visuals, practice papers, literacy and numeracy games, incentives	At least 50% increase in the literacy skills of at least 50 participating students by December 2014	Grade book showing performance of students before and after intervention					
<b>Goal 3: To provide support to at least five hundred (400) needy students through the scholarship and education fund and breakfast programme by the end of 2014</b>									
Actions	Output	Input	Indicators	Means of Verification	Assumptions	Responsibility	Monitoring	Evaluation	
3.1. Maintain a donation barrel for back to school items to be donated to students at the beginning of each school year	At least 100 students will be assisted at each teaching placement by the end of 2014	Barrel, back to school items	At least a 100 students assisted in four (4) partnering school by December 2014	Applications documented and filed. Photographs taken, media highlights	Items will be donated.	Scholarship Committee and School Principals	Teachers will monitor performance of students to ensure they meet scholarship requirements. Project Officer will monitor Scholarship and Education fund recipients to ensure there is equity in distribution.	Review process on a yearly basis to measure outcome	
3.2. Conduct one media promotion of the education and scholarship fund each year to increase possible donors	One media highlight by August 2014	Decorated barrel, photographs, donor contributions	At least one media highlight by August 2014 with 50% increase in awareness of fund by all partners		We will get one sponsor to be the first to donate at the first media promotion	Project Officer, Information Management Personnel, Programme Development Manager	Scholarship committee will track donations		
3.3. Actively promote through social media the donation barrel so that all partners are aware of initiative and can participate if they choose to	Increased national and international awareness of the Projects Abroad Jamaica Scholarship and Education Fund	Computer, photographs	At least 5 partners participating in the initiative through sponsorships or donations.		We will get international and local sponsorship outside of Projects Abroad				
3.4. Volunteers helping to identify needy students at placement and developing a database	At least 100 needy students identified by volunteers at each placement by the end of 2014.	Logbook, pens	A database of at least 600 students from which to make selections for the Scholarship and Education Fund.		Projects Abroad will provide at least the same sum given in 2013				
3.5. Volunteers involved in handing out donations to needy students	At least 30 volunteers participating in the Scholarship and Education Fund Ceremony.	Bursary, cheques, back to school packages and other gifts	Four hundred (400) needy students being fed at each school						
3.6. Facilitate one school feeding activity per quarter for at least 100 needy students	Four schools will benefit from breakfast project which will serve at least 400 needy students	Food items, breakfast boxes							
3.7. Facilitate one hand over ceremony to scholarship and education fund to recipients - 12 students	At least 12 students will benefit from scholarship and education fund	Educational supplies	At least 6 schools and twelve (12) students will benefit from the scholarship and education fund by August 2014.						
3.8. Provide scholarships and bursary to at least 12 needy students	At least 10 needy students will receive scholarships and bursary	Monetary contribution	At least five (5) schools and ten (10) needy students will benefit from the scholarship and bursary by August 2014.						
<b>Goal 4: To improve the reading, attendance, punctuality and discipline of at least one thousand (1,000) students in primary and high schools over the next two years.</b>									
Actions	Output	Input	Indicators	Means of Verification	Assumptions	Responsibility	Monitoring	Evaluation	
4.1. Conduct one RAPD introduction event in all new target schools on the Teaching Programme by May 2014	At least three RAPD introduction events held by May 2014	RAPD outline, papers, printing, refreshments	At least 30% of student population in each school participating in RAPD by December 2014	Photographs taken of ceremonies. Signed MOU with schools newspaper highlights	New schools will be receptive to the idea	Volunteers, teachers, Guidance Counsellors Project Officer, Programme Development Manager, Principals	Project Officer will monitor the implementation of events.	Process reviewed each year to measure outcome	

4.2	Host at least one RAPD event in four (4) schools per term	At least two RAPD events held at the end of each year in each participating school (totaling eight (8) events), four by June 2014 and four by November 2014	Medals, trophies, certificates, guest speakers	At least a 30% increase of student population participating in RAPD by 2015		Teachers will be supportive and will motivate the students to participate		Teachers and volunteers will track and monitor progress of students.	Evaluation sheet to be done by volunteers at the end of each workshop to ensure objectives were met.
4.3	Implement one interschool RAPD competition by November 2014	At least one RAPD interschool competition held by November 2014	Medals, trophies, certificates, gift incentives, giveaways, refreshment, transportation	At least 30% improvement in each school's reading attendance, punctuality and discipline by December 2014		Students will participate in events		Monthly review of objectives, activities and outputs and make necessary adjustments to ensure objectives are being met	
4.4	Implement one RAPD award category in the Projects Abroad Jamaica Scholarship and Education fund for most outstanding RAPD student	At least one student assisted with education funding each year	Back to school items and cash incentives			There will be a consistent number of teaching volunteers arriving each month.			
4.5	Facilitate one media promotion of most outstanding RAPD school each year	RAPD highlights in at least one mainstream media				Selected students will participate in all activities			
4.6	Organize monthly workshops with volunteers to help them identify areas of weakness in literacy and numeracy among the children	At least twelve (12) workshops facilitated towards identifying weaknesses in literacy and numeracy will be held by the end of 2014	Professionals in specialty areas, training materials			Resources will be provided by the UK office to support activities			
	Organize weekly follow up sessions with Project Officer and volunteers to provide support and feedback on activities.	At least four (4) project meeting facilitated per month to ensure volunteers are meeting targets	Relevant resource materials on teaching literacy and numeracy						
4.7	Engage volunteers in identifying outstanding students who qualify for RAPD awards								
<b>Summary of Key Performance Indicators (KPIs)</b>									
	<b>Actions</b>	<b>Output</b>	<b>Input</b>	<b>Indicators</b>	<b>Means of Verification</b>	<b>Assumptions</b>	<b>Responsibility</b>	<b>Monitoring</b>	<b>Evaluation</b>
5.1	Set up diagnostic and assessment tools for adult participants and create literacy modules for project standards by the end of 2014	All participants will be assessed and individualized lessons created accordingly	Assessment tools, reading materials, phonics softwares, created modules	At least fifty(50) adult participants assessed by May 2014.	Assessment tools, modules created and	We will get the relevant materials for diagnostics based on national standards for adult literacy	Volunteers, placement/community liaison, Placement Coordinator, Project Officer, Programme Development Manager	Project Officer and placement coordinator will monitor use of diagnostic tools to measure effectiveness	Quarterly review of process
5.2	Conduct training with volunteers in adult literacy each month based on modules	At least twelve (12) training sessions held by the end of 2014 geared towards adult literacy.		At least one (1) training session geared towards adult literacy, held for volunteers per month, by the end of 2014	Attendance register, photographs	Volunteers will be fluent in English and mature to take on project activities		Monthly review of objectives, activities and outputs and make necessary adjustments to ensure objectives are being met	Quarterly evaluation done to verify objectives are being met.
5.3	Facilitate at least 1 hour of literacy classes with adult participants based on modules and individual assessment each day	At least 4 hours of literacy classes facilitated each week with each participant.		At least five participants seen each week for classes	Students files	Participants will consistently attend classes despite stigma attached to illiteracy			
5.4	Facilitate at least 1 hour of numeracy classes with adult participants based on modules and individual assessment each day	At least 4 hours of numeracy classes facilitated each week with each participant.		At least five participants seen each week for classes	Student files	There will be a consistent number of teaching volunteers arriving each month who are able to facilitate the CLP			
5.5	Facilitate graduation ceremony for participants who have completed the module and reached functional literacy	One graduation ceremony conducted each year	Certificates, refreshments, guest speakers	At least 50 participants completing modules and ready for graduation by December 2014	Programme, pictures, certificates	Participants will complete the modules			
5.6	Organize monthly workshops with volunteers to help them identify areas of weakness in literacy and numeracy among the participants.	At least twelve (12) workshops facilitated towards identifying weaknesses in literacy and numeracy will be held by the end of 2014	Professionals in specialty areas, training materials		Attendance register, photographs	Selected students will participate in all activities			
5.7	Organize weekly follow up sessions with Project Officer and volunteers to provide support and feedback on activities.	At least four project meeting facilitated per month to ensure volunteers are meeting targets	Relevant resource materials on teaching literacy and numeracy		Attendance register, photographs	Resources will be provided by the UK office to support activities			
5.8	Facilitate one literacy mini-fair with community members to alleviate the stigma attached to illiteracy	At least one literacy mini-fair facilitated with community members by the end of September 2014.	Professionals in adult literacy, certificates, training materials, refreshments		Event schedule, pictures, attendance register				