ARP Phase I Implementation Progress Report

ACADEMIC RECOVERY PROGRAMME
Phase II

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Sarah-Lee Gonsalves

Callista Regis

Ghislaine Megha-Bongnkar

Björn Haßler

Organisation of Eastern Caribbean States

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1. Introduction

Since the onset of the COVID-19 pandemic, the OECS' Education Development Management Unit (EDMU) has been committed to mitigating the learning loss brought about by the pandemic. In this regard, the EDMU designed an Academic Recovery Programme (ARP) tailored to the socio-economic and contextual situation of the four focus countries of Dominica, Grenada, Saint Lucia, and Saint Vincent and the Grenadines.

The aim of the ARP was to:

- improve student learning outcomes amid the 'new normal' of blended learning delivery;
- Improve academic performance of disadvantaged students;
- Improve the cross-sectoral system for supporting academically disadvantaged students.

In this context, Open Development and Education (hereinafter referred to as 'we') is working with the OECS' EDMU to investigate the progress made thus far on the ARP implementation in the four focal countries. This report will be used to further revise the OECS ARP and inform future projects.

In particular, the report will provide an update on:

- the different approaches each member state took for designing and implementing the ARP;
- the different components of the ARP each Member State focused on;
- some challenges each Member State has faced in designing or implementing the ARP;
- the progress each Member State has made in the implementation of the ARP.

1.1. The Academic Recovery Programme

The ARP was designed following an extensive review of academic and publicly available literature on accelerated learning and academic recovery, as well as interviews with teachers, government officials, and other education stakeholders across the four focus countries of Dominica, Grenada, Saint Lucia, and Saint Vincent and the Grenadines. It was therefore based on following evidence-based design principles (↑OECS, 2021):
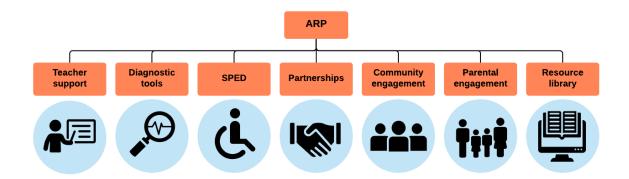
- face-to-face learning in a shared space is critical;
- recruit and train the instructors;
- design a comprehensive diagnostic assessment tool;
- use data to make decisions and track outcomes;

- consider small-scale pilot experimentation before scaling the ARP;
- targeting and raising awareness;
- make the process participatory:
  - get teachers involved in the design process;
  - get parents involved;
  - listen to students;
  - include disadvantaged groups and disabled students;
  - work with partners and contractors.
- be flexible and consider students' livelihoods;
- evolve pedagogical approaches;
- the programme must give value for money;
- ensure students have the resources needed to participate;
- reduce class sizes.

1.1.1. Components of the ARP

Based on the findings from the literature review and the interviews, the OECS ARP was designed, incorporating the components in the diagram below.

Figure 1. Components of the OECS ARP

Based on this framework, member states were advised to design their own ARPs, based on the country-specific needs and as such not attribute equal weighting to the various components.

2. Evaluation Methodology

To evaluate the ARP, we adopted the 6Ps ('six Ps' framework as a systemic approach to understanding and assessing change in dynamic settings (↑Haßler et al., 2021). We opted to use this approach to facilitate the identification of programme and system components that either enabled or limited the impact of the ARP. As a result, our evaluation explored the following areas.

- **People.** All stakeholders involved in the ARP including learners, teachers, school leaders, support workers, communities, parents and SPED practitioners.
- **Practices.** The practice(s) of those people, including teaching and learning behaviours, pedagogy, and socioemotional responses.
- **Places of learning (formal, non-formal and informal).** This includes learning contexts for children, educators, researchers, and policymakers such as educational authorities, non-governmental organisations (NGOs), and international donors.
- **Provision of human and material resources.** The human and material resources associated with the ARP ranging from the required infrastructure for delivering the ARP to more granular implementation guidance.
- **Products and resources.** Products and resources to aid teaching and learning: textbooks, educational materials, equipment, and technology devices.
- **Policies.** Official frameworks, including guiding concept notes, work plans and more.

2.1. Evaluation Tools

For the evaluation of the ARP we used a multipronged approach which included semi-structured interviews, artefact-based interviews and Likert scale surveys.

- **Semi-structured interviews.** We conducted semi-structured interviews with key informants and stakeholders from the ministry of education from each of the participating member states. In this regard, we prepared a detailed set of questions for participants, drawing on our experience of conducting artefact-based interviews. In addition, we used the otter.ai service for artificial- intelligence-based automated transcription. The interview protocol was as follows:

Table 1. Interview Protocol for the ARP Evaluation

Topic	Questions
Cross-sectoral collaboration & coordination	- Which agencies/organisations have you collaborated with to implement the ARP? - If not, do you plan on working with any organisations in the future? If yes, who? - What strategy are you using for collaboration with other organisations? What existing initiatives should be included in when working closely with other organisations?
ARP Implementation gaps	- What components did you focus on for the ARP? - In your implementation of the ARP, what other components do you think should be added, and how should they be integrated? - What grades did you design your ARP for? So far, what have you done very well, and what needs improvement? - Did you (or do you plan to) include(ed) activities that were not part of the implementation tool? - If so, what are they, and why did you include them?
ARP Progress	So far, how would you describe your progress in the implementation of the components that you have chosen?
Challenges	In implementing the ARP, what are some of the challenges you encountered, and how did you overcome them?
Funding & Resources	What extra funding or resources do you think is needed to make the ARP implementation more effective?
ARP 2 Recommendations	- What recommendations do you have for the effective implementation of ARP 2? - Are there any other comments you would like to add? - Can you share the ARP which you designed?

- **Artefact- based interviews.** We provided the ARP results-based management framework for participants to appraise.
- **Survey.** We designed an online Likert scale survey for teachers and principals to evaluate the ARP

2.2. Evaluation Participants

For the evaluation of the ARP, we aimed to target ministry staff, principals and teachers. At the time this report is being drafted, we have only engaged with Ministry officials in each of the member states. The number of responses to the survey by teachers and principals are not enough to be analysed at the moment. Results of the survey will be updated once we get the responses from teachers and principals.

Table 2. Number of participants engaged in each Member State

Member State	Stakeholder	Total # engaged	Consultation method
Dominica	Ministry staff	2	Key informant interview
Grenada	Ministry staff	2	Key informant interview
Saint Lucia	Ministry staff	3	Key informant interview
Saint Vincent & the Grenadines	Ministry staff	2	Key informant interview

3. Overview of key findings

This section presents a synthesis of the findings from the interviews before providing more granular detail on the needs of participating OECS member states. For ARP 1, four participating member states reported their progress and aspirations. As you will see below, the participating islands are at various stages in the implementation of ARP 1.

3.1. Key findings in participating member states

The following sections provide an overview of findings on the state of the ARP in the participating OECS member states.

3.1.1. Dominica

The ARP in Dominica targeted grades K-5, with an emphasis on grades K-1. Dominica focused on three components of the ARP (see Appendix 1):

- Component 1. Supporting teachers and instructors, parent and student support;
- Component 2. Diagnostic tools and assessment;
- Component 3. Special education and disability (SPED).

3.1.1.1. ARP Progress

For component 1, they have currently completed the process of planning professional development sessions for teachers and selecting facilitators. They are currently in the process of planning psychosocial support for teaching staff and instructors, as well as producing and distributing professional development materials. Other activities in progress are the ongoing monitoring of the professional development sessions and the planning and co-facilitation of these PD sessions. They mentioned that they would not be creating any communities of practice, as they already existed before the ARP. However, it was unclear how they plan to leverage on these communities of practice and engage them to facilitate the implementation of the ARP.

Regarding component 2, they are currently in the process of delivering professional development sessions on diagnostic tests and assessments. All the other activities in this component such as administering diagnostic tests, monitoring diagnostic test data and incorporating these results into lesson plans and reteaching activities have not yet started. Lastly, they mentioned that they would not be designing diagnostic tests for SPED children, as it already exists.

For component 3, the ministry of education already had some ongoing initiatives for SPED children such as planning and administering diagnostic tests, building partnerships with parents and caregivers and keeping records of children living with disabilities prior to the ARP.

- **The pre-referral student support system programme** was one of these initiatives. Its approach was to identify students at risk and have a team of specialists design an intervention plan. Training sessions were delivered digitally to all primary school teachers. They are currently conducting progress monitoring training with teachers to facilitate implementation and interpretation of diagnostic tests upon resumption of schools. This training is ongoing on a district level and at the time this report is being written, training has already been undertaken in 3 districts.
- **The Mico Reading Programme** and **the Mico Diagnostic Test** was developed in collaboration with Mico University in Jamaica, which they plan to introduce within the context of the ARP. So far, 30 teachers have been trained within the context of this initiative.

These activities were therefore not undertaken within the context of the ARP. The ARP organising committee are currently in the process of identifying SPED children, planning support and referrals for them, sourcing for content as well as delivering professional development sessions to SPED teachers. However, they are yet to clearly define the roles and responsibilities of stakeholders such as the department of health within the context of the ARP.

3.1.1.2. Cross-sectoral collaborations

Dominica reported that they are yet to engage in any cross-sectoral collaborations for the delivery of the ARP. However, there are ongoing interventions through the ministry of education to engage stakeholders out of the context of the ARP implementation. For example, the ministry of education is currently working on a programme to engage parents and caregivers more.

3.1.1.3. Challenges

- A major challenge being faced by the ARP implementation team is the lack of face-to face contact, specifically with the delivery of professional development sessions. Teachers therefore spent a lot of time online, and as such they developed zoom fatigue.
- Another major setback was the ongoing COVID-19 pandemic, which affected the general rollout, timing and delivery of the ARP.

3.1.1.4. Additional Components

Regarding additional components, they noted that ARP 1 is very comprehensive as it includes various stakeholders in education. However, they highlighted the need

for the ARP to place greater emphasis on integration of technology, internet safety and students.

3.1.1.5. Funding and Resources

To date, Dominica has not shared the information on funding.

3.1.1.6. ARP2 Recommendations

Further support and capacity building in project and programme management should be considered.

3.1.2. Grenada

Similar to Dominica, Grenada focused on three components of the ARP (see Appendix 2):

- Component 1. Supporting teachers and instructors;
- Component 2. Diagnostic tools and assessment;
- Component 3. Special education and disability (SPED);

3.1.2.1. ARP Progress

Regarding Component 1, they have made significant progress as professional development sessions have already been planned, relevant PD materials have been produced and distributed and sessions have been delivered. They are currently in the process of establishing a support network for teachers, as well as planning psychosocial and social support for teaching staff and instructors. They are equally evaluating the PD sessions that were previously delivered to teaching staff and instructors.

For Component 2, diagnostic tests have been administered, and the results have been analysed. They are yet to incorporate these results into lesson plans and teaching activities. They have equally not yet designed diagnostic tests for SPED children.

Concerning Component 3, significant progress has been made towards recruiting and training more SPED instructors as well as providing resources to these instructors. For example, they have trained approximately forty special education assistants. In addition, SPED teachers work closely with schools. The ARP planning team equally collaborated with the ministry of education to diagnose SPED students and design intervention plans. They are currently in the process of engaging SPED parents by building partnerships and rolling out an awareness campaign.

3.1.2.2. Cross-sectoral collaboration and coordination

The ARP planning team has been collaborating closely with the school support services team, and the ARP planning team comprises some members from this team. As such, the school support team is always "well-informed and well involved" in any ongoing ARP activities. The school support services team therefore knows exactly what is required of them and how their activities fit into the bigger picture of the ARP.

3.1.2.3. Challenges

- Teacher buy-in to the ARP remains a major challenge in Grenada.

- In addition, focal points reported challenges linked with planning, designing and implementing the ARP in a blended learning environment.
- Covid 19 Pandemic made it difficult to roll out the activities, which placed an extra burden on teachers. Consequently, it is uncertain whether all schools implemented the ARP as it was begun during the 2nd wave of the Covid 19 lockdowns.

3.1.2.4. ARP implementation gaps

The focal points reported that the ARP 1 does not specify how it can be integrated with existing initiatives, to make it more sustainable. They therefore highlighted the need for a more robust ARP that does not only respond to the COVID-19 pandemic, but also responds to other events that disrupt education, such as natural disasters.

3.1.2.5. Funding and Resources

Focal points mentioned that more funding is needed for procurement of materials or learning resources for student groups with the greatest learning loss. They noted that to effectively support these students, the approach must be different, as there must be opportunities for active participation or engagement. To this end, there is a need for appropriate teaching and learning materials to be used within a supportive environment.

3.1.2.6. ARP2 Recommendations

 Grenadian focal points noted that the Ministry of Education must ensure principals and teachers are clear on the purpose of the ARP. This can lead to greater buy-in from educators. They also pointed out that sharing the monitoring and evaluation plan with stakeholders should be done at the start of the implementation process. Finally, they recommended that monitoring of the activities planned and holding educators accountable is important for effective implementation.

3.1.3. Saint Lucia

Saint Lucia focused on four components of the ARP(see [Appendix 3](#)):

- Component 1. Supporting teachers and instructors;
- Component 2. Diagnostic tools and assessment;
- Component 4. Resource library: Open Educational Resources;
- Component 5. Engaging and supporting parents.

For component 1, most of the suggested activities are undertaken, with the exception of a few. Psychosocial activities will not be undertaken as they are taken up by other programmes within other departments. Most of the TPD activities are in progress with TPD evaluation, co- facilitation and delivery and session plans to be executed this year.

For diagnostic assessment, component 2, planning and administering tests, monitoring test data and incorporating data in teaching activities are ongoing. There is some confusion around building a diagnostic test, therefore, it is unclear whether this activity will be undertaken. In addition, TPD on diagnostic tests have not yet started.

The activities for component 4 will be undertaken, but have not yet started. However, for component 5, conducting parental assessment, supporting parental needs assessment, developing engagement protocols and communicating information to the designated authorities are all ongoing. In addition, strengthening links with the PTA was done in the summer and continues. Activities involving data collection, making referrals, reviewing and updating content for parents, developing new content for parents and media promotions activities have not yet been done.

3.1.3.1. ARP Progress

St. Lucian focal points reported that the ARP took the form of a Summer programme for grades K-5 in July in which 1300 students participated. From informal interviews with teachers and students, focal points revealed that teachers and students spoke highly of the ARP.

3.1.3.2. Cross-sectoral collaboration and coordination

Focal points revealed that the strategy engaging multi-agency integration was to target group leaders and equip them with information about the ARP. Useful information such as the rationale for the ARP, frequent updates ect. were revealed as key ways to keep group leaders engaged, particularly as some of them have children or grandchildren in the participating schools. In order to maintain effective communication with group leaders, focal points reported memos should

be used for cross department communication. In addition, they noted that the use of brochures and the communication unit are important means of keeping stakeholders informed and involved. In essence, they noted that close communication throughout the ARP implementation process is a necessary strategy to keep group leaders involved.

Focal points reported that they collaborated with the School Feeding Program to budget and prepare meals; the Aquatic Centre to provide facilities for swimming; sports personnel to teach Yoga; other faith-based organisations to provide pastoral support.

3.1.3.3. ARP implementation gaps

Although the implementation tool was exhaustive, St. Lucian focal points reported that there should have been more emphasis on instructional strategies such as blended learning, virtual instruction and remote instruction. They noted that existing information on blended learning in the current implementation guidance could have been outlined further to elicit more focused support. Focal points also reported that ARP1 would have benefited from guidelines on disaster preparedness and well-being of students, such as self-esteem and spirituality.

3.1.3.4. Challenges

Focal points reported that there were issues with availability of teaching and learning resources.

3.1.3.5. Funding and Resources

Focal points point out that there were challenges with teaching and learning resources; therefore, funds should be allocated to these resources to make them more readily available.

3.1.3.6. ARP 2 Recommendations

Clearer guidelines on specific instructional strategies for blended learning were reported as lacking in the ARP. Therefore, focal points noted that strategies such as remote teaching and learning would strengthen the guidelines in the implementation tool for ARP1.

3.1.4. Saint Vincent & the Grenadines

St. Vincent and the Grenadines focused on all components, with an emphasis on 3(see Appendix 4):

- Component 1. Supporting teachers and instructors;
- Component 4. Resource library: Open Educational Resources;

- ● Component 5. Engaging and supporting parents.

For component 1, emphasis was placed on all required activities except psychosocial needs of teachers and instructors, as another department is responsible for overseeing that aspect. No mention was made of the intention to collaborate with the department responsible for the psychosocial needs of teachers, even though it was expressed as a concern. As such, facilitator selection, co-facilitation delivery, TPD planning and evaluation, TPD session plans and support network for teachers are all done and ongoing in some cases. TPD planning and material production and distribution are all in progress.

For Component 4, all activities are being undertaken. Specifically, a local online resource library has started with curious learning and gamification incorporated. Focal points reported that the aim is to synthesise all resources to assist with ease of access and coordination. Content review and OER testing and teacher competency are completed whereas content inventory, content sourcing, content curation and alignment, activities to do with resource allocation, storage and access management and material development are all in progress.

For component 5 activities involving the role of counsellors, counsellor engagement and data collection will not be undertaken. However, activities to do with content or resources for parents, rolling out content, protocols for parental engagement and communicating information to designated authorities are all in progress. Activities to be done include: support for dissemination of resources to parents, referral activities, support for parental needs assessment, strengthening links with PTA and informing parents regarding new content. The radio campaign and conducting parental needs assessment have been completed.

3.1.4.1. ARP Progress

Although St. Vincent attempted to integrate aspects of all components into the implementation of the ARP, they prioritised supporting teachers, engaging and supporting parents and the OER resource library. The resource library became a greater priority when a volcanic eruption occurred during the pandemic. In executing the ARP, focal points reported that they decided to use an after school and face-to-face approach because of the age group they are working with. Teachers in the classroom used a blended learning approach. For K-3, ARP content and programme was delivered in regular classes. The decision to use this approach was difficult as the island battled with COVID-19, a volcanic eruption, Dengue Fever and vaccination issues Foot and Mouth disease. They noted that their data suggests that face to face is more effective than other approaches. They also revealed that diagnostic tests were carried out for grades K-5.

Focal points reported that the ARP was introduced to all primary schools in May. Grades K-3 teachers were trained, diagnostic tests were done for K-5 and a

Gamification workshop was held. Focal points reported that recruitment was done in October and training in November. Four Language Arts and Maths workshops were held for grades K-3 and 25 schools were selected for participation, including SPED. A SPED handbook is being prepared to assist caregivers. Handbooks are expected to be delivered in January.

3.1.4.2. Cross-sectoral collaboration and coordination

 The key multi-agency collaboration reported was working with parents. A number of steps are taken to engage parents from a variety of backgrounds. For example, VC3TV for promotion, public announcements using loudspeakers for parents who have no internet access and government printery for resources and materials.

3.1.4.3. ARP implementation gaps

Although we included psychosocial considerations in the ARP implementation tool and guidelines, focal points singled it out as a missing component to be included in the ARP. In this regard, meetings were held with key stakeholders from other programmes (PEARL, Let's REAP, Curious Learning) to solicit support and to discuss other components that could be integrated in supporting the psychosocial needs of teachers.

3.1.4.4. Challenges

Focal points reported that a shortage of facilitators hindered the progress of the ARP. They noted that other concurrent programmes require facilitators. In the end, only 140 were engaged instead of the planned 250 because of facilitator shortages. As a result of this situation, focal points reported that there are plans to recruit more facilitators in January, or use teachers to implement the ARP in the classes throughout the programme duration. Focal points also reported that more time should be given for the execution of the ARP. Finally, they noted that COVID-19 Pandemic hindered effective ARP 1 implementation and peer facilitator interaction.

3.1.4.5. Funding and Resources

Focal points point out that funding will be needed to effectively engage parents, to hire new facilitators and retain current ones, and to acquire services and resources to assist struggling students and their families.

3.1.4.6. ARP 2 Recommendations

Although not directly stated, focal points reported that more time is needed for the implementation of the ARP.

3.2 Programme management and project monitoring and evaluation perspectives from the OECS EDMU

From the perspective of the OECS EDMU, one of the most prominent challenges that impacted the implementation of the OECS ARP Phase I was the composition and expertise of implementation teams in each Member State. Before any further planning is done for new projects, it is necessary to address this capacity gap in Member States. Alternatively, strategic partnerships can be sought with other public and private partners to help facilitate project management and implementation in the future.

Another challenge that was highlighted from the EDMU team was the lack of relevant data collection and record keeping in Member States. Future initiatives such as the Programme for Educational Advancement and Relevant Learning (PEARL) project should address this challenge by focusing explicitly on strengthening data collection and records management.

4. Recommendations and considerations for ARP 2

4.1. Embed/integrate the ARP with existing initiatives

Integrating the ARP with existing initiatives is pivotal to ensuring a successful implementation of the ARP as well as the sustainability of the programme. A major challenge highlighted by participating member states is the difficulty integrating the ARP with other existing initiatives. ARP 2 will therefore focus on exploring various integration strategies for the ARP and providing actionable recommendations on various paths that can be taken to achieve full integration.

4.2. Involve stakeholders very early in the process

The evaluation process highlighted that though member states were keen on collaborating with stakeholders across the education sector, some of them involved the stakeholders in later stages when the project was already advanced. As such, it was sometimes challenging to get buy-in from these stakeholders or ensure full participation. In Grenada, for example, teacher buy-in was identified as a major challenge to implementing the ARP. This posed challenges for integration. It is therefore recommended that relevant stakeholders be identified very early in the planning and design stages, and are actively involved in the planning process. In addition, the roles and responsibilities of stakeholders should be clearly defined, and they should be informed of all programme activities and changes where necessary. ARP 2 will therefore place a strong emphasis on leveraging partnerships and engaging stakeholders effectively for the successful implementation of the ARP.

4.3. Focus on a few components relevant to the needs of the island

There are different pathways to academic recovery, and recommend that each member state should focus on a few components of the ARP and design an appropriate ARP based on the needs of their respective islands. The interviews revealed that some member states focused on all components, and this significantly slowed down the planning and implementation process. Concerning Saint Vincent & the Grenadines, for example, they focused on all components with emphasis on a few. Consequently, ARP 2 will focus on designing a diagnostic tool member states can use in identifying what core components to focus on.

4.4. Collaborate and share resources across islands

The interviews revealed the need for collaboration across islands and highlighted several potential areas for collaboration. One of such areas is the content sourcing initiative currently ongoing in the participating member states. Most islands are currently engaged in sourcing content for students at different grade levels. Given that they all have the same curriculum, collaborating to make content available regionally can be more cost-effective and efficient. ARP2 will therefore focus on exploring to what efforts these initiatives can be coordinated across member states.

4.5. Allow more time for effective ARP implementation

During the interview, several islands highlighted issues with time constraints as a barrier to effective ARP implementation. Coping with the constant changes precipitated by the pandemic, the demands of teaching and executing the ARP proved challenging. Thus, given the uncertainty brought about by the pandemic, it was felt that more time should have been allocated for the ARP execution to make up for time lost in the frequent transitions from face-to-face to remote teaching and learning.

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Appendix 1. Progress report of ARP in Dominica

Component	Activities	State
Component 1. Supporting teachers and instructors, parent and student support	Planning psychosocial and social support for teaching staff and instructors	IP
	Establish support network for teachers	X
	TPD - Session plans	IP
	Implementing psychosocial / social support for teaching staff and instructors	Unknown
	TPD - Facilitator selection	D
	TPD - Planning	D
	TPD - Material production and distribution	IP
	TPD - Evaluation	IP
	TPD - Co-facilitation and delivery	IP
Component 2. Diagnostic tools and assessment	2.1.1. Monitoring of diagnostic test data	NY
	2.2.1. Planning and administering diagnostic tests	NY
	2.2.2. Incorporate test results into lesson plans and pre- and reteaching activities	NY
	2.2.3. Building diagnostic tests for SPED	X
	2.2.4. Delivery of TPD on diagnostic tests	IP
Component 3. Special education and disability (SPED)	3.1.1. Evaluate the current digital divide with regard to SPED	X
	3.1.2. Ensure robust M&E systems and identification processes	NY
	3.1.3. Clearly define the roles of stakeholders	Unknown
	3.1.4. Close technology and resource gaps	D
	3.1.5. Provide resources to teachers and instructors	IP
	3.1.6. Build partnerships with parents / caregivers	X - Being facilitated by MOE outside of ARP
	3.1.7. Work towards increased staffing	X
	3.1.8. Content sourcing for SPED	IP
	3.1.9. Recruit and train more SPED teachers and instructors	X
	3.2.1. Collaborate with MoE on diagnosis	IP
	3.2.2. Collaborate with MoE on strategy	Unknown
	3.2.3. Contribute to designing of TPD	D
	3.2.4. Awareness campaign rollout	X
	3.3.1. Engage with SPED identification processes	IP

	3.3.2. Partnerships with SPED specialists and organisations	X
	3.3.3. Keep records of SPED students	Already a part of MOE SPED Unit processes
	3.4.1. SPED student evaluation / planning	Already a part of MOE SPED Unit processes
	3.4.2. Engaging parents of SPED students	NY
	3.4.3. Supporting SPED students	IP
	3.4.4. Participate in TPD sessions	IP
	3.4.5. Keep records, use support plans and referrals	IP
	3.4.6. Source for content online	Unknown
	3.4.7. Administer diagnostic tests and deliver feedback	NY

Appendix 2. Progress report of ARP in Grenada

Component	Activities	State
Component 1. Supporting teachers and instructors	Planning psychosocial and social support for teaching staff and instructors	IP
	Establish support network for teachers	IP
	TPD - Session plans	D
	Implementing psychosocial / social support for teaching staff and instructors	Unknown
	TPD - Facilitator selection	D
	TPD - Planning	D
	TPD - Material production and distribution	D
	TPD - Evaluation	IP
	TPD - Co-facilitation and delivery	D
Component 2. Diagnostic tools and assessment	2.1.1. Monitoring of diagnostic test data	D
	2.2.1. Planning and administering diagnostic tests	D
	2.2.2. Incorporate test results into lesson plans and pre- and reteaching activities	NY
	2.2.3. Building diagnostic tests for SPED	NY
	2.2.4. Delivery of TPD on diagnostic tests	X
Component 3. Special education and disability (SPED)	3.1.1. Evaluate the current digital divide with regard to SPED	NY
	3.1.2. Ensure robust M&E systems and identification processes	NY
	3.1.3. Clearly define the roles of stakeholders	NY
	3.1.4. Close technology and resource gaps	NY
	3.1.5. Provide resources to teachers and instructors	D
	3.1.6. Build partnerships with parents / caregivers	IP
	3.1.7. Work towards increased staffing	D
	3.1.8. Content sourcing for SPED	NY
	3.1.9. Recruit and train more SPED teachers and instructors	D
	3.2.1. Collaborate with MoE on diagnosis	D
	3.2.2. Collaborate with MoE on strategy	D
	3.2.3. Contribute to designing of TPD	D
	3.2.4. Awareness campaign rollout	NY
	3.3.1. Engage with SPED identification processes	IP
	3.3.2. Partnerships with SPED specialists and organisations	D
	3.3.3. Keep records of SPED students	NY
	3.4.1. SPED student evaluation / planning	NY

	3.4.2. Engaging parents of SPED students	IP
	3.4.3. Supporting SPED students	Unknown
	3.4.4. Participate in TPD sessions	Unknown
	3.4.5. Keep records, use support plans and referrals	Unknown
	3.4.6. Source for content online	Unknown
	3.4.7. Administer diagnostic tests and deliver feedback	Unknown

Appendix 3. Progress report of ARP in Saint Lucia

Component	Activities	State
Component 1. Supporting teachers and instructors	Planning psychosocial and social support for teaching staff and instructors	X (other programmes)
	Establish support network for teachers	Already exists and is institutionalised into system, so no need
	TPD - Session plans	Not yet (plan to execute from Jan)
	Implementing psychosocial / social support for teaching staff and instructors	X (other programmes)
	TPD - Facilitator selection	In progress
	TPD - Planning	In progress
	TPD - Material production and distribution	In progress
	TPD - Evaluation	Not yet
	TPD - Co-facilitation and delivery	Not yet
Component 2. Diagnostic tools and assessment	2.1.1. Monitoring of diagnostic test data	Ongoing
	2.2.1. Planning and administering diagnostic tests	Ongoing
	2.2.2. Incorporate test results into lesson plans and pre- and reteaching activities	Ongoing
	2.2.3. Building diagnostic tests for SPED	Unknown
	2.2.4. Delivery of TPD on diagnostic tests	Not yet
Component 4. Resource library: Open Educational Resources	4.1.1. Content inventory	Not yet
	4.1.2. Content sourcing	Not yet
	4.1.3. Review content	Not yet
	4.1.4. Content curation and alignment	Not yet
	4.1.5. Material development	Not yet
	4.2.1. Collate required inventory of resources	Not yet
	4.2.2. Resource allocation and pooling	Not yet
	4.2.3. Test OERs and ensure teacher competency	Not yet
	4.3.1. Resource inventory and allocation	Not yet
	4.3.2. Resource storage and access management	Not yet
	4.3.3. Ensure safeguarding of students and student information	Not yet
Component 5. Engaging and supporting parents	5.1.1. Conduct parental needs assessment	ongoing
	5.1.2. Review existing content created for parents	Not yet
	5.1.3. Update existing content for parents and	Not yet

	develop new content as needed	
	5.1.4. Roll out content	Not yet
	5.1.5. Radio campaign	Not yet
	5.1.6. Redefine counsellor roles	done (not specific to ARP)
	5.1.7. Develop plan for increasing the number of counsellors	X
	5.2.1. Support parental needs assessment	Ongoing
	5.2.2. Make information available to the designated authorities	Ongoing
	5.2.3. Inform parents about the availability of new content	Not yet
	5.2.4. Strengthen links with PTA	Done (summer school)/ongoing
	5.2.5. Developing engagement protocols for parents	Ongoing
	5.3.1. Disseminate and collect questionnaires	Not yet
	5.3.2. Submit questionnaire responses	Not yet
	5.3.3. Support dissemination of resources to parents	Not yet
	5.3.4. Identify, support, and refer	Not yet

Appendix 4. Progress report of ARP in Saint Vincent & the Grenadines

Component	Activities	State
Component 1. Supporting teachers and instructors	1.1.1. Planning psychosocial and social support for teaching staff and instructors	X another department is working with that aspect in another program
	1.1.2. Establish support network for teachers	D
	1.1.3. TPD - Session plans	D and will continue
	1.1.4. Implementing psychosocial / social support for teaching staff and instructors	X same reason as above
	1.2.1. TPD - Facilitator selection	D
	1.2.2. TPD - Planning	IP
	1.2.3. TPD - Material production and distribution	IP
	1.2.4. TPD - Evaluation	D and will continue
	1.3.1. TPD - Co-facilitation and delivery	D
Component 2. Diagnostic tools and assessment	2.1.1. Monitoring of diagnostic test data	D
	2.2.1. Planning and administering diagnostic tests	D
	2.2.2. Incorporate test results into lesson plans and pre- and reteaching activities	D
	2.2.3. Building diagnostic tests for SPED	NY
	2.2.4. Delivery of TPD on diagnostic tests	D
Component 3. Special education and disability (SPED)	3.1.1. Evaluate the current digital divide with regard to SPED	NY
	3.1.2. Ensure robust M&E systems and identification processes	NY
	3.1.3. Clearly define the roles of stakeholders	NY
	3.1.4. Close technology and resource gaps	
	3.1.5. Provide resources to teachers and instructors	IP
	3.1.6. Build partnerships with parents / caregivers	NY
	3.1.7. Work towards increased staffing	X
	3.1.8. Content sourcing for SPED	IP
	3.1.9. Recruit and train more SPED teachers and instructors	X
	3.2.1. Collaborate with MoE on diagnosis	D
	3.2.2. Collaborate with MoE on strategy	D
	3.2.3. Contribute to designing of TPD	IP

	3.2.4. Awareness campaign rollout	D
	3.3.1. Engage with SPED identification processes	Unknown
	3.3.2. Partnerships with SPED specialists and organisations	IP
	3.3.3. Keep records of SPED students	IP at school level
	3.4.1. SPED student evaluation / planning	NY
	3.4.2. Engaging parents of SPED students	NY
	3.4.3. Supporting SPED students	IP
	3.4.4. Participate in TPD sessions	IP
	3.4.5. Keep records, use support plans and referrals	IP
	3.4.6. Source for content online	D
	3.4.7. Administer diagnostic tests and deliver feedback	D
Component 4. Resource library: Open Educational Resources	4.1.1. Content inventory	IP
	4.1.2. Content sourcing	IP
	4.1.3. Review content	D
	4.1.4. Content curation and alignment	IP
	4.1.5. Material development	IP
	4.2.1. Collate required inventory of resources	IP
	4.2.2. Resource allocation and pooling	IP
	4.2.3. Test OERs and ensure teacher competency	D
	4.3.1. Resource inventory and allocation	IP
	4.3.2. Resource storage and access management	NY
	4.3.3. Ensure safeguarding of students and student information	IP
Component 5. Engaging and supporting parents	5.1.1. Conduct parental needs assessment	D
	5.1.2. Review existing content created for parents	IP
	5.1.3. Update existing content for parents and develop new content as needed	IP
	5.1.4. Roll out content	IP
	5.1.5. Radio campaign	D
	5.1.6. Redefine counsellor roles	X
	5.1.7. Develop plan for increasing the number of counsellors	X
	5.2.1. Support parental needs assessment	NY
	5.2.2. Make information available to the designated authorities	IP
	5.2.3. Inform parents about the availability of new content	NY
	5.2.4. Strengthen links with PTA	NY
	5.2.5. Developing engagement protocols for parents	IP
	5.3.1. Disseminate and collect questionnaires	X

	5.3.2. Submit questionnaire responses	X
	5.3.3. Support dissemination of resources to parents	NY
	5.3.4. Identify, support, and refer	NY
Component 6. Community engagement	6.1.1. Identify organisations and individuals	D facilitators
	6.1.2. Define shared goals / objectives	D
	6.1.3. Establish a role for appropriate individuals and organisations	D
	6.2.1. Involve teachers and staff	D
	6.2.2. Set up a community engagement team	X
	6.2.3. Approach community group leaders	X
	6.2.4. Engage partners	IP
	6.2.5. Promote counselling and referrals as needed	NY
	6.2.6. Evaluate training needs	D
	6.2.7. Implement training and processes	IP
	6.3.1. Join / support community engagement team	D /IP
Component 7. Partnerships	7.1.1. Desk-based research	Unknown
	7.1.2. Partnership modelling	Unknown
	7.1.3. Partnership evaluation	IP- Working with School Inspection and Supervision Unit
	7.1.4. Establish new partnerships	IP
	7.1.6. Record keeping	D/ IP
	7.2.1. Inform teachers about partnerships	D
	7.2.2. Review existing partnerships	IP
	7.2.3. Set up partnerships working group	IP
	7.2.4. Identify potential partners	D
	7.2.5. Check for aligned goals and values	Unknown
	7.2.6. Establish new partnerships	IP
	7.2.7. Determining the nature of partnerships	D
	7.3.1. Participate in ARP staff meetings	D
	7.3.2. Join or support ARP partnerships taskforce	IP