Pitch Deck

Academic Recovery Programme
Phase II

February 2022

Organisation of Eastern Caribbean States

Academic Recovery Programmes

Academic Recovery Programme (ARP)

Aim: Mitigate Learning Loss

How? *Short*-term approaches

- Extending instructional time
- Catch-up programmes
- Remedial education
- Accelerated education programmes

How? *Long*-term approaches

- Supporting and strengthening the infrastructure
- **Supporting systems of teaching**
- **Providing support to schools, teachers, families, and communities**

Forward-looking and seeking to build resilience to future challenges.

An ARP for the Caribbean

Pre-pandemic challenges

- The threat of natural hazards, such as hurricanes, flooding, and volcanic activity, leading to schooling interruptions
- Lower academic performance and completion rates among boys
- Inclusion challenges for disadvantaged students and those with special educational needs
- Insufficient resources and training for teachers to deliver online instruction

Pandemic challenges

- Inability to cater to children with special education needs
- Internet connectivity
- Device availability and maintenance
- Inability to reach children in disadvantaged households
- Effectively engaging parents in their children's education
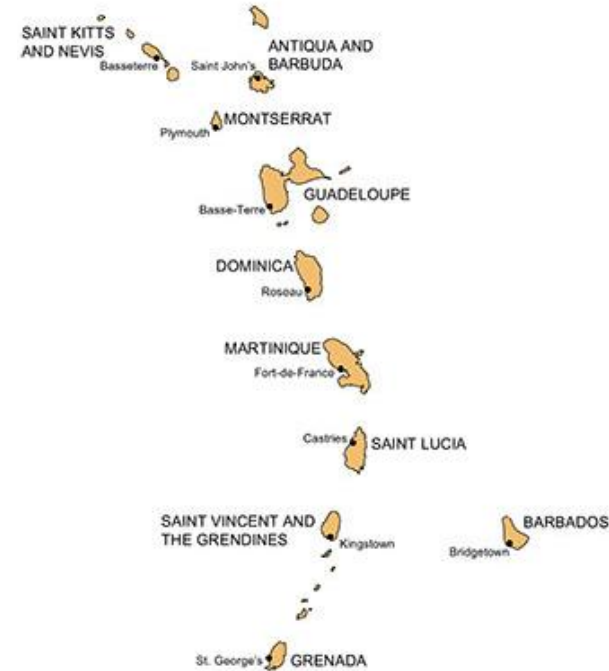
Both the OECS ARP Phase I and the OECS/CDB/CARICOM Let's Reap programmes share the aim of mitigating learning loss.

They also seek to:

- address longer-standing issues which the pandemic has exacerbated
- build the resilience of national education systems to other natural hazards (such as flooding, hurricanes, and volcanic activity).

This presentation outlines the components of both programmes but places more emphasis on elaborating the revisions of the OECS ARP Phase II.

Organisation of Eastern Caribbean States

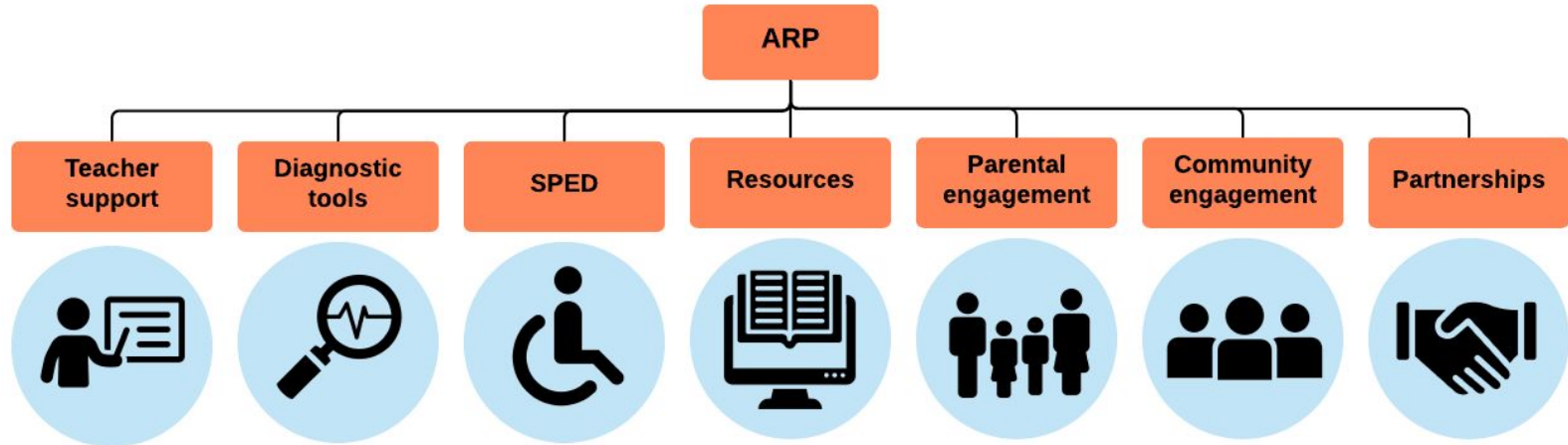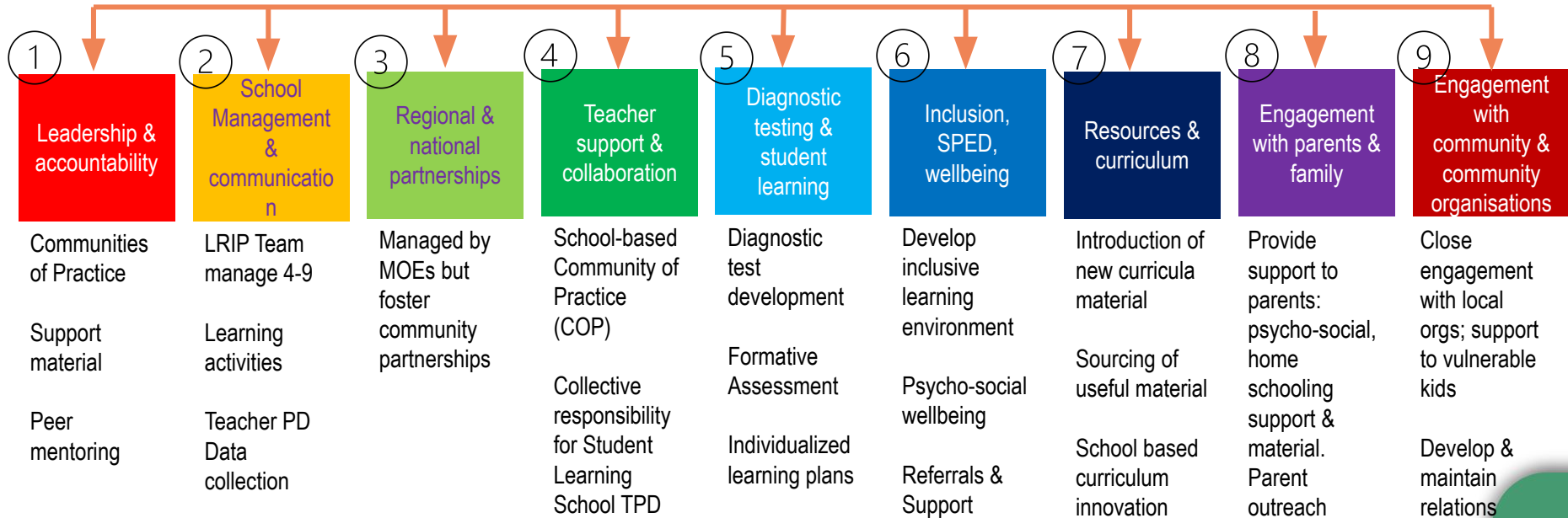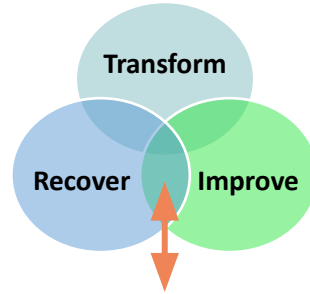*One Community · Growing Together*

CARIBBEAN DEVELOPMENT BANK

CARICOM
CARIBBEAN COMMUNITY
A Community for All

ARP Components

Let's REAP components

Transform

Recover   Improve

1 Leadership & accountability

Communities of Practice

Support material

Peer mentoring

2 School Management & communication

LRIP Team manage 4-9

Learning activities

Teacher PD Data collection

3 Regional & national partnerships

Managed by MOEs but foster community partnerships

4 Teacher support & collaboration

School-based Community of Practice (COP)

Collective responsibility for Student Learning School TPD

5 Diagnostic testing & student learning

Diagnostic test development

Formative Assessment

Individualized learning plans

6 Inclusion, SPED, wellbeing

Develop inclusive learning environment

Psycho-social wellbeing

Referrals & Support

7 Resources & curriculum

Introduction of new curricula material

Sourcing of useful material

School based curriculum innovation

8 Engagement with parents & family

Provide support to parents: psycho-social, home schooling support & material. Parent outreach

9 Engagement with community & community organisations

Close engagement with local orgs; support to vulnerable kids

Develop & maintain relations

ARP & LET'S REAP

PROGRAMME COMPONENT	ARP	LET'S REAP
Teacher support (+ collaboration)	✔	✔
Diagnostic testing	✔	✔
SPED (+ inclusion, wellbeing)	✔	✔
Resources (+ curriculum)	✔	✔
Parental engagement	✔	✔
Community engagement	✔	✔
Partnerships (national and regional)	✔	✔
Leadership & Accountability		✔
School management and communication		✔

Implementation Strategy

1.

Identify clear priority areas and available resources

2.

Incorporate existing interventions or programmes

3.

Develop a local multi-agency strategy

4.

Monitoring and evaluation considerations
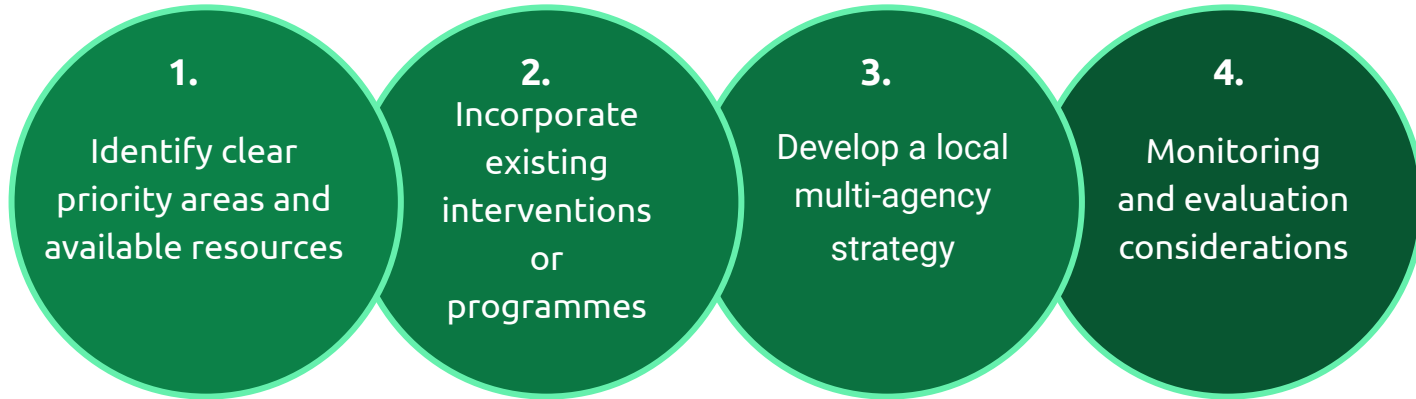
Multi-sectoral collaboration

A multi-sectoral approach also offers added benefits, such as:

- ■   enhancing service delivery and coverage at scale;

- ■   improving the quality of services;

- ■   addressing system inequities.
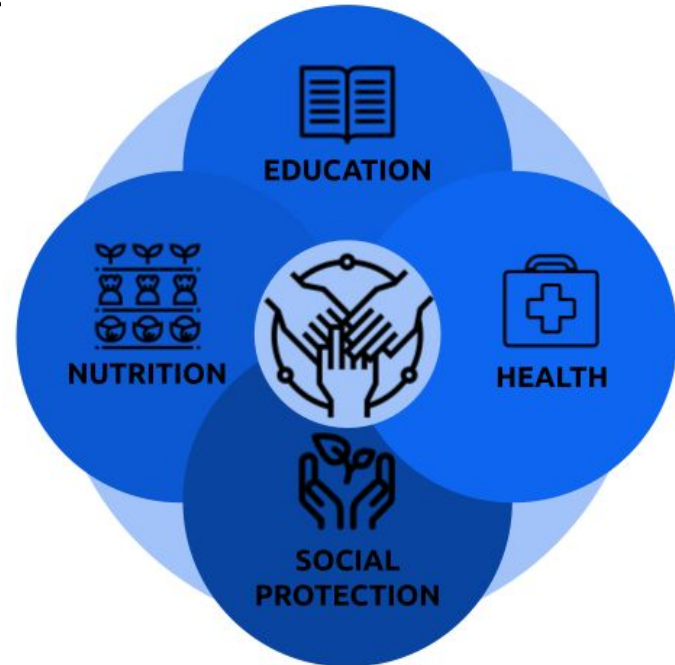
Multi-sectoral collaboration

In its original conception, the OECS ARP emphasised the need to promote partnerships and collaboration across a variety of stakeholder groups involved in the education sector. This can be seen in the 5th, 6th, and 7th components: parental engagement, community engagement, and partnerships.

In Phase II a more explicit strategy to guide stakeholder engagement, partnerships, and collaboration across the sectors was required and is outlined in the figure below.
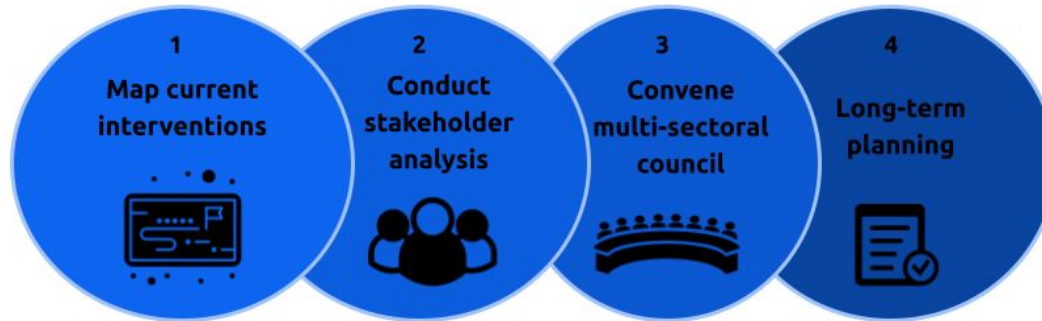
1.   Map current interventions

To maximise the deployment of human and financial resources, it is important to map the current interventions being implemented across sectors. This can prevent the duplication of activities, which has been highlighted as an obstacle to the successful implementation of successive projects.

2.   Conduct a stakeholder analysis

It is equally essential to identify stakeholders who will be impacted by and have impact on interventions. A stakeholder analysis can help to identify areas of focus, differentiate between short- and long-term priorities, and outline the nature of collaboration between stakeholders (operational or financial).

Multi-sectoral collaboration
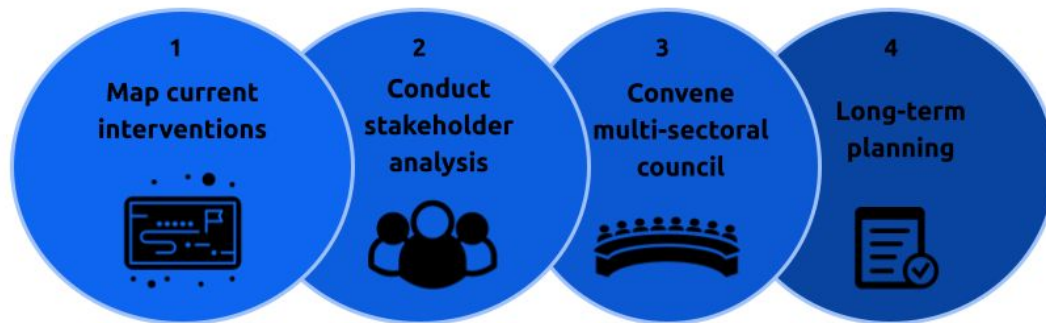
3. Convene a multi-sectoral council

A permanent body such as a multi-sectoral council can help partners to move beyond ad hoc collaboration and / or the implementation of isolated duplicate activities and interventions. Convening formal, quarterly forums for knowledge sharing, intervention mapping, and future planning can encourage sustainable long-term collaboration and accountability among partners.

4. Develop long-term accelerated learning plans

Long-term accelerated learning plans should be informed by an evaluation of ARP Phase 1 of the programme and by other initiatives such as Let's REAP. Accelerated learning plans, in addition to taking a multi-sectoral approach to meet learner needs (including the provision of meals and transportation), should also consider non-traditional learning pathways such as TVET.

1 Map current interventions
2 Conduct stakeholder analysis
3 Convene multi-sectoral council
4 Long-term planning

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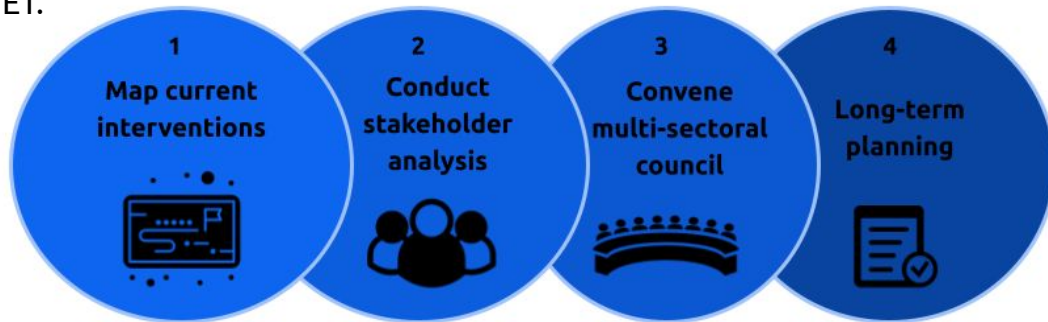
Further materials

Accompanying materials for this pitch deck

CDB / CARICOM / OECS (2021). *Model Learning Recovery and Enhancement Programme for Caribbean Schools (Let's Reap) Information packet*. Available from https://caricom.org/letsreap/

Materials developed for the OECS ARP Phase I

Haßler, B., Adam, T., Blower, T., & Megha-Bongnkar, G. (2021). *Academic Recovery Programmes in the Eastern Caribbean — Literature Review* (OECS Academic Recovery Programme Report No. 1). Open Development & Education. https://doi.org/10.5281/zenodo.4555872. Available from https://docs.opendeved.net/lib/DZA3GVBD. Available under Creative Commons Attribution 4.0 International. Commissioned by the Organisation of Eastern Caribbean States, Castries, Saint Lucia.

Haßler, B., Blower, T., Megha-Bongnkar, G., & Regis, C. (2021). *Academic Recovery Programme: Synthesis of Qualitative Data and High-level Overview* (OECS Academic Recovery Programme Report No. 2). Open Development & Education. https://doi.org/10.5281/zenodo.4555874. Available from https://docs.opendeved.net/lib/XAMQ949U. Available under Creative Commons Attribution 4.0 International. Commissioned by the Organisation of Eastern Caribbean States, Castries, Saint Lucia.

Further materials

Haßler, B., Megha-Bongnkar, G., Regis, C., & Blower, T. (2021). *An Academic Recovery Programme for the OECS for the OECS Member States* (OECS Academic Recovery Programme Report No. 3). Open Development & Education. https://doi.org/10.5281/zenodo.4555952. Available from https://docs.opendeved.net/lib/QM6J57C9. Available under Creative Commons Attribution 4.0 International. Commissioned by the Organisation of Eastern Caribbean States, Castries, Saint Lucia.

Haßler, B., Megha-Bongnkar, G., Regis, C., & Blower, T. (2021). *Academic Recovery Programme: Concept Note for Implementation* (OECS Academic Recovery Programme Report No. 5). Open Development & Education. https://doi.org/10.5281/zenodo.4726106. Available from https://docs.opendeved.net/lib/FMVT2NIB. Available under Creative Commons Attribution 4.0 International. Commissioned by the Organisation of Eastern Caribbean States, Castries, Saint Lucia.

Haßler, B., Megha-Bongnkar, G., Regis, C., & Blower, T. (2021). *Final Report and Recommendations* (OECS Academic Recovery Programme Report No. 6). Open Development & Education. https://doi.org/10.5281/zenodo.4603101. Available from https://docs.opendeved.net/lib/TD6VRUSA. Available under Creative Commons Attribution 4.0 International. Commissioned by the Organisation of Eastern Caribbean States, Castries, Saint Lucia.

Thank you

This deck is an adaptation of the following document:

Haßler, B., Megha-Bongnkar, G., Regis, C., & Blower, T. (2021). *Academic Recovery Programme: Pitch Deck* (OECS Academic Recovery Programme Report No. 4). Open Development & Education. https://doi.org/10.5281/zenodo.4780107. Available from https://docs.opendeved.net/lib/XQCXWE7I. Available under Creative Commons Attribution 4.0 International. Commissioned by the Organisation of Eastern Caribbean States, Castries, Saint Lucia.

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