

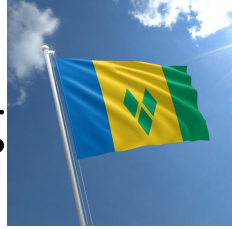
ACADEMIC RECOVERY PROGRAMME

St. Vincent and the Grenadines

By: Edmira Walker
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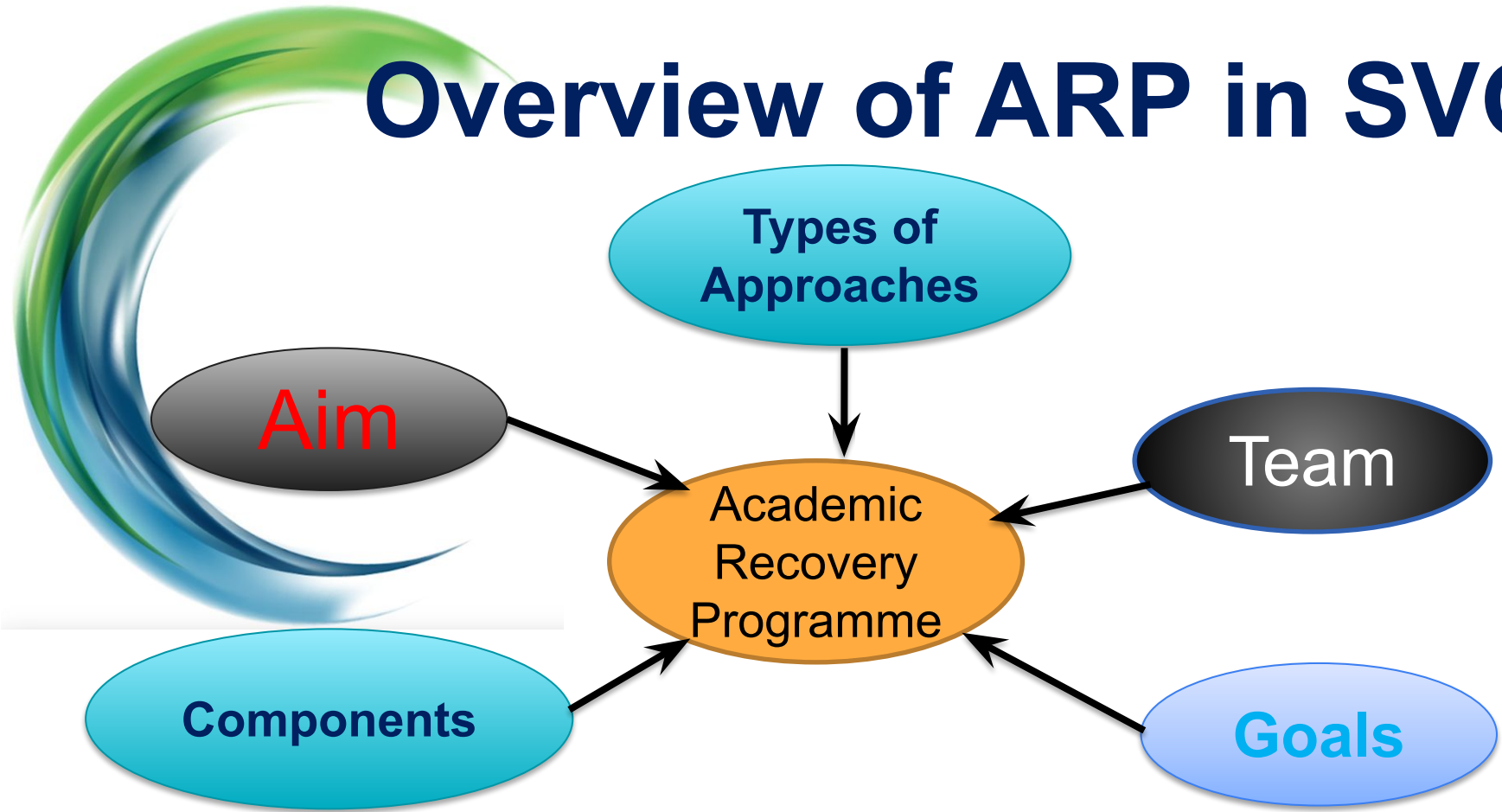
EDUCATION RECOVERY IN SVG #CountryKIXLAC



- Teacher Training on remote and online teaching
- Distributed sanitization supplies to all schools
- Water systems stations installed at schools
- Return to happiness -looking at psychosocial health
- Special Education Training
- Devices for teachers and students
- Local builder provided furniture for our students
- Summer program for students who were lagging behind
- **Academic Recovery Program**



Overview of ARP in SVG



AIM and Approaches

#ColoquioKIXLAC

AIM- To improve the learning outcome of K-3 students who have experienced significant loss of instructional time due to Covid 19 and the La Soufriere volcanic eruption in SVG.

TYPES OF APPROACHES

- Remedial education – In- class instructions
- Extending instructional time- After school sessions



THE SVG ARP TEAM

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Names	Current Post	Role and Responsibilities
Carlton Hall	Retired Educator	National Coordinator for GPE
Dixton Findlay	Deputy Chief Education Officer	Supervises and monitors administration of the program
Aldia Gumbs Dyer	SEO Curriculum and Implementation Unit	Manager of the overall program
Edmira Walker	Literacy Officer	Focal Point- coordinate all aspects of the program
Noreen Ferguson	Literacy Officer	Literacy program planners
Gaylene Wickham	Literacy Officer	
Fitzroy Stapleton	Literacy Officer	
Sarah-Lee Gonsalves	EO Foreign Language	Technical advisor
Arifa Charles	EO Special Ed	Plans SPED program
Semonique Harry	EO ICT	Manages the IT issues
Marla Nanton-James	EO Media Unit	Brings awareness to the public
Nicole Franklin	EO Mathematic	Numeracy program planner
Aberdeen Roberts	EO School Inspection and Supervision Unit	Monitoring and Evaluation of the program



Component 1. Supporting Teachers and Instructors

Goal: To enhance teacher competence in online and remote instruction and diagnostic testing.

- Trained all K-3 teachers in diagnostic testing
- Trained teachers in gamification strategies and use of APPS as instructional and learning resources for literacy and numeracy.
- Recruited and trained facilitators for Grade 2 & Grade 3 to provide instructional support for after school learning through play activities.



Facilitators and Teachers at the Training



Component 2. Diagnostic Testing

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Goal: To strengthen referral and diagnostic procedures at Kindergarten to Grade 3 levels.

- Diagnostic assessments were conducted, student performance were analyzed and results used to plan interventions and inform further monitoring and evaluation plans.



Component 3. Special Education and disAbilities

Goal: To strengthen SPED assessment and referral procedures and provide readily accessible guidance for parents, school administrators and teachers.

- Train teachers in use of resources for SPED



Component 4. Resource Library

Goal: To review and update open education resource library and curriculum alignment information on CDU website and distribute guidelines to parents, school administrators and teachers.

- Used APPS from OER and collaborated with ‘Curious Learning’ initiative where students downloaded a number of games and activities in literacy and numeracy on their devices.
- Procured additional learning resources (e.g. Lakeshore

Learning Resources)



Components 5. Parental Engagement

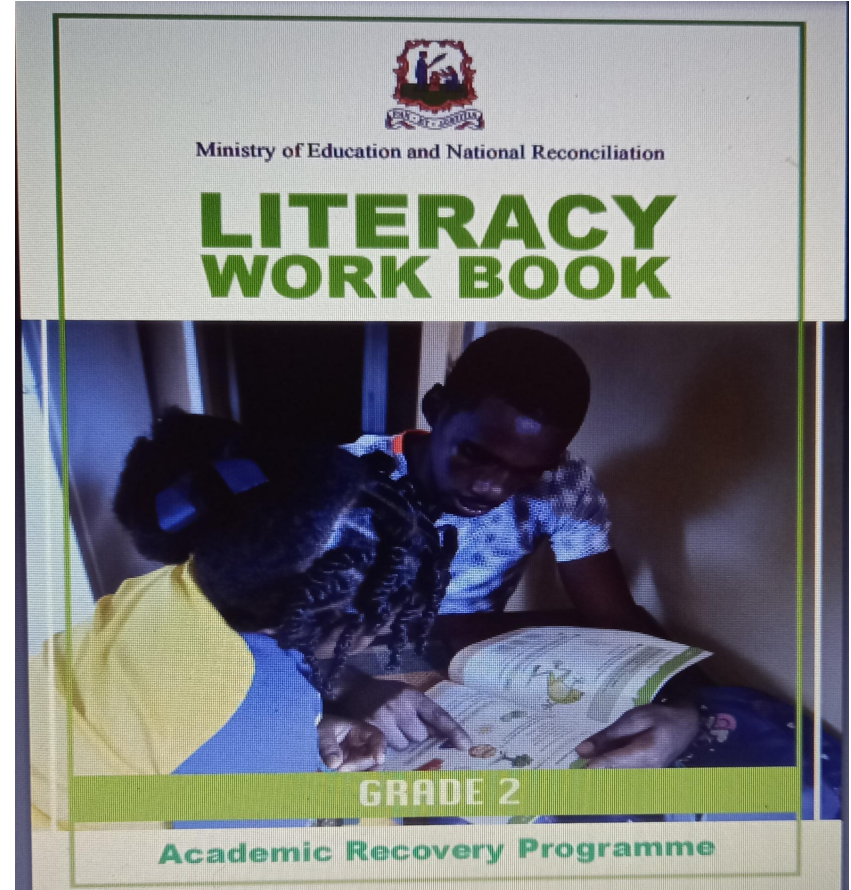
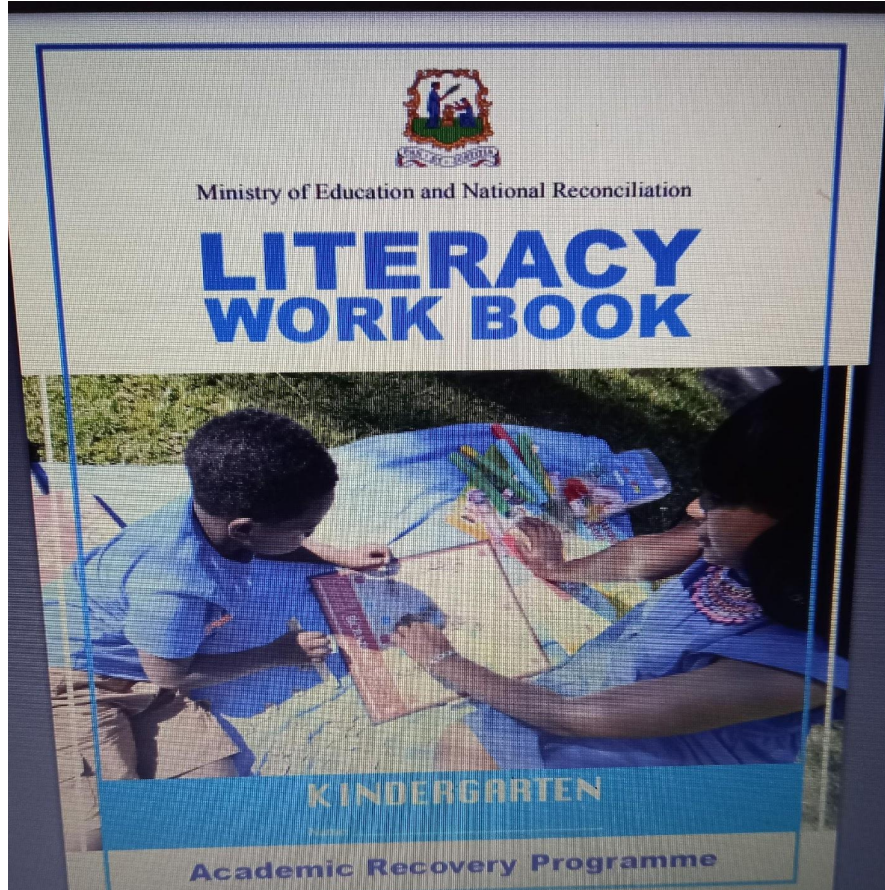
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Goal: To improve parental involvement to ensure continuity of learning for their children by providing practical guidance on various ways that parents can support their children's education at home and at school.

- Created literacy and numeracy workbooks for parents to work with children at home. These workbooks consist of areas and topics that were poorly done on the diagnostic assessment.



ARP WORKBOOKS



Components 6. Partnerships

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Goal: To develop a media campaign to raise awareness about the academic recovery programme and foster dialogue between the Ministry of Education and other education stakeholders

- There were meetings with working groups of other initiatives with similar objectives as ARP to enhance collaboration and synergy.



BUILDING PARTNERSHIPS



CDB / CARICOM / OECS Model
Learning Recovery and Enhancement
Programme for Caribbean Schools

Let's REAP!



Components 7. Community Engagement

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Goal: To develop a media campaign to raise awareness about the academic recovery programme and foster dialogue between the Ministry of Education, NGOs and other education stakeholders

- Produced television round table talk and social media campaign launching of the programme to promote community engagement.



Challenges in Implementing

CONTINUED SCHOOL DISRUPTIONS

- School started late (October)
- School shifted from f2f, to online to blended as they negotiated with covid-19 cases

Staggered school system

VACCINATION MANDATE

- Difficult to recruit facilitators
- Many teachers lost their jobs

FOUR MAIN IMPLEMENTATION CHALLENGES

ABSENCE OF MATERIAL RESOURCES

- Facilitators had little to work with
- some aspects were delayed as a result

JUGGLING MULTIPLE PRIORITIES

- Officers were pressed and overwhelmed with the number of activities happening at once

Lessons Learned/ Recommendations

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- Careful consideration needs to be given to identify the appropriate level of staffing needed and adequate development of human resources so as not to overwhelm one person or group.
- Support must be consistent for all parties involved- students, teachers, parents.
- Administrative and financial systems must facilitate the expeditious deployment of resources to realize more benefits.
- Rules and procedures for emergency operations should be established in advance to enable smooth and seamless transition.



What MoE can do Differently

Moving Forward

1. Put a well thought out contingency plan in place which includes continuous blended learning.
2. Develop a more intentional data collection plan in place so that needs can be met in a quicker time frame.



Plans for Sustaining ARP

1. Build upon the best practices of the ARP and put plans in place to mitigations challenges identified.
2. Continue to monitor and supervise teachers within the classroom space.
3. Encourage the use of the material resources in the most meaningful and effective ways. Ensure that teachers are trained to effectively use resources for best results.



RESILIENT SVG !

