

# After-School Catch-up Coalition

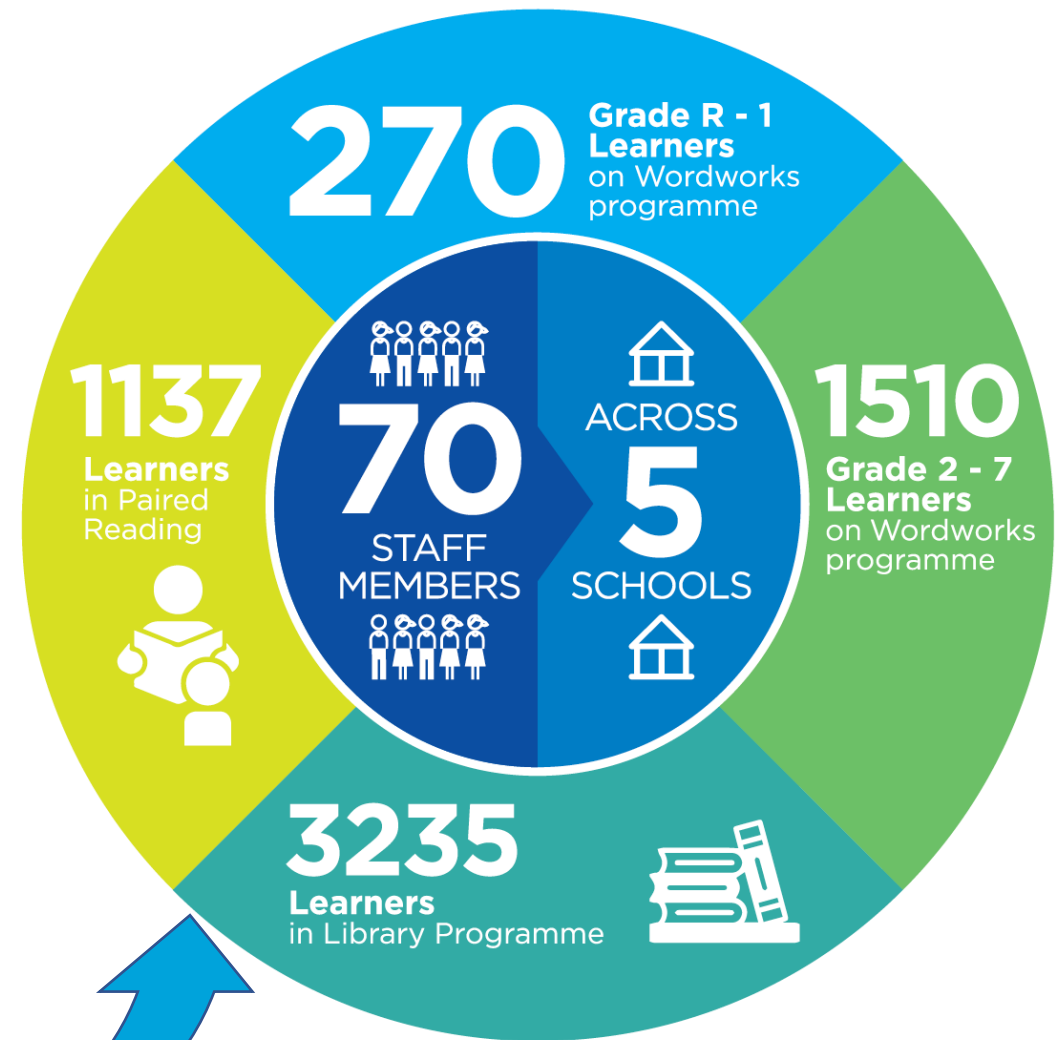
Platform for collective **LEARNING** & collaborative **IMPLEMENTATION**, **ADVOCATING** to mainstream after-school for education recovery & Maximising employment stimulus packages to **CAPACITATE** & **SUSTAIN** ASPs

# **Perceived barriers to parental involvement**

- Lack of parent education & time
- Socio-economic challenges – high rates of unemployment
- Language difference between teachers & parents
- Parent & school staff attitudes towards each other

## **Possible antidotes to parental involvement**

- Expand parents/caregivers to community members & CYCW
  - Incentivise caregivers through income earning
  - Structure after school support with trained facilitators
  - Formalise NGO partnerships with schools & personnel






# Ed-tech in literacy

“The bulk of studies (67%) in 11 countries find no result at all (40%) or an ambiguous result with some positive and some negative results (27%). Only 27% of the studies found positive results and a minority found negative results (6%).” [Muralidharan et al. \(2018\)](#)

“The best use of self-led learning ed-tech is to complement classroom instruction and to fill content gaps.” [Rodriquez-Segura \(2021\)](#)

**Table 1:** Suite of *Reading Eggs* early literacy programmes

E-learning Application	Grades	Focus Area
 The logo for 'FAST PHONICS' features the word 'FAST' in large, bold, orange letters with a white outline, and 'PHONICS' in smaller, multi-colored letters (purple, green, yellow, red, blue) with a white outline. The background is a solid light purple.	R - 1	Covers phonics skills including letter-sound recognition, blending and spelling
 The logo for 'Reading eggs' features the word 'Reading' in a black, sans-serif font, and 'eggs' in a playful, rounded font where each letter is a different colored egg (blue, green, pink, yellow). To the right is a cartoon egg character with a face, wearing a yellow hard hat and blue pants, holding a small brown book.	2 - 3 (4 for catch-up)	Covers phonics and phonemic awareness, sight words, vocabulary, comprehension and reading for meaning
 The logo for 'Reading EGGSRESS' features the word 'Reading' in a black, sans-serif font, and 'EGGSRESS' in a bold, stylized font where each letter is a different colored egg. The text is flanked by large, yellow, cartoonish wings.	4 - 7	Builds reading, comprehension, spelling, vocabulary, and grammar

# Enabling factors

- **Working, reliably connected hardware.** Schools provide resources like tables, chairs, aircon and power; Click provides equipment.
- **Functioning devices, quick trouble-shooting, technical support.** Without procurement, maintenance and support, interventions often fail.
- **Internet connectivity is key.** Relies on a constant data stream to deliver and monitor app usage.
- **Security must be in place.** Click has made significant security investments in hidden cameras & safes.



## Accelerated Education Programme (AEP)

(Replaces Accelerated Learning Programme [ALP] and other terminology as the standard descriptive term)

A flexible, age-appropriate programme, run in an accelerated timeframe, which aims to provide access to education for disadvantaged, over-age, out-of-school children and youth. This may include those who missed out on, or had their education interrupted by, poverty, marginalisation, conflict and crisis. The goal of Accelerated Education Programmes is to provide learners with equivalent, certified competencies for basic education using effective teaching and learning approaches that match their level of cognitive maturity.

## Accelerated Learning

Approaches to teaching and learning, informed by research in the cognitive and neuro-sciences, that provide more engaged, proficient and faster development of learned knowledge and basic skills.<sup>2</sup>

## Catch-up programme

A short-term transitional education programme for children and youth who had been actively attending school prior to an educational disruption, which provides students with the opportunity to learn content missed because of the disruption and supports their re-entry to the formal system.

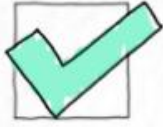
## Bridging programme

A short-term, targeted preparation course that supports students' success taking various forms such as language acquisition and/or other existing differences between home and host education curricula and systems for entry into a different type of certified education.

## Remedial programme

Additional targeted support, concurrent with regular classes, for students who require short-term content or skill support to succeed in regular formal programming.





# IMPLEMENTATION OBJECTIVES OF COALITION

## 1 Building ASPs Capacity

Offer developmental support to organisations and coordinate scaled delivery of catch-up interventions



## 2 Leveraging Employment Stimulus

Leverage employment initiatives to create stipended work opportunities for youth and unemployed people



## 3 Measuring Learning & Employment Outcomes

Build MEL capacity and drive coordinated data collection with centralised analysis and reporting across interventions



## 4 Mapping ASPs & Funding

Conduct an audit to map ASPs nationally and identify the respective funders of the After School sector



## 5 Research & Advocacy

Commission research to evaluate impact and advocate for extension of employment initiatives



## 6 Scaling working practice & models

Identify effective, scalable interventions and engage ASPs to deliver them in their partner schools.





## 1. Assessment



Children's reading levels are assessed using a simple tool.

## 2. Grouping



Children are grouped according to reading level.

## 3. Sessions



Engaging sessions at the right level are run with children to develop reading skills.

## 4. Re-assessment



Children are re-assessed to determine their progress and whether they are ready to move to the next group.

# THANK YOU!



THE  
**LEARNING  
TRUST**