

# UWTT Support to Preparing Primary Schools for the New Norm

June 2021 Update

# In person schooling is the basis of the blended learning model

- COVID-19 Pandemic accentuating existing and underlying inequities
- Education is a proven way for families to climb out of embedded intergenerational poverty and best outcomes happen when they have strong foundational years
- There is real risk that the longer marginalized/at risk communities remain out of school, the less likely they will be to fully catch up
- Recent Joint Select Committee shows that over 40,000 students, mostly primary school, are not online even with significant donations of devices and access to connectivity
- 3 biggest drivers of success for remote learning is digital access (connectivity, device and content), parents' education level and teachers' ability to engage

Exhibit 2

Different grades have different needs for in-person learning.

Considerations for returning to classrooms, by student segment<sup>1</sup>

Based on current evidence

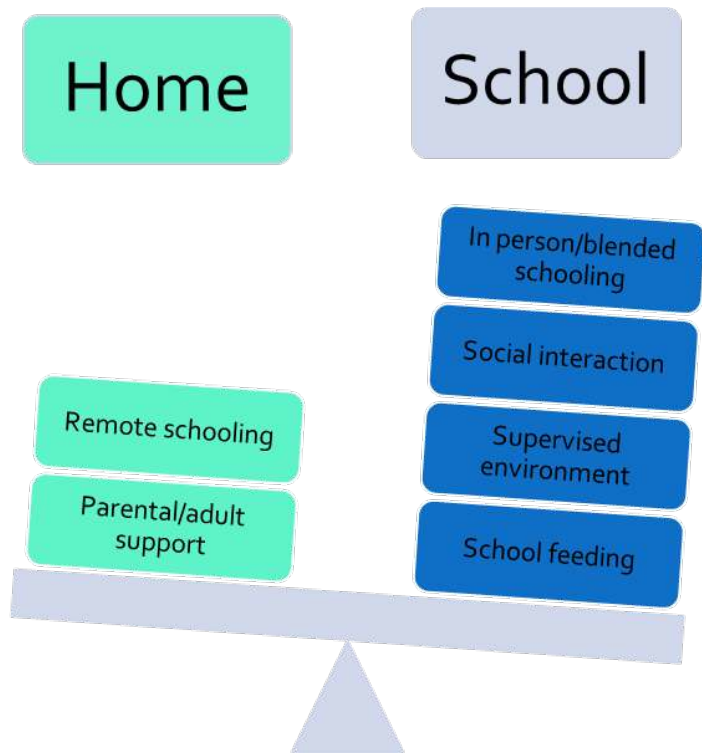
● Return in person ● Inconclusive ● Stay remote

	Early elementary (ages 4–8)	Late elementary (ages 8–12)	Secondary (ages 12–18)	Secondary graduating class (ages 17–18)
<b>Criticality of remoteness for public safety<sup>2</sup></b>	Possible lower risk of transmission; hardest to enforce physical distancing and masks	Possible lower risk of transmission; harder to enforce physical distancing and masks	More risk of transmission; easier to enforce physical distancing and masks	More risk of transmission; easiest to enforce physical distancing and masks
<b>Criticality of school reopening for economic activity</b>	Highest need for childcare	High need for childcare	Low need for childcare	Lowest need for childcare
<b>Risk of losing learning during school closure</b>	Critical phase for initial literacy and cognitive development	Medium risk of disruption of academic progression	Medium risk of disruption of academic progression; higher risk of dropouts	Risk of disruption to academic progression to university; higher risk of dropouts
<b>Effectiveness of remote learning</b>	Lowest effectiveness: young children need social learning and supervision	Low effectiveness: ongoing need for social learning and supervision	Medium to high effectiveness, depending on student profile	Higher effectiveness with growing student autonomy
<b>Logistics of scheduling safely in person</b>	Easy to maintain stable cohorts		Hard to create cohorts (as a result of different combinations of subjects and tracks)	

<sup>1</sup>All protocols are contingent on viral transmission being under control.

<sup>2</sup>The path to zero and schools: Achieving pandemic resilient teaching and learning spaces,\* Harvard Global Health Institute.

Risks for COVID-19 are NOT the same for all age groups and all income groups



*"There is no such thing as 'zero risk', in anything we do, and certainly not during a pandemic.*

*However, scientific evidence indicates that risks to students and staff can be kept low if schools adhere to strict control measures and dynamically respond to potential outbreaks.*

**HEALTHY CLASSROOMS:** Following safe practices in classrooms

**HEALTHY BUILDINGS:** Breathing clean air in the school building

**HEALTHY POLICIES:** Building a culture of health, safety, and shared responsibility

**HEALTHY SCHEDULES:** Moving between rooms and locations safely

**HEALTHY ACTIVITIES:** Enjoying modified activities

**Source: *Schools for Health: Risk Reduction Strategies for Reopening Schools*, Harvard School of Public Health, June 2020**

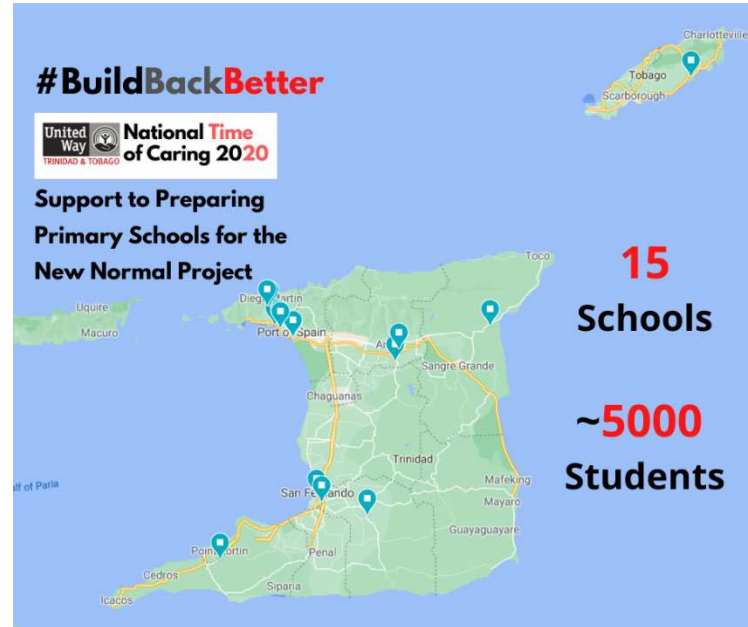
# Components of the UWTT Support to New Norm Project (July 2020 to February 2021)

1. Improving hand washing capacity at key access points
2. Improving access to communications materials
3. Improving understanding of mask wearing through access to masks and encourage universal mask wearing

## PLUS

4. Supporting School Leadership to **#build back better**
5. Improving capacity of students, teachers and families to manage blended schooling model

# Advocacy through Action: working for primary school readiness for the New Norm



	School Name	# students
1	Cocorite Government Primary School	180
2	Diamond Vale Government Primary School	536
3	Diego Martin Boys RC Primary School	450
4	LaHorquetta South Government Primary School	670
5	Santa Rosa Government Primary School	475
6	Matura Government Primary School (Rural)	275
7	Salazar Trace Government Primary School (Rural)	180
8	Cocoyea Government Primary School	200
9	Marabella Boys AC (temp tub sinks)	100
10	St. Gregory's Anglican Primary School (Rural)	180
11	Nelson Street Boys RC Primary	370
12	Nelson Street Girls RC Primary	352
13	St. Mary's Mucurapo Boys RC Primary School	258
14	St. Mary's Mucurapo Girls RC Primary School	504
15	Belle Garden Anglican Tobago School	200
	<b>TOTAL</b>	<b>4,930</b>

Progress to date:

Handwashing:  
38 concrete tiled  
troughs installed  
and 76 faucets  
and consumables  
to be provided

- Design formally approved by MoE on Dec 30 2020



# Child (and Parent ) Friendly Communication Materials and Masks



**SAFE IN SCHOOL.  
SAFE TOGETHER!**

Wash Your Hands with Soap

Physical Distancing

Wear Your Mask

Cough and Sneeze into Your Elbow

Don't Touch Your Face

**LIVE UNITED  
United Way  
TRINIDAD & TOBAGO**

**WEAR YOUR MASK!**

Safe in School. Safe Together

**LIVE UNITED  
United Way  
TRINIDAD & TOBAGO**

**PHYSICAL DISTANCING!**

Safe in School. Safe Together

**LIVE UNITED  
United Way  
TRINIDAD & TOBAGO**

**WASH YOUR HANDS WITH SOAP!**

Safe in School. Safe Together

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**DON'T TOUCH YOUR FACE!**

Safe in School. Safe Together

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**COUGH AND SNEEZE INTO YOUR ELBOW!**

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[Support to Primary Schools in The New Normal 2021 - YouTube](#)

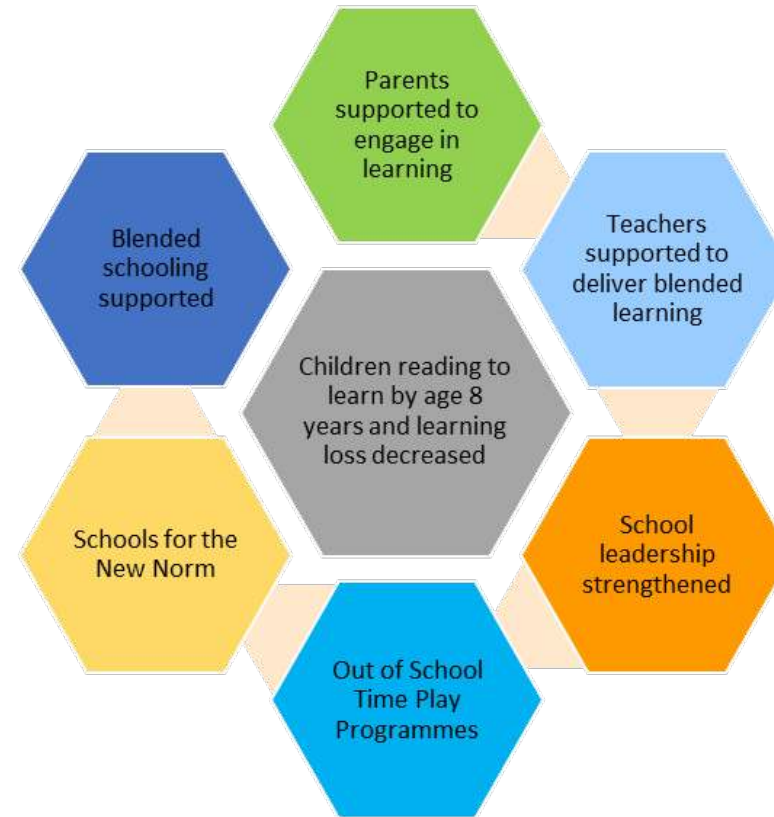
Doing more at  
St Gregory's  
Fifth Company  
Moruga:  
100% of  
children on  
paper  
packages



Urgent need to accelerate inputs to address learning loss

- Learning spaces
- Spaces for teachers
- Play spaces
- Leadership development
- Community capacity (PTA, PSG, Outreach)
- Music
- Sport
- Cultural
- Teacher training
- Teacher support in classrooms
- Parenting Workshops
- Peer mentoring

## BUILDING LEARNING FOR SUCCESS PRIMARY SCHOOLS CI PROGRAMME: Adapted to support Blended Learning



IMPLEMENTING PARTNERS



BACKBONE ORGANISATION

# Matura Rural Blended Schooling Pilot Project: Concept Note

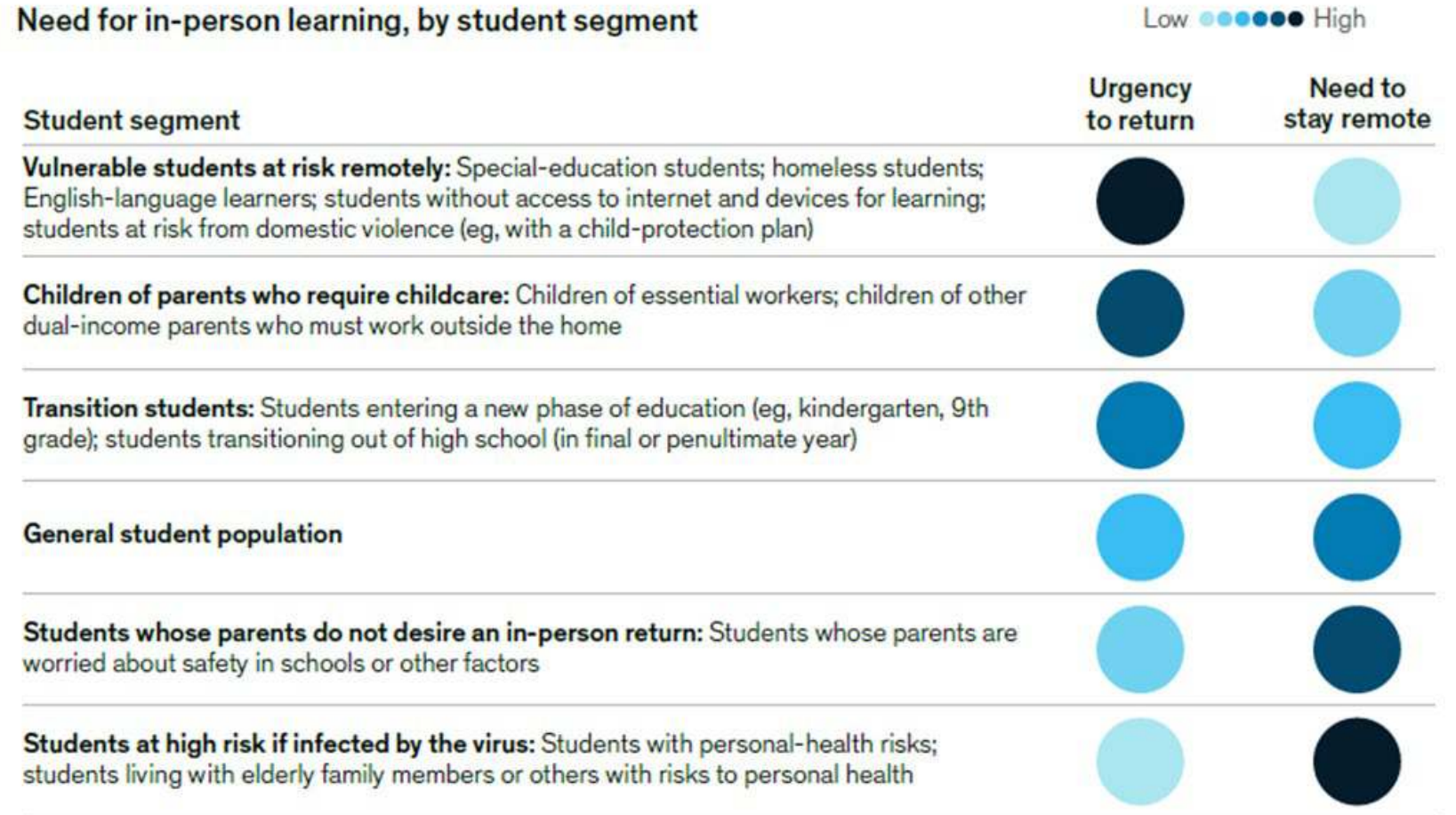
February 2021

Risks for COVID-19 are NOT the same for all age groups and all income groups

Exhibit 1

The urgency to get back to the classroom varies by circumstances.

Need for in-person learning, by student segment





**HANDS**



**FACE**



**SPACE**

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