

*Improving Learning*

# **Evaluation of Catch up scale up programme in Zambia (2017-2020)**

## **Final Evaluation Report**



# **Final Evaluation Report**

Evaluation Implementation Period: 2017–2020

Prepared by



This evaluation is commissioned by the UNICEF Zambia Country Office

The comments contained herein reflect the opinions of the evaluators only

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This report has been prepared by Australian Council for Educational Research (ACER) for the Zambia Country Office of the United Nations Children’s Fund (UNICEF) and the Ministry of General Education. ACER has conducted this study in association with Ipsos Zambia, which was tasked with the collection of quantitative and qualitative data. All information in this report is of a confidential nature and intended for the exclusive use of UNICEF, which may transmit such information to its employees or professional advisors, and to the government of Zambia, at its discretion. The data described, their analysis, and associated findings and recommendations are not representative of the whole of the Republic of Zambia and should be interpreted with caution.

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## TABLE OF CONTENTS

<b>LIST OF TABLES .....</b>	<b>6</b>
<b>LIST OF FIGURES .....</b>	<b>6</b>
<b>ACRONYMS .....</b>	<b>9</b>
<b>Executive summary .....</b>	<b>10</b>
Methodology .....	11
Key findings.....	11
Key recommendations.....	13
Lessons learned .....	13
<b>Chapter 1. Background and programme description .....</b>	<b>15</b>
1.1. Introduction .....	15
1.2. Social and economic situation in Zambia.....	15
1.3. Status of education in Zambia .....	17
1.4. Pratham’s Teaching at the Right Level (TaRL) approach.....	19
1.5. Catch-Up programme pilot .....	21
1.6. Scale up of the Catch-Up programme .....	21
1.7. Monitoring structure of Zambian schools.....	22
<b>Chapter 2. Purpose of evaluation.....</b>	<b>24</b>
<b>Chapter 3. Evaluation objectives and scope.....</b>	<b>25</b>
3.1. Objective .....	25
3.2. Scope.....	25
<b>Chapter 4. Evaluation methodology .....</b>	<b>26</b>
4.1. Approach.....	26
4.2. Methodology .....	27
4.3. Data analysis .....	34
4.4. Limitations .....	34
<b>Chapter 5. Findings and analysis.....</b>	<b>36</b>
5.1. Effectiveness .....	36
5.2. Efficiency.....	56
5.3. Relevance .....	62
5.4. Sustainability .....	65
5.5. Equity and Gender .....	68
5.6. Classroom Observation .....	72

<b>Chapter 6.</b>	<b>Conclusions .....</b>	<b>75</b>
<b>Chapter 7.</b>	<b>Recommendations .....</b>	<b>77</b>
<b>Chapter 8.</b>	<b>Lessons learned .....</b>	<b>78</b>
<b>Chapter 9.</b>	<b>Annexes .....</b>	<b>79</b>
9.1	Terms of reference .....	79
9.2	Evaluation work-plan .....	85
9.3	Ethical Approval .....	86
9.4	Key Evaluation Questions .....	89
9.5	Map for the site visits .....	90
9.6	List of Key Stakeholders Consulted .....	91
9.7	List of Documents Referred .....	92
9.8	Study Tools .....	93

## LIST OF TABLES

<i>Table 1: Key social and economic indicators.....</i>	<i>16</i>
<i>Table 2: Education in numbers.....</i>	<i>17</i>
<i>Table 3: End users of the evaluation .....</i>	<i>24</i>
<i>Table 4: Sample distribution at school level .....</i>	<i>28</i>
<i>Table 5: Sample distribution on the supply side.....</i>	<i>29</i>
<i>Table 6: Evaluation matrix.....</i>	<i>31</i>

## LIST OF FIGURES

<i>Figure 1: TaRL Theory of Change .....</i>	<i>26</i>
<i>Figure 2: Major learning challenges among learners (N=147).....</i>	<i>36</i>
<i>Figure 3: Proportion of learners by level in literacy assessment (Southern Province), Baseline (N=500)/ Midline (N=545).....</i>	<i>39</i>
<i>Figure 4: Proportion of learners by level in literacy assessment (Eastern Province), Baseline (N=418)/ Midline (N=508).....</i>	<i>39</i>
<i>Figure 5: Proportion of learners by level in literacy assessment, Baseline (N=918)/ Midline (N=1053).....</i>	<i>39</i>
<i>Figure 6: Proportion of learners on number recognition (Southern Province), Baseline (N=500)/ Midline (N=545).....</i>	<i>40</i>
<i>Figure 7: Proportion of learners on number recognition (Eastern Province), Baseline (N=418)/ Midline (N=508) .....</i>	<i>41</i>
<i>Figure 8: Proportion of learners on number recognition, Baseline (N=918)/ Midline (N=1053).....</i>	<i>41</i>
<i>Figure 9: Proportion of learners on Operations – 1 (Southern Province), Baseline (N=471)/ Midline (N=534).....</i>	<i>42</i>
<i>Figure 10: Proportion of learners on Operations – 1 (Eastern Province), Baseline (N=368)/ Midline (N=441).....</i>	<i>42</i>
<i>Figure 11: Proportion of learners on Operations – 1 (addition and subtraction), Baseline (N=839)/ Midline (N=975).....</i>	<i>42</i>
<i>Figure 12: Proportion of learners on Operations – 2 (Southern Province), Baseline (N=471)/ Midline (N=288) .....</i>	<i>43</i>
<i>Figure 13: Proportion of learners on Operations – 2 (Eastern Province), Baseline (N=368)/ Midline (N=277).....</i>	<i>43</i>
<i>Figure 14: Proportion of learners on Operations – 2 (multiplication and division), Baseline (N=839)/ Midline (N=565).....</i>	<i>44</i>
<i>Figure 15: Proportion of teachers trained on the TaRL methodology (N=96) .....</i>	<i>45</i>
<i>Figure 16: TaRL methodology useful to teachers for eliminating learning difficulties (N=195).....</i>	<i>45</i>
<i>Figure 17: Trainers have sufficient understanding of the TaRL methodology (N=99) .....</i>	<i>46</i>
<i>Figure 18: Attractive aspects for learners while learning (N=96).....</i>	<i>47</i>
<i>Figure 19: Frequency of monitoring the Catch-Up schools by the mentors (N=127).....</i>	<i>47</i>

Figure 20: Frequency of trainers to follow up the implementation of - TaRL methodology at schools (N=99) ..	48
Figure 21: Monitoring of teachers (N=96) .....	48
Figure 22: Training of teachers and monitors included effective group work (N=68) .....	49
Figure 23: Training of teachers and monitors at the various levels proved helpful in eliminating learning difficulties (N=99) .....	49
Figure 24: Training of teachers to encourage children to express their views (N=99) .....	50
Figure 25: Training of teachers on assessment data (N=25).....	50
Figure 26: Tools resulted in effective monitoring of the programme (N=31) .....	51
Figure 27: Inputs from various partners on the Catch-Up programme are making a difference (N=99) .....	52
Figure 28: Proportion of learners enrolled to the Catch-Up Programme (N=105) .....	52
Figure 29: Proportion of learners with improved reading and numeracy skills after the implementation of the programme (N=105).....	52
Figure 30: Major factors contributing towards improving learning of learners (N=96).....	53
Figure 31: One extra hour of Catch-Up after regular school is the best approach towards remedial learning (N=96).....	53
Figure 32: Catch-Up programme implemented in cost effective manner (N=161).....	56
Figure 33: Catch-Up teachers/mentors following the schedule of the remedial classes (N=161) .....	56
Figure 34: Frequency of slippage in keeping the schedule by Catch-Up teachers/mentors (N=54).....	57
Figure 35: Training and mentoring support along with feedback by the mentors on Catch-Up activities (N=96) .....	57
Figure 36: Frequency of Catch-Up review meetings by the district staff (N=62).....	58
Figure 37: Summarised routine monitoring reports guide the programme implementers (N=161) .....	58
Figure 38: Reason for the findings of routine monitoring reports not being used (N=12) .....	58
Figure 39: Sufficiency of resources (N=161) .....	59
Figure 40: Collection of assessment data of the Catch-Up learners by the monitors (N=56) .....	60
Figure 41: Frequency of collecting the assessment data by the Monitors (N=55).....	60
Figure 42: Different methods of programme monitoring at the school level (N=161) .....	60
Figure 43: Principal's focus on the programme (N=34).....	61
Figure 44: Proportion of respondents agreeing to the usefulness and continuity of Catch-Up (N=195).....	62
Figure 45: Remedial teaching activities generate enough interest among the teachers and learners (N=170) ..	62
Figure 46: Proportion of respondents agreeing there is consistency of the programme results with the objectives of the programme (N=195).....	63
Figure 47: Results of the intervention consistent with the strategic priorities of DEBs (N=6) .....	63
Figure 48: Proportion of respondents stating that the programme could continue without external support (N=195).....	66

<i>Figure 49: Deliberate activities to build ownership and capacity of Master Trainers, Mentors and Teachers for Sustainability purpose (N=167) .....</i>	<i>66</i>
<i>Figure 50: Difference in the learning outcomes of vulnerable children (N=195).....</i>	<i>68</i>
<i>Figure 51: Continuity of education or retention rate of the girl child as compared to the male pupils (N=195) 69</i>	
<i>Figure 52: Proportion of respondents stating gender and poverty have a role to play in learning outcomes (N=170).....</i>	<i>69</i>
<i>Figure 53: Children with disabilities in Catch-Up classes (N=179).....</i>	<i>70</i>
<i>Figure 54: Proportion of respondents stating that teachers make special efforts for the remedial learning of children with disabilities (N=94).....</i>	<i>70</i>
<i>Figure 55: District wise number of classroom observations (N=97; Southern Province = 54; Eastern Province = 43).....</i>	<i>72</i>
<i>Figure 56: Subject wise proportion of classrooms observed (N=97).....</i>	<i>72</i>
<i>Figure 57: Teachers paced learning activities appropriately (N=97) .....</i>	<i>73</i>
<i>Figure 58: Teachers included locally available material during Catch-Up classes (N=97).....</i>	<i>73</i>
<i>Figure 59: Teachers displayed command over the Catch-Up approach (N=97).....</i>	<i>74</i>
<i>Figure 60: Learners participating in classroom activities (N=97) .....</i>	<i>74</i>
<i>Figure 61: Learners engaging in classroom activities (N=97) .....</i>	<i>74</i>
<i>Figure 62: Map with field visit and survey locations (Map not to scale) .....</i>	<i>90</i>



## ACRONYMS

ACER	Australian Council for Educational Research
DFID	Department for International Development, United Kingdom
EGRA	Early Grade Reading Assessment
EGMA	Early Grade Mathematics Assessment
IPA	Innovations for Poverty Action
J-PAL	Jameel Abdul Lateef Poverty Action Lab
MoGE	Ministry of General Education
PTR	Pupil Teacher Ratio
SACMEQ	The Southern and Eastern Africa Consortium for Monitoring Educational Quality
SPRINT	School Programme for In-Service Training of the Term
TaRL	Teaching at the Right Level
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
ZESSTA	Zambia Education Sector Support Technical Assistance

## Executive summary

This report is prepared by the Australian Council for Educational Research (ACER) and presents the findings of the midline evaluation of the scale up of the Catch-Up programme of remedial learning in Zambia.

Several challenges remain despite continued efforts by the Government of the Republic of Zambia to improve the education system in the country. Learners in different grades are not learning enough, as displayed by national and regional assessments, such as, the 2016 Grade 5 National Assessment and the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ) III). Findings from the PISA for Development (PISA-D) study reveal that in Zambia only 5% and 2% of the learners achieved the minimum level of proficiency in reading and mathematics respectively. Among OECD countries on average, learners' minimum level of performance is 80% in reading and 77% in mathematics<sup>1</sup>. Although more recent assessments from 2018 point to a marked improvement in the learning levels of learners, such as Early Grade Reading Assessment (EGRA) and Early Grade Mathematics Assessment (EGMA), there still remains a lot of ground to cover. The Ministry of General Education (MoGE) has been focused on improving learning at the foundational level, particularly at Grades 3, 4 and 5. It has partnered with USAID, UNICEF, Pratham (an Indian NGO working in the area of education) J-PAL, TaRL Africa and VVOB to implement the Catch Up programme of remedial learning. The programme follows Pratham's Teaching at the Right Level (TaRL) methodology adapted suitably to the Zambian context. Under the programme, three different approaches of TaRL were piloted before finalising the one-hour per day model during regular school. The model was scaled up to cover 1,780 schools in the Eastern and Southern provinces during 2017–2020.

The objective of the evaluation was to provide external, independent assessment of the Catch-Up programme in meeting its intended objectives of remedial learning in Grades 3, 4 and 5. More specifically, the objective of the evaluation was:

- to assess the extent to which the programme is achieving its objective of improving literacy and numeracy skills for all learners and for those further behind;
- to assess the extent to which the programme is being implemented as designed, including effectiveness of partnerships and sustainability mechanisms;
- to assess the sufficiency of resources to implement the Catch-Up Programme, while still maintaining effectiveness; and
- to assess the enablers and factors contributing to the positive and negative effects, if any, of the Catch Up programme.

The overall objective of the evaluation was to provide policymakers and stakeholders, namely MoGE, UNICEF, USAID, TaRL Africa, J-PAL, Pratham, and The Flemish Association for Development Cooperation and Technical Assistance (VVOB), with useful insights on the implementation of the programme, its efficacy for improving foundational learning among the children of Zambia, the challenges encountered and the measures taken to overcome them. The evaluation aimed to specifically investigate the effectiveness, efficiency, relevance, sustainability and the equity aspect of the Catch-Up programme.

The duration of the evaluation was originally planned between September 2019 and May 2020. However, because of the onset of the COVID-19 pandemic, the evaluation period was extended to August 2021. The extension was necessitated by several factors, such as, indefinite closure of schools, changes in the school calendar, and disruptions in the Catch-Up classes owing to the closure of schools.<sup>2</sup> The data collection was further delayed because a minimum number of weeks of Catch-Up classes needed to be conducted before assessing the learning outcomes of learners. The disruption in Catch-Up classes due to the pandemic may have

<sup>1</sup> Education in Zambia, Findings from Zambia's experience in PISA for Development, OECD

<sup>2</sup> All schools closed due to COVID 19 on 18<sup>th</sup> March, 2020. Examination classes reopened on 1<sup>st</sup> June, 2020. Non examination classes reopened on 21<sup>st</sup> September, 2020. All schools closed for the last term in December, 2020. For the academic year 2021, the reopening of schools was delayed by 2 weeks in January 2021. Instead of opening from 18<sup>th</sup> January the schools started from 1<sup>st</sup> February, 2021. Schools closed on 17<sup>th</sup> June 2021 for an initial 21 days and then reopened again on 23<sup>rd</sup> August, 2021.

a bearing on the findings pertaining to the assessment of students and hence need to be considered with caution. Furthermore, the COVID-19 protocols posed some challenges in the field in terms of the availability of adequate number of respondents in a few instances. The timing of the data collection (February–March 2021) was also not ideal as 8 schools out of 35 could not be reached because of flooding. To mitigate such challenges, schools and respondents were replaced as and when necessary.

The evaluation was managed by a team from UNICEF and the MoGE. Technical support was provided by a reference group comprising of members from UNICEF, USAID, MoGE and VVOB. The evaluation focuses on outcomes obtained by the programme interventions after 20 months of implementation since its initiation.

## Methodology

The evaluation followed a theory based approach in line with the requirements of the ToR. A theory of change for the Catch Up programme (see Figure 1) informed key evaluation questions, and the methodology was aligned to the evaluation questions. The evaluation relied mostly on primary research with secondary research only being used to develop the tools and to prepare the background of the report.

The scale up of the Catch-Up programme covered 1,780 schools during 2017–2020.<sup>3</sup> However, the evaluation was conducted on a purposively chosen sample of three districts from each province, Eastern and Southern. Thus, Chipata, Katete and Mambwe were selected from the Eastern province, and Monze, Zimba and Kazungula were selected from the Southern province.

A total of 35 schools were selected from the six districts in the two provinces. From the 35 schools, 1,053 learners, 96 teachers, 31 monitors and 34 head teachers were interviewed. In addition, 25 Zonal In-Service Coordinators (ZICs), 6 District Resource Centre Coordinators (DRCCs) and 2 Provincial Resource Centre Coordinators (PRCCs) were interviewed. Furthermore, at national level representatives of MoGE, UNICEF, USAID, VVOB, TaRL Africa, J-PAL and Pratham were also interviewed to get a perspective of the programme planners, technical assistance providers and implementers.

The Catch-Up programme districts were selected by MoGE on the basis of a set of indicators reflecting poverty levels and learning outcomes in English and Math. Schools in each district were chosen by the District Education Boards (DEBs), using pre-agreed criteria. These included:

- performance levels (to enable diversity in learning levels);
- geographical considerations (to include both rural and peri-urban);
- grade offering (G1–G7 only);
- school running agency (both Government and community); and
- clustering of schools into Zones (around 5 schools per zone).

The data collection team was trained through a three-day session involving classroom lectures, role plays, question and answer sessions, and finally the field-testing of tools. Owing to the travel restrictions, the Team Leader trained the enumerators and supervisors online using the Microsoft Teams platform. The training on TaRL assessment methods and tools was conducted in a one-day face to face session by representatives of MoGE in both the provinces.

Following the data collection, the data was analysed using quantitative and qualitative methods of analysis.

## Key findings

Key findings from the evaluation have been summarised against the criteria of effectiveness, efficiency, relevance, sustainability and equity.

### *Effectiveness*

Effectiveness of the programme was measured against parameters, such as literacy and numeracy outcomes of learners, effectiveness of training on the TaRL methodology, proportion of teachers finding the TaRL

<sup>3</sup> MoGE

methodology useful in eliminating learning difficulties among learners, and challenges faced in implementing the programme. 92 % of the survey respondents agreed that the remedial teaching activities of the Catch-Up programme generated interest among the teachers and learners.

The literacy assessment does not show much variation in the proportion of learners among the levels from baseline to midline assessment, except at the beginner level. There is a 19% increase in the proportion of learners who cannot identify even a single letter. When queried, most teachers attributed this to the disruption in regular school and Catch Up activities owing to COVID-19. Irregular Catch-Up classes resulted in learning losses as the learners found it difficult to retain their learnings over extended periods of break in the school calendar.

In numeracy, the assessment results show that 85% of the learners can recognise numbers of two or more digits, showing that they were ready to start with numerical operations. However, there continues to be a large group of learners who are not able to do basic mathematical operations of addition and subtraction. This group reduces in size as the learners' progress across levels. Changes between baseline and midline assessment data shows that there has been a distinct increase in proportion of learners attaining higher levels in mathematics with both the Southern and Eastern provinces reporting an 18% and 17% increase in the proportion of learners respectively who could do division and multiplication.

As far as the training on TaRL methodology is concerned, all 96 teachers who were interviewed reported having received the training. 98% of the teachers found the training to be useful which introduces the use of 6 different teaching methodologies that helps reduce learning difficulties among learners. 82% of the teachers stated that the Catch-Up programme was implemented effectively as per schedule. Effective implementation of the programme was attributed to complete ownership of the programme by MoGE and training and mentoring provided by UNICEF, VVOB and other partners.

Some of the key challenges in implementing the programme, as reported by teachers and other stakeholders, were large teacher learner ratio, poor quality of teachers in some instances, limited funds for travel for reporting purposes, lack of infrastructure, and the challenges posed by the COVID-19 pandemic.

### *Efficiency*

The programme was perceived to be implemented in a cost-effective manner and 65% of the teachers, Head Teachers, and MoGE staff reported that the classes were held as per schedule. The primary reason for the programme being cost effective, as reported by the school administration and MoGE, was that the TaRL methodology was least resource intensive and most of the material required to conduct the classes was available within the school. The training and mentoring support were frequent, and the summary reports were perceived to be useful by 89% of the respondents. However, in terms of the sufficiency of resources, there is a gap in understanding between programme participants and stakeholders. While all school administrations reported that the resources were sufficient, 35% teachers stated that more resources were required, such as reading material for higher levels. The stakeholders' perception was that the programme did not require much resources but the implementers suggested that there is a need for more resources, particularly as learners reach higher levels of achievement.

### *Relevance*

The programme was perceived to be extremely relevant to the Zambian context by an overwhelming 98% of the stakeholders. The programme is perceived to be extremely important in achieving foundational literacy and numeracy by the teachers, school administrators, MoGE as well as USAID, UNICEF, TaRL Africa, Pratham and VVOB. The overall goals of the programme are perceived to be in line with the strategic priorities of MoGE. Finally, stakeholder participation in terms of providing feedback is quite high and the feedback provided is regular and perceived to have been taken on board.

### *Sustainability*

67% of the stakeholders reported the programme to be sustainable. The engagement of MoGE with the programme is quite high. Officials in the system are incorporated into the programme as monitors and trainers. Furthermore, there is buy-in from the Government on incorporating the programme into the education system and scaling it up nationally. Sufficient capacity and confidence are perceived to have been built up so that the

programme can be continued without external support. However, teachers have pointed out that support from the system in specific areas, such as training, mentoring, etc. is important for continued successful implementation of the programme.

### *Equity*

There is a varied perception among respondents on whether gender plays a role in retention or continuation of education across provinces. Most of the respondents suggested that the Catch Up programme has similar impact on both male and female learners. At the school and systemic level, MoGE makes every effort to respond to the learning needs of girls and vulnerable children. For learners with disabilities, accommodations are made at teacher level, however, owing to the paucity of data on disabilities, the programme planners and implementers reported difficulty in bringing such learners within the ambit of the programme.

## Key Recommendations

- Disparities in terms of expectations of teachers regarding the programme support through mentoring were witnessed in the two regions. Going forward, the Ministry of Education (MoE) needs to ensure that Catch-Up and similar other remedial learning programmes holds consistency in the implementation and monitoring and mentoring across the provinces.
- It is recommended that the Catch-up methodology be integrated into the in-service teachers training system and implemented nation-wide to improve foundational learning for Zambian children. A useful approach to ensure the sustainability of Catch-Up training sessions would be to include them in the existing School-Based Continuing Professional Development (SBCPD) or School Programme of In-service Training for the Term (SPRINT).
- Creative and innovative aspects of the Catch-Up methodology reportedly generated the greatest interest among learners. A teachers' learning platform may be created where teachers share their innovative ideas and learn from each other's practices and utilise new teaching methods in their Catch-Up and mainstream classes.
- If MoE plans to institutionalise the programme and implement it at the national level, it is important for the Ministry to secure funding for activities.
- To implement the Catch-Up programme better, it is recommended that participating teachers be duly recognized and kept motivated. Cost effective ways of recognition, such as, certificates of appreciation and other non-monetary incentives would go a long way in sustaining the sense of pride among the teachers.
- Some teachers indicated the high pupil teacher ratio (PTR) as one of the challenges in the effective implementation of Catch-Up programme. Recruitment of teachers coupled with their deployment as per the needs of the school needs to be considered. Further, a mapping of teachers may be useful to identify schools with excess teachers. These teachers may then be deployed to schools facing a shortage of teachers.

## Lessons learned

- One of the key lessons from the programme has been the positive impact of the continued involvement of MoGE in Catch-Up activities. The buy in by the ministry across the various levels has led to its smooth implementation. The joint planning of the programme by the ministry with all stakeholders and its "doing with" rather than "doing for" approach has truly institutionalised the programme. It has built a sense of ownership among the teachers, head teachers, as well as, the MoGE staff across zones, districts and provinces which in turn has translated into consistently improved performance of learners, barring the current year, where the learning activities were severely impacted by the pandemic.
- Strong communication ties between MoGE, UNICEF, USAID, TaRL Africa, J-PAL, Pratham and VVOB has ensured quick decision making, feedback to teachers, trainers, and monitors, thereby ensuring the quality of the programme.

- Prompt response to the changing environment was one of the key lessons learned from the programme. Since early 2020, amid the COVID19 pandemic, the programme partners quickly changed some of the core activities by conducting them online rather than in the face to face mode. Most of physical meetings were replaced by virtual ones. Orientations and trainings were organised in online mode.



## Chapter 1. Background and programme description

### 1.1. Introduction

This report presents the midline findings of the scale up of the Catch-Up Programme in Zambia. The evaluation period, from September 2019 to August 2021, was conducted by an independent international team led by the Australian Council *for* Educational Research. It would be pertinent to mention here that the original end date of the evaluation period was May 2020. However, owing to factors beyond the control of the evaluation team and later due to the COVID-19 pandemic, the evaluation was delayed and data collection was done between February and March 2021. The delay posed some challenges to the data collection team in finding an adequate number of respondents in some instances. In these cases, the team had to collect data from replacement schools, as the originally sampled schools were either closed or inaccessible due to floods on the day of data collection. Details of such instances have been mentioned in the sections on sampling and limitations of the study. The results of the literacy and numeracy assessment need to be interpreted with caution as the learners had to be tested after only about three weeks of Catch Up classes. Previous assessments prove that when learners undertake Catch-Up classes over a sustained period, remarkable improvements are observed in their performance.<sup>4</sup>

The evaluation was managed by a team from UNICEF and the MoGE with technical support provided by a reference group comprising of members from UNICEF, USAID, MoGE, and VVOB. The evaluation focuses on outcomes obtained by the programme interventions after 20 months of implementation.

This report consists of nine chapters including annexes. This first chapter provides the background to the evaluation and is followed by chapters two and three that present the evaluation purpose, objectives and scope. Chapter four introduces the evaluation approach and methodology. Chapter five presents an analysis of the main outcomes that were obtained under the different outcome areas of the programme and presents the main findings on the evaluation criteria specified in the terms of reference (ToR) (included in Annex 9.1). Chapter six presents the main evaluation conclusions and chapter seven presents the evaluation recommendations. The final chapter discusses the main lessons learned. Annexes are included in Chapter 9.

### 1.2. Social and economic situation in Zambia

Zambia is a landlocked country located in the interior plateau of Southern Africa, with an estimated population of 18.4 million in 2020 covering 752,614 square kilometres.<sup>5</sup> It is a member of the Southern African Development Community (SADC) regional grouping. Zambia has enjoyed a period of stable political environment and good internal security since its independence in 1964, in contrast to most of the countries it borders.<sup>6</sup>

Following a successful economy growth of about 6.8 % GDP between 2000 and 2014, the country achieved middle income status in 2011. However, Zambia's economic performance has stalled in the recent years, because of falling copper prices and declines in agricultural output and hydro-electric power generation because of insufficient rains. This caused the GDP growth rate to drop to 3.1 % per annum between 2015 and 2019. The COVID-19 pandemic has worsened the macroeconomic vulnerabilities in Zambia. In 2019, economic growth declined significantly, from 4 % (2018) to 1.7 %.<sup>7</sup> The level of poverty remains high with 54.4 % of the population living below the national poverty line (76.6 % in rural areas and 23.4 % in urban areas) and 40.8 % living in extreme poverty (60.8 % in rural areas and 12.8 % in urban areas).<sup>8</sup> The Human Development Index is 143 out of 189 countries.<sup>9</sup>

<sup>4</sup> Catch-Up results by year, 2017-2020, VVOB

<sup>5</sup> United Nations World Population Prospectus

<sup>6</sup> JICA, 2012, Basic Education Sector Analysis Report Zambia

<sup>7</sup> The World Bank

<sup>8</sup> Republic of Zambia Central Statistical Office, 2015, Living Conditions Monitoring Survey

<sup>9</sup> UNDP, 2017

Table 1: Key social and economic indicators

Indicator	Value	Year <sup>10</sup>	Source
Population (million)	18.4	2020	United Nations World Population Prospects
Poverty Head Count Ratio at \$1.90 a day (%)	54.4	2015	World Bank, Global Poverty Working Group
Maternal Mortality (Mothers per 100,000 births)	211	2017	WHO, UNICEF, UNFPA, World Bank Group, and the United Nations Population Division
Fertility rate (births per woman)	4.7	2020	United Nations World Population Prospects
HIV Prevalence (% of population ages 15–49)	11.3	2018	UNAIDS estimates
Contraceptive Prevalence any methods (% of women aged 15–49)	47.5	2018	The World Bank
GDP Growth rate (annual %)	1.7	2019	World Bank national accounts data, and OECD National Accounts data files.
Unemployment rate (%)	11.4	2020	International Labour Organisation
Unemployment rate, Female (%)	11.98	2020	International Labour Organisation
Unemployment rate, Male (%)	10.88	2020	International Labour Organisation
Literacy rates (%) (women)	83	2018	UNESCO Institute for Statistics
Literacy rates (%) (men)	90.6	2018	UNESCO Institute for Statistics
Literacy rates (%)	87	2018	UNESCO Institute for Statistics
Net enrolment rate in primary education (%) female	84.93	2017	UNESCO Institute for Statistics
Net enrolment rate in primary education (%) male	81.43	2017	UNESCO Institute for Statistics
Net enrolment rate in primary education (%) total	83.17	2017	UNESCO Institute for Statistics
Gender Development Index (low – 0.862, medium – 0.878, high – 0.957, very high – 0.983)	0.949	2018	HDR

Extreme poverty is prevalent in Zambia, particularly in rural areas. Children, adolescents, young persons and women comprise the most vulnerable groups who experience greater burdens from inequalities. The strategic focus of the Government is to address low levels of employment, invest in rural development and reduce widening inequalities. In its national planning, the Government utilises several strategies to achieve socioeconomic transformation for a “prosperous middle-income” Zambia. For example, the Public Service Transformation Programme aims to make the public service more responsive, service-oriented and accountable in the delivery of timely and quality services. The Government’s plan to operationalise the Industrial Development Commission aims to accelerate the process of the transformation of the economy through optimal use of resources. In the context of sustainable development, socioeconomic transformation means not only achieving social change and a strong economy, but also building resilient and empowered human capital, a prerequisite for effective democracy. Inclusive economic growth requires a healthy and educated population with the requisite skills to take advantage of opportunities in an ever more interconnected global economic environment. Furthermore, an educated and empowered population is the backbone of any democratic system.<sup>11</sup>

<sup>10</sup> Latest year for which data is available

<sup>11</sup> Zambia–United Nations Sustainable Development Partnership Framework (2016–2021)



### 1.3. Status of education in Zambia

At international level, Zambia is a signatory to the United Nations Convention on the Rights of the Child (UNCRC), Education for All (EFA) goals, the United Nations Millennium Development Goals (MDGs), and more recently, the Sustainable Development Goals (SDGs).

Zambia's 1996 National Policy on Education explicitly mentions establishing new partnerships with all education providers, non-governmental organisations, local communities and religious groups to enhance the educational outreach to the youth of Zambia. Towards this end, Zambia now has four types of schools in the country namely Government, Grant aided, Private/Church and Community schools.<sup>12</sup> The jobs diagnostics in Zambia working paper shows that youth with skills, as represented by education level, are more likely to benefit from the economic transformation underway in Zambia.<sup>13</sup> The report puts education at the centre stage of Zambia's the economic transformation.

Since 1996, Zambia has achieved near universal primary school completion levels—national statistics indicate a completion rate of 91.8 % at Grade 7. But this masks considerable regional disparities, with the northern region recording 81.3 % (72 % for female learners) and Lusaka a rate of 78.6 %. For children in the early years, the coverage of care, learning and education services remains persistently low. Overall, girls continue to be at a disadvantage with a large number of them dropping out in the upper primary and secondary grades, and poorer levels of transition to junior secondary and senior secondary levels.<sup>14</sup>

Transition rates from primary to secondary school are low at 67.5 %. This is mainly due to the following factors:

- lack of places to accommodate all primary school graduates;
- introduction of school fees in Grade 8;
- distance to schools; and
- other costs related to education (such as the cost of not otherwise contributing to household income)

For girls at secondary level, there are also additional barriers pertaining to the lack of menstrual hygiene facilities, the low value placed by some communities on girls' receiving a secondary education, teenage pregnancy and child marriage.

On the quality aspect, national assessments show increased levels of learning. However, challenges remain to meet the target of an average score of 40 % in language and mathematics in Grades 5 and 9. The proportion of children completing Grades 9 and 12 continue to remain low.

Table 2: Education in numbers<sup>15</sup>

Net primary school enrolment	<b>87.9 %</b>
Net secondary school enrolment	42.9 %
Gender parity index at primary school <sup>16</sup>	1.0
Gender parity index at secondary school	0.9
Transition rate to secondary school	67.5 %

<sup>12</sup> MOE (Ministry of Education, Science, and Vocational Training and Early Education). 1996. "Educating Our Future: National Policy on Education." MOE, Lusaka, Zambia.

<https://www.moge.gov.zm/download/policies/Educating-Our-Future-National-Policy-on-Education.pdf>

<sup>13</sup> Merotto, Dino Leonardo. 2017. Zambia - Jobs diagnostic (English). Job Series; Issue no. 7. Washington, D.C.: World Bank Group. <http://documents.worldbank.org/curated/en/277791496907975315/Zambia-Jobs-diagnostic>

<sup>14</sup> <https://www.unicef.org/zambia/education>

<sup>15</sup> <https://www.unicef.org/zambia/education>

<sup>16</sup> Ratio of girls to boys (gender parity index) in primary, secondary and tertiary education is the ratio of the number of female learners enrolled at primary, secondary and tertiary levels of education to the number of male learners in each level. (<https://unstats.un.org/unsd/mdg/Metadata.aspx?IndicatorId=9>)

Analysing the Education Sector Public Expenditure in Zambia, the World Bank found that while the quantitative indicators of education sector have improved, the learning outcomes have been persistently low.<sup>17</sup>

Despite successful expansion of access to education, Zambia has some of the lowest academic achievements as measured by standardised national and regional testing.<sup>18</sup> Previous national assessment (2016 Grade Five National Assessment) showed that pupils' scores are below the 40th percentile (34.90 % in reading in English and 36.98 % in mathematics) which was established by the Ministry of Education as the minimum performance standard at that time.<sup>19</sup>

The Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ) II and III assessments show that the performance of Zambian learners is unsatisfactory and much lower than most of the other countries in this region. In SACMEQ II, Zambia was 13th out of 14 countries in reading and 12th in mathematics.<sup>20</sup> These results were even worse in the subsequent round of assessment SACMEQ III, when Zambia was 14th out of 15 countries in reading and 15th in mathematics.<sup>21</sup>

Zambia's learners demonstrated an average score of 440.1 in reading and 435.2 in mathematics in the SACMEQ II assessment, which is below the regional mean of 500 of all countries that participated in this assessment in the region.<sup>22</sup> The same trend is observed in SACMEQ III assessment results.

The reading mean score for boys in SACMEQ III was 437.1 and is lower than the score of 439.8 in SACMEQ II. The reading mean score for girls in SACMEQ III was 431.5 compared to 440.7 score reported in SACMEQ II. Both boys and girls had mean scores lower than the overall SACMEQ II mean score of 500 and the SACMEQ III mean score of 512 for reading and 509.7 for mathematics.<sup>23</sup> Findings from the PISA for Development (PISA-D) study reveal that in Zambia only 5% and 2% of the learners achieved the minimum level of proficiency in reading and mathematics respectively. Among OECD countries on average, learners' minimum level of performance is 80% in reading and 77% in mathematics.<sup>24</sup>

Even at the early grade level, assessments have shown that a substantial proportion of Zambia's children are not learning: The 2014 Early Grade Reading and Early Mathematics assessment (EGRA/EGMA) results show that 80 % and 44 % of students in Grade 2 got a zero mark in reading comprehension and mathematics level 2 sub-tasks respectively.<sup>25</sup> The 2018 EGRA, EGMA and Grade Five National Assessments show a marked improvement.<sup>26</sup> The Grade Five National Assessment in English for boys show an improvement from 31.6 % to 34.14 % and for girls from 32.6 % to 35.15 %. In Mathematics, boys improved from 35.8 % to 37.32 % and girls improved from 35.2 % to 36.67 %.

School closures due to COVID-19 has resulted in disruption of learning for more than 4.2 million children and adolescents. As the children are out of school, the risk is higher that vulnerable children will not return. The children, especially girls, being out of school will increase the risk of teenaged pregnancy, sexual abuse, child marriage and other dangers. To mitigate the impact of this situation, the Ministry of General Education has developed an **education contingency plan for COVID-19** and the post-pandemic era which will ensure pupils are engaged in learning in their homes.

*Source: April 2020, Education Contingency Plan for Novel Coronavirus (COVID-19)*

<sup>17</sup> World Bank Group, 2015, Education Sector Public Expenditure Tracking and Service Delivery Survey in Zambia, International Bank for Reconstruction and Development/ The World Bank Washington, DC.

<sup>18</sup> Government of Zambia, 2015, Education for All 2015 National Review, Lusaka, Zambia

<sup>19</sup> Government of Zambia, 2015, Education for All 2015 National Review, Lusaka, Zambia

<sup>20</sup> SACMEQ II

<sup>21</sup> SACMEQ III

<sup>22</sup> Government of Zambia, 2015, Education for All 2015 National Review, Lusaka, Zambia

<sup>23</sup> Government of Zambia, The SACMEQ III project in Zambia, A study of the conditions of schooling and the quality of education

<sup>24</sup> Education in Zambia, Findings from Zambia's experience in PISA for Development, OECD

<sup>25</sup> *Ibid.*

<sup>26</sup> ToR

Despite this, learners are still below par, and many children go through the system without the necessary literacy and numeracy skills to allow them access to most of the school curricula. Many learners, particularly girls drop-out due to limited support. While infrastructure gaps in education remain a cause for concern, the World Bank Public Expenditure Review (PER) of the education sector identifies two factors in addition to the shortage of classrooms that account for the consistently low learning outcomes – lack of textbooks and lack of feedback loops between learners’ learning performances and the sector inputs directly related to learners’ learning achievements, such as teachers’ professional development programmes. The PER also reports that transition to lower and upper secondary education is constrained by a serious shortage of seats in secondary school.<sup>27</sup>

However, in spite of these challenges, the MoGE has been striving to bring holistic development in education, with a continued focus on improving learning outcomes, particularly at the foundational level of Grades 3, 4 and 5. Over the years, UNICEF has been supporting the Government of Zambia in achieving the education outcomes defined in the country programme document (CPD) for Zambia. One of the outcomes stated in the CPD is that the boys and girls of school-going age demonstrate improved learning outcomes as a result of equitable and inclusive access to quality education by 2020. In 2015, J-PAL and Pratham approached MoGE to consider Teaching at the Right Level (TaRL) as a method of remedial learning, a method based on evidence from India. This was during technical meetings that were held between UNICEF, DFID and various stakeholders who were looking into improving literacy and numeracy programming following the revised curriculum in 2014.

TaRL is premised on research that shows learners learn better when they are assessed, grouped and taught according to their ability and not according to their grade level. This approach ensures that learners are taught at the level of their ability. The learners are first assessed to determine their level of ability after which they are then grouped according to their ability levels rather than grade level or age for a targeted period. This targeted time will enable the learners to access instruction in literacy and numeracy skills according to their level of ability. With teaching targeted to learners’ abilities, appropriate materials for each ability level, specific training for teachers and adequate supportive monitoring mechanisms in place, the evidence of the success of these programmes is strong and indicates that such programmes allow children to catch up and progress in their education, having broken through to literacy and numeracy. A number of countries, including India and Ghana, have experienced marked positive gains in student learning outcomes through similar teaching-at-level programmes. These countries have been supported in this teaching methodology by Pratham, an India-based organisation.

#### 1.4. Pratham’s Teaching at the Right Level (TaRL) approach

Pratham’s Teaching at the Right Level approach was adopted to tackle the huge learning deficits observed among early grade children in India. Despite the remarkable progress made in enrolment in primary schools, the Annual Status of Education Report (ASER) showed year on year gaps in learning outcomes of children in Grades 3 to 5. The ASER reports also showed that the children who missed the learning opportunity in junior grades would ultimately fail to recover once they advanced to higher grades and would ultimately find it difficult to cope with the curriculum. In order to remedy the situation, Pratham developed the idea of teaching at the right level.

Pratham’s techniques for enabling children to acquire basic skills in reading and arithmetic have evolved considerably over the last decade. For over ten years, the focus has been on children who are in Grades 3 to 5 (or of that age). These children have been in school for some years but have not acquired the foundational skills that are essential for moving ahead. There are several core elements of the method that Pratham uses. One, learning goals are clearly articulated so that teachers and parents know what is to be achieved. Two, simple assessment is used at the beginning of the programme. This is done both to understand the level of individual children and of the group; the data is also used for grouping children for instruction. Later in the programme, similar assessments are used to track children’s progress and for making course corrections. Third, for instruction, children are grouped by level rather than by grade. Fourth, the method relies on a set of combined daily activities to maximise learning; for example, for building numeracy knowledge and operations in arithmetic, children will do tasks that require them to listen, speak, do, read and write. Children do activities in

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<sup>27</sup> Education Public Expenditure Review in Zambia, The World Bank, 2016

big groups, in smaller groups and individually. Fifth, appropriate teaching-learning materials are developed for the programme, which are used for each group and their respective activities.<sup>28</sup>

This methodology has been implemented by Pratham in India in three major ways. Firstly, it is a volunteer-based model that was common in earlier iterations of TaRL. Secondly, Pratham team members lead the work (assisted by volunteers) and demonstrate that a significant change in basic learning is possible in a relatively short period of time. This “direct” work takes the form of “Learning Camps” and is widely used currently by Pratham teams in locations across India. Finally, Pratham partners with government school systems where Pratham teams work closely with government teams to incorporate Pratham’s techniques for teaching-learning, assessments and Pratham’s materials in primary school teaching.

In the last few years, Pratham’s partnership programmes with governments, have usually had the following characteristics:

- **Learning goals:** Clear articulation of learning goals to be achieved in a specific time duration.
- **Simple Assessment:** Use of simple assessment to understand the baseline situation. Often the assessment feeds into the instructional design and leads to the organisation of groups for learning. In some states, the Pratham/ASER assessment tools were used directly. In other cases, the tools are modified with inputs from the local government. In all cases, one-on-one assessment of children’s reading ability is part of the assessment.
- **Cluster resource teams from the government:** Usually, the “cluster” level cadre within the government system is trained first. They often do 10–20 days of actual practice teaching using the methods they have learned in Pratham training. Once this phase is completed, the cluster resource people will train the teachers in their charge (Pratham team members assist). Creating this academic leadership team within the government is crucial for the successful roll out of the programme.
- **Appropriate teaching-learning materials:** The materials that Pratham has developed for use in the direct programmes are shared with the government. These are then printed by the government school system and distributed in their schools. This cost is borne by government.
- **Teacher training:** Teachers are trained in the Pratham methods. Government officials (especially the cluster-level government teams who have themselves been trained and have conducted “practice” classes) conduct the training of teachers. Pratham team members assist in these trainings, wherever possible. The government pays for the entire cost of teacher training. The first round of training at the start of the programme usually lasts four days. Refresher trainings and review meetings are done periodically through the course of the programme.
- **Time for basic learning:** As part of the learning improvement programme, time is set aside during the school day to carry out the activities to improve basic learning. This feature of the programme is jointly discussed and decided at the initial stages of designing the programme. Usually, it is one hour for reading and one hour for arithmetic. For that period, “normal” curriculum/teaching-learning activities are not done. Focus is on building foundational skills.
- **Grouping by level not grade:** For instructional purposes, children of Grades 3, 4 and 5 are grouped by level and not by grade. The grouping is done based on the initial baseline assessment. As children progress, they move into higher groups. During the “special period”, teachers who usually teach these grades are assigned to groups instead of to grades. Depending on the availability of government teachers in the school, two or more groups for instruction are formed.
- **Monitoring and mentoring:** The cluster resource persons (government staff at the cluster level) and Pratham team members move from school to school to support the teachers in conducting specific

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<sup>28</sup> Pratham’s Models for Implementing Teaching at the Right Level, July 2017

activities. Since cluster coordinators are government employees, all the additional costs are borne by the government.

- **Tracking of progress:** Periodic assessment is done by teachers at different points in the joint programme. In many cases, Pratham helps by analysing data and providing feedback to the different levels of decision-makers in the government school system.
- **Memorandum of understanding:** In most cases, a formal document such as a memorandum of understanding is signed by the government department and Pratham to begin the intervention.

The partnership with government schools' model has been suitably adapted within the Zambian context for the Catch-Up programme.

## 1.5. Catch-Up programme pilot

The Zambia Ministry of General Education piloted the Catch-Up programme in November 2016. The pilot targeted all learners in Grades 3 to 5 in 80 selected schools over a period of one month in Eastern Province (using intensive methods) in 2016 and for a period of six months in Southern Province (using one hour a day method) in 2017. The districts covered under the pilot were Monze and Pemba from Southern Province and Katete and Chipata from Eastern Province.

The Ministry piloted three models under the Catch-Up programme based on the Teaching at the Right Level (TaRL) pedagogical approach, which aims to improve the basic literacy and numeracy skills of primary school pupils by grouping them according to ability and providing them with instruction tailored to their learning level.

The three models followed during the pilot were:

- **Intensive one-month during term time:** In Chipata, selected schools regrouped pupils in Grade 3 to 5 by reading and numerical ability for an entire month. Learners were taught for three hours a day for 20 days during term time. All learning focused on teaching numeracy and literacy skills.
- **Intensive one-month during school holidays:** Katete followed the same approach of grouping the learners, however, they were taught for three hours a day for 20 days during the school holidays.
- **One hour a day:** In Monze and Pemba, schools regrouped pupils by ability rather than grade for a concentrated one hour of literacy teaching during one school term, and a mix of literacy and numeracy teaching in the next school term (alternating days for over 100 days, either before or after normal classes).<sup>29</sup>

J-PAL and Pratham provided the technical assistance to MoGE in designing the Catch-Up pilot and continued technical support to the scale up. UNICEF supported the pilot and engaged VVOB to support the capacity building of MoGE staff in the TaRL methodology and data analysis and utilisation. UNICEF engaged IPA to undertake a process evaluation. DFID (through ZESSTA) was responsible for material development. VVOB, contracted by UNICEF, played the role of the implementing partner during the pilot. Later, J-PAL contracted VVOB to implement the scale up of the programme. A key component of the pilot was the monitoring of the implementation and an understanding of what works and why. The pilot proved to be a success with remarkable improvements in learning levels of the learners, resulting in the MoGE deciding to scale up the programme and introduce it in all districts of the Eastern and Southern provinces.<sup>30</sup>

## 1.6. Scale up of the Catch-Up programme

After successful completion of the pilot, the MoGE, in consultation with key stakeholders at the district, zone and school level, identified its preferred model of the Catch-Up approach: for one hour during the school day for two terms, teachers regrouped children based on performance instead of age or grade and focused on basic literacy and numeracy skills. This approach was scaled up to 1,780 schools from 2017 to 2020. USAID and J-

<sup>29</sup> Catch Up Pilot using Teaching at the Right Level methodology, Process Monitoring Report, IPA, 2017

<sup>30</sup> Process Monitoring Report: Catch Up Pilot using Teaching at the Right Level methodology (Annex A - Data from independent monitors)

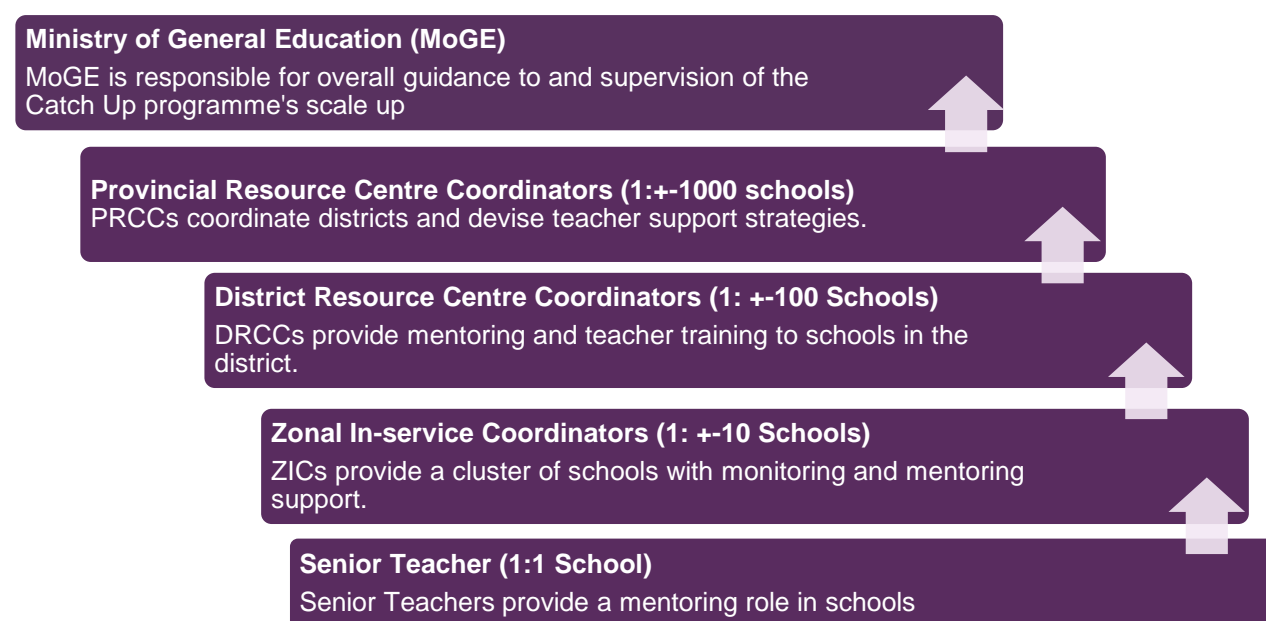


PAL in partnership with VVOB and UNICEF continue to provide technical assistance to the programme in the scale-up phase. USAID through its Development Innovation Ventures (DIV) provided funds to UNICEF and J-PAL to help support the scale up. VVOB was re-engaged, but under J-PAL, as a capacity developer of government staff at zonal, district and provincial level to ensure the Catch-Up approach is infused in the regular activities of both schools and the MoGE. The total budget for the scale up was USD 5 Million. The objectives of the programme align well with SDG 4, which aims at ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all.

## 1.7. Monitoring structure of Zambian schools<sup>31</sup>

The institutional arrangement made by MoGE for the scale up follows a cascading model with the Ministry at the top, followed by provincial, district and zonal levels. The capacity building of teachers for scale up is based on the Continuing Professional Development (CPD) framework through School Program of In-service Training for the Term (SPRINT).

The monitoring structure of Zambian schools is as follows:



By the end of the first phase of the Catch-Up programme in 2020, it is expected that learning levels of the learners in Grades 3 to 5 in the Eastern and Southern provinces would have significantly improved, with a 50 % decrease in the number of learners in the beginner group in literacy (e.g. learners not able to recognise letters) and a 50 % increase in the number of learners able to do basic operations (e.g. addition and subtraction for at least two digits).<sup>32</sup> Furthermore, at the institutional level, it is expected that during the programme and by the end of the programme:

### **Zonal in-service coordinators (ZIC):**

- will support schools in their zone on the TaRL approach, including the use of locally available learning materials; and
- will strengthen the skills of school coordinators on coaching and mentoring, to further help teachers to improve their pedagogical skills using TaRL methodology.

### **District coordinators (DC):**

- will have improved management, facilitation, coaching and mentoring skills for the proper implementation of the project and monitoring of schools' results;

<sup>31</sup> TaRL Africa

<sup>32</sup> Catch up Results Framework

- will organise the development of locally available learning materials during teacher group meetings and grade meetings at the resource centre; and
- will support the zonal in-service coordinators with troubleshooting and refresher trainings on TaRL.

**Provincial coordinators (PC):**

- will organise stakeholders' workshops where progress and challenges of the project are discussed;
- will identify districts with challenges and suggest interventions; and
- will verify progress and data from the districts and plan district trainings.

## Chapter 2. Purpose of evaluation

The purpose of the evaluation as specified in the terms of reference (TOR) was to assess the progress of the scale up of the Catch-Up programme in Eastern and Southern Provinces against the effectiveness, efficiency, relevance, sustainability and the equity aspects of the programme. Based on the findings and conclusions, the evaluation provides the lessons learned and recommendations which will be useful to the end users of the evaluation as listed below.

Table 3: End users of the evaluation

SN	End users of the evaluation	How the evaluation findings will be used
1	Ministry of General Education	To understand the overall performance of the programme, its efficiencies and challenges that need to be addressed. To incorporate best practices of the Catch-Up programme into the design of future remedial learning programmes. To institutionalise the Catch-Up programme.
2	UNICEF Zambia	To support MoGE's efforts to transform the programme from a project to a nationwide programme.
3	UNICEF Regionally & Globally	To identify best practices that can be applied to education programmes.
4	Programme Partners (USAID, J-PAL, Pratham & VVOB)	To inform future programme design and partners' continued involvement in the programme.



## Chapter 3. Evaluation objectives and scope

### 3.1. Objective

The objective of the evaluation was to provide external, independent assessment of the extent to which the Catch-Up programme is meeting its intended objectives. The overall objective of the evaluation was to provide policymakers and stakeholders with useful insights into the implementation of the programme, its efficacy for improving foundational learning among the children of Zambia, the challenges encountered, and measures taken to overcome them. The evaluation aimed to specifically investigate the effectiveness, efficiency, relevance, sustainability and the equity aspect of the Catch-Up programme. The criteria of effectiveness and equity align well with the SDG 4, which aims at ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all. In addition, the design of the evaluation has incorporated a clear human rights, equity and gender perspective.

The specific objectives of the evaluation, as specified in the TOR were:<sup>33</sup>

- To assess the extent to which the programme is achieving its objective of improving literacy and numeracy skills for all learners and for those further behind.
- To assess the extent to which the programme is being implemented as designed, including effectiveness of partnerships and sustainability mechanisms.
- To assess the sufficiency of resources to implement the Catch-Up Programme, while still maintaining effectiveness.
- To assess the enablers and factors contributing to the positive and negative effects, if any, of the Catch-Up programme.

### 3.2. Scope

The scale up of the Catch-Up programme covered 1,780 schools between 2017 and 2020.<sup>34</sup> However, the evaluation was conducted on a purposively chosen sample of six districts, three each from the Eastern and Southern provinces: Monze, Zimba and Kazungula were selected from the Southern province, and from the Eastern province, Chipata, Katete and Mambwe were selected. The respondents for the evaluation were drawn from both, the demand as well as, the supply side. The thematic scope of the evaluation, as mentioned above, covered the criteria of effectiveness, efficiency, relevance, sustainability and equity.

It would be apt to mention here that for implementation purpose, the programme districts were selected by MoGE based on a set of agreed indicators reflecting poverty levels and learning outcomes in English and Math. Schools in each district were chosen by the District Education Boards (DEBs), using pre-agreed criteria. These included:

- performance levels (to enable a widespread of learning levels);
- geographical considerations (to include both rural and peri-urban);
- grade offering (G1-G7 only);
- school running agency (both Government and community); and
- clustering of schools into Zones (around 5 schools per zone).

For the purpose of the evaluation, after deciding the sample size based on a convenience sampling approach, schools and respondents were selected by simple random sampling. Details pertaining to the process of selection are elaborated in the section on sampling.

<sup>33</sup> Terms of Reference (ToR)

<sup>34</sup> MoGE

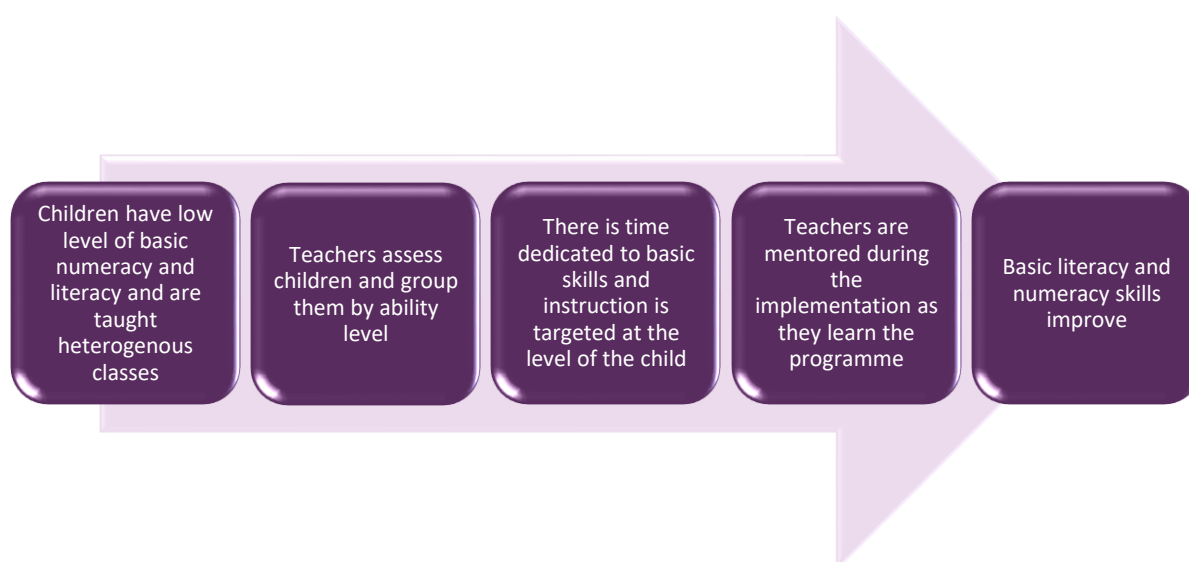
## Chapter 4. Evaluation methodology

### 4.1. Approach

The evaluation followed a **theory-based approach** in line with the requirements of the ToR. Given that the project is still in the scale up phase, a credible baseline for comparison cannot be established at this time. Comparisons on the other hand may only be made once the entire scale up has completed. A theory of change (ToC) for the TaRL methodology is available.

The ToC is based on the premise that some learners have low levels of numeracy and literacy skills and that with focused efforts using the TaRL methodology, they can quickly catch up with their peers. The theory includes inputs on training and monitoring support to the Catch-up teachers and provisioning of material related to the TaRL methodology. Continued mentoring and monitoring leads to effective implementation of the remedial learning programme and a net impact of learners improving their basic literacy and numeracy skills. Based on the theory of change, key evaluation questions were designed, and the methodology was aligned to the evaluation questions.

Figure 1: TaRL Theory of Change



INPUTS	OUTPUTS	OUTCOMES	IMPACT
<ul style="list-style-type: none"> <li>• Training of teachers</li> <li>• Materials</li> <li>• Increased mentoring and monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers attend trainings</li> <li>• Materials get to schools</li> <li>• Mentors and monitors go to school</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers focus on basic skills</li> <li>• Materials are used</li> <li>• Monitors provide effective support</li> </ul>	<ul style="list-style-type: none"> <li>• Learners' basic skill levels improve</li> </ul>

The overall approach was as follows:

In order to meet the objectives of the evaluation, ACER India followed a three-pronged approach to the project:

1. **Exploratory:** ACER India's approach to the evaluation was of an exploratory nature. The project team deep dived into the available secondary information as well as the information derived through key informant interviews (KIIs) to unravel findings that answered the key evaluation questions.

2. **Mixed methods:** While conducting the evaluation, the team followed a mixed methods approach entailing secondary literature review and primary data collection from pre-identified respondents.
3. **Participatory and consultative:** It has been experienced that the primary research becomes drab and does not yield the desired results if the interviews are conducted in an impersonal manner through question-and-answer sessions. On the other hand, a consultative and participatory approach towards interviews helps in eliciting the best and most informative responses. Accordingly, the project team constantly endeavoured to engage with the respondents. The interviews were discussions rather than monologues.

The overall approach to the research was a logical sequence of activities, where the outcome of one activity formed the inputs for the next activity until the results of the research were achieved. Each of these activities were divided into distinct phases.

The **Preparatory Phase**, where the evaluation methodology was finalized in consultation with UNICEF, including the evaluation reference group and the Ministry of General Education. The inception report was reviewed by other stakeholders, as well as the regional office of UNICEF (ESARO).

The inception phase was followed by the **Implementation Phase** comprising Secondary Literature Review and Primary Research.

The third and final phase was the **Finalisation Phase**, wherein the findings from the field were consolidated into an evaluation report.

## 4.2. Methodology

As stated above, the evaluation methodology followed several sequential steps. These steps have been summarised below:

### a. A review of the Catch-Up programme documentation and implementation data

The evaluation team reviewed all available documents relevant to the scale up of the programme design, planning, management and implementation. This includes documents related to education sector policies and legislations, financial reports, process monitoring reports, teacher training documents, mentoring and monitoring process of the teachers, teacher-led model of implementation along with a review of the Catch-Up assessment instrument and the expected learning outcomes.

The desk review provided useful insights into how each component of the programme, mainly inputs, activities and outcomes, was designed and managed for a scale up to 1,780 schools vis-a-vis its intended objectives.<sup>35</sup> This helped the evaluation team understand the cause-and-effect relationship of the various components of the scale up programme.

### b. An assessment of student learning outcomes in literacy and numeracy for Grades 3, 4 and 5

The enumerators and supervisors were trained in using the assessment tool designed by Pratham to accurately and reliably measure student learning outcomes for Grades 3, 4 and 5. Student assessment and data collection complied with the field operations procedure as outlined in the programme implementation process. The analysis served to cross-validate existing reports and data to ascertain accuracy and inform further scaling up of the programme.

### c. Independent classroom observations to understand the effectiveness of the programme

Teacher student interaction in the classroom is a key element that determines overall delivery and effective implementation of an educational programme. The mode of lesson delivery and compliance with the principles of Catch-Up were observed and noted by the data collection team. The observation focused on aspects of classroom instruction and pedagogy, student participation, teaching resources and their relevance to the target cohort. Teacher and student attendance sheets and the number of lesson plans were also reviewed.

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<sup>35</sup> MoGE

#### d. Survey of teachers and programme monitors

Classroom observations were complemented with a teacher questionnaire seeking teachers' reflection on their practices and the implementation process and provided evidence of effectiveness of the programme with the associated bottlenecks. Monitors' feedbacks were noted as useful insights into programme implementation.

#### e. Interviews with various stakeholders

In-depth interviews were conducted with a wide range of stakeholders involving teachers, MoGE, UNICEF, VVOB, JPAL and USAID. All discussions with the stakeholders were recorded to inform the evaluation.

#### f. Sampling

To execute this assignment, a sample of districts from within the Southern and Eastern provinces was selected. Thus, Monze, Zimba and Kazungula districts were selected from the Southern province and Chipata, Katete and Mambwe were selected from the Eastern province based on the maximum number of Catch-Up schools being from these districts. A total of 35 schools spread across the two provinces were included in the sample, which worked out to approximately 10 % of the Catch-Up schools in the six districts.

For the next stage of sampling, that is, selection of schools, systematic random sampling approach was followed in the six districts. The schools were listed as per rural and urban and randomly selected. Ten learners from Grades 3, 4 and 5 were randomly selected. The sample distribution across the schools in their proximity was as follows:

Table 4: Sample distribution at school level

Sample District	Sample Schools	Sample Learners	Survey of Teachers	Survey of Monitors	No. of Classroom Observations	Interview with Head Teachers
<b>SOUTHERN PROVINCE</b>						
<b>Monze</b>	8	240	24	8	24	8
<b>Zimba</b>	4	210	21	7	21	7
<b>Kazungula</b>	6	60	6	2	6	2
<b>Total</b>	18	510	51	17	51	17
<b>EASTERN PROVINCE</b>						
<b>Chipata</b>	6	240	24	8	24	8
<b>Katete</b>	6	240	24	8	24	8
<b>Mambwe</b>	5	60	6	2	6	2
<b>Total</b>	17	540	54	18	54	18
<b>Grand Total</b>	<b>35</b>	<b>1050</b>	<b>105</b>	<b>35</b>	<b>105</b>	<b>35</b>
<b>Actual number reached</b>	<b>35</b>	<b>1053</b>	<b>96</b>	<b>31</b>	<b>97</b>	<b>34</b>

\*In some cases, the actual sample was not achieved, as the schools were inaccessible due to flooding in Kazungula and Monze districts and due to the unavailability of sufficient number of respondents in Chipata district when the evaluation was conducted. In Monze, 2 out of 8 schools could not be reached due to floods in the area and the poor road network caused by the rains. Therefore, the DEBs suggested to replace the two schools namely; Nyimba Primary and Kaloba primary with Nteme primary and Kaumuzya west primary respectively. In Kazungula, Chooma River and Zalu Primary schools were replaced because they were inaccessible at the time when the evaluation was conducted, to get there the team needed to cross three rivers which was not possible with a car. These schools were replaced with Katombola and Mandia respectively. Chinkonzya Primary school was replaced with Nyawa Primary School.

On the supply side, representatives from Provincial Resource Centre Coordinators (PRCC), District Resource Centre Coordinators (DRCC), Zonal In-service Coordinators (ZIC) and other key stakeholders were interviewed. The list of interviews conducted is presented in the table below:

Table 5: Sample distribution on the supply side

SN	Respondent Categories	Tool Type	Number Achieved
1.	Provincial Resource Centre Coordinators (PRCC)	KII	2
2.	District Resource Centre Coordinators (DRCC)	KII	6
3.	Zonal In-service Coordinators (ZIC)	KII	25
4.	Ministry of General Education (MoGE)	KII	1
5.	Pratham	KII	1
6.	USAID	KII	2
7.	J-Pal & TaRL Africa	KII	1
8.	VVOB	KII	1
9.	UNICEF	KII	1

#### g. Designing of evaluation tools

Based on insights from the initial consultations, the team developed draft classroom observation tool and draft evaluation tools for qualitative and quantitative data collection. Furthermore, the key evaluation questions given in the ToR were also referred to while designing the Catch-Up learning assessment and KII tools. In addition, the United Nations Evaluations Guidelines (UNEG) document was referred to draft the evaluation tools. The KII tools included a combination of open and closed ended questions: the open-ended ones being used to elaborate on the closed responses. Pre-loaded Catch-Up learning assessment and KII tools on handheld devices and recorders were used to conduct Catch-Up learning assessment and KIIs, while at the same time physically recording the responses. The voice recordings were later used to check and add to the responses as required.

#### h. Approval of evaluation protocol and tools by UNICEF and ethical clearance from UNZAREC and NHRA

The evaluation design and the evaluation tools were reviewed and approved by UNICEF, the Evaluation Reference Group (ERG). The ethical approval was obtained from UNZA Research and Ethics Committee (UNZAREC), and the study was approved by National Health Research Authority (NHRA).

#### i. Piloting evaluation tools

The evaluation tools were piloted in two districts namely Chipata and Choma. The process ensured that there were no redundancies in the questions, and the language and flow of questions were appropriate. Based on the piloting, the tools were modified and finalised.

#### j. Training of evaluation team

The Team Leader/International Evaluation Expert trained the team members, including the enumerators and supervisors, on the process of administering the Catch-Up learning assessment and KIIs. The three-day training was organised virtually via MS Teams and included the following sessions:

- Introduction to the scale up of the Catch-Up programme and objectives of the evaluation
- Training on Qualitative and Quantitative research methodology
- Training on the learner's assessment tools as well as all other data collection tools
- Orientation on field protocol to follow during field work
- Practice of the tools through role playing
- Orientation on the field work plan
- Pilot to familiarise teams with the tools to use and getting the feel of actual fieldwork
- Debrief after the pilot to clarify any issue in the tools
- Training on the special COVID-19 guidelines to follow while conducting interviews in the field
- Division of roles and responsibilities during the fieldwork process

The training on the Catch-Up assessment tool was conducted in person by MoGE staff from the Eastern and Southern provinces. One full day of training was conducted in each of the two provinces during which the enumerators and supervisors were trained on the methods of a) administering the tools, b) recording responses and c) scoring the performance of learners. Practical exercises were conducted by the trainers to enable the participants to understand the nuances of the tools and their application.

#### **k. Fieldwork**

Following the training of enumerators, the evaluation team, including the Project Manager and Fieldwork Quality Assurance Expert from the research team, initiated the fieldwork in February 2021. The team was split into two sub-teams and each team was responsible to undertake the Catch-Up learning assessment and KIIs in respective sample districts. The team of experts, supervisors, enumerators and quality control assistants completed all the data collection at the district level in March 2021. The evaluation team undertook the KIIs with the supply side respondents online via MS Teams. The interviews were completed by April 2021.

#### **l. Ethical considerations**

At every stage, the evaluation was guided by the United Nations Evaluation Guidelines (UNEG) and Ethical Research Involving Children (ERIC) guidelines. The design of the evaluation incorporated a clear human rights, equity and gender perspective. Care was taken to include these dimensions while conducting the fieldwork. To ensure impartiality, the evaluation team considered the views of all stakeholders. The team ensured the confidentiality and security of sensitive information derived from the interviews and prior consent was taken from each stakeholder before interacting with them. The team strictly followed the obligation of evaluations, that is, independence, impartiality, credibility, no conflict of interest, honesty and integrity, and accountability. The evaluators observed the obligations towards the participants including respect for Dignity and Diversity, Rights, Confidentiality and Avoidance of Harm.

### 4.2.1. Evaluation Matrix

The evaluation matrix comprising an indicative list of key evaluation questions, method to be followed and respondents is presented below:

Table 6: Evaluation matrix

Key Evaluation Question	Target Respondent	Method of Information Collection	Indicators	Method of Data Analysis
<b>Effectiveness:</b> To what extent were the objectives (general and specific), activities and expected results at output and outcome levels achieved/are likely to be achieved? What were the major factors influencing the achievement or non-achievement of the objectives?	All respondents	Catch-Up Learning assessment tool for learners and KII with the other respondents. Classroom observation tool	<ul style="list-style-type: none"> <li>Proportion of teachers trained on the Catch-up methodology</li> <li>Proportion of teachers finding the Catch-Up methodology useful in eliminating learning difficulties</li> <li>Frequency of monitoring of Catch-Up schools</li> <li>Proportion of learners with improved reading skills</li> <li>Proportion of learners with improved mathematical skills</li> </ul>	Quantitative and qualitative
<b>Efficiency:</b> Were activities and interventions cost-efficient? Were they implemented in the most efficient way compared to alternatives? Were objectives (general and specific), activities and expected results at output and outcome levels achieved on time? Are the resources (money, human resources, facilities/ capital assets) sufficiently efficient? How well the implementation of activities has been managed? What management and monitoring tools have been used and what tools could have been used?	Representatives from UNICEF, MoGE, J-Pal, VVOB and USAID Principals, Teachers and Monitors	KII, discussions and reviewing the financial allocation to the programme.	<ul style="list-style-type: none"> <li>Proportion of teachers confirming continuity of training and mentoring support</li> <li>Proportion of teachers confirming receiving feedback from mentors at least once every month</li> <li>Proportion of teachers confirming that they received adequate resources from the school management to support Catch-up activities</li> </ul>	Quantitative and qualitative
<b>Relevance:</b> To what extent are the objectives of the programme still valid	Representatives from UNICEF,	KII & discussions with stakeholders	<ul style="list-style-type: none"> <li>Proportion of respondents agreeing to the usefulness and continuity of Catch-Up</li> </ul>	Quantitative and qualitative



Key Evaluation Question	Target Respondent	Method of Information Collection	Indicators	Method of Data Analysis
and up to date to the national and international contexts? Are the objectives of the programme consistent with the overall goal? Are implemented activities and outputs consistent with the intended impacts and effects?	MoGE, J-Pal, VVOB and USAID  Principals, Teachers and Monitors		<ul style="list-style-type: none"> <li>Proportion of respondents agreeing to the adequacy of Catch-Up design in addressing learning needs</li> <li>Proportion of respondents stating that they provided feedback to the Catch-Up implementation team</li> </ul>	
<b>Sustainability:</b> To what extent are the government structures involved in the delivery of the programme? How have they contributed to the success or failure of the programme? To what extent are the government structures dependent on technical assistance from partners? What systems and policy frameworks need to be strengthened for a nationwide scale up of the programme? What alternatives does the government have to better implement the Catch-Up programme? How might the TaRL methodology be incorporated in teacher development, training and deployment policies? How might the TaRL methodology be incorporated into MoGE's remedial learning approach? Are there unintended consequences, both negative and positive of implementing the Catch-Up programme?	Representatives from UNICEF, MoGE, J-Pal, VVOB and USAID  Principals, Teachers and Monitors	KII & discussions with stakeholders	<ul style="list-style-type: none"> <li>Proportion of respondents stating that the programme could continue without external support</li> <li>Proportion of respondents stating at least one reason for the continuation of the programme without external support</li> </ul>	Quantitative and qualitative



Key Evaluation Question	Target Respondent	Method of Information Collection	Indicators	Method of Data Analysis
<b><i>Equity and Gender:</i></b> Has representativeness of coverage been ensured by the activities and interventions? Have vulnerable children and girls been reached by the programme?	Representatives from UNICEF, MoGE, J-Pal, VVOB and USAID  Principals, Teachers and Monitors	KII & discussions with stakeholders	<ul style="list-style-type: none"> <li>• Proportion of respondents stating gender and poverty have a role to play in learning outcomes</li> <li>• Proportion of respondents stating they are making efforts to bridge the learning gap resulting from vulnerability due to poverty/disability/violence</li> <li>• Proportion of respondents able to state at least one effort they are making to bridge the learning gap</li> </ul>	Quantitative and qualitative

## 4.3. Data analysis

### 4.3.1. Quantitative data analysis

The data was analysed using a mixed method approach. The quantitative analysis of clean and merged data set involved computation of standard descriptive statistics and application of univariate and bivariate analysis. The results—disaggregated by grade, gender and location—was presented in tabular form along with data visualisation through charts and infographics.

### 4.3.2. Qualitative data analysis

Thematic content analysis of qualitative data gathered from KIIs was done. The content analysis involved coding, categorisation, tagging and thematic analysis of qualitative data.

**Coding, recoding and developing codebooks:** The process of content analysis began with intensive reading and re-reading of KII transcripts and notes for coding according to the themes/issues (subject matter) that emerged from KII data. The analysis relied on deductive coding (i.e., concept or research driven coding) based on available empirical evidence and the research topics/issues.

**Categorisation and summarising themes:** Following the coding process, the KII data was organised into similar categories, ultimately leading to identification and summarisation of key themes based on contextual data (e.g., socioeconomic data) and other information that would help better understand the study findings.

Qualitative data analysis was done using MS Excel spreadsheets, using its various built-in features including sorting menu and pivot table.

## 4.4. Limitations

Some of the limitations experienced during the evaluation were as follows:

1. In some cases, the actual sample was not achieved, as the schools were inaccessible due to flooding in Kazungula and Monze districts and due to the unavailability of sufficient number of respondents in Chipata district when the evaluation was conducted. In Monze, 2 out of 8 schools could not be reached due to floods in the area and the poor road network caused by the rains. Therefore, the DEBs suggested to replace the two schools namely; Nyimba Primary and Kaloba primary with Nteme primary and Kaumuzya west primary respectively. In Kazungula, Chooma River and Zalu Primary schools were replaced because they were inaccessible at the time when the evaluation was conducted, to get there the team needed to cross three rivers which was not possible with a car. These schools were replaced with Katombola and Mandia respectively. Chinkonzya Primary school was replaced with Nyawa Primary School.
2. Another factor that affected the sample size was unavailability of sufficient number of respondents due to low attendance in some schools. In such instances, additional students from other schools were sampled.
3. The programme implementation period is 2017–2020 and the midline evaluation was planned between September 2019 and May 2020. However, due to COVID19, the evaluation extended to August 2021. The delay in the evaluation was due to several factors, such as, indefinite closure of schools, changes in the school calendar, and disruptions in the Catch-Up classes owing to the closure of schools. The data collection could take place only in March 2021 because a minimum number of weeks of Catch-Up classes needed to be conducted before assessing the learning outcomes of learners. The time lapse between the start of the evaluation and data collection posed a challenge in some instances in finding the number of sampled learners for literacy and numeracy assessments. This has been mentioned in the above note as

well. In all such instances, additional learners were assessed from other schools within the sample.

4. The results of the literacy and numeracy assessment need to be interpreted with caution as the learners had to be tested after only about three weeks of Catch Up classes. Previous assessments prove that when learners undertake Catch-Up classes over a sustained period, remarkable improvements are observed in their performance.<sup>36</sup>
5. The findings are based on reporting by respondents. In the absence of records to corroborate each finding, the team had to rely on anecdotal evidence. As a mitigation measure, to the extent possible, the findings have been further triangulated with the information generated through KIIs with the stakeholders.
6. In the absence of data on vulnerability in the sampled districts and also lack of records on children with special education needs, the evaluation design could not incorporate a rights based approach. For future evaluations, it is expected that the relevant information on these aspects would be available to inform the evaluation design.

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<sup>36</sup> Catch-Up results by year, 2017-2020, VVOB

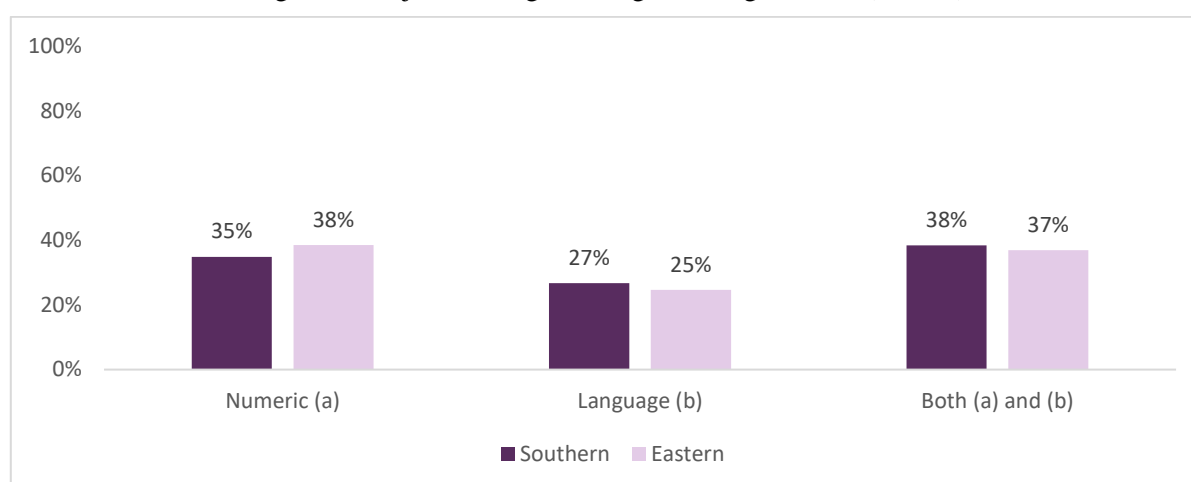
## Chapter 5. Findings and analysis

In this chapter we report the evaluation findings, based on both the quantitative and qualitative analysis from the midline evaluation. The student assessment results are compared with the assessment results from the baseline evaluation to check any improvement in the student learning. In the absence of the results framework of the programme, the evaluation team has drawn upon the indicators in the evaluation matrix for analysing the criteria of effectiveness, efficiency, relevance, sustainability and equity.

### 5.1. Effectiveness

As mentioned in the introduction to the report, the performance of early grade learners in Zambia, in regional as well as national assessments, such as, SACMEQ III, NAS 2016 and PISA-D has been below par as per the expectations of MoGE. In the evaluation survey, provincial and district level staff and teachers were asked about major learning challenges among students. 38 % of the survey participants in Southern province, whereas, 37% in the Eastern province reported that learners demonstrated learning difficulties in both literacy and numeracy. Between literacy and numeracy, a larger proportion of the participants stated that learning challenges were faced in numeracy (38 % in Eastern Province and 35 % in Southern Province) than literacy (27 % in Southern Province and 25 % in Eastern Province). The only variation evident here is, that 2% more respondents in Southern province reported that the learning difficulties were greater in literacy.

Figure 2: Major learning challenges among learners (N=147)



A similar pattern was reported from key informant interviews conducted with staff from MoGE, UNICEF, USAID, TaRL Africa, Pratham and VVOB. All of them agreed that the Zambian learners were performing poorly in literacy and numeracy assessments. Since the expansion of education in 2000, the education system has grown rapidly within two decades to accommodate millions of children. With this effort, Zambia achieved high enrolment rate, nearing universal primary education. However, the rapid expansion of enrolment has not kept pace with the quality of education. There are several factors behind it, such as infrastructure gaps including limited classrooms, shortage of books, shortage of teaching learning material, shortage of qualified teachers and high pupil-teacher ratio, which have resulted in learning gaps between what learners know and what learners are expected to know.

The respondents to the key informant interviews suggested that different factors may have resulted in the learning difficulties among learners, although there is a dearth of literature to corroborate this opinion. Five out of seven key informants stated that increased class size might be one of the major reasons for the deterioration of education quality. Two key informants found that the current focus on curriculum delivery in education, low status of teaching profession and lack of pedagogical skills of teachers hindered student learning progress. The survey participants and the key informants considered the Catch-Up programme highly effective. However, it was difficult to conclude the same based on the student assessment results.

### 5.1.1. Basic skill level outcomes of learners

Improvement of student literacy and numeracy skill is the fundamental step in the causal chain that should be achieved through the Catch-Up programme. To measure the effect on student basic skill level outcomes, we focused on test scores in the following assessments as our primary outcomes:

- Local language
- Number Recognition
- Maths operation: 1 (Addition and Subtraction)
- Maths operation: 2 (Multiplication and Division)

The tools used to measure student learning were the Catch-Up learning assessment tools and learners were informed that these tests would have no impact on their grades or educational attainment overall. In addition, learners were randomly selected to take part in the assessment.

#### 5.1.1.1. Literacy assessment tool

The local language assessment tool consists of tasks set at various levels that could be used by teachers to assign learners to a group based on their performance on the test.

The levels at which the learners were placed based on their performance are as below:

Level	Description
Beginner	The learner cannot read four letters.
Letter	The learner can read at least four out of five letters correctly but cannot read at least four out of five words correctly.
Words	The learner can read at least four out of five words correctly and makes more than three mistakes when reading a simple paragraph.
Simple paragraph	The learner can read a paragraph without breaking sentences into separate words and making only three or fewer mistakes but makes more than three mistakes while reading a story.
Story	The learner can read a story, even if slowly, and makes three or fewer mistakes.

#### 5.1.1.2. Numeracy assessment tool

Numeracy assessment tool consists of three parts, namely number recognition, operations 1 (addition and subtraction) and operations 2 (multiplication and division). The various levels for the three parts were separately assessed and then learners placed according to their performance on each.

The levels in which learners were placed were based on the following level descriptions:

##### Number recognition

Level	Description
Beginner	The learner cannot name at least four of the one-digit numbers given.
Level 1	The learner can name at least four of the one-digit numbers given but cannot name at least four of the two-digit numbers given.
Level 2	The learner can name at least four of the two-digit numbers but cannot name at least four of the three-digit numbers.
Level 3	The learner can name at least four of the three-digit numbers but cannot name at least four of the four-digit numbers.
Level 4	The learner can name at least four of the four-digit numbers.

**Operations – 1 (Addition and subtraction)**

Level	Description
Beginner	These learners are not able to do either two addition sums or two subtraction sums.
Addition	These learners can do at least two addition sums but cannot do at least two subtraction sums
Subtraction	These learners can do at least two subtraction sums.

Learners are expected to reach Subtraction level by the end of Grade 2.

**Operations – 2 (Multiplication and division)**

Level	Description
Beginner	These learners are unable to do either two multiplication sums or two division sums.
Multiplication	These learners can do only two multiplication sums but cannot do two division sums
Division	These learners can do only two multiplication sums and two division sums

By the end of Grade 2 learners are expected to have reached division level for mathematics.

**5.1.1.3. Programme effects on literacy outcomes of learners****Indicators**

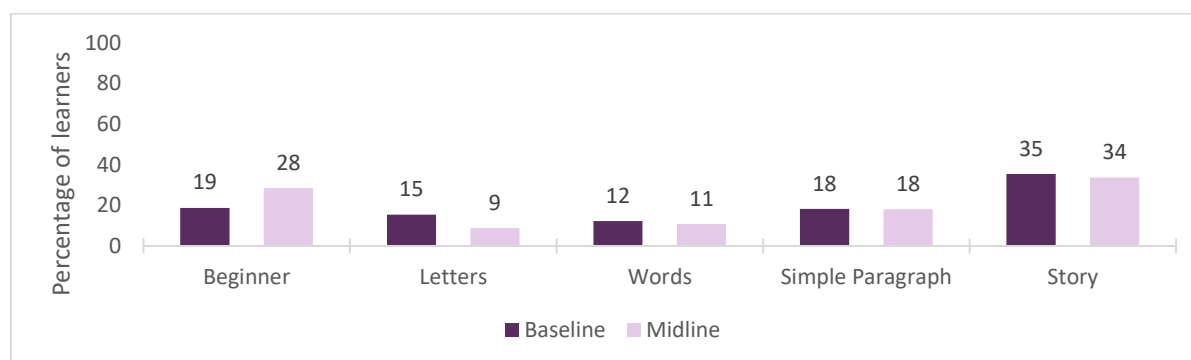
Proportion of learners with improved reading skills

In foundational literacy, there is a clear pathway which learners should follow. One should be able to recognise letters before reading words. Once learners build their set of vocabulary, they can read short sentences. After that, the length of reading increases to long and complex sentences, followed by paragraphs and then stories. This pathway is laid out very well in the levels defined in the literacy assessment tool. The tool enables us to gauge where a student is in the learning path. The comparison of the assessment results from the baseline and midline assessments tells us if the learners are learning effectively during their participation in the Catch-Up programme. However, it needs to be noted that the assessment during the evaluation happened after the resumption of school following the closure due COVID-19. The learners had attended the Catch-Up classes only for about a month. Therefore the results of the assessment need to be interpreted with caution.

In the Southern province, more than one third of the learners were able to read a story, reaching the highest Story level (35% in the baseline and 34% in the midline). The proportions of learners who are at word and simple paragraph levels stayed more or less the same in both the assessments. Almost one out of five learners were able to read a simple paragraph (18% in both the assessments). The proportion of students who can identify four words were 12 % in the baseline and 11 % in the midline. However, the proportion of student who can identify at least four letters (Letter level) dropped from 15 % in the baseline to 9 % in the midline. It is noteworthy that there was a significant increase in the proportion of learners at beginner level who are not able to recognise four letters by 9 % in the midline assessment. One of the reasons behind this as stated by the Catch-up teachers was the delayed start of classes owing to the pandemic.

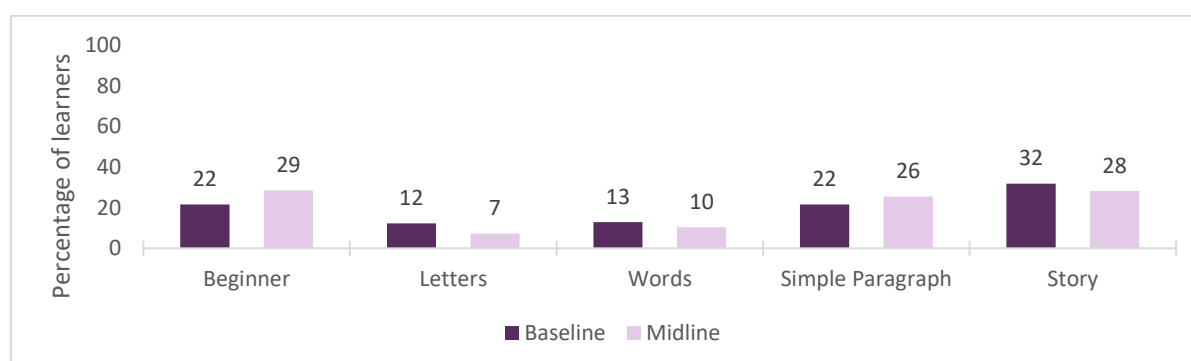
The results of the assessment are summarised in the figures below:

Figure 3: Proportion of learners by level in literacy assessment (Southern Province), Baseline (N=500)/ Midline (N=545)



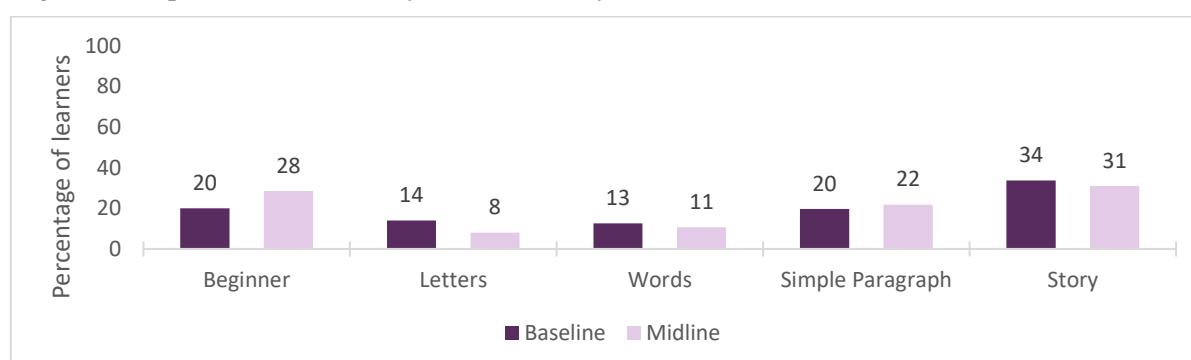
Less than one third of the learners (32% in the baseline and 28% in the midline) showed the ability to read a story in both the assessments in Eastern province. Although the proportion of learners who reach simple paragraph level increased by 4 % (from 22% to 26%) in the province, students at letter level and word levels decreased by 5 % and 3 % respectively. There was an increase in the lowest level, showing 7 % hike in the proportion of the beginner level from 22 % to 29 %. In comparison with the assessment results in Southern province, greater proportion of learners remained at the lowest level (beginner level) and relatively small proportion of them reached the highest level (story level) in the Eastern province with the figures for the two levels being 29% and 28% respectively.

Figure 4: Proportion of learners by level in literacy assessment (Eastern Province), Baseline (N=418)/ Midline (N=508)



Overall, 22% learners assessed during the midline could read a simple paragraph. This was an increase by 2 percentage points over the baseline. 31% learners were able to read a story, a decrease by 3%. The percentage of learners who were unable to identify at least four letters increased from 20 % to 28 % in the midline. However, there was a drop of the proportion of learners who could read letters (from 14 % to 8 %) and words (from 13 % to 11 %) correctly in the midline assessment.

Figure 5: Proportion of learners by level in literacy assessment, Baseline (N=918)/ Midline (N=1053)



The assessment results showed that the proportion of learners at the lowest level, failing to recognise at least four letters, increased while that of students at the highest level, reading a story, decreased in the midline assessment. While the proportion of learners able to read a simple paragraph has increased, the fact that the proportion of learners who cannot identify letters increased, calls for further investigation. The variation in learning outcomes in literacy could be a result of the disruption in school and irregular Catch-Up classes owing to the COVID19 pandemic.

#### 5.1.1.4. Programme effects on numeracy outcomes of learners

##### Indicators

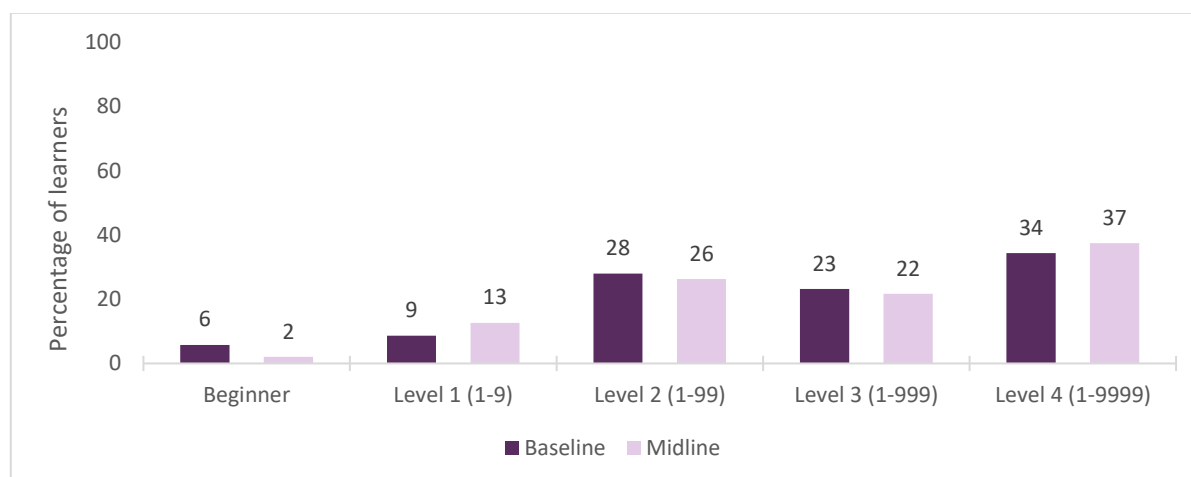
Proportion of learners with improved mathematical skills

The mathematics assessment tool consists of two parts: number recognition and operations. The operations part is further split into two sections: one being addition and subtraction and the other being multiplication and division. Each part has learners placed at a certain level based on their performance. In the number recognition part, learners are to be placed in one of the five levels as discussed in section 5.1.1.2. In this section, assessment results of the three areas of mathematical skills from both the baseline and midline assessments will be analysed.

##### Number recognition

When we check the results from Southern Province, it is noted that the proportions of learners at Beginner level were lower (6% in the baseline and 2% in the midline) than those of the two provinces combined (9% in the baseline and 7% in the midline). In Southern Province, the percentage of learners at Level 1, recognition of at least four one-digit numbers, went up by 4% in the midline assessment from 9% to 13 %, which was the same degree of decrease in the midline assessment at the Beginner level, failure to recognise at least four one-digit numbers.

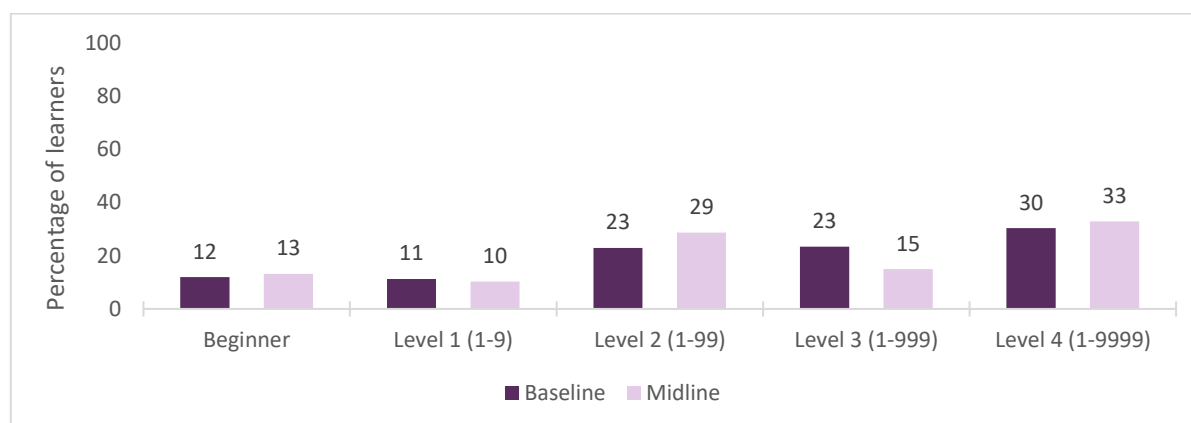
Figure 6: Proportion of learners on number recognition (Southern Province), Baseline (N=500)/ Midline (N=545)



In Eastern Province, the proportions of students who cannot name at least four of the one-digit numbers given (12% in the baseline and 13% in the midline) were higher than the same proportions in Southern province (6% in the baseline and 2% in the midline). On the other hand, the proportions at the highest level (30% in the baseline and 33% in the midline) were lower than those (34% and 37%) in Southern province.

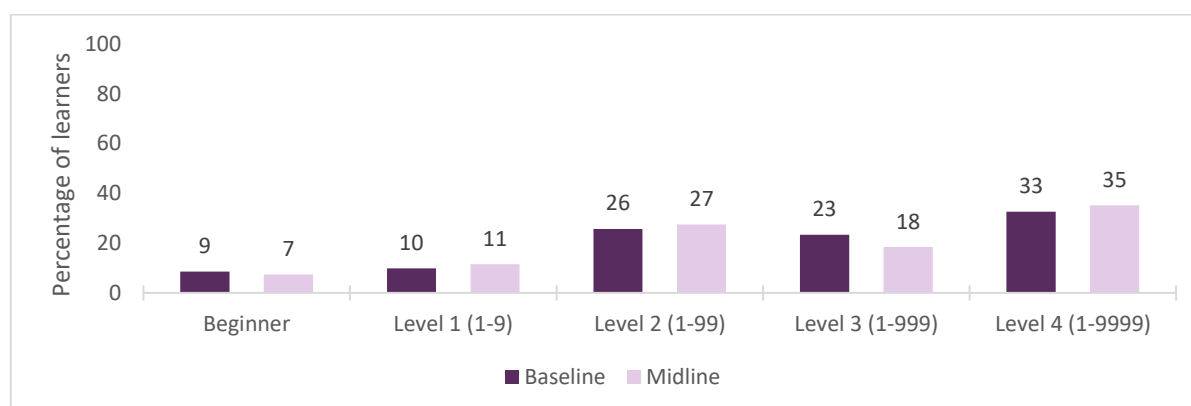


Figure 7: Proportion of learners on number recognition (Eastern Province), Baseline (N=418)/ Midline (N=508)



The student learning outcomes of number recognition in the numeracy assessment were distributed the same way in both the assessments. Around a third of the learners can recognise four-digit numbers in both the assessments, reaching the highest level, Level 4. The proportion of students at Level 4 went up by 2 % from 33 % to 35 % in the midline assessment. The difference in performance between the baseline and midline was within 2 % at all the levels except Level 3, recognition of three-digit numbers. There was a 5 % drop in the proportion of learners who can name at least four of the three-digit numbers. A little more than 80 % of the learners were able to recognise numbers of two or more digits. This fact supports that most of the learners can recognise two-digit numbers and are ready to start with mathematical operations.

Figure 8: Proportion of learners on number recognition, Baseline (N=918)/ Midline (N=1053)

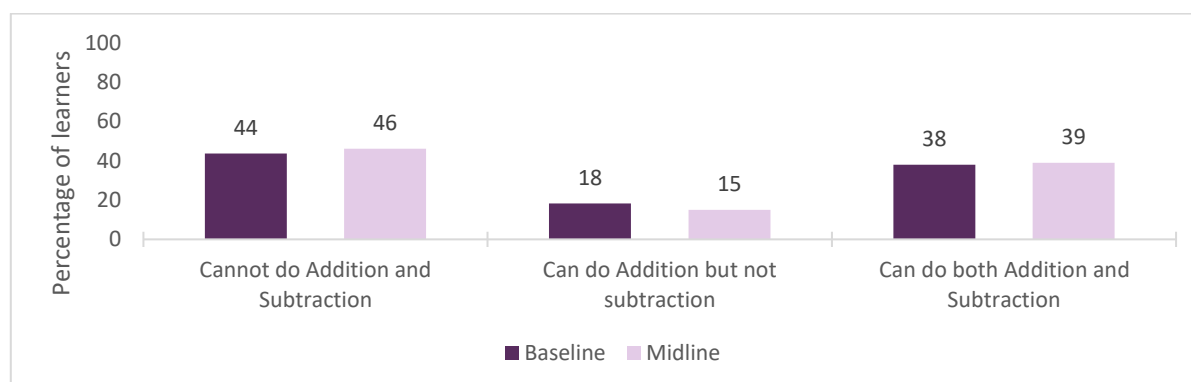


### Operation 1 – Addition and Subtraction

The assessment on number operations 1 and 2 constitute four fundamental mathematical operations, addition, subtraction, multiplication and division. Addition and subtraction are covered by Operation 1, while multiplication and division are covered by Operations 2.

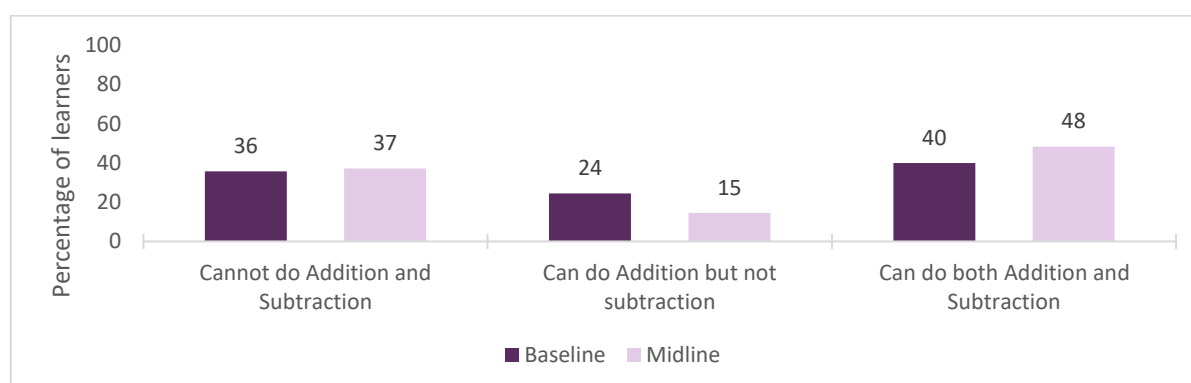
The proportions of learners at Beginner level (44% in the baseline and 46% in the midline) were higher than those at Subtraction level (38% and 39%) in Southern Province. This means that the students who cannot do both addition and subtraction outnumbered the students who can do addition and subtraction. There is no clear evidence of improvement of students learning outcomes in addition and subtraction skills from the assessment results from Southern Province.

Figure 9: Proportion of learners on Operations – 1 (Southern Province), Baseline (N=471)/ Midline (N=534)



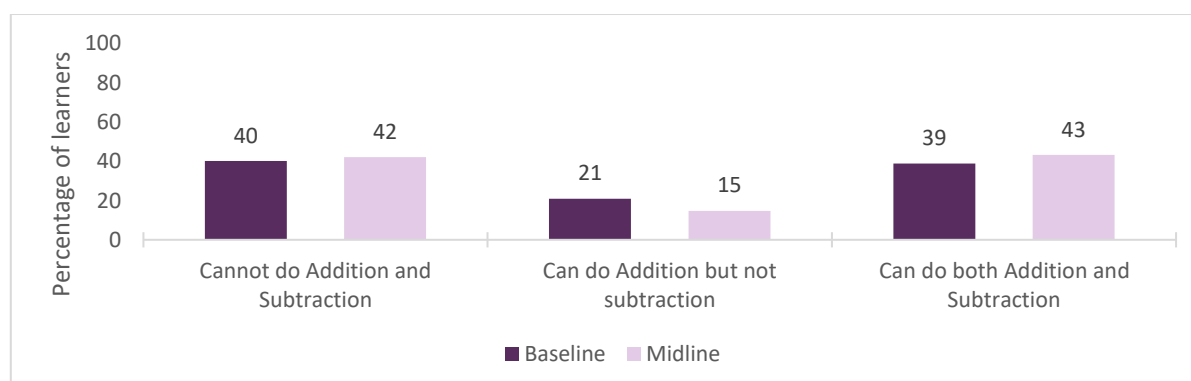
In Eastern Province, it is noticed that a significant improvement in the proportions of students reached Subtraction level from 40 % in the baseline to 48 % in the midline. This means that almost half of the learners (48%) were able to do both addition and subtraction in the midline assessment. However, the percentage of learners at the Beginner level remained below 40 % in both the assessments (36% in the baseline and 37% in the midline).

Figure 10: Proportion of learners on Operations – 1 (Eastern Province), Baseline (N=368)/ Midline (N=441)



Around 40 % of the learners (40 % in the baseline and 42 % in the midline) could not do either addition or subtraction in both the assessments. The proportion of students who reached the next level, addition, decreased by 6% in the midline assessment from 21 % to 15 %. There was an improvement of student learning at the highest level, both addition and subtraction, in the midline assessment. The percentage of learners at the highest level increased by 4 %, from 39 % to 43 %.

Figure 11: Proportion of learners on Operations – 1 (addition and subtraction), Baseline (N=839)/ Midline (N=975)

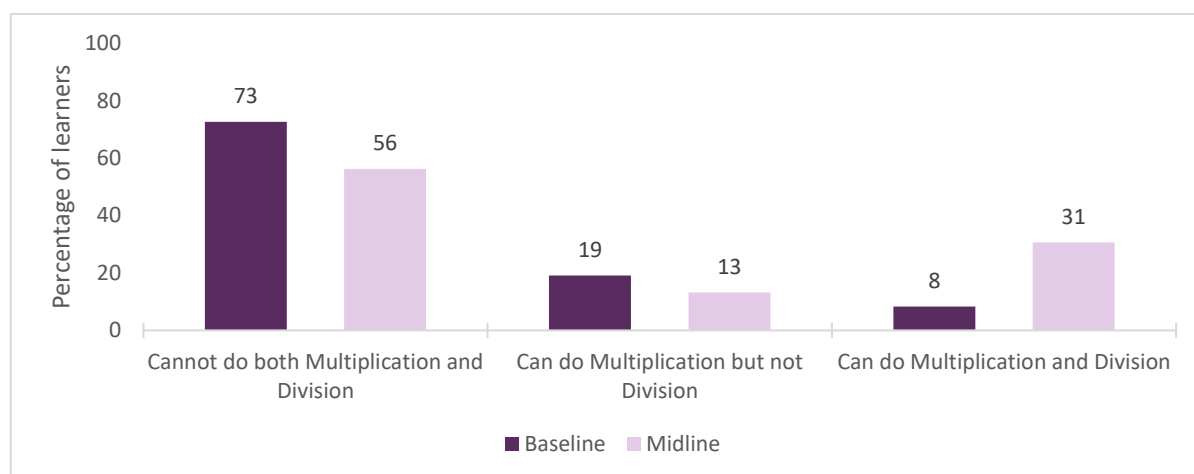


## Operation 2 – Multiplication and Division

Multiplication and division are difficult numeracy skills to attain for learners who do not master addition and subtraction. This is shown by the assessment results.

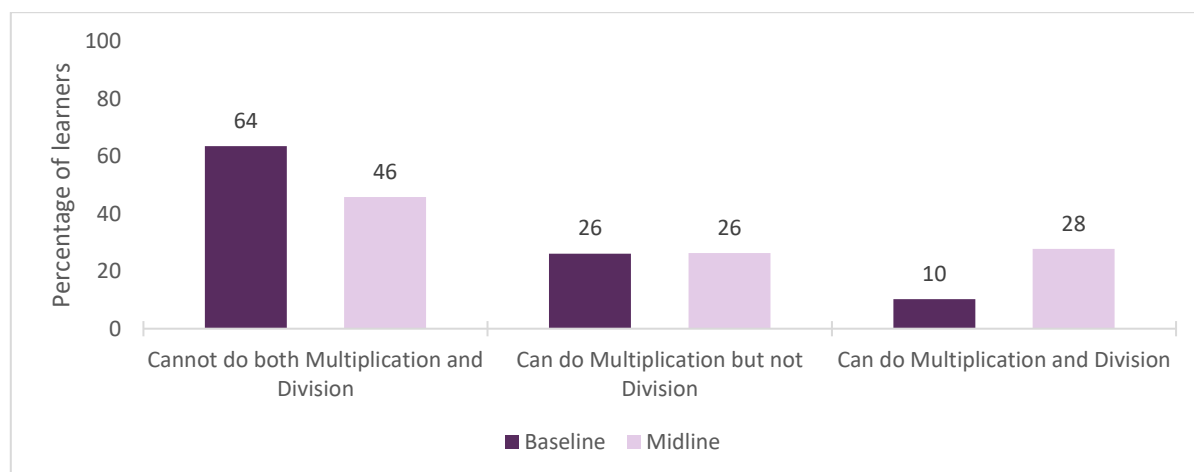
In the Southern province, 73% could do neither multiplication nor division at the baseline. However, a significant improvement was shown in the midline assessment. The proportion of learners who reached division level increased from 8% to 31% in the province, displaying an increase of 23%. This means that more than 30% of learners from Southern province were able to do both multiplication and division by the midline assessment.

Figure 12: Proportion of learners on Operations – 2 (Southern Province), Baseline (N=471)/ Midline (N=288)



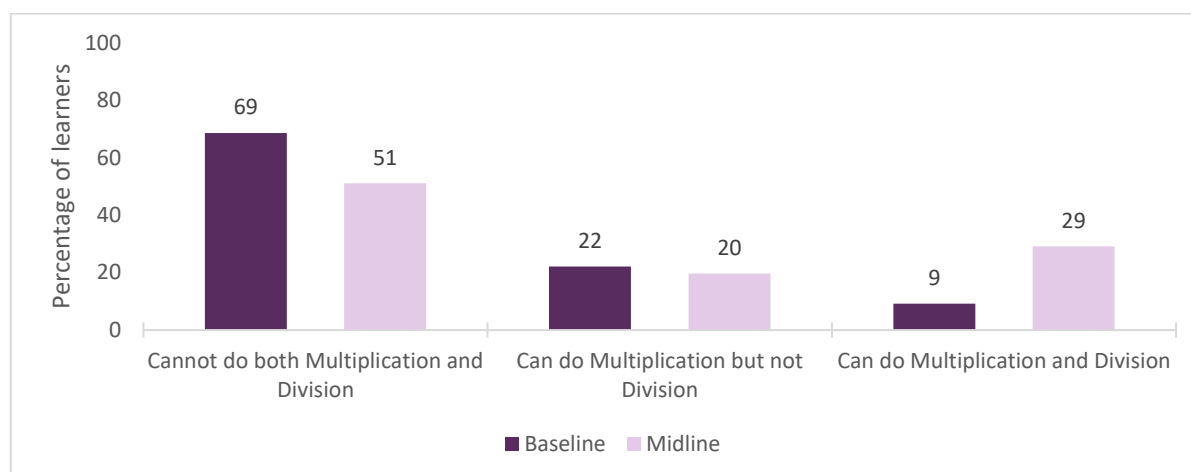
The same pattern of Operations 2 was identified in the assessment results of Eastern province. However, the magnitude of improvement was smaller in the province with 18% increase in the proportions of learners at Division level (10% in the baseline and 28% in the midline).

Figure 13: Proportion of learners on Operations – 2 (Eastern Province), Baseline (N=368)/ Midline (N=277)



In the overall analysis, a majority of the students (69% in the baseline and 51% in the midline) could not do either multiplication or division in both the assessments. However, the midline assessment results tell us that the proportion of learners at beginner level was reduced by 18% from 69% to 51%. This improvement well explained the 20% increase at division level, from 9% in the baseline to 29% in the midline evaluation.

Figure 14: Proportion of learners on Operations – 2 (multiplication and division), Baseline (N=839)/ Midline (N=565)



To summarise the findings, the students' ability to recognise numbers improved in the midline assessment by a 2 % increase at the highest level (recognition of four-digit numbers) and a 2 % decrease at the lowest level (failure to recognise one-digit numbers). The assessment results show that more than 80 % of the learners were able to recognise numbers of two or more digits, showing that they were ready to start with numerical operations.

There continues to be around 40 % of learners who are not able to do basic mathematical operations of addition and subtraction in the midline assessment, while the proportion of students attaining addition and subtraction skills increased. It is noteworthy that there was a significant improvement in the proportion of students who can do both addition and subtraction functions in Eastern Province. The midline assessment results show that almost 30% of the learners attained both multiplication and division skills.

To summarize the findings of literacy and numeracy, there is a varied trend in the proportion of learners across levels. However, this is not in line with the earlier assessments conducted between 2018-2020, where a consistent improvement is evident in their performance in both literacy and numeracy<sup>37</sup>. The assessment data for the three years across one of the learning levels is as follows:

Year	Learners who can read at least a simple paragraph		Learners who can do subtraction	
	Baseline	End line	Baseline	End line
Jan-July,2018	40%	55%	35%	51%
Jan-July,2019	35%	56%	27%	51%
Jan-Mar,2020	37%	48%	29%	42%

The only plausible explanation for the varied trend in learning outcomes during the mid-line assessment is the disruption in Catch-Up classes as well as regular schooling during the COVID19 pandemic. It would therefore be pertinent to add here that the findings of the midline assessment should be interpreted with caution as they may not be a true reflection of the effectiveness of the Catch-Up programme. When implemented over a complete academic year, the programme has shown promising results throughout the period of 2018 to early 2020, prior to the onset of the pandemic.

<sup>37</sup> Catch-Up Results by Year, VVOB

## 5.1.2. Effective aspects of the programme

### 5.1.2.1. Teacher's knowledge of Catch-Up programme and the TaRL methodology

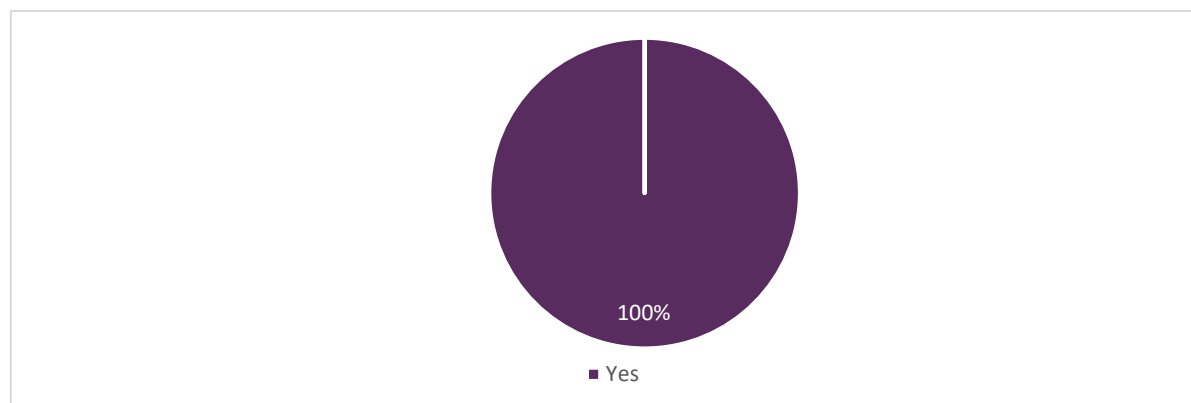
Continuous training of teachers in the TaRL methodology and monitoring have been key elements of the Catch-Up programme. Considering the poor performance of learners in the national, regional and international assessments in recent years, the Catch-Up programme with its TaRL methodology was considered an effective way of remedial learning by MoGE. The TaRL methodology had been successfully implemented in India by Pratham, a non-government organization working on education reforms. Before scaling up the programme, three different models were piloted in the Eastern and Southern provinces, out of which one was selected as the most useful. In addition to the 96 teachers, all the 7 key informants who participated in the interviews suggested that the Catch-Up programme helped in improving learners' performance in literacy and numeracy.

#### Indicators

Proportion of teachers trained on the TaRL methodology

In terms of capacity building, all 96 teachers across the two provinces responded that they received training on the TaRL methodology.

Figure 15: Proportion of teachers trained on the TaRL methodology (N=96)

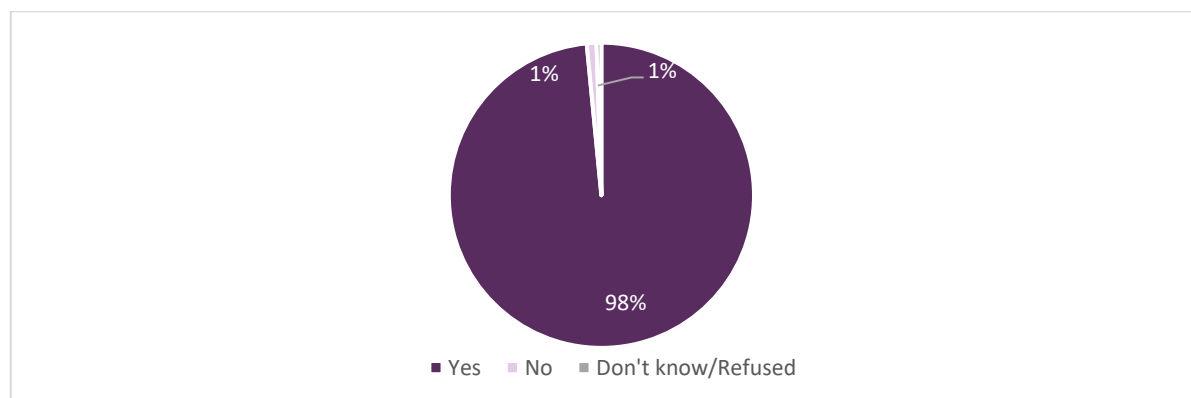


#### Indicators

Proportion of teachers finding the TaRL methodology useful in eliminating learning difficulties

According to the survey, almost all the respondents, 98 % of them, found the TaRL methodology useful in eliminating learning difficulties. This shows that teachers perceived that the programme methodology was extremely effective for achieving the programme goals.

Figure 16: TaRL methodology useful to teachers for eliminating learning difficulties (N=195)

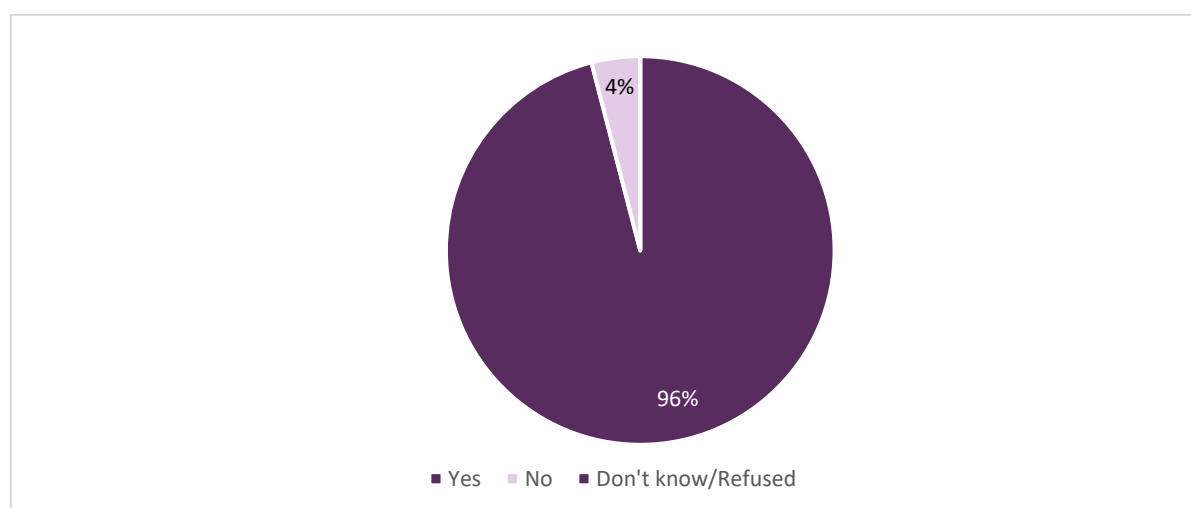


Furthermore, six district level officials responded to the ways in which Catch-Up programme assisted the teachers. The respondents were allowed to provide multiple responses based on their opinions and the responses are summarised in the following table. They found the simple and easy teaching activities and the use of local language for instruction as most useful.

Ways in which Catch-Up programme assisted the teachers	%age (N=11, multiple responses allowed)
Simple and easy teaching activities to the pupils	27%
Local language for instruction	27%
User friendly TaRL methodology for teachers	9%
Teachers' capacity development in new skills of numeracy and literacy	18%
Development of tools for teaching pupils	9%
Use of concrete objects	9%

Almost all the survey participants (96 %), including provincial, district and zonal officials, monitors and school principals, agreed that the master trainers understood the TaRL methodology well. The participants mentioned that the master trainers prepared well in advance for the training and demonstrated activities effectively during sessions.

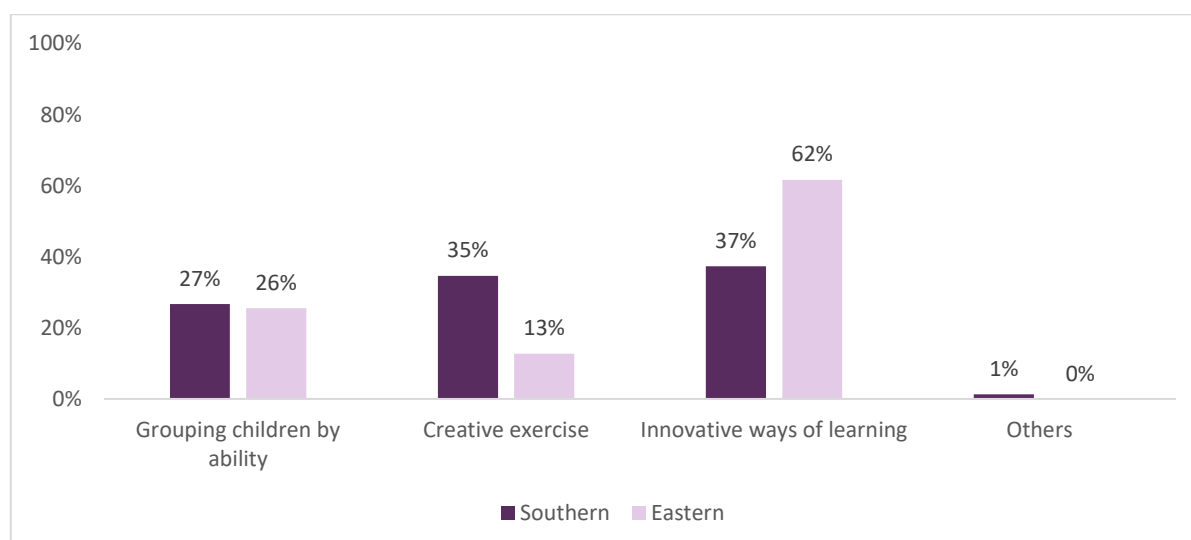
Figure 17: Trainers have sufficient understanding of the TaRL methodology (N=99)



Reasons supporting the fact that master trainers had sufficient understanding of TaRL methodology (N=8)
After training they are asked to practice
They could administer the trainings very well
They demonstrate the activities well during sessions
Each lesson had steps to be followed
Most learners have improved in reading and writing
Teachers are taken through all our training activities
This is evident when monitoring is done
District officials have been meeting the master trainers from time to time to guide teachers via a WhatsApp group and phone calls to help where teachers are lagging.
The guides that we have been given are fully used
We give chance to teachers to express their views
Teachers made sure that they prepare their lessons before going in class

The programme was attractive to learners as they were grouped based on their level of understanding and given an opportunity to learn at their own level through creative exercises and innovative ways of learning. 62% of the surveyed teachers from Eastern Province (N=42) reported innovative ways of learning applied during the Catch-Up classes attracted the learners. In the Southern Province however, an almost equal proportion of teachers stated creative exercises (35%) and innovative ways of learning (37%) as the factors that attracted learners the most (N=54).

Figure 18: Attractive aspects for learners while learning (N=96)



#### 5.1.2.2. Monitors' engagement

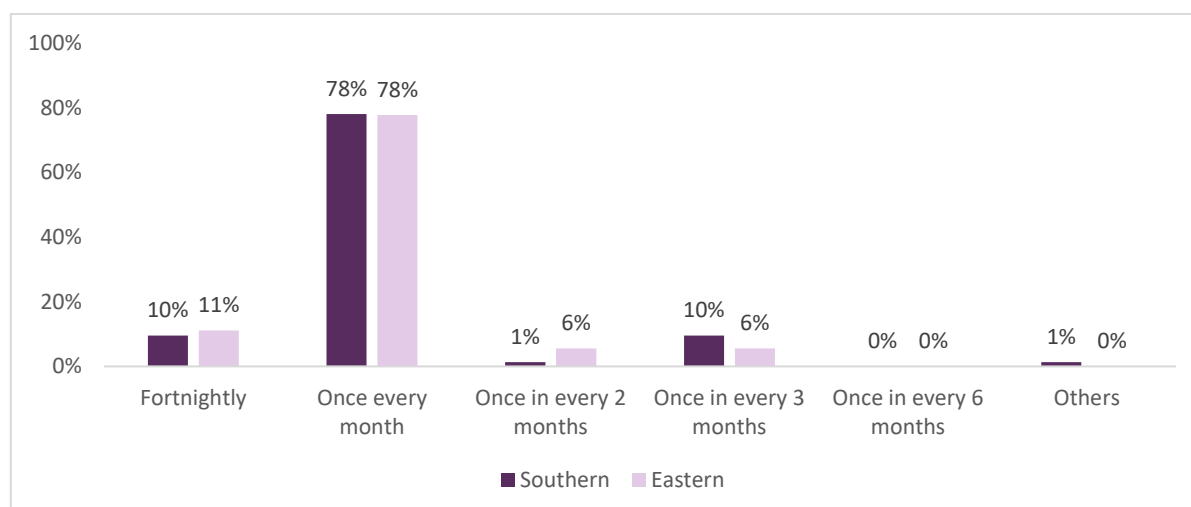
In order to ensure the effectiveness of the programme, a strong monitoring component was built into the Catch-Up programme at the provincial, district and zonal levels.

##### Indicators

##### Frequency of monitoring of Catch-Up schools

Almost four out of five survey respondents answered that monitoring was conducted regularly by the mentors once every month regardless of the location. The next most popular category was fortnightly. The answers show that there has been frequent monitoring done by the mentors.

Figure 19: Frequency of monitoring the Catch-Up schools by the mentors (N=127)



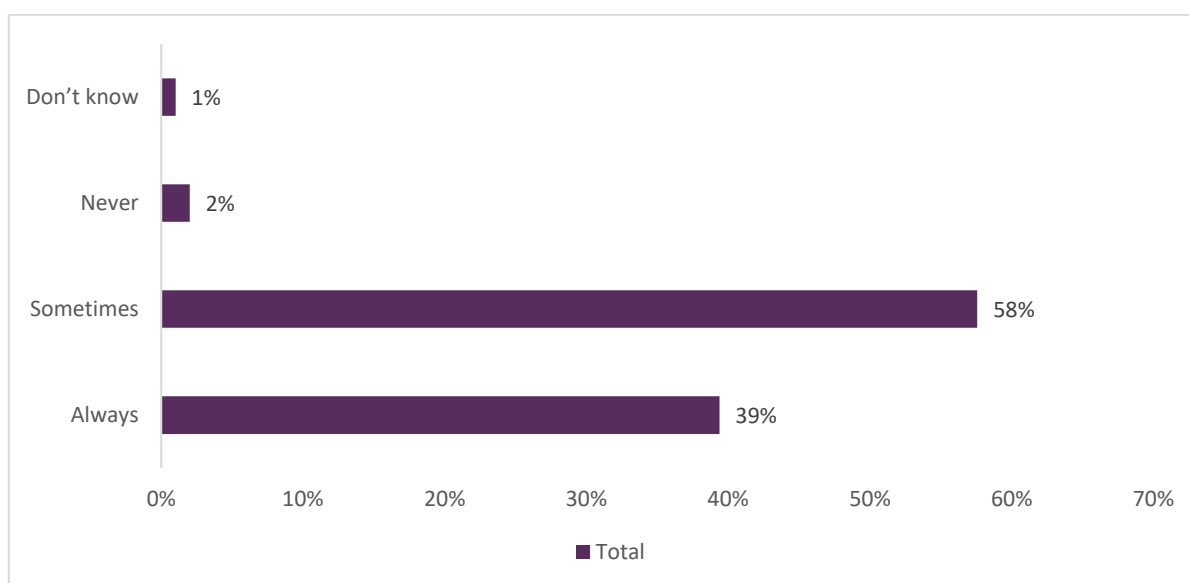
The interviewees stated that there was strong monitoring and mentoring support for the programme. The school in-service coordinators and the senior teachers are the first support systems within the



schools. It is reported that the Ministry managed official school monitoring using the system. Most frequent monitoring of the participating schools was conducted by the Zonal In-Service Coordinators (ZICs) on a monthly basis. District Resource Coordinators (DRCs) were expected to visit schools at least once a term. A week-long monitoring and mentoring support were coordinated every five to six weeks by the implementation agency. During the monitoring, if a school faced severe difficulties, such as understaffing and student absenteeism due to famine, it was reported to the Ministry and the implementation agency to mitigate the issues.

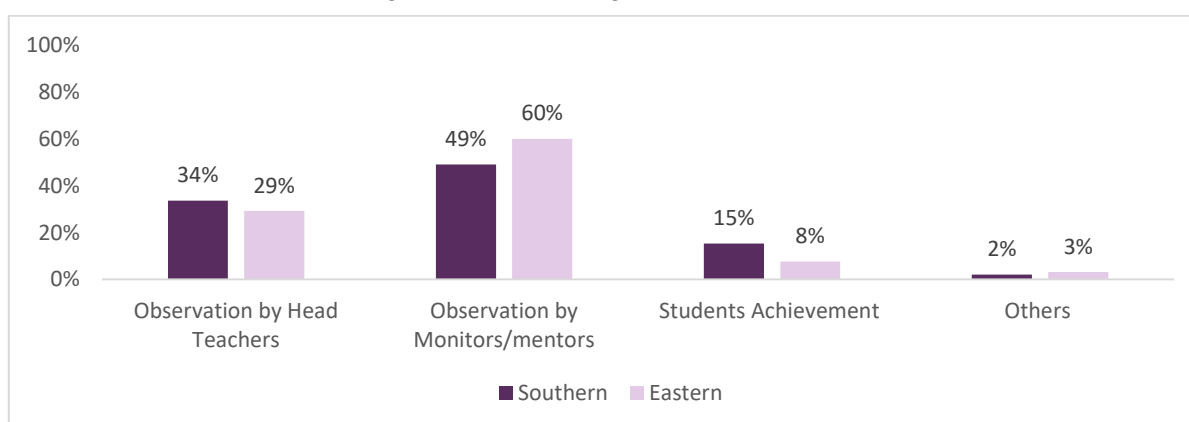
The trainers of the programme followed up the implementation of the TaRL methodology all the time or frequently, according to the survey respondents. Almost 40 % of the respondents agreed that the trainers always followed up the implementation of TaRL methodology at schools. Close to 60 % of the participants identified that follow-ups happened sometimes.

Figure 20: Frequency of trainers to follow up the implementation of - TaRL methodology at schools (N=99)



When the respondents were asked how teachers were assessed or monitored in the school under the scale up of the Catch-Up Programme, the majority of them answered that teachers were assessed through observation by monitors or mentors. The next popular category was observation by head teachers followed by student achievement.

Figure 21: Monitoring of teachers (N=96)



During the key informant interviews, the informants understood that teachers were assessed by all three ways combined. However, it seems that teachers were mainly assessed by observation conducted by monitors or their mentors rather than by student achievement.

### 5.1.3. Reasons behind the achievement of programme outcomes

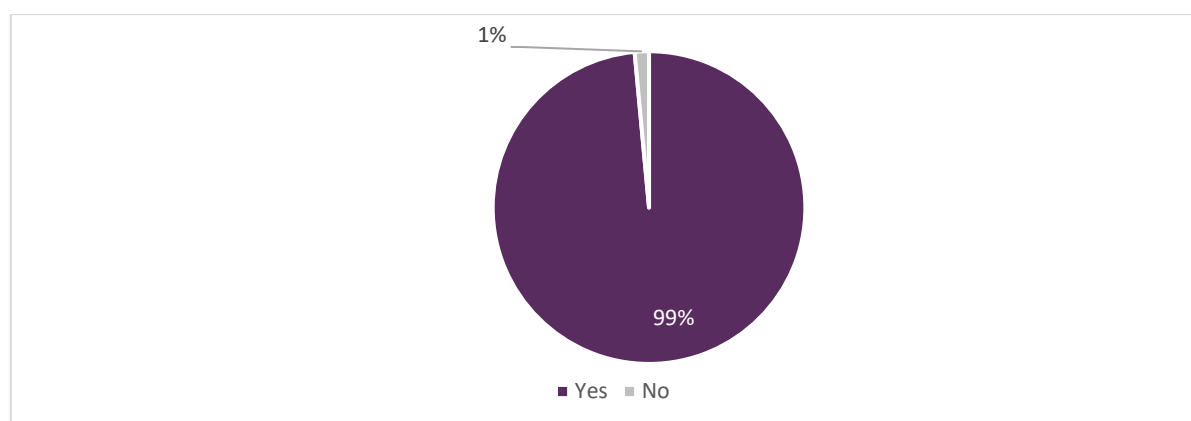
The interviewees appreciated that MoGE showed ownership and enthusiasm for the successful implementation of the programme. Support from the Ministry combined with the strong partnership among the key stakeholders enabled smooth implementation of the programme. For example, the Education Manager at VVOB, recollected the following:

“When we heard schools were closing due to COVID last year, we were a few weeks off doing a midline but then we asked the Ministry if they can send a memo out that we do the midline now. Within 48 hours we were able to access 197 thousand children. And I don't think there are many NGOs that would be able to get that done within 48 hours. Of course, it was the Ministry that got it done.”

All the seven key informants interviewed agreed that the implementation agency, VVOB, provided sufficient training for the master trainers to prepare for training of teachers on the Catch-Up methodologies with ample hands-on practices. The implementing agency managed to retain a group of experienced master trainers who joined at the earlier stage of the programme for Southern and Eastern Provinces and deployed them to effectively train teachers in other provinces during the expansion.

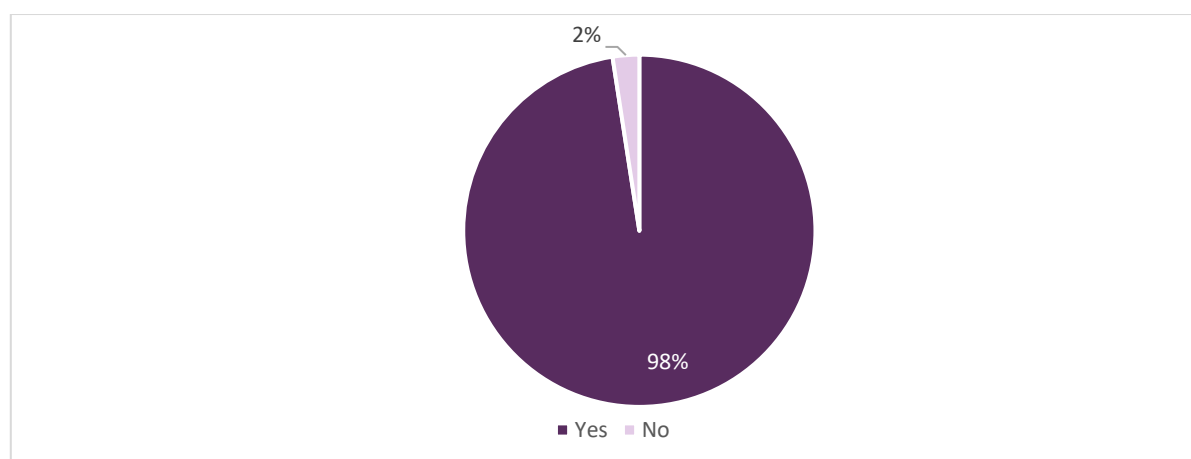
From the survey, group work was used effectively during training.

Figure 22: Training of teachers and monitors included effective group work (N=68)



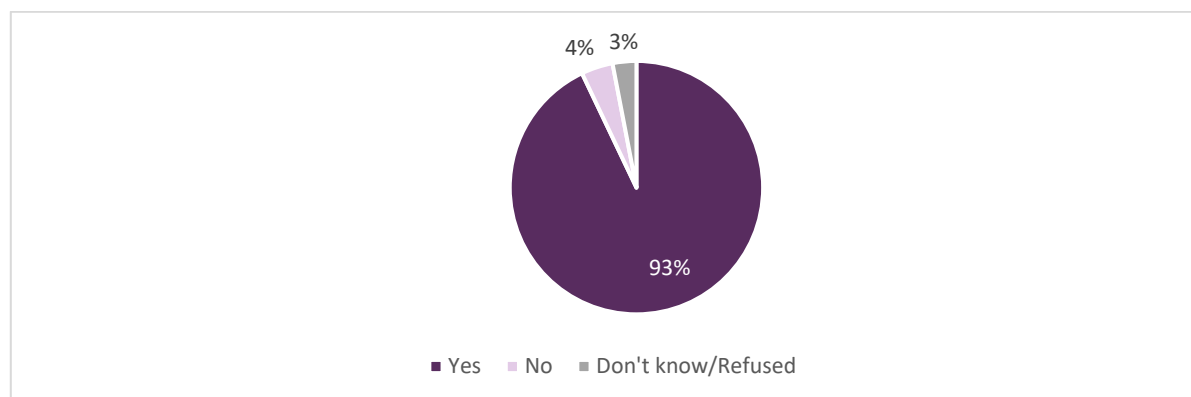
Almost all the survey participants agreed that training teachers and monitors at the various levels helped tackle learning difficulties.

Figure 23: Training of teachers and monitors at the various levels proved helpful in eliminating learning difficulties (N=99)



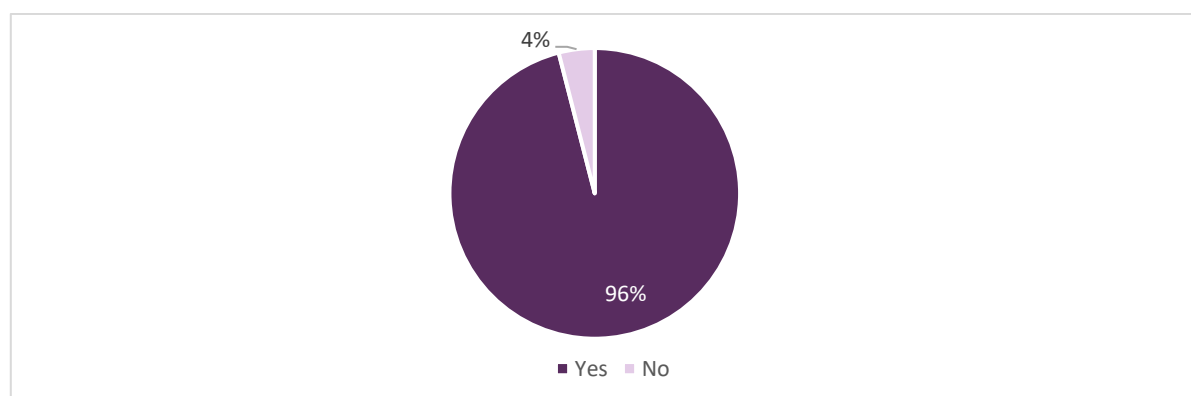
During the training, teachers were trained to encourage children to express their views and put them at the centre of the teaching learning process. Among the survey respondents (99 provincial, district and zonal officials, monitors and school principals), 70 % agreed with training of teachers to encourage children to express their views.

Figure 24: Training of teachers to encourage children to express their views (N=99)



According to the survey, 96 % of the respondents reported that teachers received training on assessment data. Assessment data was used to evaluate student performance, to group them based on ability, to prepare action plans, etc.

Figure 25: Training of teachers on assessment data (N=25)

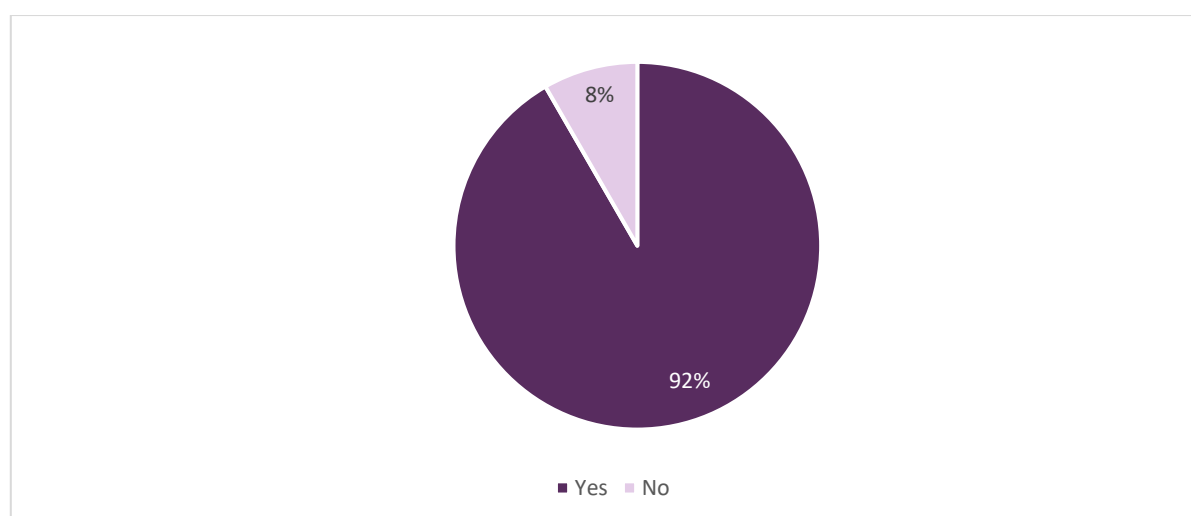


It is reported that the teachers used the assessment data mainly to evaluate students' performance, to group students according to their ability level and to prepare action plans and remedial actions required.

Some of the ways in which teachers used assessment data	proportion N=52 (multiple responses allowed)
Evaluating performance of the learners	27%
Grouping of learners	21%
Baseline, Midline and Endline	17%
Preparation of Action Plan	15%
Identification of schools who need support and comparing progress with other schools	8%
Preparation of tools	4%
Review meetings	2%
Used to play for remedial work	2%
Identification of rightful materials for pupils	2%
Orientation of teachers who do not know how to enter data	2%

When the monitors (N=31) were asked if the monitoring tools were used effectively in monitoring the programme, 92 % of them responded positively. They listed the lesson observation sheet, the monitoring sheet/school-based monitoring tool and the record assessment sheet as effective tools.

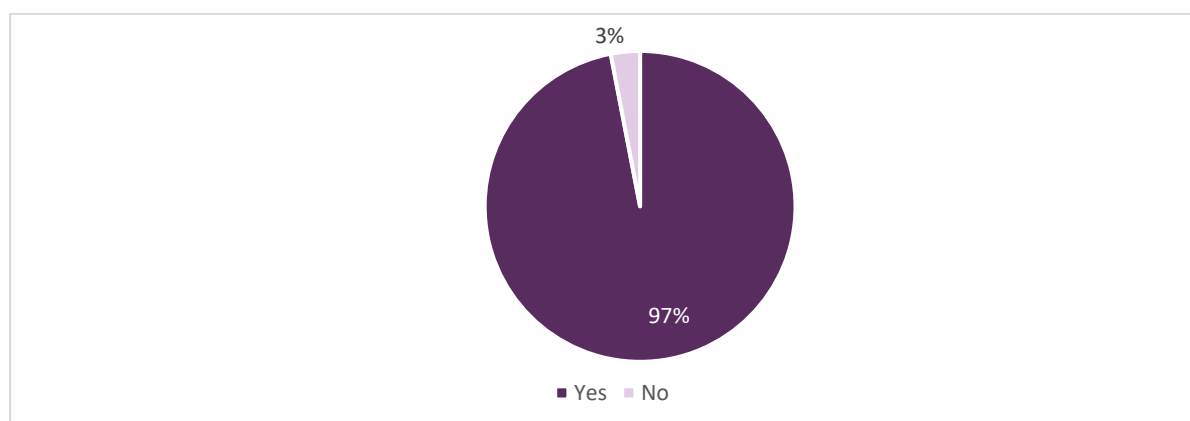
Figure 26: Tools resulted in effective monitoring of the programme (N=31)



Effective Catch-Up monitoring tools used by Monitors	proportion N=68 (multiple responses allowed)
Lesson observation sheet	19%
Monitoring sheet/ School based monitoring tool	15%
Record assessment sheet	15%
Literacy and Numeracy Tools	13%
Monthly Tracker	10%
Use of charts	7%
School Summary Sheet	6%
Teacher Lesson Plans/ Class management	3%
Learning and teaching aids	3%
Playing money	1%
Grade level sheet	1%
Teacher performance	1%
Counters	1%
Level register	1%
Locally made balls	1%

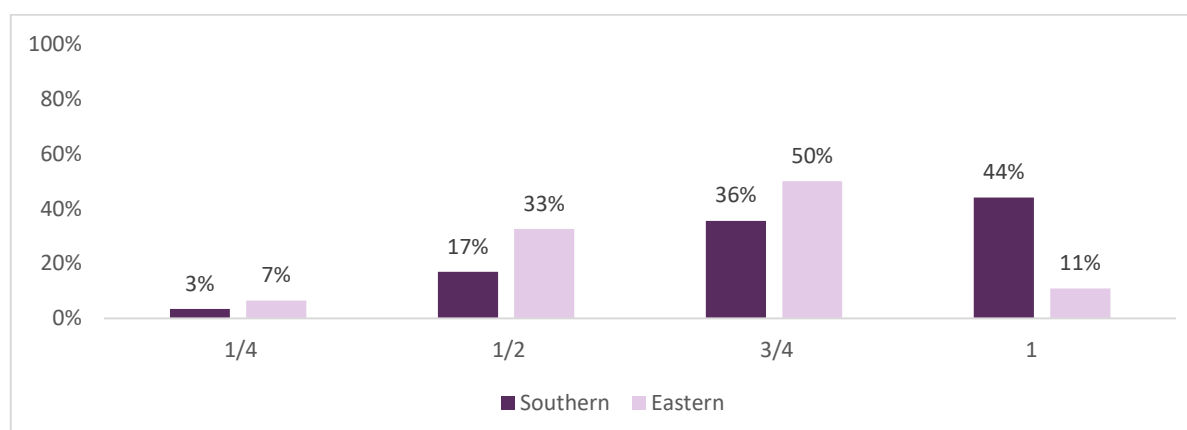
The various partners, USAID, J-PAL, UNICEF and VVOB, provided inputs for the Catch-Up programme to run smoothly, including supply of materials and resources, food, training for teachers, etc. The inputs from the various partners made a difference in eliminating learning difficulties. Almost all the survey respondents (97 %) answered yes to the question: “Do you think the inputs from various partners to the Catch-Up programme are actually making a difference?”

Figure 27: Inputs from various partners on the Catch-Up programme are making a difference (N=99)



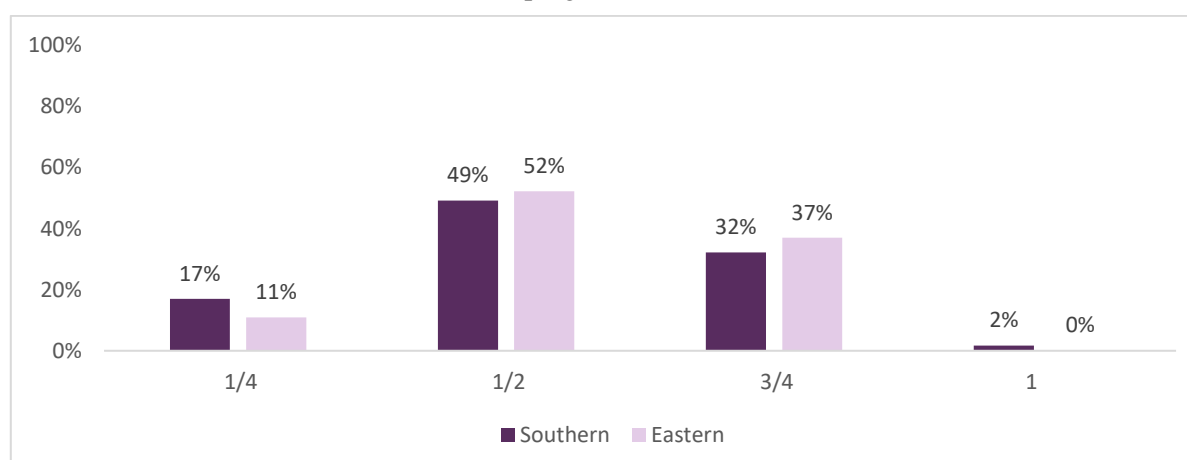
The survey asked the proportion of learners enrolled in the Catch-Up programme. More than 90 % of the respondents (102 out of 105 respondents) answered that more than half of the learners were enrolled in the programme. The cases where all learners are enrolled in the programme were higher in Southern Province.

Figure 28: Proportion of learners enrolled to the Catch-Up Programme (N=105)



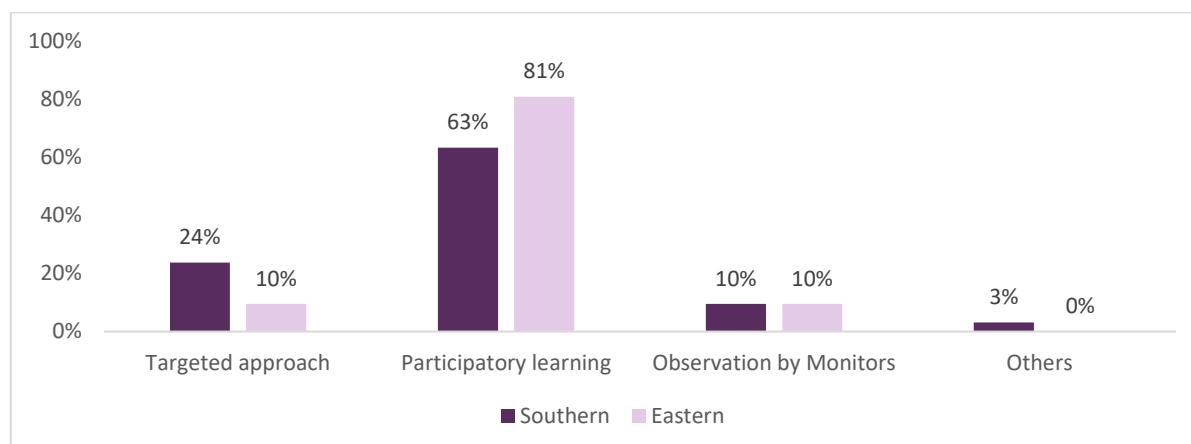
The survey participants felt the programme was effective, indicating that more than half of learners improved their literacy and numeracy skills.

Figure 29: Proportion of learners with improved reading and numeracy skills after the implementation of the programme (N=105)



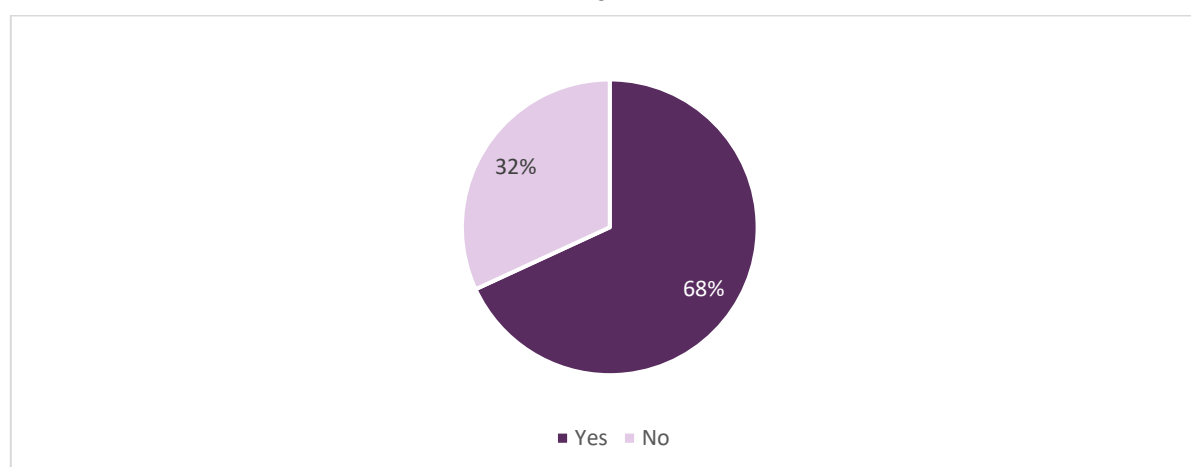
Among the factors contributing to the improvement of student learning, participatory learning was the most popular choice of the respondent teachers.

Figure 30: Major factors contributing towards improving learning of learners (N=96)



Around two thirds of the survey participants agreed that one extra hour of Catch-Up class after regular school hours was the best approach towards remedial learning. The other one-third of the respondents gave a few reasons for not considering one hour of extra class as the best approach: “Grades 3 and 4 learners have to wait for Grade 5 learners to have the lesson together,” “One hour is not enough, as some kids might need extra time” and “The learners to teacher ratio is not as per the standards. It burdens/stresses the teachers.”

Figure 31: One extra hour of Catch-Up after regular school is the best approach towards remedial learning (N=96)



### 5.1.4. Challenges faced in achievement of some outcomes

The first thing which the key informants listed as a challenge faced was the high pupil-teacher ratio. They stated that it was not unusual to see 80 to 100 learners in a classroom for one teacher. Three out of seven of the key informants found that the current focus on curriculum delivery in education, low status of teaching profession and lack of pedagogical skills of teachers hindered student learning.

The survey participants also listed the reasons behind learning difficulties. Even though only a handful of responses (14 responses) were collected from the six district officials surveyed, many of the responses indicated that the reasons behind poor learning were linked to the quality of teachers, including the way teachers introducing topics, insufficient understanding of the concepts of subject, delivery of teaching, poor teaching methods, etc.

Some of the reasons behind learning difficulties (N=14)	
Number recognition has been a challenge. This has to do with the way the teachers introduce the 3-digit numbers where the learners are not properly taught to say it as a whole.	
Teachers had challenges to handle mathematics questions.	
Teachers do not really understand the concepts of their subject.	
The delivery of teachers is not helpful to pupils.	
There has not been a lot of concrete learning.	
Most learners are coming from normal class into catch-up class.	
User-friendly methods were not available.	
Operations division and multiplication teachers have a challenge in teaching the concept.	
Teachers find it difficult to teach division and multiplication.	
The negative mindset about numeracy.	
Poor teaching methods.	
No role model.	
On subtraction teachers have a problem with explaining the take away concept to the learners.	
Teachers underestimate the learners.	

The survey participants identified some measures that ensured effective delivery of the programme. Among them are planning the activities and Catch-Up class monitoring (21 %), monitors' engagement and review meetings (21 %), following up with teachers and discussions with the management (20 %), and teacher support and encouragement (17 %).

Measures to ensure that the activities under Catch-Up are delivered effectively	proportion N=67
Planning the activities and Catch-Up class monitoring	22%
Monitors engagement and review meetings	21%
Following up with teachers and discussions with the management	19%
Teacher's support and encouragement	16%
Teachers Commitment for allocating the time for Catch-Up classes	6%
Community/Parents involvement	4%
Pupils' assessment	4%
Financial and material support	3%
Learners' encouragement	1%
Submission of work to DEBS and zonal centres	1%

The survey participants expected support to make the Catch-Up activities more effective. More than 40 % of the respondents to the question identified financial support for the materials and teacher training as the most important. Other opinions were additional teachers (14 %), infrastructure development (14 %), continuous training of teachers on teamwork (12 %), motivation of teachers in the form of



incentives (10 %), and others. Integrating the Catch-Up Programme with the regular school curriculum was identified as a way to make the programme more effective.

Type of support required to make Catch-Up activities more effective	proportion N=69
Financial Support for the materials and teacher training	41%
Additional teachers are required	14%
Infrastructure Development	14%
Continuous training of teachers on team working	13%
Motivation of teachers in the form of incentives	10%
MoGE should include Catch-Up curriculum into the school curriculum	3%
Parental support	1%
Capacity building for administrators	1%
Encouragement through regular monitoring on Catch-Up activities	1%

The three monitors participating in the survey identified that modifications are needed in the existing Catch-Up monitoring tools. One of them suggested that the monitoring could focus on student performance rather than teacher evaluation and another mentioned that feedback could be provided on mistakes by teachers. However, these opinions are based on a small number of respondents (N=3) and need more consideration before implementation.

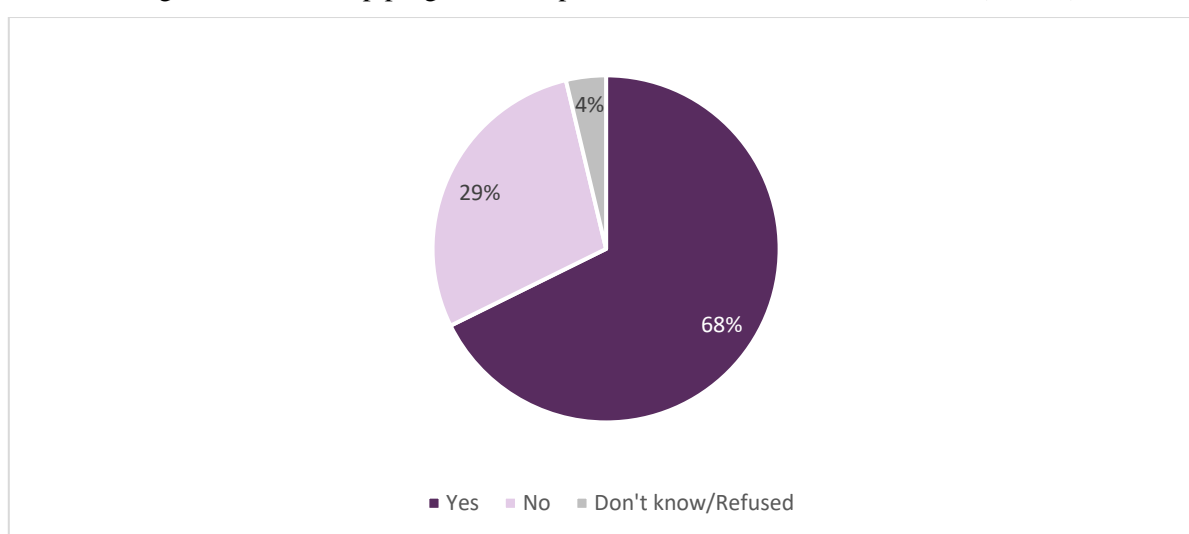
Modifications needed in the existing Catch-Up monitoring tools	proportion N=3
Teaching and learning materials	33%
Focus needed on the performance of the child, as the current tool evaluates teacher more than the pupil	33%
The monitor needs to point out mistakes, one on one with the teachers	33%

## 5.2. Efficiency

Efficiency of the programme is one of the most important aspects to be evaluated. This section will explore the results from the survey and the key informant interviews. It is reported by the key informants that there had been constant training and retraining provided for teachers when the need is identified. The teachers were open to feedback given by the monitors and mentors during the programme and incorporated the feedback in their teaching.

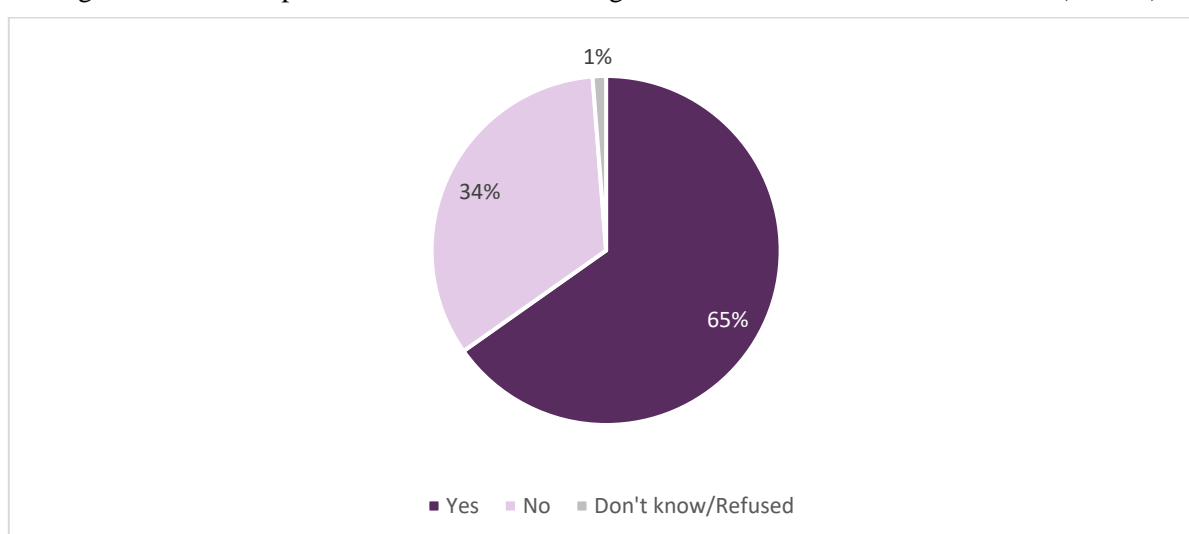
More than two thirds of the 161 survey participants (68 %) responded that the Catch-Up programme was implemented in a cost-effective manner. It needs to be mentioned here that the cost effectiveness of the programme is as reported by the respondents. In the absence of data pertaining to actual disbursement of funds, the evaluation team had to consider the anecdotal evidence for analysis. Therefore, it may be too early to conclude that the programme was cost effective, since the responses are based on perception of the participants.

Figure 32: Catch-Up programme implemented in cost effective manner (N=161)



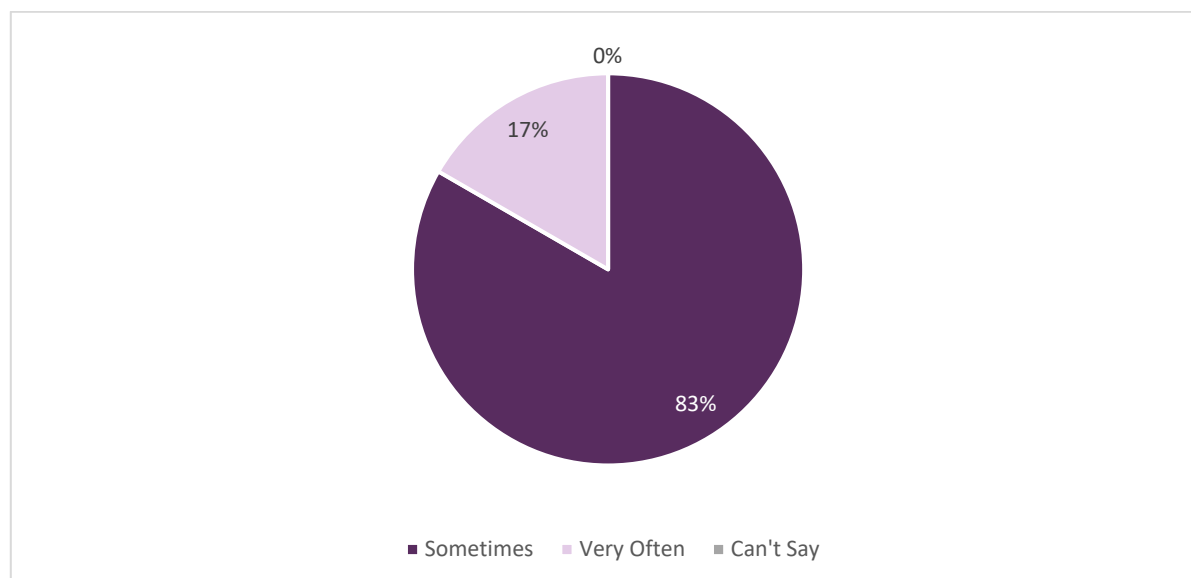
The survey participants were asked if they were able to strictly follow the schedule of the remedial classes and two thirds of them responded positively to the question.

Figure 33: Catch-Up teachers/mentors following the schedule of the remedial classes (N=161)



As per the findings of the survey, only 17 % of the respondents experienced frequent slippage in keeping the Catch-Up schedule set by the teachers or mentors. From this, it can be assumed that there may have been some instances of skipping of scheduled classes. However, it is to be noted that this finding is based on the survey responses only.

Figure 34: Frequency of slippage in keeping the schedule by Catch-Up teachers/mentors (N=54)

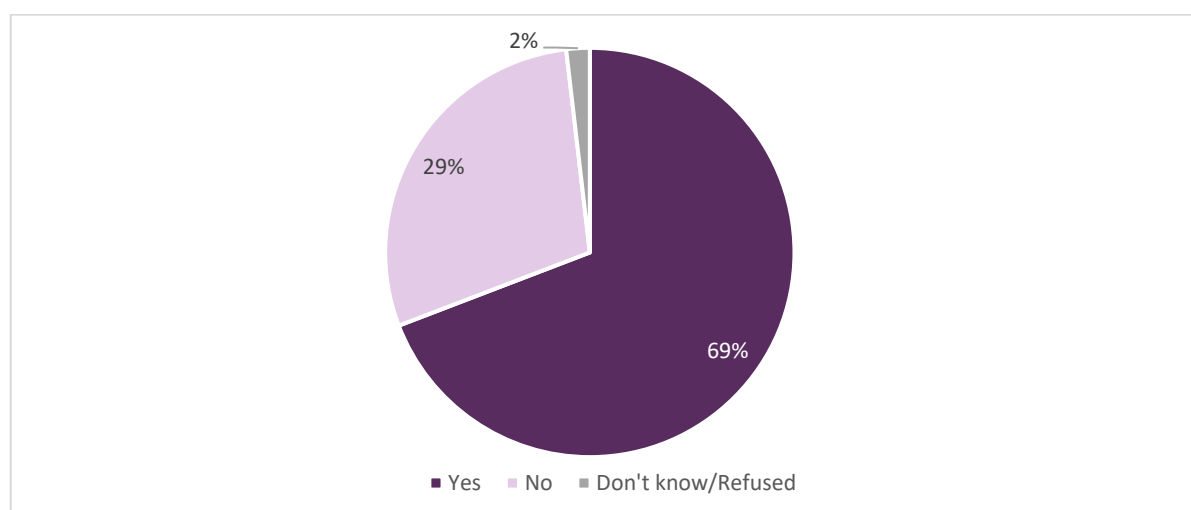


### 5.2.1. Delivery of the training and mentoring support

Indicators
Proportion of teachers confirming continuity of training and mentoring support
Proportion of teachers confirming receiving feedback from mentors at least once every month

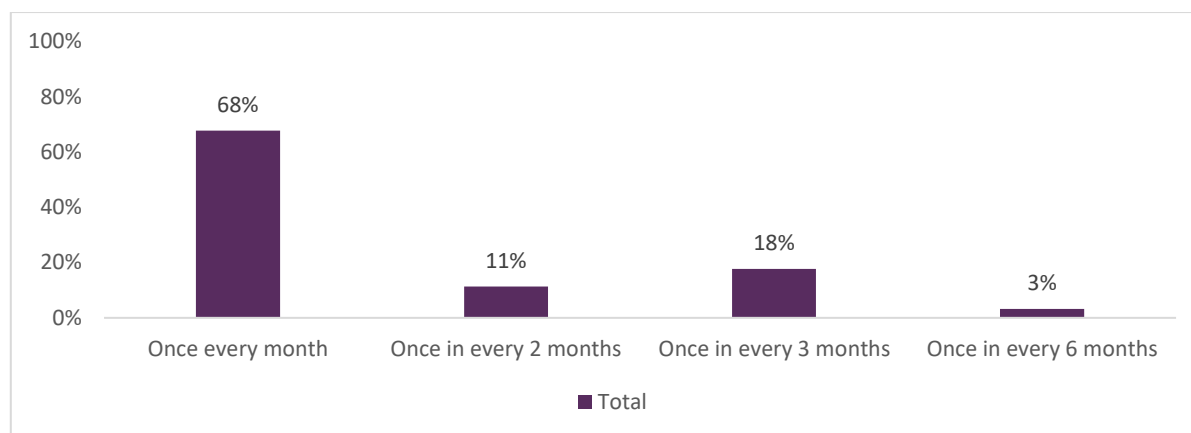
Almost 70 % of the teachers confirmed that the mentors visited schools to demonstrate the Catch-up activities related to remedial learning and provided feedback on a regular basis during the intervention.

Figure 35: Training and mentoring support along with feedback by the mentors on Catch-Up activities (N=96)



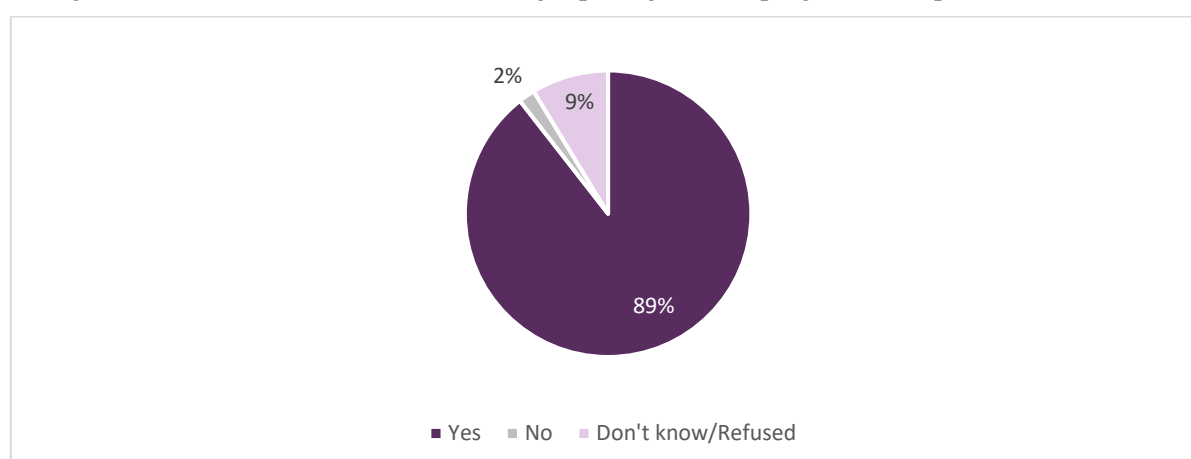
Four out of five survey participants (62 district and zonal officials and monitors) from Eastern Province reported that Catch-Up review meetings were organised by the district once a month. Three out of five respondents from Southern Province said that review meetings were organised with the same frequency.

Figure 36: Frequency of Catch-Up review meetings by the district staff (N=62)



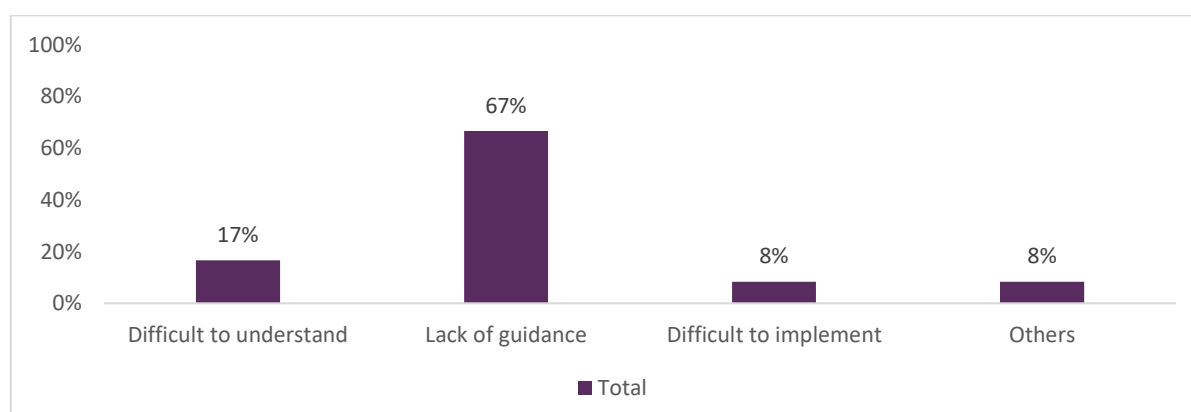
Almost 90 % of the survey participants agreed that summarised monitoring reports were helpful and guided the implementation of the programme.

Figure 37: Summarised routine monitoring reports guide the programme implementers (N=161)



A follow-up question was asked to the participants who found summarised routine monitoring reports not helpful in order to identify the reasons. The monitoring reports were not helpful in cases where there was a lack of guidance (67 %), the report findings were difficult to understand (17 %) or the guidance was difficult to implement (8 %).

Figure 38: Reason for the findings of routine monitoring reports not being used (N=12)



### 5.2.2. Sufficiency of resources

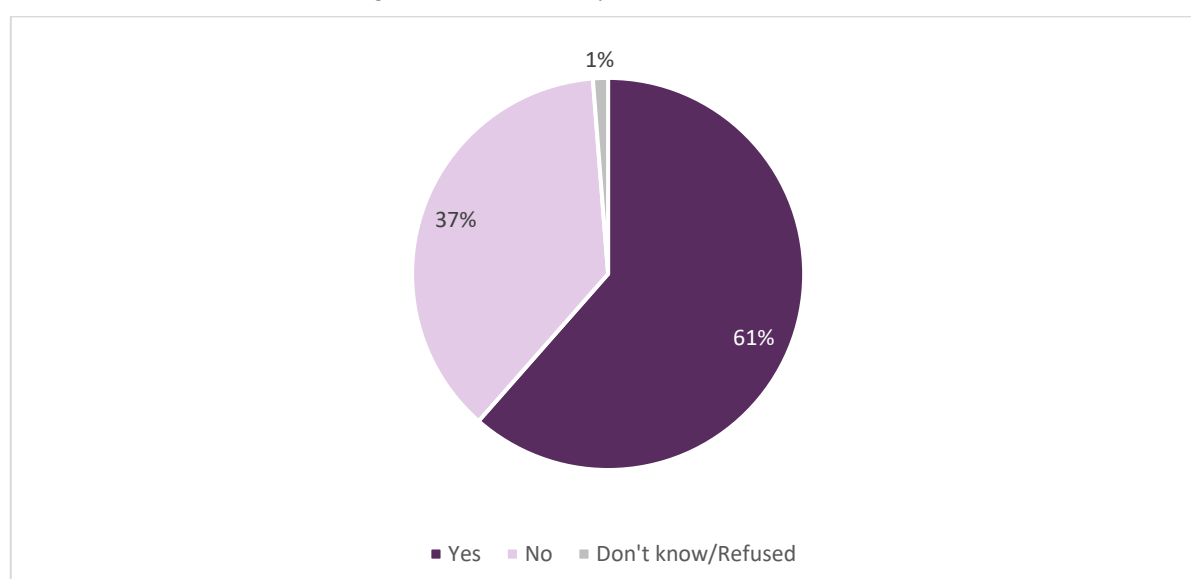
#### Indicators

Proportion of teachers confirming that they received adequate resources from the school management to support Catch-up activities

The Education Manager, VVOB, identified the Catch-Up programme as one of the low resource-intensive programmes, which requires space, time and teachers and utilises free materials, such as stones, sticks, cardboard boxes, and so on. The key informants recollected from their experience that the programme was run with minimum additional resources. The Catch-Up classes could be managed outdoors in schools with limited space. The school administration emphasised that the Catch-Up programme was not an additional programme but a part of their core duty so teachers accepted the burden of additional classes without much resistance.

When the respondents were asked if the resources were sufficient, three out of five (61 %) answered that they were sufficient, while the remaining found them to be insufficient. Clearly, there is a gap in the perception of school administration and the Catch-Up teachers when it comes to the sufficiency of resources. 35 teachers stated that more teaching and learning materials were required, such as story books for the learners who reached the highest level of literacy (Story level).

Figure 39: Sufficiency of resources (N=161)

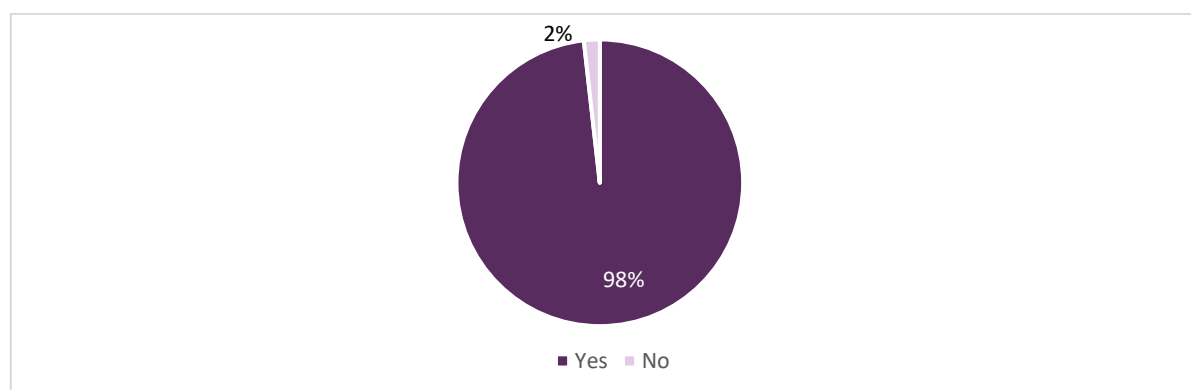


### 5.2.3. Programme monitoring and delivery challenges

The interviewees identified that availability of transport played an important role in monitoring of the Catch-Up programme. It is not easy for monitors to visit more than 100 widespread schools without transport being arranged for by the Ministry. Availability of transport has been an issue for DRCCs and Provincial Resource Centre Coordinators (PRCCs) since they have to cover wider geographical areas and larger number of schools than ZICs who only need to cover shorter distances. Based on the reality, it is important to emphasise school level monitoring of the programme. It is highly recommended to explore innovative methods of monitoring to overcome the difficulties.

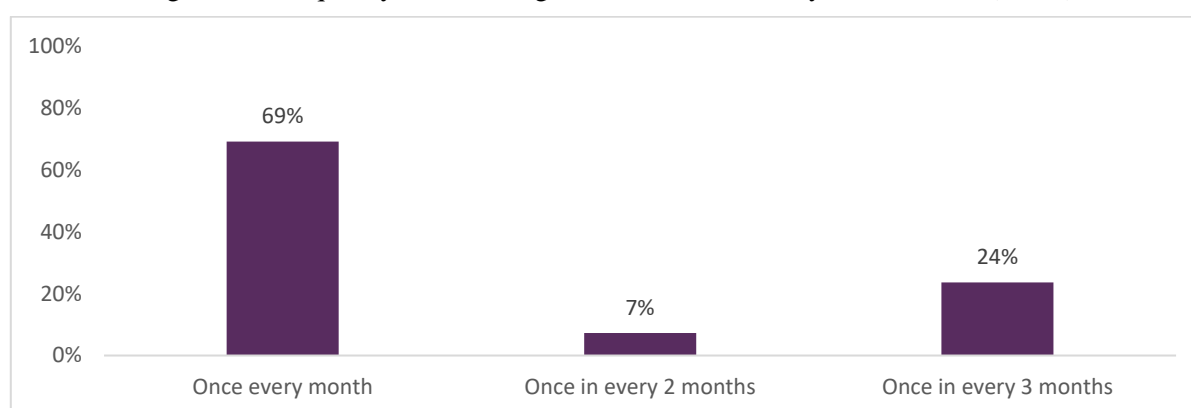
All the survey respondents except one (98 %) confirmed that assessment data of the Catch-Up learners were collected by the monitors regularly.

Figure 40: Collection of assessment data of the Catch-Up learners by the monitors (N=56)



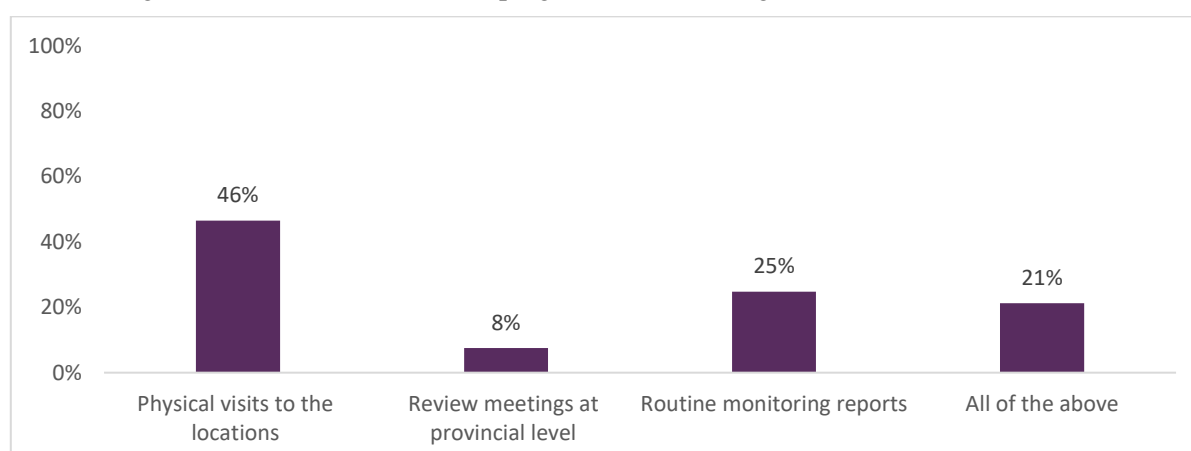
Regarding the frequency of assessment data collection, almost 70 % of them (69 %) reported that assessment data collection was done once a month. About a quarter of the respondents said the assessments were done in every three months. Less than 10 % of them collected assessment data once every two months.

Figure 41: Frequency of collecting the assessment data by the Monitors (N=55)



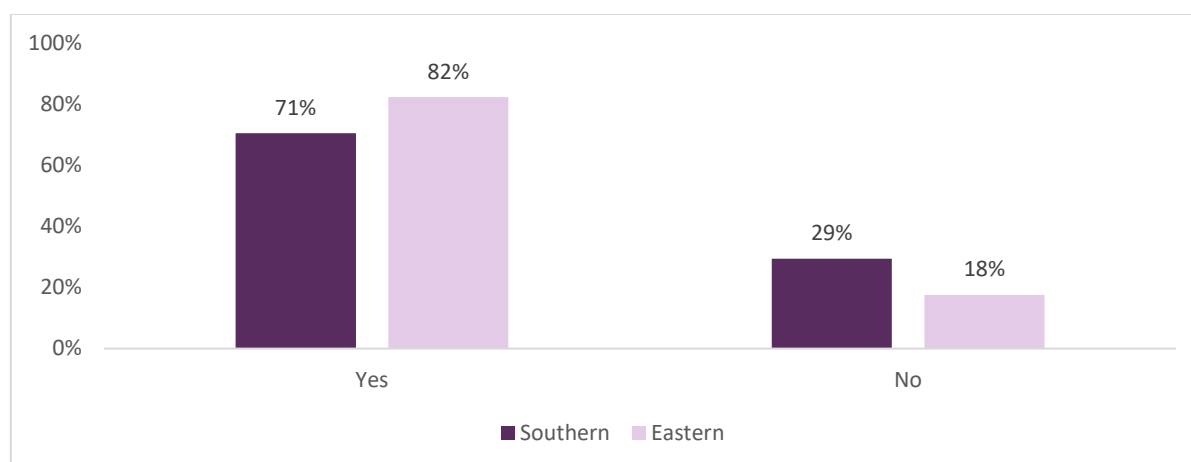
The survey participants were asked to identify the methods used for programme monitoring at the school level. Nearly half the participants (46 %) stated that monitoring was done by physical visits to the location, a quarter of them used routine monitoring reports and less than 10 % of them (8 %) listed review meetings to monitor at the province level. However, 21% of the participants mentioned that all the three methods (physical visits, monitoring reports and review meetings) were used for monitoring.

Figure 42: Different methods of programme monitoring at the school level (N=161)



82 % in Eastern province and 71 % in Southern province agreed that school principals maintained the focus on the programme for success.

Figure 43: Principal's focus on the programme (N=34)



It is to be noted that the implementation agency, VVOB, keeps monitoring the student learning outcome data. VVOB compared the learning outcome data and discussed the data during the meetings with MoGE and other relevant ministries. The data helped the ministry identify the challenges faced in districts in terms of learning gaps and devise measures to address them.

In summary, the scale up of the Catch-Up programme was perceived to be implemented in a cost-effective manner and in most cases, the classes were held as per schedule. The training and mentoring support were frequent, and the summary reports were perceived to be useful in a large majority of cases. However, in terms of the sufficiency of resources there is a gap in understanding between programme participants and stakeholders. The stakeholders' perception was that the programme did not require much in the way of resources, but the implementers suggested that there is a need for more resources particularly as learners reach higher levels of achievement. The primary challenge faced by monitors was managing wide coverage areas, especially due to limited availability of transport. However, the frequency of monitoring, both collection of assessment data and physical visits, was high. Other methods of monitoring included routine monitoring reports and meetings at provincial level.



## 5.3. Relevance

This section will explore the results from the survey and the key informant interviews related to the relevance measure. Three aspects will be discussed: the relevance of the programme overall, the consistency between specific objectives and overall programme goals, and whether implemented activities are the best means of achieving the intended impacts.

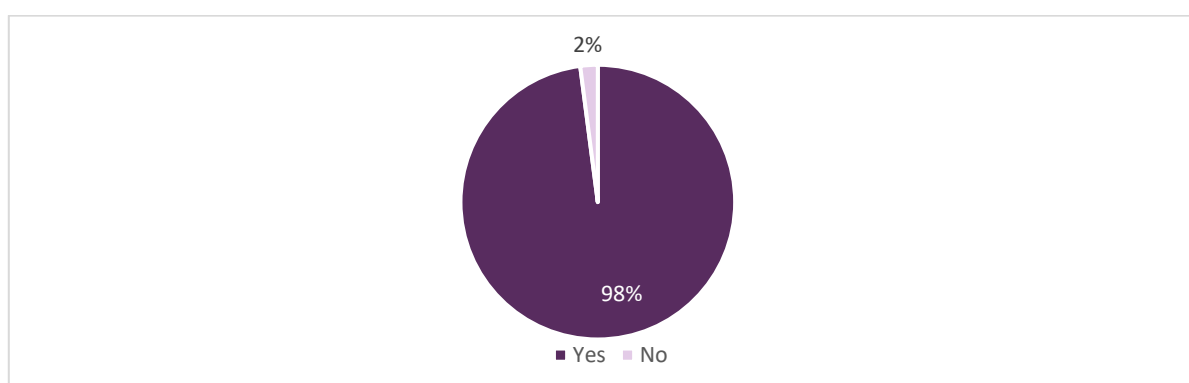
### 5.3.1. Relevance of the programme

#### Indicators

Proportion of respondents agreeing to the usefulness and continuity of Catch-Up

Almost all the survey respondents (98 %) agreed that the Catch-Up programme was useful and needed to continue.

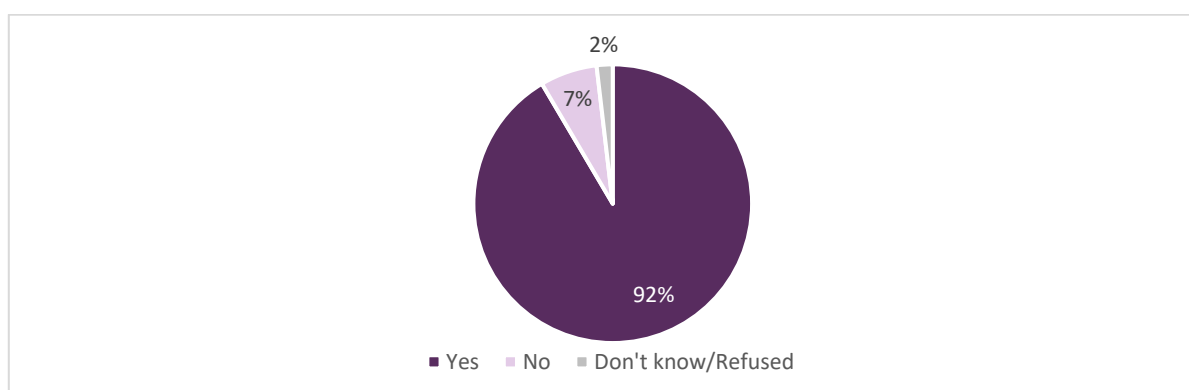
Figure 44: Proportion of respondents agreeing to the usefulness and continuity of Catch-Up (N=195)



The key informants also confirmed that they found the programme very useful in addressing the learning difficulties and closing learning gaps and hoped it would continue. The Senior Education Officer, MoGE, stated that she considered the Catch-Up programme to be extremely relevant in improving student learning in foundational literacy and numeracy in a country like Zambia where the proportion of remote schools is high.

More than 90 % of the survey respondents agreed that the remedial teaching activities of the Catch-Up programme generated interest among the teachers and learners. The different approaches of activity-based learning, which the Catch-Up programme adopts, encourages teachers and students and generates interests to participate in the teaching-learning activities, such as game-based activities, group activities, and activities that use flash cards.

Figure 45: Remedial teaching activities generate enough interest among the teachers and learners (N=170)



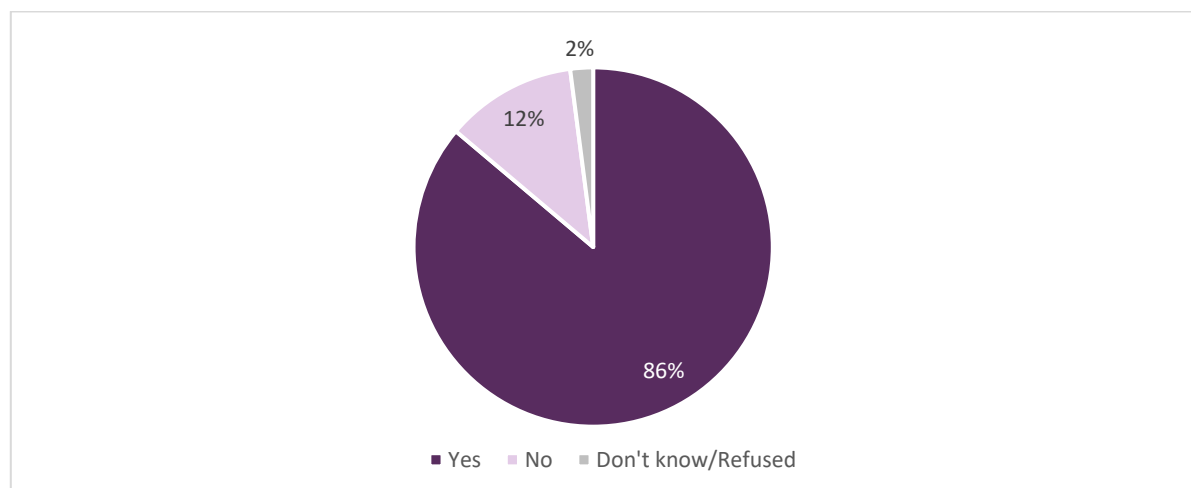
### 5.3.2. Consistency of the objectives with the overall goals of the programme

#### Indicators

Proportion of respondents agreeing to the adequacy of Catch-Up design in addressing learning needs

Nearly 90 % of the survey respondents agreed that the results of the programme were consistent with the objectives of the programme.

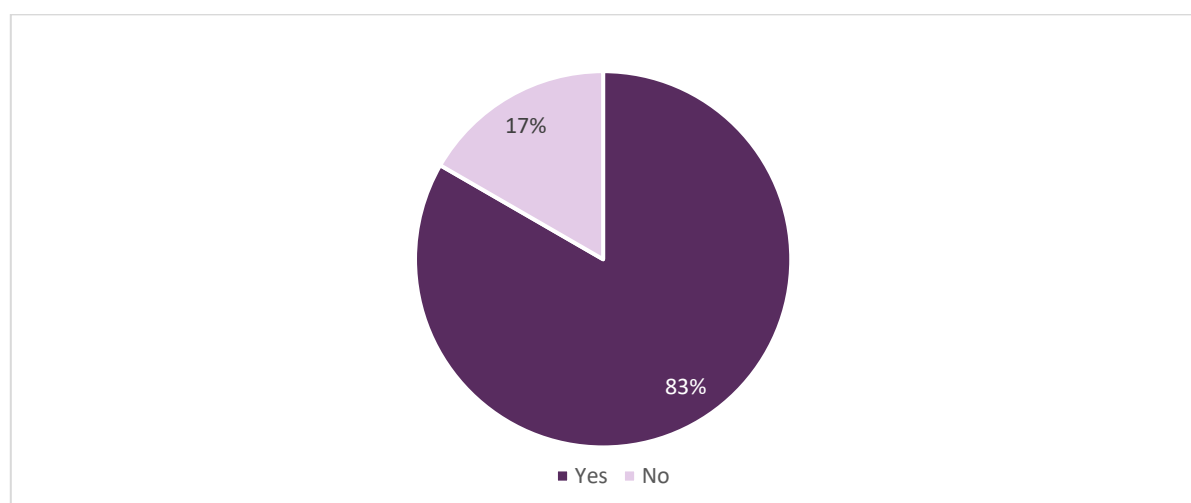
Figure 46: Proportion of respondents agreeing there is consistency of the programme results with the objectives of the programme (N=195)



This same opinion regarding consistency between the results and the goals of the programme was shared and reiterated by the key informants.

When the district level officers were asked if the results of the intervention were consistent with the strategic priorities of DEBs, five out of six of them responded positively to the question. All the three provincial officials who participated in the survey agreed that the Catch-up programme was adequately aligned with the strategic priorities of PEO. The respondents felt that the programme contributed to the improvement of literacy and numeracy skills of learners and addressed the problems faced by students in numeracy and literacy.

Figure 47: Results of the intervention consistent with the strategic priorities of DEBs (N=6)



### 5.3.3. Consistency of the implemented activities with the intended impacts

#### Indicators

Proportion of respondents stating that they provided feedback to the Catch-Up implementation team

Many stakeholders give periodic feedback to the implementation team. Among them is the Education Specialist, UNICEF Zambia, who stated the following:

“... every time I’ve had an opportunity to go out in the field, I’ve always made the most of the opportunity to give feedback to the Ministry colleagues as well as VVOB. I’ve always given feedback in terms of what we found on the ground and I think what this has done is that it has enabled us to have very open discussions in terms of where we can tweak the programme and in terms of how we can make some changes just so that we can address some of the gaps that have been identified.”

According to the Education Manager at VVOB, the implementing agency set up weekly team meetings and shared the feedback continuously. During the meetings, VVOB, TaRL-Africa and/or Pratham experts collaborate and cooperate to prepare for trainings with technical feedback. VVOB also receives feedback from the Ministry about staff and then quickly incorporates and responds to the feedback after careful reflection.

In summary, the Catch-Up programme was perceived to be extremely relevant to the Zambian context. The programme is perceived to be extremely important in achieving foundational literacy and numeracy. The overall goals of the programme are perceived to be in line with the strategic priorities of the MoGE, PEOs and DEBs. Finally, stakeholder participation in terms of providing feedback is high and the feedback provided is regular and perceived to have been taken on board. For example, the implementation agency, VVOB, compares the learning outcome data and discusses them during the meetings with MoGE, which helps the latter identify challenges faced in districts and act on addressing them.

## 5.4. Sustainability

This section will explore the results from the survey and the key informant interviews related to the sustainability measure. The major factors that impact sustainability are the engagement level of the system, the MoGE in this case, capacity building at the local level and the confidence of the implementers to continue the programme without external support. Additionally, the perception about specific activities to ensure sustainability of the programme are also discussed.

### 5.4.1. MoGE engagement in delivering the programme

In the implementation of the scale up of the Catch-Up programme, MoGE used its own government system for running the programme. The programme had integrated with the government structure at the zonal, district and provincial levels. The human resources in the government structure, such as ZICs and DRCCs, were provided to run the programme. Most of the monitoring was done by the government system and MoGE oversaw mobility of ZICs and DRCCs. However, MoGE's budget for providing transport was limited and thus, some difficulty was faced in conducting visits to schools in remote, rural areas. It is recommended to develop innovative ways to overcome the difficulty in monitoring.

### 5.4.2. Dependency on partners for the technical assistance

From the beginning of the programme, there has been intensive involvement of technical partners, including TaRL Africa/Pratham, J-PAL and VVOB. Technical support on strengthening teaching, programme design and capacity building across the system was provided by the partners. TaRL Africa/Pratham focused on providing significant technical support for the implementation of the programme and J-PAL's support was based on their strength in research.

After 20 months of implementation of the programme, the implementation team has accumulated sufficient experience and has been able to apply the Catch-Up strategies with adaptations to fit the Zambian context. The Head of International Collaborations at Pratham evaluated the technical readiness of the implementation team to be quite high during the key informant interview and stated:

“The master trainer teams at the provincial level are quite strong, so if there's further technical capacity building required, I think that there are resources already built in there that can continue.”

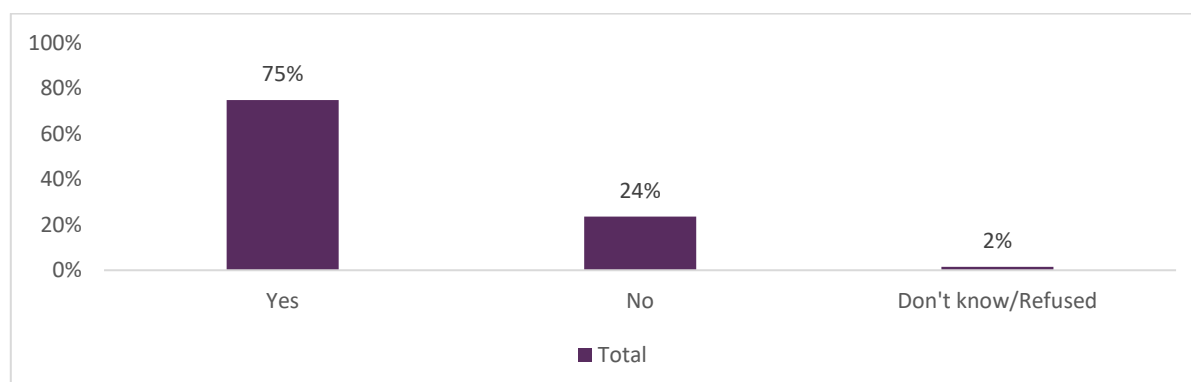
Based on the technical expertise achieved by the master trainers after nearly two years of programme implementation, all stakeholders expressed a positive opinion that the programme would be able to continue without external technical support in the future. However, they indicated that gradual and phased withdrawal of support would work since the programme was implemented in a phased manner, and the schools starting late on the programme might need continued support for some time.

### 5.4.3. Sustainable approaches of the programme

Indicators
Proportion of respondents stating that the programme could continue without external support
Proportion of respondents stating at least one reason for the continuation of the programme without external support

All participants (provincial, district and zonal officers, teachers, monitors and school principals) were asked if the Catch-Up programme could continue without external support. The survey participants expressed their positive opinion on the sustainability of the programme. Three quarters of the participants stated that the Catch-Up programme could continue without external support. However, almost a quarter of the respondents (24 %) disagreed that the programme could continue without external support. Among the reasons most cited were shortage of funds, teachers and teacher training, and no incentives to run the programme.

Figure 48: Proportion of respondents stating that the programme could continue without external support (N=195)



#### 5.4.3.1. Incorporating the TaRL methodology in MoGE's remedial learning approach

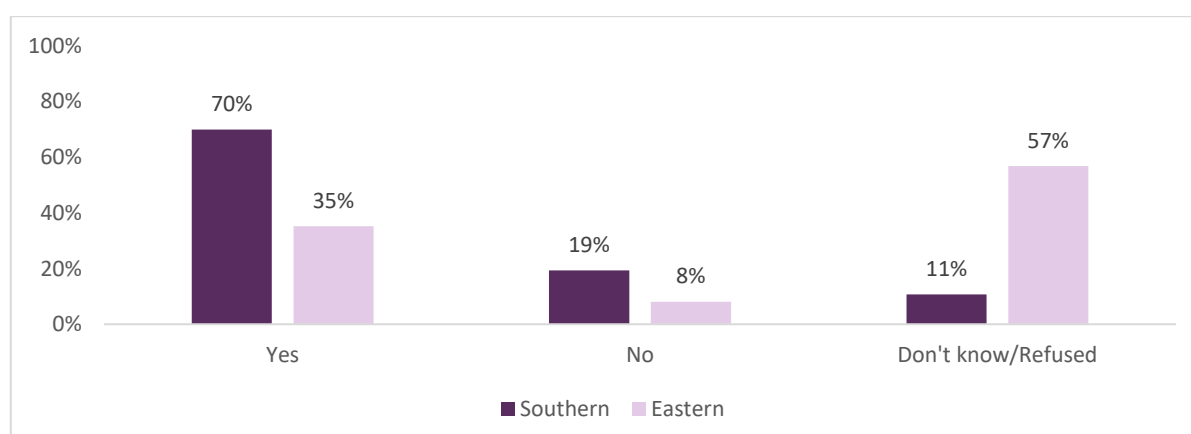
It was clear from the interview of the Senior Education Officer, Teacher Education at MoGE that MoGE hopes to incorporate the TaRL methodology into its remedial learning approach. The programme has been already significantly expanded in the country to address the learning difficulties among young learners. The methodology adopted by the programme is well accepted as an effective way of teaching. The ministry agreed that the programme had shown its effectiveness in bridging the gaps in learning in many ways. One of the most valuable advantages of the programme is that the programme methodology is already integrated into the education system and MoGE has retained human resources to further expand it to the national level.

During the interview, the Senior Education Officer indicated that there is a possibility of integrating the TaRL methodology through the School Program of In-service Training for the Term (SPRINT) to maximise the benefit of the Catch-Up programme. In this way, MoGE could envision all the teachers understanding the methodology and applying it in their teaching to promote better learning outcomes. The schools on their part will have to volunteer to undertake the extra work resulting from implementing the TaRL methodology.

#### 5.4.4. Promising avenues to better implement the Catch-Up programme

The survey participants were asked the question, “Are there deliberate activities to build ownership and capacity of Master Trainers, mentors and teachers for sustainability purposes?” The response patterns to this question were different in the two provinces. 70 % of the respondents from Southern province agreed that there were such activities, while 20 % of them disagreed. On the other hand, most popular choice selected by the respondents from Eastern province was “Don't know” or “Refused to answer” (57 %).

Figure 49: Deliberate activities to build ownership and capacity of Master Trainers, Mentors and Teachers for Sustainability purpose (N=167)



Some of the respondent teachers indicated that support would be required from school leadership to continue the Catch-Up remedial learning activities. The areas that were mentioned as requiring support are provided in the table below.

Support required from school leadership to continue with the remedial learning activities in the school
Financial support for the learners to buy books, resources that are not available locally
Capacity building training, coaching and mentoring
Encouragement and motivation in the form of incentives, etc.
Monitoring and supervision of teachers
Provide adequate materials for learning and teaching

In summary, the programme is considered highly sustainable. The engagement of MoGE with the programme is quite high. Officials in the system are incorporated into the programme as monitors and trainers. Furthermore, there is buy-in from the government on incorporating the programme into the system and scaling it up nationally. Sufficient capacity and confidence are perceived to have been built up so that the programme can continue without external support. However, teachers have pointed out that support from the system in specific areas, including financial support and capacity building, is important for continuing successful implementation of the programme.

## 5.5. Equity and Gender

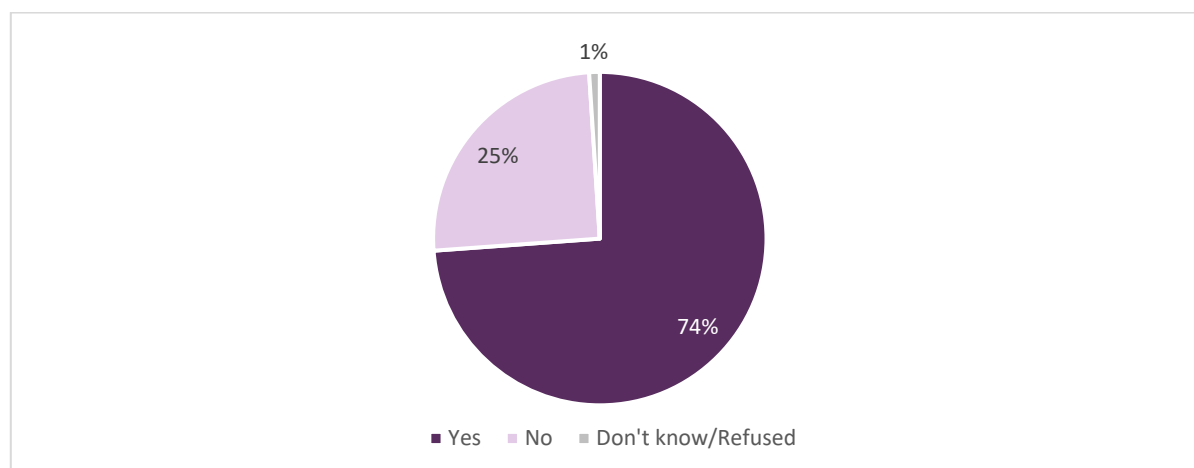
This section focuses on the equity and gender aspect of the programme. First, the perception of participants is explored on whether vulnerable children have lower learning outcomes and retention or if learners have issues with continuing education and the measures taken to address the issues at the system level. This sections also discusses the efforts made by teachers to address the learning issues.

### 5.5.1. Exposure to vulnerable children and girls of the programme

Indicators
Proportion of respondents stating gender and poverty have a role to play in learning outcomes
Proportion of respondents stating they are making efforts to bridge the learning gap resulting from vulnerability due to poverty/disability/violence

Almost three quarter of the survey respondents (74 %) agreed that there was a difference in the learning outcomes of vulnerable children. Vulnerable children (made vulnerable because of gender, disabilities, poor economic status, etc.) tend to perform lower and face more learning difficulties.

Figure 50: Difference in the learning outcomes of vulnerable children (N=195)



217 survey respondents reported the efforts made to bridge the learning gap resulting from vulnerability. Encouragement, interaction and coordination among the learners were promoted. The teachers were trained to show more love and care and to treat all the learners as equals. In some cases, inclusive learning programme or school feeding programme run by MoGE was organised for the learners' benefit. A minority of the participants mentioned initiatives for encouraging children with disabilities. For example, the initiatives mentioned were child protection group, careers day and reading camps.

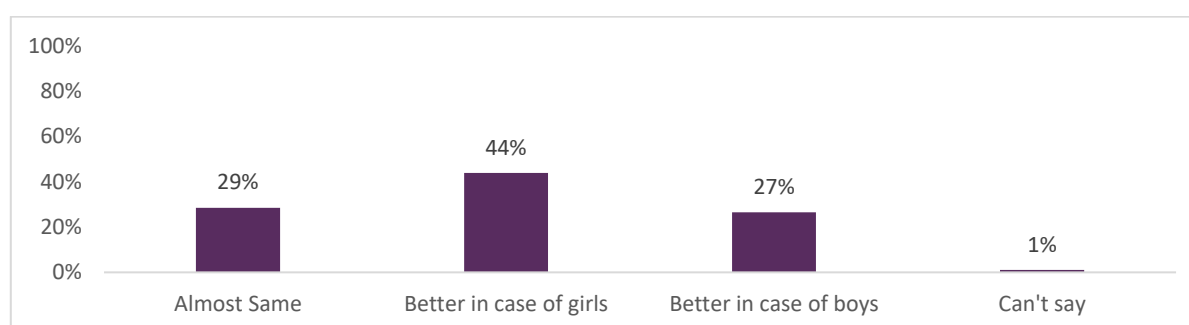
Efforts made to bridge the learning gap resulting from vulnerability	%age N=217 (multiple responses allowed)
Encouragement, interaction and coordination among the learners	24%
A friendly environment in the class and treating learners equally	14%
Community sensitisations	12%
Inclusive learning programme/feeding programme of MoGE and other organisations	11%
Grouping of children	11%
Facilitating activities based on the learners' availability and providing equal opportunities	5%
Teachers provide support at the individual level (financial support, food for children coming from long distances)	5%



Efforts made to bridge the learning gap resulting from vulnerability	% age N=217 (multiple responses allowed)
Financial support from the schools (school fees, uniform, stationery and shelter during exams for pupils who live far)	4%
Special attention and facilities for slow learners	4%
Adherence to the catch-up method of teaching	4%
Initiatives for encouraging the children with disabilities (child protection group, careers day, reading camps, exciting sites, child-centric learning)	3%
Teachers group meetings (to discuss the challenges among learners)	2%
Teachers give assignments for homework	2%

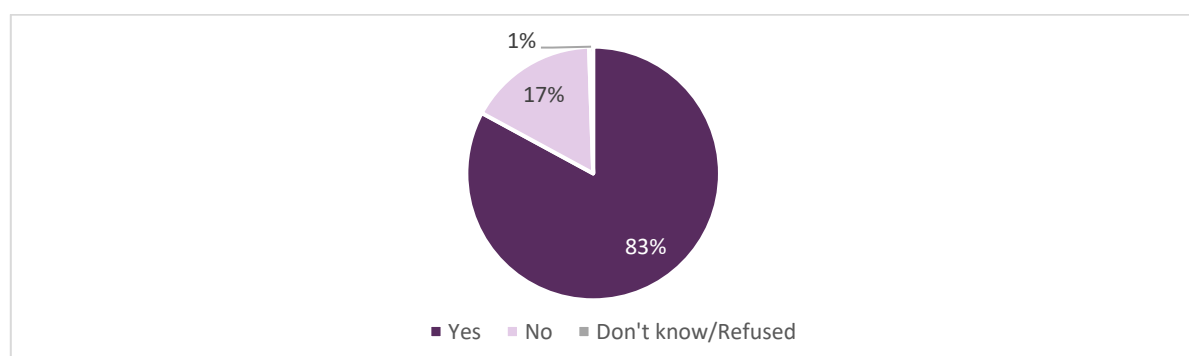
A gender difference was noted when the participants were asked about continuity of education or retention rate for female learners. 44 % of the respondents answered that continuity of education is better among girls. This may be because of the gender-related stereotype that people have: 29 % of the respondents from both provinces reported that there was no difference in retention rate between the two gender groups. A little more than a quarter of the participants considered more boys continue their education than girls. It seems that the perception is mixed, and we need further study on the matter.

Figure 51: Continuity of education or retention rate of the girl child as compared to the male pupils (N=195)



83 % of the survey respondents agreed that gender and poverty had a role to play in the learning outcomes. When the respondents were asked to elaborate upon their opinion, it was mentioned by 8 % of the respondents (13 out of 167 responses) that girls performed better than boys. 28 % of the respondents (46 out of 167 responses) related poverty and gender as discriminatory factors that hinder girls. Poverty affects student learning since they come to school hungry and are frequently absent on account of work to support the family income, resulting in insufficient study time. However, poverty affects girls more since most families prefer their boys to be educated. When girls experience puberty, they tend to stay home and often end up marrying early and pregnant. This shows that cultural and traditional stereotypes also play an important role in people's perception of gender, making it difficult for girls to be educated.

Figure 52: Proportion of respondents stating gender and poverty have a role to play in learning outcomes (N=170)



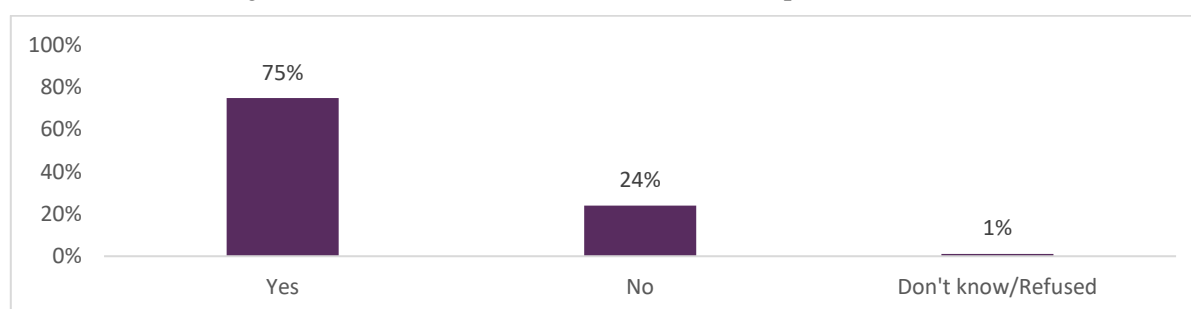
However, Head of International Collaborations from Pratham disagreed that there is learning disparity due to gender and vulnerability of children in the learning outcomes achieved as the impact of the Catch-Up Programme. She concluded that attendance in the programme would have an impact on learning outcomes as stated below:

“If attendance is uniform across different groups, we don’t have experience that shows that learning outcomes differ by context. In fact, in cases where we do have gender data, we see equal improvement for boys and girls. We don’t necessarily have this information for Zambia. But in India, for example, we’ve definitely seen that.”

The Education Manager from VVOB reported during the key informant interview that it was shown that boys were dropping out at a higher level than girls from the programme since the COVID-19 pandemic hit Zambia. The series of observations found from the stakeholders suggest there is a need for systematic research on the vulnerable student population and their learning outcomes focusing on the impact of the Catch-Up programme in Zambia.

75% of the survey participants reported that the Catch-Up classes included children with disabilities. However, this was based on their perception rather than a formal record of children with disabilities that they maintained.

Figure 53: Children with disabilities in Catch-Up classes (N=179)



Although there were children with disabilities in the Catch-Up classes, the teaching-learning activities were not specifically designed to address their needs, and children with disabilities participated in the classes in the same manner as their peers. However, the teachers in some instances were reported to have been taking special care of such learners.

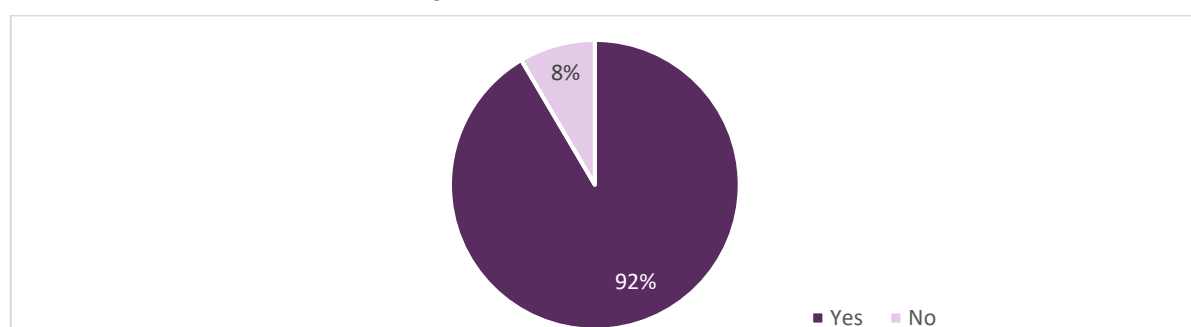
### 5.5.2. Initiatives taken by the teachers for addressing issues of equity

#### Indicators

Proportion of respondents able to state at least one effort they are making to bridge the learning gap

More than 90 % of the survey participants agreed that the teachers made special efforts for the remedial learning of children with disabilities in the Catch-Up programme.

Figure 54: Proportion of respondents stating that teachers make special efforts for the remedial learning of children with disabilities (N=94)



Special efforts made by teachers for children with disabilities reported by the respondents are mostly at the individual teacher level rather than the programme level. As an effort to accommodate children with disabilities, teachers gave special attention to those learners during the classes, gave more time to the learners, tried to include the learners and demonstrated care and love towards them.

Special efforts made by teachers for children with disabilities (CWD)s	%age N=94
Teachers provide additional time and effort suited to the learner's condition	31%
Teachers give special attention to CWD learners during the class	38%
Teachers are venue trained to handle the CWD learners	6%
Teachers include CWD learners along with the other learners, so that they do not feel left out	13%
Teachers show care and love to teach CWD learners	13%

The key informants uniformly stated that there was no accommodation or special strategy made for the children with disabilities at the programme level.

In summary, while there is consensus that learning outcomes are lower for vulnerable children, there is a difference in perception on whether gender plays a role in retention or continuation of education across provinces. Furthermore, it is suggested that the Catch-Up programme has similar impact on both male and female learners. Due to lack of gender disaggregated data, the evaluation team has had to rely upon anecdotal evidence in this regard. Some effort is also made by MoGE and schools to accommodate vulnerable children. For learners with disabilities, accommodations are made at the level of the teacher, however, owing to the paucity of data on children with disabilities, it is difficult to bring all such learners within the ambit of the programme.

## 5.6. Classroom Observation

This section focuses on the classroom observations undertaken by the field teams. It would be apt to mention here that prior to the start of the fieldwork, the team members in both the provinces were trained by an MoGE official from the province. The training comprised an orientation of the TaRL approach, its methodology for classroom transactions, how to observe classrooms and conduct literacy and numeracy assessments using the approach. A total of 97 classroom observations were undertaken by the team, of which 54 were done in the Southern Province while 43 classes were observed in the Eastern Province. The observers went for the classroom observations after duly apprising the Head Teachers about the purpose of the observation with the request that their visit was not to be announced to the Catch-Up teacher. They took care to observe the proceedings from a distance without disturbing the momentum of the class and duly recorded their observation on a pre-designed format.

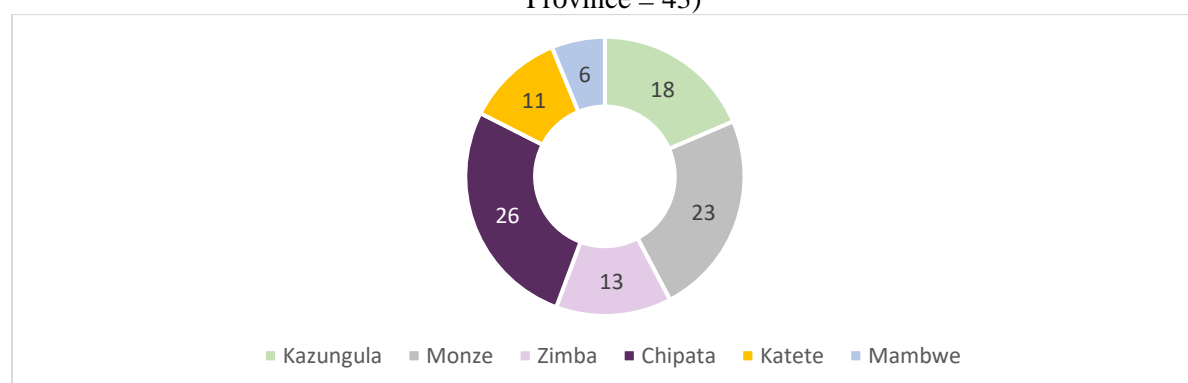
Key findings from the classroom observation are presented below.

### 5.6.1. Distribution of the observed classes

Indicators
District wise number of classroom sessions observed
Subject wise distribution of observed classes

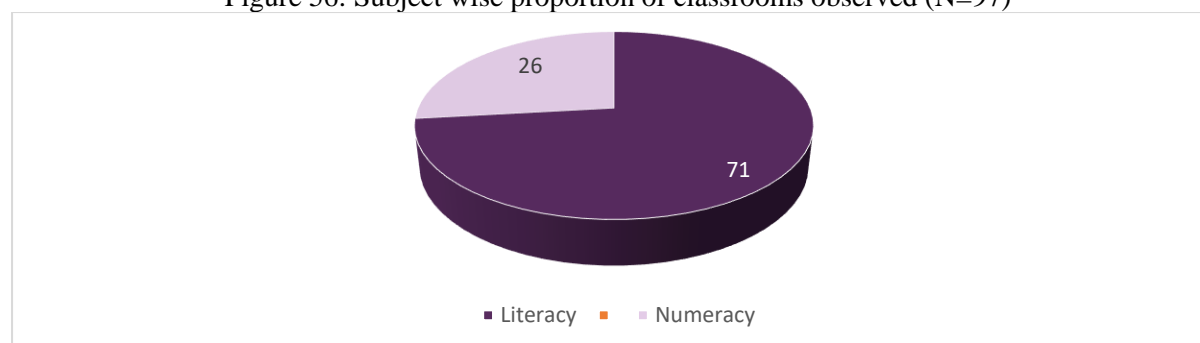
As stated earlier, a total of 97 classroom observations were undertaken by the team. These observations were conducted both, in the Southern as well as the Eastern Province. District wise distribution of the observed classrooms is presented in the figure below.

Figure 55: District wise number of classroom observations (N=97; Southern Province = 54; Eastern Province = 43)



Of the 97 classroom sessions observed, 71 were in literacy while 26 were in numeracy. The prevalence of literacy sessions was not by design but in accordance with the Catch-Up sessions planned during the period. Since there was a greater focus on literacy classes during the period of data collection, the number of classroom observations was greater in the subject.

Figure 56: Subject wise proportion of classrooms observed (N=97)

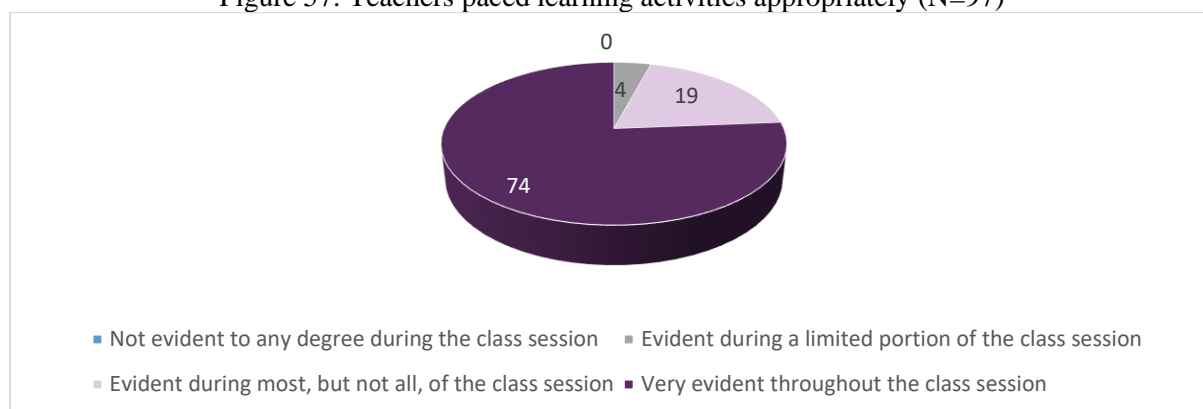


### 5.6.2. Adherence to TaRL approaches in the observed classrooms

Indicators
Teachers paced learning activities appropriately
Teachers included locally available material during Catch-Up classes
Teachers demonstrated a command over the Catch-Up approach
Students willingly participated in classroom activities
Most students were engaged in the lesson throughout the duration of the class

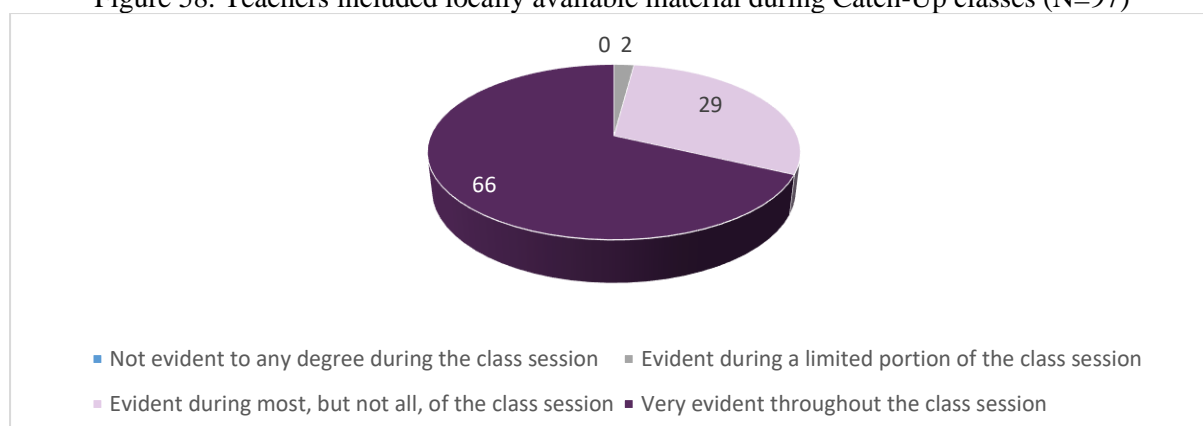
One of the key factors in any classroom transaction by the teacher is the pacing of teaching learning activities. The TaRL approach lays emphasis on responding to the learners' needs during the remedial learning classes. In 93 out of the 97 instances, it was observed that the teachers were pacing the classroom activities appropriately so as to ensure that every child got a chance to participate in them.

Figure 57: Teachers paced learning activities appropriately (N=97)



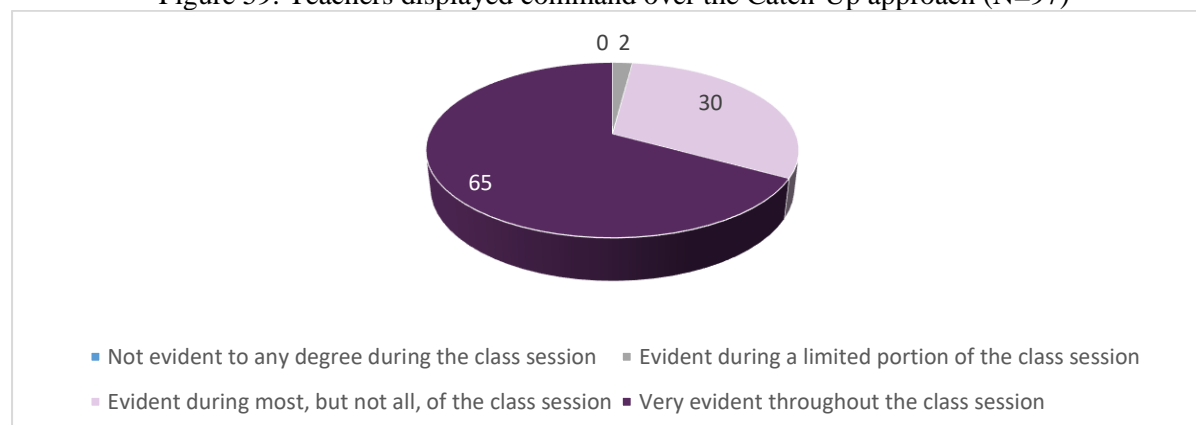
The TaRL approach also lays a strong emphasis on the use of locally available material to facilitate the teaching learning activities in the remedial learning classes. In 95 out of the 97 instances, it was observed that the teachers were indeed using locally available material, such as, twigs, pebbles, leaves, etc. to conduct the teaching learning activities.

Figure 58: Teachers included locally available material during Catch-Up classes (N=97)



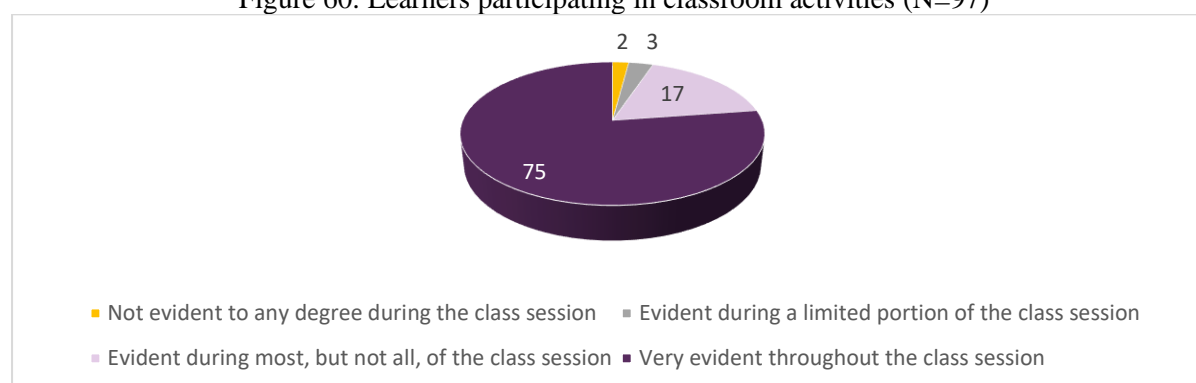
95 out of the 97 teachers displayed a command over the TaRL approach while conducting the remedial learning classes. They used locally available material, conducted lessons by level and ensured that the learners were participating in the activities being conducted in the classroom. Related findings are presented in the figure below.

Figure 59: Teachers displayed command over the Catch-Up approach (N=97)



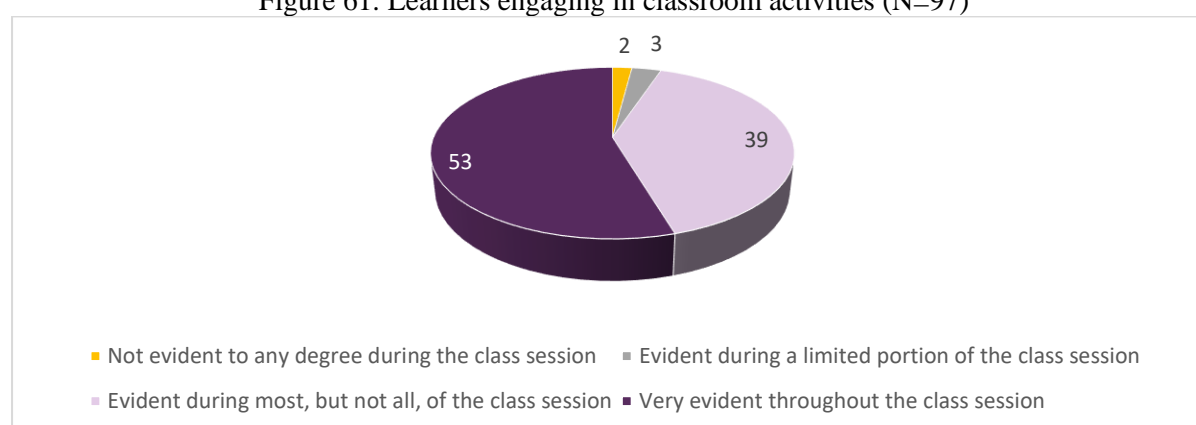
Learners were generally found to be willingly participating in the Catch-Up classes. In 92 out of the 97 instances, the learners were observed to be active participants in the classroom activities. Only in 1 instance each in a school in Kazungula and Chipata did the observers notice that

Figure 60: Learners participating in classroom activities (N=97)



Most learners were engaged throughout the Catch-Up classes. In 92 out of the 97 instances, the observers found that the learners were fully involved and working in close groups with fellow learners.

Figure 61: Learners engaging in classroom activities (N=97)



To sum up, the classroom observations corroborate the findings pertaining to effectiveness and sustainability of the programme. In an overwhelming majority of the instances, the teachers displayed a strong understanding of the TaRL approach and were using it effectively for conducting the Catch-Up classes. The learners were found to be engaged too which points to the effectiveness of the approach. Since the teachers displayed a clear understanding of the approach, it may be concluded that at the school level, the remedial learning methodology being followed is sustainable.

## Chapter 6. Conclusions

The Catch-Up programme was considered to be extremely relevant to the Zambian context in achieving foundational literacy and numeracy by most respondents. The education community in Zambia, including the Ministry of General Education, embraced the Catch-Up programme as a practical solution for the existing learning gaps among Zambian learners. The Catch-Up programme had reached 1,780 schools in Southern and Eastern Provinces by the end of 2020. The further scaling up of the programme is expected to help improve the quality of education and to close the learning gaps in the country.

The strength of the programme comes from many aspects. The programme defines learning outcomes required for foundational learning in a very simple manner making it easy to apply at large scale. It applies simple and short assessment methodology to evaluate the level of student learning, which produces assessment results quickly. Teacher training plays a significant role in the programme and introduces student-centric teaching. Extra-remedial classes as the main programme activity for short time period have proven effective to promote student learning after having implemented the TaRL approach for years in India by Pratham. Owing to these strengths, the programme was able to secure the ownership and scale up from MoGE. As reported by some respondents, it is likely for MoGE to integrate the programme with its SPRINT programme and universalise it as a regular pre-service and in-service teacher training programme.

To summarize the findings of literacy and numeracy, there is a varied trend in the proportion of learners across levels. For example in literacy, overall, 22% learners assessed during the midline could read a simple paragraph. This was an increase by 2 percentage points over the baseline. At the same time, 31% learners were able to read a story, a decrease by 3%. Similarly, in numeracy, the assessment results show that more than 80 % of the learners were able to recognise numbers of two or more digits, showing that they were ready to start with numerical operations. Almost 30 % of the learners attained both multiplication and division skills of G.

Clearly, these trends are not in line with the earlier assessments conducted between 2018-2020, where a consistent improvement is evident in the performance of learners in both literacy and numeracy. The only plausible explanation for the varied trend in learning outcomes during the mid-line assessment is the disruption in Catch-Up classes during the COVID19 pandemic. A study conducted by VVOB and TaRL Africa on learning losses due to the pandemic found that least 16% of Grades 3 to 5 learners dropped a reading level. In the same grades, learners who lost the skills to do addition, subtraction, multiplication or division, were 10%, 7%, 12% and 6% respectively. The same study reported that 2020 has been a year where G3-G5 learners made little or no progress on basic skills.<sup>38</sup> It would therefore be pertinent to add here that the findings of the midline assessment should be interpreted with caution as they may not be a true reflection of the effectiveness of the Catch-Up programme. When implemented over a complete academic year, the programme has shown promising results throughout the period of 2018 to early 2020, prior to the onset of the pandemic.

Based on the analysis of the survey and the stakeholder interviews, it can be concluded that the scale up of the Catch-Up programme was implemented as designed and ensured the effectiveness of partnerships and sustainability mechanisms. The stakeholders appreciated that MoGE showed ownership and enthusiasm for the successful implementation of the programme. Support from the ministry combined with the strong partnership, among J-PAL, Pratham, UNICEF, USAID and VVOB in providing technical and financial support and coordination, enabled smooth implementation of the programme. Stakeholder participation in terms of providing feedback was reported to be regular and perceived to have been duly incorporated throughout implementation of the programme.

As reported by various stakeholders, the programme is likely to be sustainable without external support in the long run. MoGE has been deeply engaged with the implementation of the programme and the system has adapted well to it. Right from the school level up to the provincial level staff of MoGE, the

<sup>38</sup> Covid-19 impact on education –Is there any learning loss?, VVOB, TaRL Africa

common understanding of the Catch-Up programme, its methodology and potential benefits are well established. The Institutionalisation of Catch-Up strategies achieved during the scale up phase will be of great help when the ministry further expands the programme to the national level. It was discussed during the stakeholder interviews that the ministry would integrate the TaRL methodology with SPRINT for the term as part of teacher training system of the country.

The survey participants and the key informants agreed that the programme was implemented in a cost-effective manner generally and followed the planned schedule. Throughout the programme implementation frequent monitoring and mentoring were provided using the MoGE system at the provincial, district and zonal levels. Among the challenges in monitoring reported by the survey participants and the key informants were wide coverage of remote areas, lack of availability of transport and funding shortage of transport available. It was known to be expensive to maintain the training and monitoring components of the programme. Some of the survey participants felt that more teaching and learning materials were to be made available for better implementation of the programme in schools.

As far as equity was concerned, the school system automatically includes all vulnerable children within its folds. As reported by the teachers, head teachers and MoGE staff, they had not come across any instances of discrimination based on gender, economic or social background of learners. Having said this, due to a paucity of data on vulnerability in general and disability in particular, a focused effort of including such children in the programme and tracking their progress was not possible. At the implementation level, the teachers and stakeholders reported that all learners were treated equitably regardless of their socioeconomic background.

Overall, the programme was perceived successful by the survey participants and the stakeholders satisfying most of the programme indicators. The programme was effective in training all participating teachers who felt that learners improved in literacy and numeracy skills. Frequent monitoring and mentoring provided feedback to teachers on a regular basis. Almost all the participants agreed to the usefulness and continuity of the programme. Many of them thought the programme design was adequate in addressing the needs of learners.

Having said that, it is difficult to conclude on the basis of the baseline and midline assessments that the changes in learning outcomes in literacy and numeracy were solely due to the intervention only. The results from both assessments show a similar pattern and in some cases the proportion of learners at the beginner level turned out to be higher in the midline assessment. Some of the stakeholders pointed out that there was a difficulty with implementing the expected programme activities as planned for the last group of schools who joined the programme in 2020, due to the COVID-19 pandemic. It may be useful to revisit the programme implementation in such schools to gauge the impact of the pandemic on programme implementation and learning outcomes.



## Chapter 7. Recommendations

During interviews with stakeholders, several recommendations were made for improving the Catch-Up programme. Based on the suggestions and analysis of information collected from the teachers, monitors, learners and different stakeholders (including UNICEF, USAID, MoE, J-PAL, Pratham and VVOB), the key recommendations are summarised below. Alongside each recommendation, indicative timelines have been added.

- Disparities in terms of expectations of teachers regarding the programme support through mentoring were witnessed in the two regions. Going forward, the Ministry of Education(MoE) needs to ensure that Catch-Up and similar other remedial learning programmes holds consistency in the implementation and monitoring and mentoring across the provinces. **(1-2 years)**
- If the Catch-Up approach is to be adopted for remedial learning in the foundational grades and implemented during school hours, the education system should have the capacity to respond to the needs and levels of learners, focusing on child-centred teaching and learning. It is recommended that the Catch-up methodology be integrated into the in-service teachers training system and implemented nation-wide to improve foundational learning for Zambian children. Further, it would be useful to train additional teachers from every primary school to respond to Catch-Up teacher vacancy owing to transfers, promotion, attrition, etc. A useful approach to ensure the sustainability of Catch-Up training sessions would be to include them in the existing School-Based Continuing Professional Development (SBCPD) or School Programme of In-service Training for the Term (SPRINT). **(3-5 years)**
- Creative and innovative aspects of the Catch-Up methodology reportedly generated the greatest interest among learners. Going forward, the training programmes for the teachers on the Catch-Up methodology must lay emphasis on the two aspects and include additional training sessions on strengthening them. Further, a teachers' learning platform may be created where teachers share their innovative ideas and learn from each other's practices and utilise new teaching methods in their Catch-Up and mainstream classes. **(1-2 years)**
- If MoE plans to institutionalise the programme and implement it at the national level, it is important for the Ministry to secure funding for activities, such as continued training, mentoring and monitoring of the programme. In addition to aid agencies, MoE could explore mobilising funds from corporates, large foundations, etc. **(3-5 years)**
- To implement the Catch-Up programme better, it is recommended that participating teachers be duly recognized and kept motivated. Cost effective ways of recognition, such as, certificates of appreciation and other non-monetary incentives would go a long way in sustaining the sense of pride among the teachers. **(1-2 years)**
- Some teachers indicated the high pupil teacher ratio (PTR) as one of the challenges in the effective implementation of Catch-Up programme. World Bank data from 2017 puts the PTR for primary grades in Zambia at 42. However, in several instances, the classrooms included 80–100 learners, making it difficult for the teacher to give personalised attention to learners. Recruitment of teachers coupled with their deployment as per the needs of the school needs to be considered. Further, a mapping of teachers may be useful to identify schools with excess teachers, if any. These teachers may then be deployed to schools facing a shortage of teachers. **(3-5 years)**

The recommendations for the future of the Catch-Up programme and improvement of the programme implementation show the importance of securing funding. The Ministry should be able to support teacher recruitment, training and compensation; transport for monitoring; materials for teaching and learning; school feeding and so on if the programme is to be continued or expanded. Equally important is the need to implement the necessary policy level changes to mainstream the TaRL methodology in the teacher training curriculum. Further, the COVID19 pandemic has led to forced closure of schools which in turn has resulted in learning losses for learners. Going forward, it would be useful if MoGE develops a plan to ensure continuity of learning during similar circumstances.

## Chapter 8. Lessons learned

The Catch-Up programme is perceived in Zambia as a powerful tool to improve foundational learning of young learners. During the implementation of the programme, the programme partners managed many challenges faced at every stage of the programme and achieved the programme objectives. In the interviews, the stakeholders identified the key lessons learned from the programme, which may be significant for other education programmes as well.

The biggest lesson is the importance of partnership with MoGE and its system at all levels. The engagement of the Ministry enabled the other programme partners to make decisions and to draft action plans jointly. This ensured that the Ministry developed ownership of the programme from the beginning and led it with the full support from the partners. The programme was effective because the Ministry adopted it and accepted it. The Ministry took the programme as a low cost and effective solution for addressing learning gaps in the country. The assessment tools and pedagogy used by the Catch-Up approach are easy to implement at the school level and do not require a high level of expertise. The simplicity and the quick turnaround of results helped the Ministry develop a buy-in for the programme. Thus, the catch-up approach has been different from any other interventions where the net impact fades away with the passage of time. This approach aims to ultimately build a sustainable programme. As a result, most of the survey participants and the key informants concluded that the programme would be sustainable without external support in future, especially in the schools that had implemented the programme from the beginning. Hence, the leadership from the Ministry, effective partnerships and sustained efforts at training and monitoring the programme are some of the key takeaways, which if followed in other programmes can be equally effective.

Effective communication among the stakeholders contributed significantly to the success of the programme. The key factor in effective communication was the use of information to help programme implementation. For example, during monitoring activities the stakeholders did not only focus on reviewing the programme but also on sharing the information to improve its performance. In this manner, ongoing course correction was applied throughout the programme to ensure that it worked perfectly within the Zambian context.

Prompt response to the changing environment was one of the key lessons learned from the programme. Since early 2020, amid the COVID19 pandemic, the programme partners quickly changed some of the core activities by conducting them online rather than in the face to face mode. Most of physical meetings were replaced by virtual ones. Orientations and trainings were organised in online mode.

## Chapter 9. Annexes

### 9.1 Terms of reference



#### Annex B

##### TERMS OF REFERENCE

<b>Title :</b>	An evaluation of the scale up of the Catch-Up Programme
<b>Purpose</b>	The purpose of the implementation evaluation is to assess the progress of the Catch-Up scale up in Eastern and Southern Provinces against the set objectives.

#### 1.0 Background

Although Zambia has made rapid gains in increasing access to education, the quality of education remains a challenge. Numerous assessments such as the Early Grade Reading Assessment (EGRA), Early Grade Mathematics Assessments (EGMA) and Grade Five National Assessments (NAS) have shown that a substantial proportion of Zambia's children are not learning: a USAID study in 2014 showed that 65% of Grade 2 students were unable to read a single word correctly in their own language while 2015 NAS results showed a declining trend in performance, especially in English and Mathematics. In 2018 Early Grade Reading Assessments, Early Grade Mathematics Assessments and Grade Five National Assessments show a marked improvement<sup>1</sup>. Results show that there is a marked improvement in the Grade Five National Assessment in English for boys from 31.6 % to 34.14 % and for girls from 32.6% to 35.15 %. In Mathematics, boys improved from 35.8 % to 37.32 % and for girls from 35.2 % to 36.67 %. In spite of this, learners are still below par, and many children go through the system without the necessary literacy and numeracy skills to allow them to access most of the school curricula. Many learners, particularly girls further drop-out due to the limited support offered.

In 2016, the Ministry of General Education with partners including UNICEF, DfID, ZESSTA, VVOB and J-PAL, designed a literacy and numeracy pilot based on the Indian model known as Teaching at the Right Level. Teaching at the Right Level (TaRL) is premised on research that shows that learners learn better when they are assessed, grouped and taught according to their ability and not according to their grade level. This approach ensures that learners are taught at the level of their ability. The learners are first assessed to determine their level of ability after which they are then grouped according to their ability levels rather than grade level or age for a targeted period. This targeted time will enable the learners to reach instruction in literacy and numeracy skills according to their level of ability. With teaching targeted to students' abilities, appropriate materials for each ability level, specific training for teachers, and adequate supportive monitoring mechanisms in place, the evidence of the success of these programmes is strong and indicates that such programmes allow children to Catch-Up and progress in their education, having broken through to literacy and numeracy. A number of countries, including India and Ghana, have experienced marked positive gains in student learning outcomes through similar teaching-at-level programmes. These countries have been supported in this teaching methodology by Pratham, an Indian based organization.

In Zambia, the pilot was successfully implemented in 80 schools in 4 districts of Eastern and Southern Provinces. Findings from a process evaluation pointed to the fact that learners when taught at their level of ability for a set period can 'Catch-Up' and acquire literacy and numeracy skills<sup>2</sup>. These findings further informed a scale up of the programme which started in October 2017 targeting about 1780 schools in 22 districts in Eastern and Southern

<sup>1</sup> EGRA results show a marked improvement in reading levels with learners in Luvale showing the most improvement at 9.5 (from 4.3 in 2014 to 13.8 in 2018) in comparison to Silozi readers (8.4 in 2014 to 13.0 in 2018) at 4.6. EGMA results point to a decrease in starting mathematicians from 15% in 2014 to 6 % in 2018. Preliminary findings from the Grade 5 NAS show an improvement from 32.63 % to 34.90 % in English and from 35.84 % to 36.98 % in Mathematics

<sup>2</sup> A process evaluation was carried out by Innovations for Poverty Action (IPA) from October 2016 to August 2017



Provinces. The scale up of schools is being carried out in phases with the first 390 schools having been trained in 2018.

As the next group of schools are trained for the scale up, it is important and strategic to carry out an implementation midline evaluation to better understand if the scale up is achieving its set objectives in the Zambian context, enhancing the education system capacities and to further assess if the Catch-Up Model can inform policies, standards and teacher development strategies for further sustainability and mainstreaming. This is also in line with MoGE's keen interest in differentiated learning approaches and obtaining an evidence base for the effectiveness of the Catch-Up (remedial learning) to inform quality enhancement and teacher development policies. This programme is in line with the newly developed GRZ Seventh National Development Plan, which prioritises quality, relevance, and equity in education. This programme has further been prioritised by the Ministry of General Education and is included in the Education and Sector Skills Plan (ESSP). Catch-Up further supports Zambia's progress towards achievement of Sustainable Development Goal 4, which is to 'ensure inclusive and quality education for all and promote lifelong learning

## 2.0 Justification to Hire Consultant

UNICEF is a key stakeholder in the Catch-Up Programme and as such there would be need to hire an independent consultant to review the implementation of the Catch-Up Programme to provide an independent view on how implementation has progressed highlighting lessons learnt with recommendations.

## 3.0 Evaluation Objectives

The objective of the evaluation is to provide external, independent assessment of the extent to which the Catch-Up programme is meeting its intended objectives. The evaluation will specifically interrogate the effectiveness, efficiency, relevance, sustainability and the equity aspect of the Catch-Up programme.

The specific objectives are:

- 1) To assess the extent to which the programme is achieving its objective of improving literacy and numeracy skills for all students and for those further behind.
- 2) To assess the extent to which the programme is being implemented as designed including effectiveness of partnerships and sustainability mechanisms.
- 3) To assess the minimal cost required to implement the Catch-Up Programme, while still maintaining effectiveness.
- 4) To assess the enablers/factors contributing to the implementation of the Catch-Up programme.

## 3.1 Users and Intended use of the Evaluation

The primary end user of this evaluation is the Ministry of General Education that will use the information to make necessary changes that will lead to a scale up that is efficient, effective and sustainable. Other end users of this evaluation are UNICEF, VVOB, JPAL and USAID.

Users	Intended use of the evaluation
Ministry of General Education	To make necessary changes that will lead to a scale up that is efficient, effective and sustainable. To help design a literacy and numeracy programme that incorporates best practices from the Catch-Up programme. To institutionalise the Catch-Up programme.
UNICEF Zambia	To inform continued support to literacy and numeracy programming
UNICEF Regionally and Globally	To inform best practices on literacy and numeracy programming

Page 34 of 41





Education partners (JPAL, VVOB, USAID)	To inform their continued involvement in the programme

#### 4.0 Description of the Assignment (Scope, Criteria, Methodology and Questions)

##### Scope of the Evaluation Criteria

Since it will not be practical for the evaluation to cover all the Catch-Up schools within the given evaluation period, working in collaboration with UNICEF, the consultant is expected to propose a sampling approach for the quantitative as well as qualitative aspects of the evaluation.

The evaluation will not cover all the districts that are implementing the Catch-Up but will rather propose a statistically significant randomly selected sample size so that the results of the evaluation are within a reasonable confidence limit. The evaluation will further only pick a few schools from the identified districts and will ensure that an equity dimension is applied by ensuring that schools in both rural and urban areas are selected. In addition, both under performing and good performing schools are expected to be selected. Both male and female learners and teachers will be selected in the sample sizes.

The Consultancy firm will recruit and train<sup>3</sup> a team of data collectors, who will undertake the midline and the spot check visits to the schools.

The schools for the scale up have been selected by the MoGE. Districts and schools that will be sampled for the mid line will be identified by the researchers. The four earlier districts were chosen based on a set of agreed indicators reflecting poverty levels and learning outcomes in English and Math. Schools in each district were chosen by the District Education Boards (DEBs), using pre-agreed criteria. This included:

- performance levels (to enable a wide-spread of learning levels);
- geographical considerations (to include both rural and peri-urban);
- grade offering (G1-G7 only);
- school running agency (both Government and community); and
- clustering of schools into Zones (around 5 schools per zone).

The targeted students are children in Grades 3,4 and 5.

##### Proposed Methodology

Though a detailed methodology is expected to be developed by the Consultant, UNICEF prefers a Theory Based Evaluation Design to critically assess the theory of change of the programme and its assumptions and identify any hidden assumptions that are affecting achievement of results. At a minimum, the proposed methods should consist of:

- Literature review covering relevant education sector policies, legislations, reports and programme specific documentation, evaluation reports on Catch-Up (TARL)
- analysis of secondary data, mainly 2018 and 2019 G7 exams results, based on a statistically sound, randomized sample of Catch-Up schools and a comparison set of schools. To provide results from Catch-Up and non-Catch-Up schools.
- a learning assessment to measure the effectiveness, using the established Pratham learning assessment tool (Please provide reference/link to this tool)<sup>4</sup>
- an independent classroom observation
- survey of teachers and monitors

<sup>3</sup> UNICEF in consultation with MOGE will recommend previously trained facilitators in the Catch-Up methodology to facilitate the training of the enumerators/research assistants. These will be provided with training manuals.

<sup>4</sup> For the learning assessment, it is expected that the hired field team will conduct basic testing of numeracy and literacy skills on some sampled children in the programme using an assessment tool i.e. a series of illustrated tables containing letters, words and phrases which the children are asked to identify and read. Sample of assessment tool see <https://www.teachingattherightlevel.org/the-tarl-approach/assessment/>



- Interviews and focus groups discussions with various stakeholders

Existing data is available and can be referenced which includes a process monitoring report and field reports.

Spot checks, which will be random and unannounced, will add additional rigor to the process and the results.

#### Evaluation Questions

Criteria	Evaluation Question	Sub-question
<i>Effectiveness</i>	To what extent are the Teaching at the Right Level programme outcomes/objectives being achieved?	<ul style="list-style-type: none"> <li>• Are learners being correctly assessed and grouped according to their level of ability?</li> <li>• Are learners being taught at their level of ability in literacy and numeracy?</li> <li>• To what extent are learners catching up to grade level performance standards?</li> <li>• Are the teachers following the TaRL methodology?</li> <li>• To what extent are learners acquiring literacy and numeracy skills?</li> <li>• What are the factors contributing to the outcomes?</li> </ul>
<i>Efficiency</i>	What is the minimum cost required to scale up the Catch-Up programme to all schools in Zambia?	<ul style="list-style-type: none"> <li>• What are the important drivers and what are the costs of these drivers?</li> <li>• What will it cost for Government to take it to be institutionalized and be effective?</li> </ul>
<i>Relevance</i>	How relevant and valid is the Catch-Up programme for Zambia?	<ul style="list-style-type: none"> <li>• How relevant is the Catch-Up methodology to the learning outcomes in the 7NDP?</li> <li>• How relevant is the Catch-Up programme to addressing learning outcomes at the learners' level? What aspects of the programme were most appreciated by target population?</li> <li>• To what extent is the programme aligned with the primary literacy and numeracy curriculum and standards?</li> </ul>
<i>Sustainability</i>	What mechanisms have been put in place to warrant continuity of the programme.	<ul style="list-style-type: none"> <li>• To what extent are existing structures involved in the Catch-Up and how have they contributed to the successes and failures of the programme?</li> <li>• What systems and policy framework need to be strengthened for the Ministry to scale this programme nation-wide?</li> <li>• How better can this programme be implemented in Government structures?</li> <li>• How might TaRL methodology be incorporated in teacher development policies, training policies, and deployment policies?</li> </ul>

Page 36 of 41



		<ul style="list-style-type: none"> <li>How might the TaRL methodology be incorporated into the MoGE's differentiated learning approach?</li> <li>Are there unintended consequences, both negative and positive, as a result of implementing the TaRL methodology?</li> </ul>
<i>Equity and Gender</i>	Does the programme reach the most disadvantaged learners?	<ul style="list-style-type: none"> <li>Are learners with special educational needs included in this programme?</li> <li>Is there a gender balance in the number of boys and girls reached?</li> </ul>

### 5.0 Tasks and Deliverables

The total time allocated for the evaluation is 6 months. It is expected that the following outputs would be delivered as below.

Tasks	Expected Output	Deliverables	Timeframe (Tentative)
1. Inception phase	Work plan, time frame and methodology and instruments/tools for draft data (qualitative and quantitative) collection to be used.	Detailed Inception Report	May 2019
2. Desk review and fieldwork	Developed and pre-tested questionnaire tools/data collection instruments, sampling strategy and field work undertaken.	Draft Report	June 2019
3. Stakeholder workshop to present and verify preliminary findings.	Report on stakeholder workshop proceedings.	Validation meeting report	July 2019
4. Prepare and submit Final Report	Final Report.	Final Report (of between 50 to 65 pages (excluding appendices/annexes), written in English, single spacing font size 11 Times New Roman (Raw dataset and	December 2019

Page 37 of 41



Tasks	Expected Output	Deliverables	Timeframe (Tentative)
		questionnaires and list of interviewees to be included in annex).	
5. Prepare and submit two policy briefs	Two policy briefs	Policy briefs	December 2019

### Evaluation report

Guided by the UNICEF Evaluation Report Standards and the GEROS Quality Assessment System, the Consultant will prepare an evaluation report that describes the evaluation and puts forward the evaluator's findings, recommendations and lessons learned. Below is a sample final evaluation report structure, which has the following components:

- Table of Contents
- Acronyms
- Executive Summary
- Background and Programme Description
- Purpose of Evaluation
- Evaluation Objectives and Scope;
- Evaluation Methodology
- Findings and analysis,
- Conclusions,
- Recommendations
- Lessons learned;
- Annexes: including the terms of reference, evaluation work-plan and any other relevant documents

### 6.0 Evaluation Management and Governance Arrangements

The Consultancy Firm will report to UNICEF Zambia, which will assess the deliverables for payment. The Ministry of General Education and UNICEF will establish and chair a Technical Steering Committee, with representatives of various stakeholders of the Catch-Up Programme, including USAID, JPAL, and VVOB.

The role of the committee is to provide technical support, ensure high quality research standards, independence and advocate for the later use of the evaluation findings. It will coordinate and facilitate stakeholder involvement at all stages of the assignment. Finally, it will facilitate access to information and resources for the consultancy institution. On the overall, the committee will ensure that the evaluation adheres to the United Nations Evaluation Group (UNEG) norms and standards.

### 7.0 Ethical Consideration

Ethical aspects of the evaluation which include, among others, data collection from human subjects and their consent should be covered in detail in the technical proposal. UNICEF has a set of ethical principles, and checklist regarding research and evaluations which must be upheld. The evaluation team will come into contact with human objects particularly children and should take precautions to protect the rights and wellbeing of any children.

In addition, research instruments used as part of the evaluation need to undergo ethics approval processes within Zambia, and this will be the responsibility of the research team. The Ministry of General Education has approved of this evaluation and has cleared any ethical considerations of working in schools and near children. All UNICEF child protection principles will be adhered to always.



## 9.2 Evaluation work-plan

S No	Task	Output	Deliverable	Status/Revised Timeline
1	Inception phase	Work plan, time frame and methodology and instruments/tools for draft data (qualitative and quantitative) collection to be finalized	Detailed Inception Report	10 Dec 2020
2	Desk review and fieldwork	Pre-testing of tools Developed and pre-tested questionnaire tools/data collection instruments, sampling strategy and field work undertaken.	- Draft Fieldwork Completion Report Final Fieldwork Completion Report	09 Apr 2021 16 Apr 2021
3	Stakeholder workshop to present and verify preliminary findings.	Report on stakeholder workshop proceedings.	Validation workshop Validation meeting report	13 Jul 2021 23 Jul 2021
4	Submission of Final Report	Final Report.	Draft Report Final Report (of between 50 to 65 pages (excluding appendices/annexes), written in English, single spacing font size 11 Times New Roman (Raw dataset and questionnaires and list 5 of interviewees to be included in annex).	17 Jun 2021 10 Sep 2021
5	Preparation and submission of two policy briefs	Two policy briefs	Policy briefs	06 Sep 2021

## 9.3 Ethical Approval



### UNIVERSITY OF ZAMBIA BIOMEDICAL RESEARCH ETHICS COMMITTEE

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IRB00001131 of IORG0000774

3<sup>rd</sup> March, 2020.

Your REF. No. 756-2020.

Mr. Sanja Tripathi,  
Australian Council for Educational Research (ACER),  
Department of International Development,  
India.

Dear Mr. Tripathi,

**RE: "EVALUATION OF CATCH UP SCALE UP PROGRAMME IN ZAMBIA"**  
**(REF. NO. 756-2020)**

The above-mentioned research proposal was presented to the Biomedical Research Ethics Committee on 2<sup>nd</sup> March, 2020. The proposal is **approved**. The approval is based on the following documents that were submitted for review:

- a) Study proposal
- b) Questionnaires
- c) Participant Consent Form

**APPROVAL NUMBER : REF. 756-2019**

**This number should be used on all correspondence, consent forms and documents as appropriate.**

1. **APPROVAL DATE : 3<sup>rd</sup> March 2020**
2. **TYPE OF APPROVAL : Standard**
3. **EXPIRATION DATE OF APPROVAL : 2<sup>nd</sup> March 2021**
4. After this date, this project may only continue upon renewal. For purposes of renewal, a progress report on a standard form obtainable from the UNZABREC Offices should be submitted one month before the expiration date for continuing review.
5. **SERIOUS ADVERSE EVENT REPORTING:** All SAEs and any other serious challenges/problems having to do with participant welfare, participant safety and study integrity must be reported to UNZABREC within 3 working days using standard forms obtainable from UNZABREC.

6. **MODIFICATIONS:** Prior UNZABREC approval using standard forms obtainable from the UNZABREC Offices is required before implementing any changes in the Protocol (including changes in the consent documents).
7. **TERMINATION OF STUDY:** On termination of a study, a report must be submitted to the UNZABREC using standard forms obtainable from the UNZABREC Offices.
8. **NHRA:** You are advised to obtain final study clearance and approval to conduct research in Zambia from the National Health Research Authority (NHRA) before commencing the research project.
9. **QUESTIONS:** Please contact the UNZABREC on Telephone No.256067 or by e-mail on [unzarec@unza.zm](mailto:unzarec@unza.zm).
10. **OTHER:** Please be reminded to send in copies of your research findings/results for our records. You're also required to submit electronic copies of your publications in peer-reviewed journals that may emanate from this study. Use the online portal: [unza.rhinno.net](http://unza.rhinno.net) for further submissions.

Yours sincerely,



Sody Mweetwa Munsaka, BSc., MSc., PhD

**CHAIRPERSON**

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## NATIONAL HEALTH RESEARCH AUTHORITY

Paediatric Centre of Excellence, University Teaching Hospital, P.O. Box 30075, LUSAKA

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Date: 29<sup>th</sup> June, 2020

The Principal Investigator  
Mr. Sanjay Tripathi  
Australian Council for Educational Research (ACER)  
Department of International Development  
**INDIA.**

Dear Mr. Tripathi,

### Re: Request for Authority to Conduct Research

The National Health Research Authority is in receipt of your request for authority to conduct research titled “**EVALUATION OF CATCH UP SCALE UP PROGRAMME IN ZAMBIA.**” I wish to inform you that following submission of your request to the Authority, our review of the same and in view of the ethical clearance, this study has been **approved** on condition that:

1. The relevant Provincial and District Medical Officers where the study is being conducted are fully appraised;
2. Progress updates are provided to NHRA quarterly from the date of commencement of the study;
3. The final study report is cleared by the NHRA before any publication or dissemination within or outside the country;
4. After clearance for publication or dissemination by the NHRA, the final study report is shared with all relevant Provincial and District Directors of Health where the study was being conducted, University leadership, and all key respondents.

Yours sincerely,

Prof. Godfrey Biemba  
Director/CEO  
National Health Research Authority

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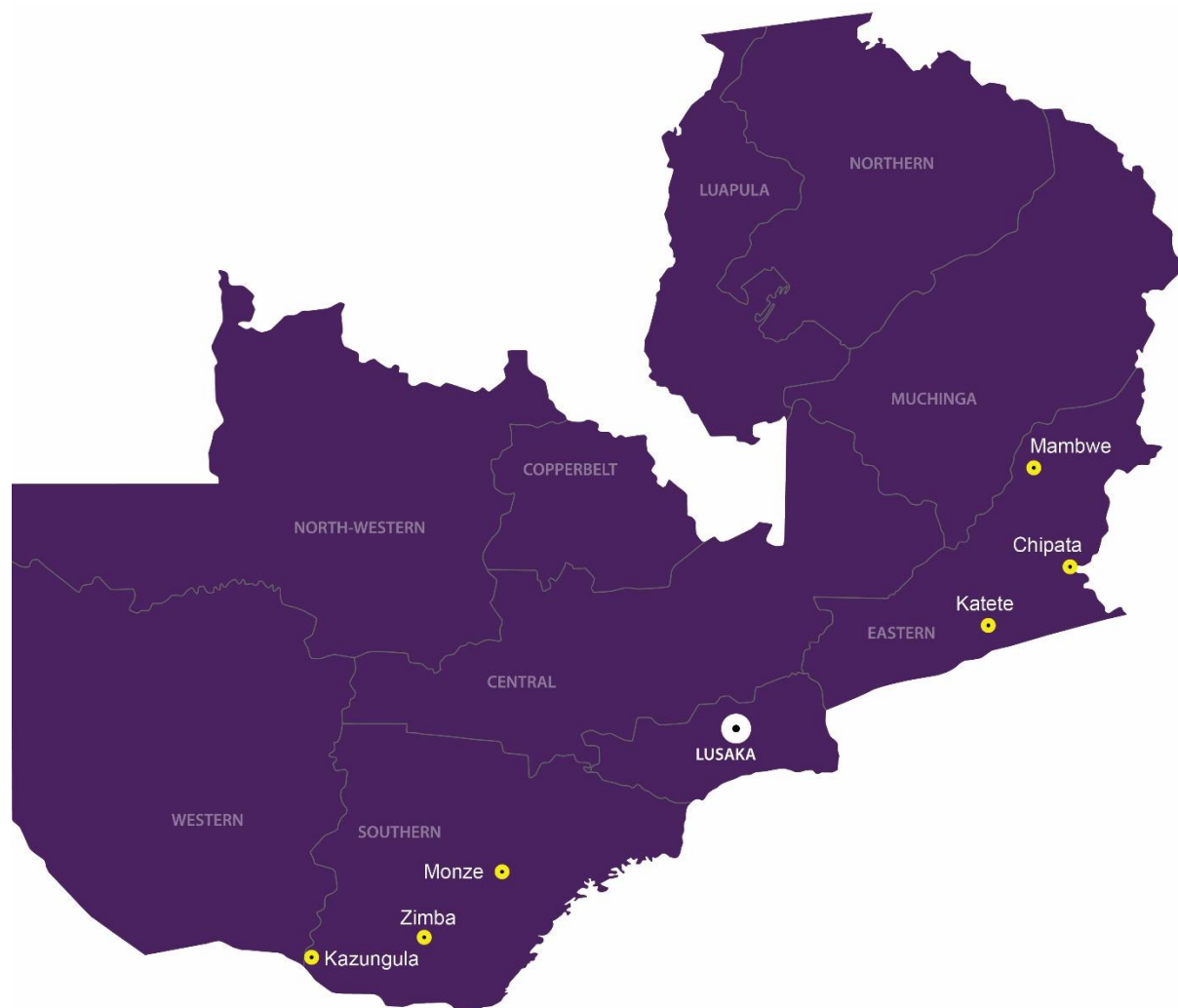
All correspondences should be addressed to the Director/CEO National Health Research Authority

## 9.4 Key Evaluation Questions

Key Evaluation Question	Target Respondent
<b>Effectiveness</b> - To what extent were the objectives (general and specific), activities and expected results at output and outcome levels achieved / are likely to be achieved? What were the major factors influencing the achievement or non-achievement of the objectives?	All respondents
<b>Efficiency</b> - Were activities and interventions cost-efficient? Were they implemented in the most efficient way compared to alternatives? Were objectives (general and specific), activities and expected results at output and outcome levels achieved on time? Are the resources (money, human resources, facilities/ capital assets) sufficiently efficient? How well the implementation of activities has been managed? What management and monitoring tools have been used and what tools could have been used?	Representatives from UNICEF, Ministry of General Education, J-Pal, VVOB, USAID Principals, Teachers, Monitors
<b>Relevance</b> - To what extent are the objectives of the Programme still valid and up to date to the national and international contexts? Are the objectives of the Programme consistent with the overall goal? Are implemented activities and outputs consistent with the intended impacts and effects?	Representatives from UNICEF, Ministry of General Education, J-Pal, VVOB, USAID Principals, Teachers, Monitors
<b>Sustainability</b> – To what extent are the government structures involved in the delivery of the programme? How have they contributed to the success or failure of the programme? To what extent are the government structures dependent on technical assistance from partners? What systems and policy frameworks need to be strengthened for a nationwide scale up of the programme? What alternatives does the government have to better implement the Catch-Up programme? How might the TaRL methodology be incorporated in teacher development, training and deployment policies? How might the TaRL methodology be incorporated into MoGE’s remedial learning approach? Are there unintended consequences, both negative and positive, of implementing the Catch-Up programme?	Representatives from UNICEF, Ministry of General Education, J-Pal, VVOB, USAID Principals, Teachers, Monitors
<b>Equity and Gender:</b> Has representativeness of coverage been ensured by the activities and interventions? Have vulnerable children and girls been reached by the programme?	Representatives from UNICEF, Ministry of General Education, J-Pal, VVOB, USAID Principals, Teachers, Monitors

## 9.5 Map for the site visits

Figure 62: Map with field visit and survey locations (Map not to scale)



## 9.6 List of Key Stakeholders Consulted

S. No.	Name	Designation	Organisation
1.	Luonde Cholwe	Education Specialist, Education Section, UNICEF Zambia	UNICEF
2.	Brenda Kambaila	M&E officer	UNICEF
3.	Emily Cupito	Project Director (Africa)	TARL Africa (J-PAL)
4.	Ashleigh Morrell	Associate Director of Policy	J-PAL
5.	Laura Poswell	Executive Director	J-PAL
6.	Penelope Mwila Kandutu	Policy Associate	J-PAL
7.	Kyulabantu Faith Mwamba	Senior Education Officer - Primary	MoGE, Zambia
8.	Mahuba Hazemba	Principal Education Standards	MoGE, Zambia
9.	Yvonne Chomba	Education Specialist	USAID
10.	Sarah Crites	Education Office Director	USAID
11.	Yvonne Naluvwi	Activity Manager – Catch-Up program	USAID
12.	Devyani Pershad	Head, International Collaborations	PRATHAM
13.	Anne-Thora Vardoy-Mutale	Education Manager - Catch-Up TaRL	VVOB
14.	Nico Vromant	Program Manager	VVOB
15.	Fist Chona	Program Manager	VVOB
16.	Stephen Chitoshi	District Coordinator, Eastern Province	VVOB
17.	Gift Munsanda	District Coordinator, Southern Province	VVOB

## 9.7 List of Documents Referred

### Documents referred

- Lessons from the Teaching at the Right Level Evidence: What we know and what we still need to learn PRATHAM'S MODELS FOR IMPLEMENTING TEACHING AT THE RIGHT LEVEL, July 2017
- Roll out plan (Southern & Eastern Province), Sep 2017
- Innovation for Poverty Action (IPA): "Process Monitoring Report - Catch-Up Pilot using Teaching at the Right Level methodology", Oct 2017
- TaRL Africa - TaRL Case Study: Zambia, Oct 2019
- Innovation for Poverty Action (IPA): "Catch-Up Process Monitoring Endline Report – Katete District, Eastern Province", Sep 2017
- Innovation for Poverty Action (IPA): "Catch-Up Process Monitoring Midline Report – Monze and Pemba Districts, Southern Province", Aug 2017
- J-PAL, Ministry of General Education, Zambia & Innovation for Poverty Action (IPA): Process Monitoring – Chipata, Jan 2017

### Web Links Referred

- <https://www.teachingattherightlevel.org/the-tarl-approach/monitoring-and-measurement/>
- <https://www.teachingattherightlevel.org/tarl-africa-team/>
- <https://www.teachingattherightlevel.org/evidence/>
- <https://www.povertyactionlab.org/case-study/teaching-right-level-improve-learning>
- <https://www.nber.org/papers/w22746>
- <https://www.moge.gov.zm/download/policies/Education-and-Skills-Sector-Plan-2017-2021.pdf>
- <http://www.betuz.org.zm/assets/report-on-status-of-education-in-zambia.pdf>
- <https://www.globalpartnership.org/funding/gpe-grants>
- <https://www.globalpartnership.org/country/zambia>
- [https://www.globalpartnership.org/library?f\[\]=field\\_country:310&lang\[\]=en&lang\[\]=fr&link=viewall&key-document=true](https://www.globalpartnership.org/library?f[]=field_country:310&lang[]=en&lang[]=fr&link=viewall&key-document=true)
- <https://www.globalpartnership.org/content/results-framework-data-zambia>
- [https://www.globalpartnership.org/sites/default/files/2019-07-18-gpe-results-framework-data\\_for-zambia.pdf](https://www.globalpartnership.org/sites/default/files/2019-07-18-gpe-results-framework-data_for-zambia.pdf)
- <https://www.globalpartnership.org/content/republic-zambia-education-sector-national-implementation-framework-iii-2011-2015>
- <https://www.globalpartnership.org/sites/default/files/2011-Zambia-Education-Sector-Plan-2011-2015.pdf>
- <https://www.moge.gov.zm/#>
- <https://www.moge.gov.zm/zambia-education-enhancement-project-zeep-brief/>
- <https://www.moge.gov.zm/drop-out-rate/>



## 9.8 Study Tools

### Catch-Up learning assessment tool

#### Literacy Assessment Tools (LAT)



LAT \_ Cinyanja -  
sample 4.pdf



LAT \_ Cinyanja -  
sample 5.pdf



LAT \_ Cinyanja -  
sample 6.pdf



LAT \_ Citonga -  
sample 4.pdf



LAT \_ Citonga -  
sample 5.pdf



LAT \_ Citonga -  
sample 6.pdf

#### Numeracy Assessment Tools (NAT)



NAT \_ Sample 4.pdf



NAT \_ Sample 5.pdf



NAT \_ Sample 6.pdf

## Classroom Observation Tool

### Purpose of the Study

Greetings! My name is \_\_\_\_\_. I am a part of the survey team working with ACER India. We are here to study the implementation of Catch-Up Scale up programme in Zambia for remedial learning of learners. Under this approach, the learners are taught as per their ability and not their grade level. This study has been commissioned by UNICEF and supported by the Ministry of General Education (MoGE). It is being administered to assess the progress of the programme against its intended objective, which are:

1. To assess the extent to which the programme is achieving its objective of improving literacy and numeracy skills for all learners and for those further behind.
2. To assess the extent to which the programme is being implemented as designed including effectiveness of partnerships and sustainability mechanisms.
3. To assess the minimal cost required to implement the Catch-Up Programme, while still maintaining effectiveness.
4. To assess the enablers/factors contributing to the implementation of the Catch-Up programme.

### Confidentiality

All information generated as a result of the observation will be kept confidential. Once the study is finished, the list of names with your contact information and the completed surveys will be destroyed.

### Benefits

Research helps society by providing new knowledge. You may not benefit directly from this study. However, the findings will be important to improve pupils' learning outcomes.

### Risks and Discomforts

There are no risks to you in this study as complete confidentiality will be maintained at all times.

### Costs and Payment for Participation

There are no costs for being in this study. You will not receive any compensation for taking part in this study.

Signature of enumerator: \_\_\_\_\_

Date: \_\_\_\_\_

## General Information

1. Name of School
2. Name of Province
3. Name of District
4. Name of the Teacher
5. Subject of Teacher ☐ Literacy ☐ Numeracy
6. Mention the Grade for which you are a Class Teacher
7. Duration of association with the Catch-Up programme?
8. Type of class observed ☐ regular ☐ catch-up
9. If Catch-up, what is the level of learners in the classroom?
10. Subject of the class observed ☐ Literacy ☐ Numeracy/Maths
11. If regular class, which grade class observed ☐ Grade 3 ☐ Grade 4 ☐ Grade 5
12. Date of classroom observation
13. Time (hours) of the class e.g. 14 h 00 min – 14 h 45 min

This tool includes observation items in eight major areas: Lesson Organization, Content Knowledge & Relevance, Presentation, Instructor-Student Interactions, Collaborative Learning Activities, Lesson implementation, Instructional Materials, and Student Responses.

## Lesson Organization

### Scoring Guidelines

4	3	2	1
Very evident throughout the class session	Evident during most, but not all, of the class session	Evident during a limited portion of the class session	Not evident to any degree during the class session

	Score
14. Made clear statement of the purpose and learning outcomes of the lesson.	
15. Paced lesson appropriately.	
16. Used a variety of instructional activities.	
17. Provided opportunities for learners to apply content; e.g., problems, case study, practice.	
18. Adapted smoothly to problems during lesson; e.g. equipment failure, student misunderstandings or mistakes.	

## Skills, Content Knowledge & Relevance

### Scoring Guidelines

4	3	2	1
Very evident throughout the class session	Evident during most, but not all, of the class session	Evident during a limited portion of the class session	Not evident to any degree during the class session

	Score
19. Included material appropriate to student knowledge & background.	
20. Included material related to the learning outcomes of the lesson.	
21. Demonstrated command over the Catch-up lesson content	
22. Demonstrated effective problem solving skills	

## Presentation

### Scoring Guidelines

4	3	2	1
Very evident throughout the class session	Evident during most, but not all, of the class session	Evident during a limited portion of the class session	Not evident to any degree during the class session

	Score
23. Spoke clearly with appropriate volume, speed, and pronunciation.	
24. Maintained eye contact with learners while addressing them.	
25. Noticed & listened to student questions & comments.	
26. Presented examples for better understanding of the learners.	

## Collaborative Learning Activities

### Scoring Guidelines

4	3	2	1
Very evident throughout the class session	Evident during most, but not all, of the class session	Evident during a limited portion of the class session	Not evident to any degree during the class session

	Score
27. Provided clear tasks for student groups.	
28. Provided group tasks that were related to the lesson's learning outcomes.	
29. Responded appropriately to non-engaged learners.	
30. Effectively managed time during collaborative activities.	

## Lesson Implementation

### Scoring Guidelines

4	3	2	1
Very evident throughout the class session	Evident during most, but not all, of the class session	Evident during a limited portion of the class session	Not evident to any degree during the class session

	Score
31. Encouraged student questions.	

32. Asked questions, with adequate wait time, to monitor learners' understanding or performance.	
33. Gave satisfactory answers to student questions.	
34. Asked questions that required varying levels of thinking; e.g., recall, analysis, synthesis.	

### Instruction Material

#### Scoring Guidelines

4	3	2	1
Very evident throughout the class session	Evident during most, but not all, of the class session	Evident during a limited portion of the class session	Not evident to any degree during the class session

	Score
35. Teaching was focused on interactive and cooperative learning	
36. Supported the lesson with useful classroom discussions and exercises.	
37. Presented helpful locally available material to support lesson organization	

### Student Involvement

#### Scoring Guidelines

4	3	2	1
Very evident throughout the class session	Evident during most, but not all, of the class session	Evident during a limited portion of the class session	Not evident to any degree during the class session

#### Student Responses

	Score
38. Learners were eager to ask questions.	
39. Learners willingly participated in in-class activities.	
40. Most learners were engaged in the lesson throughout the class time.	
41. Learners appeared to understand the lesson material.	

## Stakeholder's (MoGE, UNICEF, J-PAL, VVOB) Questionnaire

### Purpose of the Study

Greetings! My name is \_\_\_\_\_. I am a part of the survey team working with ACER India. We are here to study the implementation of Catch-Up Scale up programme in Zambia for remedial learning of learners. Under this approach, the learners are taught as per their ability and not their grade level. This study has been commissioned by UNICEF and supported by the Ministry of General Education (MoGE). It is being administered to assess the progress of the programme against its intended objective, which are: To assess the extent to which the programme is achieving its objective of improving literacy and numeracy skills for all learners and for those further behind.

To assess the extent to which the programme is being implemented as designed including effectiveness of partnerships and sustainability mechanisms.

To assess the minimal cost required to implement the Catch-Up Programme, while still maintaining effectiveness.

To assess the enablers/factors contributing to the implementation of the Catch-Up programme.

### Confidentiality

Your responses will be confidential and will not be shared with anyone other than members of our study team. At the end of the study, we will put all the answers together and make a report. Once the study is finished, the list of names with your contact information and the completed surveys will be destroyed.

### Consent

The questions usually take about 25-30 minutes. Now, can you tell me if you agree to participate in this interview? If you say yes, it means that you have agreed to be part of the study.

Yes ☐ No ☐

Signature of interviewer: \_\_\_\_\_

Date: \_\_\_\_\_

## General Information

1. Name of the Respondent
2. Designation
3. Organization
4. Duration of involvement in the Catch-Up programme
5. Location

## Effectiveness

6. In your opinion, what have been the major learning difficulties among learners? (Enumerators to ask question 7 only if the answer is from the options “a, b or c”)
  - a. ☐ Numeric
  - b. ☐ Language
  - c. ☐ Both (a) and (b)
  - d. ☐ Don't know
7. In your opinion, what are the reasons behind the learning difficulties?
8. Do you believe that the master trainers have sufficient training to train the Catch-Up implementers at the lower level? (Enumerators to ask question 9 only if the answer is “No”)
  - a. ☐ Yes
  - b. ☐ No
9. If no, what are your suggestions for improving the training programme of the master trainers? (Enumerators to list all responses and number them)
10. What is the monitoring schedule of the Catch-Up schools by the provincial level staff of the education department?
  - a. ☐ Monthly
  - b. ☐ Quarterly
  - c. ☐ Half yearly
  - d. ☐ Others (Please specify)
11. How frequently are the Catch-Up schools actually monitored by the staff?
  - a. ☐ Monthly
  - b. ☐ Quarterly
  - c. ☐ Half yearly
  - d. ☐ Others (Please specify)
12. What is the monitoring schedule of the Catch-Up schools by the DRCCs?
  - a. ☐ Monthly
  - b. ☐ Quarterly
  - c. ☐ Half yearly
  - d. ☐ Others (Please specify)
13. How frequently are the Catch-Up schools actually monitored by the DRCCs?
  - a. ☐ Monthly
  - b. ☐ Quarterly
  - c. ☐ Half yearly
  - d. ☐ Others (Please specify)
14. What is the monitoring schedule of the Catch-Up schools by the ZICs?
  - a. ☐ Monthly
  - b. ☐ Quarterly
  - c. ☐ Half yearly
  - d. ☐ Others (Please specify)
15. How frequently are the Catch-Up schools actually monitored by the ZICs?
  - a. ☐ Monthly
  - b. ☐ Quarterly
  - c. ☐ Half yearly

- d. ☐ Others (Please specify)
16. Has the training of teachers on the Catch-Up approach been helpful in eliminating the learning difficulties among learners? (Enumerators to ask question 17 only if the answer is “Yes”)
- a. ☐ Yes  
b. ☐ No
17. If yes, can you tell us briefly which aspects of the training have been most effective in bringing out a positive change in the learning levels of learners?
18. If no, can you tell us briefly why you think Catch-up is not effective in bridging the learning gap among learners?
19. In your opinion, what proportion of learners under the Catch-up programme have improved reading skills, after the implementation of the programme?
- a. ☐ Few (Less than 10%)  
b. ☐ Many (10 to 50%)  
c. ☐ Most (Above 50%)  
d. ☐ Can't say
20. In your opinion, what proportion of learners under the Catch-up programme have improved numeracy skills, after the implementation of the programme?
- a. ☐ Few (Less than 10%)  
b. ☐ Many (10 to 50%)  
c. ☐ Most (Above 50%)  
d. ☐ Can't say
21. Are you satisfied with the implementation of Catch-Up Scale up programme? (Enumerators to ask question 22 only if the answer is “Yes”)
- a. ☐ Yes  
b. ☐ No
22. If yes, what are the reasons behind your satisfaction with the programme?
23. What suggestions do you have to further improve the programme effectiveness?

## Efficiency

24. Did the teachers, monitors and mentors receive continued training and mentoring support during the scale up of the Catch-Up programme?
- a. ☐ Yes  
b. ☐ No
25. Did the teachers, monitors and mentors incorporate the feedback into their methods of conducting the Catch-Up classes? (Enumerators to ask question 26 if the answer is “Yes”)
- a. ☐ Yes  
b. ☐ No
26. If yes, what makes you think that the feedback was incorporated?
27. How frequently do the mentors have review meetings with the teachers and monitors?
- a. ☐ Once every month  
b. ☐ Once in every 2 months  
c. ☐ Once in every 3 months  
d. ☐ Once in every 6 months



28. What is the most important criteria through which teachers are evaluated?
- ☐ Preparation for Class
  - ☐ Teaching Skills
  - ☐ Ability To Motivate Learners
  - ☐ Learners' Exam Performance
29. Did the school management provide adequate resources to support TaRL teaching?
- ☐ Yes
  - ☐ No
30. In your opinion, what are the strengths of the work that partners are conducting?
31. In your opinion, what lessons can be learnt from the work that partners has conducted in the schools?
32. In your opinion, what have been the weaknesses of the programme that partners are implementing? Please tell specific examples?
33. What can be done to improve the Catch-Up Scale up programme?

## Relevance

34. In your opinion, do you still feel that the Catch-Up programme is relevant and there is a need to continue it? (Enumerators to ask question 35 only if the answer is "Yes")
- ☐ Yes
  - ☐ No
35. If yes, why do you think so?
36. Have you been comfortable to contribute to the overall goal of the Catch-Up Scale up Programme? (Enumerators to ask question 37 only if the answer is "Yes")
- ☐ Yes
  - ☐ No
37. If yes, which aspects of the programme have you found to be most useful?
38. If no, which aspects of the programme have you found to be not so useful?
39. Do you feel the design of the Catch-Up programme adequately addresses the learning needs of learners in the schools? (Enumerators to ask question 40 if the answer is "Yes", Else ask question 41 if the answer is "No")
- ☐ Yes
  - ☐ No

40. If yes, please tell us in what ways the priority needs of learners are addressed in the schools?

41. If No, why not?

42. Have you ever provided recommendations or feedback to the implementation team? a. ☐ Yes  
b. ☐ No  
(Enumerators to ask question 43 if the answer is “No”, Else ask question 44 if the answer is “Yes”)

43. If no, why not?

44. If yes, what has been done regarding the feedback you provided?

### Sustainability

45. If the project activities were to continue without external support from various partners, will the programme continue to progress? (Enumerators to ask question 46 only if the answer is “No”) a. ☐ Yes  
b. ☐ No

46. If not, what shape or form could the programme take?

47. What structures/systems developed under the programme would take them forward, if external support from Partners is detached?

48. What are the challenges of sustaining such interventions?

49. What aspects of the programme can be carried on by the schools administration and MoGE?

50. Are there deliberate activities to build ownership and capacity of teachers & monitors for sustainability purposes? a. ☐ Yes  
b. ☐ No  
(Enumerators to ask question 51 only if the answer is “Yes”)

51. If yes, which activities/methodologies under Catch-up may be incorporated by the teachers and MoGE for sustainability purposes?

52. How can such interventions be built into the existing structures of MoGE?
53. What are your suggestions for further ensuring the sustainability of the programme without external support?

## Equity

54. In your opinion, do you see any difference in the learning outcomes of male versus female in the school? (Enumerators to ask question 55 only if the answer is “Yes”) a. ☐ Yes b. ☐ No
55. If yes, what efforts are you making to bridge the difference?
56. In your opinion, do you see any difference in the learning outcomes of vulnerable children (Hint: Children belonging to poor households, suffering from any physical/mental disability, traveling to school from long distance)? (Enumerators to ask question 57 only if the answer is “Yes”) a. ☐ Yes b. ☐ No
57. If yes, what efforts are you making to bridge the difference?
58. How is the continuity of education or retention rate of the girl child as compared to the male pupils?
59. What is the proportion of vulnerable children in the Catch-Up class?
60. What is the proportion of children with disabilities in the Catch-Up class?
61. Do you think gender and poverty have a role to play in the learning outcomes? (Enumerators to ask question 62 only if the answer is “Yes”) a. ☐ Yes b. ☐ No
62. If yes, can you elaborate?

## Concluding question

63. Of all the things we’ve discussed, what would you say are the most important issues you would like to express about this programme?

## Conclusion

- Thank you for participating. This has been a very successful discussion
- Your opinions will be a valuable asset to the evaluation
- We hope you have found the questionnaire interesting
- If there is anything you are unhappy with or wish to complain about, please contact me

## Provincial Level Questionnaire

### Purpose of the Study

Greetings! My name is \_\_\_\_\_. I am a part of the survey team working with ACER India. We are here to study the implementation of Catch-Up Scale up programme in Zambia for remedial learning of learners. Under this approach, the learners are taught as per their ability and not their grade level. This study has been commissioned by UNICEF and supported by the Ministry of General Education (MoGE). It is being administered to assess the progress of the programme against its intended objective, which are: To assess the extent to which the programme is achieving its objective of improving literacy and numeracy skills for all learners and for those further behind.

To assess the extent to which the programme is being implemented as designed including effectiveness of partnerships and sustainability mechanisms.

To assess the minimal cost required to implement the Catch-Up Programme, while still maintaining effectiveness.

To assess the enablers/factors contributing to the implementation of the Catch-Up programme.

### Confidentiality

All of the answers you give will be confidential and will not be shared with anyone other than members of our study team. At the end of the study, we will put all the answers together and make a report. Once the study is finished, the list of names with your contact information and the completed surveys will be destroyed.

### Benefits

Research helps society by providing new knowledge. You may not benefit directly from this survey. However, your answers will be important to improve pupils' learning outcomes.

### Risks and Discomforts

There are no risks to you in this study. If you feel uncomfortable about any of the questions, you do not have to answer them. I can skip those questions and go on to the next section. You can end the interview at any time.

### Costs and Payment for Participation

There are no costs for being in this study. You will not receive any compensation for taking part in this study.

### Questions / Your rights as Participant

This study has been reviewed by the UNICEF Team that is vigilant to works to protect your rights and welfare. If you have any questions about the study or your participation, you can ask me. You should report any problems, and ask any questions you like. Do you have any questions now?

YES ☐ NO ☐

### Consent

The questions usually take about 25-30 minutes. Now, can you tell me if you agree to participate in this interview? If you say yes, it means that you have agreed to be part of the study.

Yes ☐ No ☐

Signature of interviewer: \_\_\_\_\_

Date: \_\_\_\_\_

## General Information

1. Name of Province
2. Name of the Respondent
3. Designation
4. Duration of involvement in the Catch-Up Scale up programme?

## Effectiveness

5. In your opinion, what have been the major learning difficulties among learners in your province? (Enumerators to ask question 6 only if the answer is from options “a or b or c”)
  - a. ☐ Numeric
  - b. ☐ Language
  - c. ☐ Both (a) and (b)
  - a. ☐ Don’t know
6. Did the TaRL Methodology help teachers to address the difficulties among learners?
  - a. ☐ Yes
  - b. ☐ No
7. In your opinion, did the master trainers have sufficient understanding of the methodology for implementing the Catch-Up Programme? (Enumerators to ask question 8 if the answer is “Yes”)
  - a. ☐ Yes
  - b. ☐ No
8. If yes, what makes you say that the master trainers had sufficient understanding of the TaRL methodology?
- 9.
10. How frequently do the trainers follow up on the implementation of TaRL methodology at schools?
  - a. ☐ Always
  - b. ☐ Sometimes
  - c. ☐ Never
  - e. ☐ I don’t know
11. Was it ensured that the training of teachers and monitors included effective group work?
  - a. ☐ Yes
  - b. ☐ No
12. Did the training of teachers and monitors at the various levels prove helpful in eliminating the learning difficulty among learners? (Enumerators to ask question 13 if the answer is “Yes”)
  - a. ☐ Yes
  - b. ☐ No
13. If yes, can you tell us briefly about the trainings?
14. In your opinion, what proportion of learners are generally enrolled into the Catch-Up programme?
  - a. ☐ 25%
  - b. ☐ 50%
  - c. ☐ 75%
  - d. ☐ 100%
15. In your opinion, out of the enrolled learners for Catch-Up programme, what proportion of learners have improved reading and numeracy skills, after the implementation of the programme?
  - a. ☐ 25%
  - b. ☐ 50%
  - c. ☐ 75%
  - d. ☐ 100%

16. Were the teachers trained to encourage children to express their views? (Enumerators to ask question 17 if the answer is “Yes”) a. ☐ Yes  
b. ☐ No
17. If yes, can you substantiate with few examples?
18. Do you think the inputs from various partners to the Catch-Up programme are actually making a difference? (Enumerators to ask question 19 if the answer is “Yes”) a. ☐ Yes  
b. ☐ No
19. If so in what ways, please give specific examples.

## Efficiency

20. In your opinion, is the Catch-Up programme being implemented in the most cost effective manner? a. ☐ Yes  
b. ☐ No  
(Move to 22 if the response is no)
21. If yes, what prompts you to say so?  
(Enumerators to note all responses)
22. If no, why do you think the activities are not cost effective?  
(Enumerators to note all responses)
23. In your opinion, do the Catch-Up teachers/mentors strictly follow the schedule of the remedial classes? (Enumerators to ask question 24 only if the answer is “No”) a. ☐ Yes  
b. ☐ No
24. If no, how often do you think there is a slippage in keeping to the schedule? a. ☐ Sometimes  
b. ☐ Very often  
c. ☐ Can’t say
25. Have sufficient resources been allocated to the schools to implement the Catch-Up programme? (Enumerators to ask 26 only if the response is “No”) a. ☐ Yes  
b. ☐ No
26. If not, what are the areas within the programme that in your opinion require additional funds?  
(Enumerators to note all responses)
27. How is the programme monitored at the Zone, district and School levels? a. ☐ Physical visits to the locations  
b. ☐ Review meetings at provincial level  
c. ☐ Routine monitoring reports  
d. ☐ All of the above

28. Are the routine monitoring reports summarized at any level to guide the programme implementers?  
(Enumerators to ask 29 only if the response is “No”)
- a. ☐ Yes  
b. ☐ No
29. If no, why are the reports not summarized?
- a. ☐ Lack of skilled computing staff  
b. ☐ Lack of time  
c. ☐ Summary not a requirement of the reporting system  
d. ☐ Others
30. If yes, how are the findings used by implementers to refine the programme implementation?  
(Enumerators to note all responses)
31. If no, why are the findings not used?
- a. ☐ Difficult to understand  
b. ☐ Lack of guidance  
c. ☐ Difficult to implement  
d. ☐ Others

## Relevance

32. In your opinion, is the Catch-Up programme adequately aligned with the strategic priorities of PEO? (Enumerators to ask question 33 only if the answer is “Yes”)
- a. ☐ Yes  
b. ☐ No
33. If yes, can you give some reasons for saying this?
34. In your opinion, does the Catch-Up programme adequately address the learning gaps among learners? (Enumerators to ask question 35 if the answer is “Yes”)
- a. ☐ Yes  
b. ☐ No
35. If yes, can you give some reasons for saying this?
36. Are the results of the intervention consistent with the objectives of the programme? (Enumerators to ask question 37 only if the answer is “No”)
- a. ☐ Yes  
b. ☐ No
37. If not, please provide adequate explanation?  
(Enumerators to note all responses)
38. In your opinion, do the remedial teaching activities generate enough interest among the teachers and learners? (Enumerators to ask question 39 only if the answer is “Yes”, else go to question 40)
- a. ☐ Yes  
b. ☐ No



39. If yes, please tell us in what ways the priority needs of learners are addressed in the schools?  
(Enumerators to note all responses)

40. If No, why not?  
(Enumerators to note all responses)

## Sustainability

41. If the project activities were to continue without external support from the various partners, will the program continue to progress? (Enumerators to ask question 42 only if the answer is “No”)

a. ☐ Yes  
b. ☐ No

42. Can you please specify the structures/systems strengthened under the programme which would take Catch-Up forward, if external support from partners is detached?  
(Enumerators to note all responses)

43. What are the challenges of sustaining such interventions?  
(Enumerators to note all responses)

44. Are there deliberate activities to build ownership and capacity of Master Trainers, mentors and teachers for sustainability purposes? (Enumerators to ask question 45 only if the answer is “Yes”)

a. ☐ Yes  
b. ☐ No

45. If yes, can you tell us some of these activities?  
(Enumerators to note all responses)

46. How can such interventions be resourced by the province?

## Equity

47. In your opinion, do you see any difference in the learning outcomes of vulnerable children (Hint: Girls, Children belonging to poor households, suffering from any physical/mental disability, traveling to school from long

a. ☐ Yes  
b. ☐ No

distance)? (Enumerators to ask question 48 only if the answer is “Yes”)

48. If yes, what efforts are you making to bridge the difference?

49. How is the continuity of education or retention rate of the girl child as compared to the male pupils?

a. ☐ Almost same  
b. ☐ Better in the case of girls  
c. ☐ Better in the case of boys  
d. ☐ Can’t say

50. Do you think gender and poverty have a role to play in the learning outcomes? (Enumerators to ask question 51 only if the answer is “Yes”)

a. ☐ Yes  
b. ☐ No

51. If yes, can you elaborate?

52. Do the Catch-Up classes have children with disabilities? (Enumerators to ask question 53 only if the answer is “Yes”)

a. ☐ Yes  
b. ☐ No

53. If yes, do the teachers make special efforts for their remedial learning?

a. ☐ Yes  
b. ☐ No

54. If no, why not?  
(Enumerators to note all responses)

### Concluding question

55. Of all the things we’ve discussed, what would you say are the most important issues you would like to express about this programme?

### Conclusion

- Thank you for participating. This has been a very successful discussion
- Your opinions will be a valuable asset to the evaluation
- We hope you have found the questionnaire interesting
- If there is anything you are unhappy with or wish to complain about, please contact me

## District Level Questionnaire

### Purpose of the Study

Greetings! My name is \_\_\_\_\_. I am a part of the survey team working with ACER India. We are here to study the implementation of Catch-Up Scale up programme in Zambia for remedial learning of learners. Under this approach, the learners are taught as per their ability and not their grade level. This study has been commissioned by UNICEF and supported by the Ministry of General Education (MoGE). It is being administered to assess the progress of the programme against its intended objective, which are:

1. To assess the extent to which the programme is achieving its objective of improving literacy and numeracy skills for all learners and for those further behind.
2. To assess the extent to which the programme is being implemented as designed including effectiveness of partnerships and sustainability mechanisms.
3. To assess the minimal cost required to implement the Catch-Up Programme, while still maintaining effectiveness.
4. To assess the enablers/factors contributing to the implementation of the Catch-Up programme.

### Confidentiality

All of the answers you give will be confidential and will not be shared with anyone other than members of our study team. At the end of the study, we will put all the answers together and make a report. Once the study is finished, the list of names with your contact information and the completed surveys will be destroyed.

### Benefits

Research helps society by providing new knowledge. You may not benefit directly from this survey. However, your answers will be important to improve pupils' learning outcomes.

### Risks and Discomforts

There are no risks to you in this study. If you feel uncomfortable about any of the questions, you do not have to answer them. I can skip those questions and go on to the next section. You can end the interview at any time.

### Costs and Payment for Participation

There are no costs for being in this study. You will not receive any compensation for taking part in this study.

### Questions / Your rights as Participant

This study has been reviewed by the UNICEF Team that is vigilant to works to protect your rights and welfare. If you have any questions about the study or your participation, you can ask me. You should report any problems, and ask any questions you like. Do you have any questions now?

YES ☐ NO ☐

### Consent

The questions usually take about 25-30 minutes. Now, can you tell me if you agree to participate in this interview? If you say yes, it means that you have agreed to be part of the study.

Yes ☐ No ☐

Signature of interviewer: \_\_\_\_\_

Date: \_\_\_\_\_

## General Information

1. Name of District
2. Name of the Respondent
3. Designation
4. Duration of involvement in the Catch-Up Scale up programme?
5. Number of schools with Catch-Up implementation

## Effectiveness

6. In your opinion, what have been the major learning difficulties among learners? (Enumerators to ask question 7 only if the answer is from the options “a, b, & c”)
  - a. ☐ Numeric
  - b. ☐ Language
  - c. ☐ Both (a) and (b)
  - c. ☐ Don’t know
7. Can you tell us some of the reasons behind the learning difficulties?
8. What has been your role and responsibility under the programme?
9. Did the TaRL Methodology help teachers to address the difficulties among learners? (Enumerators to ask question 10 if the answer is “Yes”)
  - a. ☐ Yes
  - b. ☐ No
10. If yes, what are the ways in which the Catch-Up programme assisted the teachers?
11. In your opinion, did the mentors sufficiently apply the methodology for training the Catch-Up teachers? (Enumerators to ask question 12 if the answer is “Yes”)
  - a. ☐ Yes
  - b. ☐ No
12. If yes, can you give us the reasons for saying so?
13. How frequently do you follow up on the implementation of TaRL methodology at schools?
  - a. ☐ Always
  - b. ☐ Sometimes
  - c. ☐ Never
  - f. ☐ I don’t know
14. Was it ensured that the training delivered to teachers & monitors was learner centred and focused on group work?
  - a. ☐ Yes
  - b. ☐ No
15. Did the training of at the various levels prove helpful in eliminating the learning difficulty among learners? (Enumerators to ask question 16 if the answer is “Yes”)
  - a. ☐ Yes
  - b. ☐ No

16. If yes, can you tell us briefly about the trainings?
17. In your opinion, what proportion of learners are generally enrolled into the Catch-Up programme?
- a. ☐ 25%  
b. ☐ 50%  
c. ☐ 75%  
d. ☐ 100%
18. In your opinion, out of the enrolled learners for Catch-Up programme, what proportion of learners have improved reading and numeracy skills, after the implementation of the programme?
- a. ☐ 25%  
b. ☐ 50%  
c. ☐ 75%  
d. ☐ 100%
19. Were the teachers trained to encourage children to express their views? (Enumerators to ask question 20 if the answer is “Yes”)
- a. ☐ Yes  
d. ☐ No
20. If yes, can you substantiate with few examples?
21. Do you think the inputs of the various partners to the Catch-Up programme are actually making a difference? (Enumerators to ask question 22 if the answer is “Yes”)
- a. ☐ Yes  
b. ☐ No
22. If so in what ways, please give specific examples.
23. What are the general feedback from schools and teachers regarding what they like or don’t like about the Catch-up?
24. What are the general feedback from learners regarding what they like or don’t like about the Catch-up?
25. What are the general feedback from schools and teachers regarding what works or does not work in Catch-up programme?

## Efficiency

26. In your opinion, is the Catch-Up programme being implemented in the most cost effective manner?
- a. ☐ Yes  
b. ☐ No
- (Move to 28 if the response is no)
27. If yes, what prompts you to say so?
- (Enumerators to note all responses)
28. If no, why do you think the activities are not cost effective?
- (Enumerators to note all responses)

29. In your opinion, do the Catch-Up teachers/mentors strictly follow the schedule of the remedial classes? (Move to 31 if the response is yes)
- a. ☐ Yes  
b. ☐ No
30. If no, how often do you think there is a slippage in keeping to the schedule?
- a. ☐ Sometimes  
b. ☐ Very often  
c. ☐ Can't say
31. How frequently are the district staff having Catch-Up review meetings?
- a. ☐ Once every month  
b. ☐ Once in every 2 months  
c. ☐ Once in every 3 months  
d. ☐ Once in every 6 months
32. Have sufficient resources been allocated to the schools to implement the Catch-Up programme? (Enumerators to ask 33 only if the response is "No")
- a. ☐ Yes  
b. ☐ No
33. If not, what are the areas within the programme that in your opinion require additional funds? (Enumerators to note all responses)
34. How is the programme monitored at the District, Zone and School levels?
- a. ☐ Physical visits to the locations  
b. ☐ Review meetings at provincial level  
c. ☐ Routine monitoring reports  
d. ☐ All of the above
35. Are the routine monitoring reports summarized at any level to guide the programme implementers? (Enumerators to ask 36 only if the response is "No")
- a. ☐ Yes  
b. ☐ No
36. If no, why are the reports not summarized?
- a. ☐ Lack of skilled computing staff  
b. ☐ Lack of time  
c. ☐ Summary not a requirement of the reporting system  
d. ☐ Others
37. If yes, how are the findings used by implementers to refine the programme implementation? (Enumerators to note all responses)
38. If no, why are the findings not used?
- a. ☐ Difficult to understand  
b. ☐ Lack of guidance  
c. ☐ Difficult to implement  
d. ☐ Others

## Relevance

39. In your opinion, does the Catch-Up programme adequately address the learning gaps among learners?
- a. ☐ Yes  
b. ☐ No
40. In your opinion, why is a programme like Catch-Up needed – what gaps is it addressing that cannot be addressed through regular classroom teaching?

41. Are the results of the intervention consistent with the objectives of the programme? (Enumerators to ask question 42 if the answer is “No”) a. ☐ Yes b. ☐ No
42. If not, please provide adequate explanation?  
(Enumerators to note all responses)
43. Are the results of the intervention consistent with the strategic priorities of DEBs? (Enumerators to ask question 44 if the answer is “No”) a. ☐ Yes b. ☐ No
44. If not, please provide adequate explanation?  
(Enumerators to note all responses)
45. In your opinion, do the remedial teaching activities generate enough interest among the teachers and learners? (Enumerators to ask question 46 if the answer is “Yes”) a. ☐ Yes b. ☐ No
46. If yes, please tell us in what ways the priority needs of learners are addressed in the schools?  
(Enumerators to note all responses)
47. If No, why not?  
(Enumerators to note all responses)

## Sustainability

48. If the project activities were to continue without external support from the various partners, will the program continue to progress? (Enumerators to ask question 50 only if the answer is “No”) a. ☐ Yes b. ☐ No
49. What existing structures/systems strengthened under Catch-Up would take them forward, if external support from partners is detached?  
(Enumerators to note all responses)
50. What are the challenges of sustaining such interventions particularly at the district level?  
(Enumerators to note all responses)

51. Are there deliberate activities to build ownership and capacity of teachers & monitors for sustainability purposes? (Enumerators to ask question 52 only if the answer is “Yes”) a. ☐ Yes  
b. ☐ No
52. If yes, which activities should be focussed to build ownership and capacity? (Enumerators to note all responses)
53. How can such interventions be resourced for the MoGE?



## Equity

54. In your opinion, do you see any difference in the learning outcomes of vulnerable children (Hint: Girls, Children belonging to poor households, suffering from any physical/mental disability, traveling to school from long distance)? (Enumerators to ask question 55 only if the answer is “Yes”)
- a. ☐ Yes  
b. ☐ No
55. If yes, what efforts are you making to bridge the difference?
56. How is the continuity of education or retention rate of the girl child as compared to the male pupils?
- a. ☐ Almost same  
b. ☐ Better in the case of girls  
c. ☐ Better in the case of boys  
d. ☐ Can’t say
57. Do you think gender and poverty have a role to play in the learning outcomes? (Enumerators to ask question 58 only if the answer is “Yes”)
- a. ☐ Yes  
b. ☐ No
58. If yes, can you elaborate?
59. Do the Catch-Up classes have children with disabilities? (Enumerators to ask question 60 if the answer is “Yes”)
- a. ☐ Yes  
b. ☐ No
60. If yes, do the teachers make special efforts for their remedial learning?
- a. ☐ Yes  
b. ☐ No
61. If no, why not?  
(Enumerators to note all responses)

## Concluding question

62. Of all the things we’ve discussed, what would you say are the most important issues you would like to express about this programme?

## Conclusion

- Thank you for participating. This has been a very successful discussion
- Your opinions will be a valuable asset to the evaluation
- We hope you have found the questionnaire interesting
- If there is anything you are unhappy with or wish to complain about, please contact me

## Teachers' Questionnaire

### Purpose of the Study

Greetings! My name is \_\_\_\_\_. I am a part of the survey team working with ACER India. We are here to study the implementation of Catch-Up Scale up programme in Zambia for remedial learning of learners. Under this approach, the learners are taught as per their ability and not their grade level. This study has been commissioned by UNICEF and supported by the Ministry of General Education (MoGE). It is being administered to assess the progress of the programme against its intended objective, which are:

1. To assess the extent to which the programme is achieving its objective of improving literacy and numeracy skills for all learners and for those further behind.
2. To assess the extent to which the programme is being implemented as designed including effectiveness of partnerships and sustainability mechanisms.
3. To assess the minimal cost required to implement the Catch-Up Programme, while still maintaining effectiveness.
4. To assess the enablers/factors contributing to the implementation of the Catch-Up programme.

### Confidentiality

All of the answers you give will be confidential and will not be shared with anyone other than members of our study team. At the end of the study, we will put all the answers together and make a report. Once the study is finished, the list of names with your contact information and the completed surveys will be destroyed.

### Benefits

Research helps society by providing new knowledge. You may not benefit directly from this survey. However, your answers will be important to improve pupils' learning outcomes.

### Risks and Discomforts

There are no risks to you in this study. If you feel uncomfortable about any of the questions, you do not have to answer them. I can skip those questions and go on to the next section. You can end the interview at any time.

### Costs and Payment for Participation

There are no costs for being in this study. You will not receive any compensation for taking part in this study.

### Questions / Your rights as Participant

This study has been reviewed by the UNICEF Team that is vigilant to works to protect your rights and welfare. If you have any questions about the study or your participation, you can ask me. You should report any problems, and ask any questions you like. Do you have any questions now?

YES ☐ NO ☐

### Consent

The questions usually take about 25-30 minutes. Now, can you tell me if you agree to participate in this interview? If you say yes, it means that you have agreed to be part of the study.

Yes ☐ No ☐

Signature of interviewer: \_\_\_\_\_

Date: \_\_\_\_\_

## General Information

1. Name of School
2. Name of Province
3. Name of District
4. Name of the Teacher
5. Subject of Teacher ☐ Literacy ☐ Numeracy
6. Mention the Grade for which you are a Class Teacher
7. Mention your responsibilities
8. Duration of association with the Catch-Up programme?
9. Type of class observed ☐ regular ☐ catch-up
10. If Catch-up, what is the level of learners in the classroom?
11. Subject of the class observed ☐ Literacy ☐ Numeracy/Maths
12. If regular class, which grade class observed ☐ Grade 3 ☐ Grade 4 ☐ Grade 5
13. Date of classroom observation
14. Time (hours) of the class e.g. 14h00 – 14h45

## Effectiveness

15. In your opinion, did the learners in your class face learning difficulties? (Enumerators to ask question 16 if the answer is “Yes”)
  - a. ☐ Yes
  - b. ☐ No
16. If yes, what have been the major learning difficulties of learners?
  - a. ☐ Numeric
  - b. ☐ Language
  - c. ☐ Both (a) and (b)
  - d. ☐ Don’t know
17. In your opinion, what proportion of learners are generally enrolled into the Catch-Up programme?
  - a. ☐ 25%
  - b. ☐ 50%
  - c. ☐ 75%
  - d. ☐ 100%
18. In your opinion, out of the enrolled learners for Catch-Up programme, what proportion of learners have improved reading and numeracy skills, after the implementation of the programme?
  - a. ☐ 25%
  - b. ☐ 50%
  - c. ☐ 75%
  - d. ☐ 100%
19. In your opinion, after attending the Catch-Up class for a complete cycle, do you see any notable change in the learners? (Enumerators to ask question 20 if the answer is “Yes”)
  - a. ☐ Yes
  - b. ☐ No
20. If yes, can you mention some of these changes? (Enumerators to note all responses)

21. In your opinion, what attracts the learners while learning?
- ☐ Grouping children by ability
  - ☐ Creative exercise
  - ☐ Innovative ways of learning
  - ☐ Others (Please note all responses)
22. In your opinion, what were the major factors contributing towards improving learning of learners?
- ☐ Targeted approach
  - ☐ Participatory learning
  - ☐ Observation by Monitors
  - ☐ Others (Specify)
23. In your opinion, is the 1 extra hour of Catch-Up after regular school the best approach towards remedial learning?  
(Ask Q25, if the answer is “Yes”)
- ☐ Yes
  - ☐ No
24. If yes, what makes you say so?
25. If No, what makes you say so?
26. In your opinion, what were the things that you did not like about the Catch-up programme?  
(Enumerators to note all responses)
27. How are teachers assessed /monitored in your school under the Catch-Up Scale up Programme?
- ☐ Observation by Head Teachers
  - ☐ Observation by Monitors/mentors
  - ☐ Learners Achievement
  - ☐ Other (Specify)
28. Did the mentors visit school to demonstrate Catch-Up activities related to remedial learning and provide feedback on regular basis during the intervention?
- ☐ Yes
  - ☐ No
29. How frequently do the mentors have review meetings with the teachers and monitors?
- ☐ Once every month
  - ☐ Once in every 2 months
  - ☐ Once in every 3 months
  - ☐ Once in every 6 months
30. How frequently do the mentors monitor classrooms?
- ☐ Once every month
  - ☐ Once in every 2 months
  - ☐ Once in every 3 months
  - ☐ Once in every 6 months
31. Are these review/mentoring visits useful in improving the TaRL methodology?  
(Enumerators to ask 32 only if the answer is no)
- ☐ Yes
  - ☐ No
32. If no, why not?  
(Enumerators to note all responses)

## Efficiency

33. In your opinion, is the Catch-Up programme being implemented in the most cost effective manner?  
(Move to 35 if the response is no)
- a. ☐ Yes  
b. ☐ No
34. If yes, what prompts you to say so?  
(Enumerators to note all responses)
35. If no, why do you think the activities are not cost effective?  
(Enumerators to note all responses)
36. In your opinion, are you able to strictly follow the schedule of the remedial classes?  
(Enumerators to ask question 37 if the answer is “No”)
- a. ☐ Yes  
b. ☐ No
37. If no, how often do you think there is a slippage in keeping to the schedule?
- a. ☐ Sometimes  
b. ☐ Very often  
c. ☐ Can’t say
38. Have sufficient resources been allocated to the schools to implement the Catch-Up programme?  
(Enumerators to ask 39 only if the response is “No”)
- a. ☐ Yes  
b. ☐ No
39. If not, what are the areas within the programme that in your opinion require additional funds?  
(Enumerators to note all responses)
40. How is the programme monitored at the School level?
- a. ☐ Physical visits to the locations  
b. ☐ Review meetings at provincial level  
c. ☐ Routine monitoring reports  
d. ☐ All of the above
41. Are the routine monitoring reports and assessment data summarized at any level to guide the programme implementers?  
(Enumerators to ask 42 only if the response is “No”)
- a. ☐ Yes  
b. ☐ No
42. If no, why are the reports not summarized?
- a. ☐ Lack of time  
b. ☐ Summary not a requirement of the reporting system  
c. ☐ Others (Specify)
43. If yes, how are the findings used by implementers to refine the programme implementation?

(Enumerators to note all responses)

44. If no, why are the findings not used?
- a. ☐ Difficult to understand
  - b. ☐ Lack of guidance
  - c. ☐ Difficult to implement
  - d. ☐ Others (Specify)

## Relevance

45. In your opinion, does the Catch-Up programme help in teaching literacy and numeracy to learners? a. ☐ Yes  
b. ☐ No
46. Are the results of the intervention consistent with the objectives of the programme? (Enumerators to ask question 47 if the answer is “No”) a. ☐ Yes  
b. ☐ No
47. If not, please provide adequate explanation?  
(Enumerators to note all responses)
48. In your opinion, do the remedial teaching activities generate enough interest among the teachers and learners? a. ☐ Yes  
b. ☐ No  
(Enumerators to go to Q50 if the response is “No”)
49. If yes, please tell us in what ways the learning needs of learners are addressed?  
(Enumerators to note all responses)
50. Please also tell us the aspects of Catch-Up which can be adopted by MoGE for improving learning?
51. If No, why not?  
(Enumerators to note all responses)

## Sustainability

52. If the project activities were to continue without external support from the various partners, will the program continue to progress? (Enumerators to ask question 53 only if the answer is “Yes”) a. ☐ Yes  
b. ☐ No
53. If yes, what skills and practices developed during the Catch-Up programme would help you to continue with the remedial learning approach in your school?  
(Enumerators to note all responses)
54. If no, what are the challenges of sustaining such interventions?  
(Enumerators to note all responses)

55. Are there deliberate activities to build ownership and capacity of teachers & monitors for sustainability purposes? (Enumerators to ask question 55 only if the answer is “Yes”)
- a. ☐ Yes  
b. ☐ No
56. If yes, which activities should be focussed to build ownership and capacity? (Enumerators to note all responses)
57. What support from MoGE is required to continue with the remedial learning activities in the school?
58. What support from School Leadership is required to continue with the remedial learning activities in the school?

## Equity

59. In your opinion, do you see any difference in the learning outcomes of vulnerable children (Hint: Girls, Children belonging to poor households, suffering from any physical/mental disability, traveling to school from long distance)? (Enumerators to ask question 60 only if the answer is “Yes”)
- a. ☐ Yes  
b. ☐ No
60. If yes, what efforts are you making to bridge the difference?
61. How is the continuity of education or retention rate of the girl child as compared to the male pupils?
- a. ☐ Almost same  
b. ☐ Better in the case of girls  
c. ☐ Better in the case of boys  
d. ☐ Can’t say
62. Do you think gender and poverty have a role to play in the learning outcomes? (Enumerators to ask question 63 only if the answer is “Yes”)
- a. ☐ Yes  
b. ☐ No
63. If yes, can you elaborate?
64. Do the Catch-Up classes have children with disabilities? (Enumerators to ask question 65 only if the answer is “Yes”)
- a. ☐ Yes  
b. ☐ No
65. If yes, do the teachers make special efforts for their remedial learning?
- a. ☐ Yes  
b. ☐ No
66. If no, why not? (Enumerators to note all responses)



### Concluding question

67. Of all the things we've discussed, what would you say are the most important issues you would like to express about this programme?

### Conclusion

- Thank you for participating. This has been a very successful discussion
- Your opinions will be a valuable asset to the evaluation
- We hope you have found the questionnaire interesting
- If there is anything you are unhappy with or wish to complain about, please contact me

## Zone Level Questionnaire

### Purpose of the Study

Greetings! My name is \_\_\_\_\_. I am a part of the survey team working with ACER India. We are here to study the implementation of Catch-Up Scale up programme in Zambia for remedial learning of learners. Under this approach, the learners are taught as per their ability and not their grade level. This study has been commissioned by UNICEF and supported by the Ministry of General Education (MoGE). It is being administered to assess the progress of the programme against its intended objective, which are:

1. To assess the extent to which the programme is achieving its objective of improving literacy and numeracy skills for all learners and for those further behind.
2. To assess the extent to which the programme is being implemented as designed including effectiveness of partnerships and sustainability mechanisms.
3. To assess the minimal cost required to implement the Catch-Up Programme, while still maintaining effectiveness.
4. To assess the enablers/factors contributing to the implementation of the Catch-Up programme.

### Confidentiality

All of the answers you give will be confidential and will not be shared with anyone other than members of our study team. At the end of the study, we will put all the answers together and make a report. Once the study is finished, the list of names with your contact information and the completed surveys will be destroyed.

### Benefits

Research helps society by providing new knowledge. You may not benefit directly from this survey. However, your answers will be important to improve pupils' learning outcomes.

### Risks and Discomforts

There are no risks to you in this study. If you feel uncomfortable about any of the questions, you do not have to answer them. I can skip those questions and go on to the next section. You can end the interview at any time.

### Costs and Payment for Participation

There are no costs for being in this study. You will not receive any compensation for taking part in this study.

### Questions / Your rights as Participant

This study has been reviewed by the UNICEF Team that is vigilant to works to protect your rights and welfare. If you have any questions about the study or your participation, you can ask me. You should report any problems, and ask any questions you like. Do you have any questions now?

YES ☐ NO ☐

### Consent

The questions usually take about 25-30 minutes. Now, can you tell me if you agree to participate in this interview? If you say yes, it means that you have agreed to be part of the study.

Yes ☐ No ☐

Signature of interviewer: \_\_\_\_\_

Date: \_\_\_\_\_

## General Information

1. Name of Zone
2. Name of the Respondent
3. Designation
4. Total number of Catch-Up schools in your zone
5. Duration of involvement in the Catch-Up Scale up programme?

## Effectiveness

6. In your opinion, at the school level, what have been the major challenges towards interactive and cooperative learning among learners? (Enumerators to note all responses)
7. How have you addressed some of these challenges through the Catch-Up programme?
8. Did the TaRL Methodology help teachers to address the difficulties among learners?
  - a. ☐ Yes
  - b. ☐ No
9. In your opinion, did the zone level trainers have sufficient understanding of the methodology for implementing the Catch-Up Programme?
  - a. ☐ Yes
  - b. ☐ No
10. How frequently do the trainers follow up on the implementation of TaRL methodology at schools?
  - a. ☐ Always
  - b. ☐ Sometimes
  - c. ☐ Never
  - g. ☐ I don't know
11. Was it ensured that classes had effective group work, while the training was delivered to teachers & monitors?
  - a. ☐ Yes
  - b. ☐ No
12. Did the training of teachers and monitors prove helpful in eliminating the learning difficulty among learners? (Enumerators to ask question 13 if the answer is "Yes")
  - a. ☐ Yes
  - b. ☐ No
13. If yes, can you tell us briefly about the trainings?
14. Were the teachers trained to encourage children to express their views? (Enumerators to ask question 15 if the answer is "Yes")
  - a. ☐ Yes
  - e. ☐ No
15. Do you think that the teachers have difficulties around the assessment? If yes, can you substantiate with a few examples?

16. Were the teachers trained to use assessment data? a. ☐ Yes  
(Enumerators to ask question 17 if the answer is b. ☐ No  
“Yes”)
17. If yes, can you mention some of the ways in which the teachers used the assessment data?
18. Do you think the inputs of the various partners to the Catch-Up programme are actually making a difference? (Enumerators to ask question 19 if the answer is “Yes”) a. ☐ Yes  
b. ☐ No
19. If so in what ways, please give specific examples.

## Efficiency

20. In your opinion, is the Catch-Up programme being implemented in the most cost effective manner? a. ☐ Yes  
b. ☐ No  
(Move to 22 if the response is no)
21. If yes, what prompts you to say so?  
(Enumerators to note all responses)
22. If no, what support is required to make the activities more efficient?  
(Enumerators to note all responses)
23. Are you able to strictly follow the monitoring schedule of the Catch-Up programme? a. ☐ Yes  
b. ☐ No
24. If no, how often do you think there is a slippage in keeping to the schedule? a. ☐ Sometimes  
b. ☐ Very often  
c. ☐ Can't say
25. If there is a slippage in adhering to the schedule, can you mention a few reasons thereof?
26. How frequently do the mentors have review meetings with the teachers and monitors? a. ☐ Once every month  
b. ☐ Once in every 2 months  
c. ☐ Once in every 3 months  
d. ☐ Once in every 6 months
27. Have sufficient resources been allocated to the schools to implement the Catch-Up programme? a. ☐ Yes  
(Enumerators to ask 28 only if the response is b. ☐ No  
“No”)
28. If not, what are the areas within the programme that in your opinion require additional funds?

(Enumerators to note all responses)

29. How is the programme monitored at the School level?
- a. ☐ Physical visits to the locations
  - b. ☐ Review meetings at provincial level
  - c. ☐ Routine monitoring reports
  - d. ☐ All of the above
30. Are the routine monitoring reports summarized at any level to guide the programme implementers?  
(Enumerators to ask 31 only if the response is “No”)
- a. ☐ Yes
  - b. ☐ No
31. If no, why are the reports not summarized?
- a. ☐ Lack of time
  - b. ☐ Summary not a requirement of the reporting system
  - c. ☐ Others
32. If yes, how are the findings used by implementers to refine the programme implementation?  
(Enumerators to note all responses)
33. If no, why are the findings not used?
- a. ☐ Difficult to understand
  - b. ☐ Lack of guidance
  - c. ☐ Difficult to implement
  - d. ☐ Others
34. Is Catch-Up assessment data also collected from time to time?  
(Go to 38, if the answer is “No”)
- a. ☐ Yes
  - b. ☐ No
35. If yes, what is the frequency of collecting the assessment data?
- a. ☐ Once every month
  - b. ☐ Once in every 2 months
  - c. ☐ Once in every 3 months
  - d. ☐ Once in every 6 months
36. Is the assessment data used for any kind of decision making?
- a. ☐ Yes
  - b. ☐ No
37. If yes, in what ways is the assessment data used as a decision making tool?  
(Enumerators to note all responses)
38. In your opinion, what are the difficulties in regularly collecting the assessment data?

## Relevance

39. In your opinion, does the Catch-Up programme adequately align with the zone's strategy for addressing learning gaps among learners? (Enumerators to ask 41 if the answer is "No")
- a. ☐ Yes  
b. ☐ No
40. If yes, which aspects of the programme do you think are helping you in supporting the schools for improving the learning outcomes?  
(Enumerators to note all responses)
41. If no, which aspects of the programme do you think are not making significant contribution to the zonal strategy of addressing learning deficiency?  
(Enumerators to note all responses)
42. Are the results of the programme consistent with the objectives of the programme? (Enumerators to ask question 43 if the answer is "No")
- a. ☐ Yes  
b. ☐ No
43. If not, please provide adequate explanation?  
(Enumerators to note all responses)
44. In your opinion, are there any aspects of the programme that may be considered by MoGE to include in the scale up?
- a. ☐ Yes  
b. ☐ No
45. If yes, please tell us which aspects of the programme may be considered for scale up?  
(Enumerators to note all responses)
46. If No, why not?  
(Enumerators to note all responses)

## Sustainability

47. If the project activities were to continue without external support from the various partners, will the program continue to progress? (Enumerators to ask question 48 only if the answer is "No")
- a. ☐ Yes  
b. ☐ No
48. What structures/systems strengthened at the zonal level under Catch-Up would take them forward, if external support from partners is detached?  
(Enumerators to note all responses)

49. What are the challenges of sustaining such interventions?

(Enumerators to note all responses)

50. Are there deliberate activities to build ownership and capacity of teachers & monitors for sustainability purposes?  
(Enumerators to ask question 51 only if the answer is “Yes”)

- a. ☐ Yes  
b. ☐ No

51. If yes, which activities should be focussed to build ownership and capacity?  
(Enumerators to note all responses)

52. How can such interventions be resourced for the MoGE?

## Equity

53. In your opinion, do you see any difference in the learning outcomes of male versus female learners in the school? (Enumerators to ask question 54 only if the answer is “Yes”) a. ☐ Yes b. ☐ No
54. If yes, what efforts are you making to bridge the difference?
55. How is the continuity of education or retention rate of the girl child as compared to the male pupils? a. ☐ Almost same b. ☐ Better in the case of girls c. ☐ Better in the case of boys d. ☐ Can’t say
56. Do you think gender and poverty have a role to play in the learning outcomes? (Enumerators to ask question 57 only if the answer is “Yes”) a. ☐ Yes b. ☐ No
57. If yes, can you elaborate?
58. Do the Catch-Up classes have children with disabilities? (Enumerators to ask question 59 only if the answer is “Yes”) a. ☐ Yes b. ☐ No
59. If yes, do the teachers make special efforts for their remedial learning? a. ☐ Yes b. ☐ No
60. If no, why not?  
(Enumerators to note all responses)

## Concluding question

61. Of all the things we’ve discussed, what would you say are the most important issues you would like to express about this programme?

## Conclusion

- Thank you for participating. This has been a very successful discussion
- Your opinions will be a valuable asset to the evaluation
- We hope you have found the questionnaire interesting
- If there is anything you are unhappy with or wish to complain about, please contact me



## Monitors Questionnaire

### Purpose of the Study

Greetings! My name is \_\_\_\_\_. I am a part of the survey team working with ACER India. We are here to study the implementation of Catch-Up Scale up programme in Zambia for remedial learning of learners. Under this approach, the learners are taught as per their ability and not their grade level. This study has been commissioned by UNICEF and supported by the Ministry of General Education (MoGE). It is being administered to assess the progress of the programme against its intended objective, which are:

1. To assess the extent to which the programme is achieving its objective of improving literacy and numeracy skills for all learners and for those further behind.
2. To assess the extent to which the programme is being implemented as designed including effectiveness of partnerships and sustainability mechanisms.
3. To assess the minimal cost required to implement the Catch-Up Programme, while still maintaining effectiveness.
4. To assess the enablers/factors contributing to the implementation of the Catch-Up programme.

### Confidentiality

All of the answers you give will be confidential and will not be shared with anyone other than members of our study team. At the end of the study, we will put all the answers together and make a report. Once the study is finished, the list of names with your contact information and the completed surveys will be destroyed.

### Benefits

Research helps society by providing new knowledge. You may not benefit directly from this survey. However, your answers will be important to improve pupils' learning outcomes.

### Risks and Discomforts

There are no risks to you in this study. If you feel uncomfortable about any of the questions, you do not have to answer them. I can skip those questions and go on to the next section. You can end the interview at any time.

### Costs and Payment for Participation

There are no costs for being in this study. You will not receive any compensation for taking part in this study.

### Questions / Your rights as Participant

This study has been reviewed by the UNICEF Team that is vigilant to works to protect your rights and welfare. If you have any questions about the study or your participation, you can ask me. You should report any problems, and ask any questions you like. Do you have any questions now?

YES ☐ NO ☐

### Consent

The questions usually take about 25-30 minutes. Now, can you tell me if you agree to participate in this interview? If you say yes, it means that you have agreed to be part of the study.

Yes ☐ No ☐

Signature of interviewer: \_\_\_\_\_

Date: \_\_\_\_\_

### General Information

1. Name of School
2. Name of Province
3. Name of District
4. Name of the Monitor

5. No. of Catch-Up Teachers monitored the school      Literacy -  
Numeracy -
6. Groups Monitored
7. Duration of association with the Catch-Up programme?
8. No. of schools monitored

## Effectiveness

9. In your opinion, what have been the major challenges towards addressing the interactive and cooperative learning among learners?
  - a. ☐ Numeric
  - b. ☐ Language
  - c. ☐ Both (a) and (b)
  - f. ☐ Don't know
10. Did the TaRL Methodology help teachers to address the difficulties among learners?
  - a. ☐ Yes
  - b. ☐ No
11. In your opinion, did the trainers have sufficient understanding of the TaRL methodology?
  - a. ☐ Yes
  - b. ☐ No
12. How frequently do the trainers follow up on the implementation of TaRL methodology at schools?
  - a. ☐ Always
  - b. ☐ Sometimes
  - c. ☐ Never
  - h. ☐ I don't know
13. How frequently do you monitor the Catch-Up programme?
  - a. ☐ Fortnightly
  - b. ☐ Monthly
  - c. ☐ Quarterly
  - d. ☐ Others (Please specify)
14. In your opinion, are the tools used by you effective in monitoring the programme?  
(Enumerators to ask 16 only if the answer is "No")
  - a. ☐ Yes
  - b. ☐ No
15. If yes, can you please mention some of the Catch-Up monitoring tools used by you?
16. If no, what modifications would you suggest in the existing Catch-Up monitoring tools?
17. Did the training of teachers and monitors prove helpful in eliminating the learning difficulty among learners? (Enumerators to ask question 18 if the answer is "Yes")
  - a. ☐ Yes
  - b. ☐ No
18. If yes, can you tell us briefly about the trainings?
19. Were the teachers trained to encourage children to express their views? (Enumerators to ask question 20 if the answer is "Yes")
  - a. ☐ Yes
  - b. ☐ No
20. If yes, can you substantiate with few examples?

21. Do you think the inputs of the various partners to the Catch-Up programme are actually making a difference? (Enumerators to ask question 22 if the answer is “Yes”) a. ☐ Yes  
b. ☐ No
22. If so in what ways, please give specific examples.

## Efficiency

23. In your opinion, is the Catch-Up programme being implemented in the most cost effective manner? a. ☐ Yes  
b. ☐ No  
(Move to 25 if the response is no)
24. If yes, what prompts you to say so?  
(Enumerators to note all responses)
25. If no, why do you think the activities are not cost effective?  
(Enumerators to note all responses)
26. In your opinion, do the Catch-Up teachers/mentors strictly follow the schedule of the remedial classes? (Enumerators to ask question 27 if the answer is “No”) a. ☐ Yes  
b. ☐ No
27. If no, how often do you think there is a slippage in keeping to the schedule? a. ☐ Sometimes  
b. ☐ Very often  
c. ☐ Can’t say
28. How frequently do the mentors have review meetings with the teachers and monitors? a. ☐ Once every month  
b. ☐ Once in every 2 months  
c. ☐ Once in every 3 months  
d. ☐ Once in every 6 months
29. What aspects of the Catch-Up programme are reviewed during the meetings?  
(Enumerators to note all responses)
30. Have sufficient resources been allocated to the schools to implement the Catch-Up programme? (Enumerators to ask 31 only if the response is “No”) a. ☐ Yes  
b. ☐ No
31. If not, what are the areas within the programme that in your opinion require additional funds?  
(Enumerators to note all responses)

32. How is the programme monitored at the School level?
- a. ☐ Physical visits to the locations
  - b. ☐ Review meetings at provincial level
  - c. ☐ Routine monitoring reports
  - d. ☐ All of the above
33. Is assessment data of the Catch-Up learners collected by you regularly? (Enumerators to ask question 34 if the answer is “Yes”)
- a. ☐ Yes
  - b. ☐ No
34. If yes, how frequently is the assessment data collected?
- a. ☐ Once every month
  - b. ☐ Once in every 2 months
  - c. ☐ Once in every 3 months
  - d. ☐ Once in every 6 months
35. Are the routine monitoring reports summarized at any level to guide the programme implementers? (Enumerators to ask 36 only if the response is “No”)
- a. ☐ Yes
  - b. ☐ No
36. If no, why are the reports not summarized?
- a. ☐ Lack of skilled computing staff
  - b. ☐ Lack of time
  - c. ☐ Summary not a requirement of the reporting system
  - d. ☐ Others (Specify)
37. If yes, how are the findings used by implementers to refine the programme implementation? (Enumerators to note all responses)
38. If no, why are the findings not used?
- a. ☐ Difficult to understand
  - b. ☐ Lack of guidance
  - c. ☐ Difficult to implement
  - d. ☐ Others

## Relevance

39. In your opinion, does the Catch-Up programme adequately address the learning gaps among learners? a. ☐ Yes  
b. ☐ No
40. Are you aware of the objectives of the Catch-Up programme? (Enumerators to ask question 41 if the answer is “Yes”) a. ☐ Yes  
b. ☐ No
41. If yes, can you mention some of the objectives as understood by you?  
(Enumerators to note all responses)
42. Are the results of the intervention consistent with the objectives of the programme? (Enumerators to ask question 43 if the answer is “No”) a. ☐ Yes  
b. ☐ No
43. If not, please provide adequate explanation?  
(Enumerators to note all responses)
44. In your opinion, do the remedial teaching activities generate enough interest among the teachers and learners? (Enumerators to ask question 45 if the answer is “Yes”) a. ☐ Yes  
b. ☐ No
45. If yes, please tell us which aspects of the programme are found most useful by the teachers and learners?  
(Enumerators to note all responses)
46. If No, why not?  
(Enumerators to note all responses)

## Sustainability

47. If the project activities were to continue without external support from the various partners, will the program continue to progress? (Enumerators to ask question 49 only if the answer is “No”) a. ☐ Yes  
b. ☐ No
48. What structures/systems strengthened under the programme would help in continuing with remedial learning even after support from the various partners is discontinued?  
(Enumerators to note all responses)

49. What are the challenges of sustaining such interventions?

(Enumerators to note all responses)

50. Are there deliberate activities to build ownership and capacity of teachers & monitors for sustainability purposes?  
(Enumerators to ask question 51 only if the answer is “Yes”)

- a. ☐ Yes  
b. ☐ No

51. If yes, which activities should be focussed to build ownership and capacity?  
(Enumerators to note all responses)

52. How can such interventions be resourced for the MoGE?

## Equity

53. In your opinion, do you see any difference in the learning outcomes of male versus female learners in the school?  
(Enumerators to ask question 54 only if the answer is “Yes”)

- a. ☐ Yes  
b. ☐ No

54. If yes, what efforts are you making to bridge the difference?

55. How is the continuity of education or retention rate of the girl child as compared to the male pupils?

- a. ☐ Almost same  
b. ☐ Better in the case of girls  
c. ☐ Better in the case of boys  
d. ☐ Can't say

56. Do you think gender and poverty have a role to play in the learning outcomes? (Enumerators to ask question 57 only if the answer is “Yes”)

- a. ☐ Yes  
b. ☐ No

57. If yes, can you elaborate?

58. Do the Catch-Up classes have children with disabilities?

- a. ☐ Yes  
b. ☐ No

59. If yes, do the teachers make special efforts for their remedial learning?

- a. ☐ Yes  
b. ☐ No

60. If no, why not?  
(Enumerators to note all responses)

### Concluding question

61. Of all the things we've discussed, what would you say are the most important issues you would like to express about this programme?

### Conclusion

- Thank you for participating. This has been a very successful discussion
- Your opinions will be a valuable asset to the evaluation
- We hope you have found the questionnaire interesting
- If there is anything you are unhappy with or wish to complain about, please contact me

## School Principals Questionnaire

### Purpose of the Study

Greetings! My name is \_\_\_\_\_. I am a part of the survey team working with ACER India. We are here to study the implementation of Catch-Up Scale up programme in Zambia for remedial learning of learners. Under this approach, the learners are taught as per their ability and not their grade level. This study has been commissioned by UNICEF and supported by the Ministry of General Education (MoGE). It is being administered to assess the progress of the programme against its intended objective, which are:

1. To assess the extent to which the programme is achieving its objective of improving literacy and numeracy skills for all learners and for those further behind.
2. To assess the extent to which the programme is being implemented as designed including effectiveness of partnerships and sustainability mechanisms.
3. To assess the minimal cost required to implement the Catch-Up Programme, while still maintaining effectiveness.
4. To assess the enablers/factors contributing to the implementation of the Catch-Up programme.

### Confidentiality

All of the answers you give will be confidential and will not be shared with anyone other than members of our study team. At the end of the study, we will put all the answers together and make a report. Once the study is finished, the list of names with your contact information and the completed surveys will be destroyed.

### Benefits

Research helps society by providing new knowledge. You may not benefit directly from this survey. However, your answers will be important to improve pupils' learning outcomes.

### Risks and Discomforts

There are no risks to you in this study. If you feel uncomfortable about any of the questions, you do not have to answer them. I can skip those questions and go on to the next section. You can end the interview at any time.

### Costs and Payment for Participation

There are no costs for being in this study. You will not receive any compensation for taking part in this study.

### Questions / Your rights as Participant

This study has been reviewed by the UNICEF Team that is vigilant to works to protect your rights and welfare. If you have any questions about the study or your participation, you can ask me. You should report any problems, and ask any questions you like. Do you have any questions now?

YES ☐ NO ☐

### Consent

The questions usually take about 25-30 minutes. Now, can you tell me if you agree to participate in this interview? If you say yes, it means that you have agreed to be part of the study.

Yes ☐ No ☐

Signature of interviewer: \_\_\_\_\_

Date: \_\_\_\_\_

### General Information

1. Name of School
2. Name of Province
3. Name of District
4. Name of the Principal



5. In which year you became a part of the Catch-Up Scale up programme?
6. Are there other partners supporting your school? a. ☐ Yes b. ☐ No
7. If yes, can you name the partners and the programmes being supported by them?

## Effectiveness

8. In your opinion, what have been the major challenges of learning among learners in your school?
  - a. ☐ Numeric
  - b. ☐ Language
  - c. ☐ Both (a) and (b)
  - g. ☐ Don't know
9. Did the TaRL Methodology help teachers to address the difficulties among learners?
  - a. ☐ Yes
  - b. ☐ No
10. In your opinion, did the trainers have sufficient understanding of the TaRL methodology?
  - a. ☐ Yes
  - b. ☐ No
11. How frequently do the trainers follow up on the implementation of TaRL methodology at schools?
  - a. ☐ Always
  - b. ☐ Sometimes
  - c. ☐ Never
  - i. ☐ I don't know
12. Was it ensured that the training delivered to teachers & monitors was learner centred and focused on group work?
  - a. ☐ Yes
  - b. ☐ No
13. Did the training of teachers and monitors prove helpful in eliminating the learning difficulty among learners? (Enumerators to ask question 14 if the answer is "Yes")
  - a. ☐ Yes
  - b. ☐ No
14. If yes, can you tell us briefly about the trainings?
15. Were the teachers trained to encourage children to express their views? (Enumerators to ask question 16 if the answer is "Yes")
  - a. ☐ Yes
  - b. ☐ No
16. If yes, can you substantiate with few examples?  
(Enumerators to note all responses)
17. Which aspects of the programme were enjoyed most by the teachers and why?  
(Enumerators to note all responses)
18. Which aspects of the programme were enjoyed least by the teachers and why?  
(Enumerators to note all responses)

19. Which aspects of the programme were enjoyed most by the learners and why?  
(Enumerators to note all responses)
20. Which aspects of the programme were enjoyed least by the learners and why?  
(Enumerators to note all responses)
21. Do you think the inputs of the various partners to the Catch-Up programme are actually making a difference? (Enumerators to ask question 22 if the answer is “Yes”) a. ☐ Yes b. ☐ No
22. If so in what ways, please give specific examples.  
(Enumerators to note all responses)
23. What are your roles and responsibilities within the context of the Catch-Up programme?  
(Enumerators to note all responses)
24. What measures do you take to ensure that the activities under Catch-Up are delivered effectively?  
(Enumerators to note all responses)
25. What support do you require to make the Catch-Up activities more effective?  
(Enumerators to note all responses)

## Efficiency

26. Were you able to focus sufficiently on the programme, as you have other responsibilities in the school? a. ☐ Yes b. ☐ No
27. In your opinion, why do you feel it is important to take extra classes?
28. What else can schools do to ensure all learners reach to the expected level of literacy and numeracy?
29. In your opinion, is there a need to improve the strategies for implementation of Catch-Up Scale Up Programme in your country? If yes, what steps could be taken to improve implementation of Catch-Up Scale Up Programme?

30. What were the bottlenecks around assessments, data utilisation, reporting follow ups for successful implementation of trainings of teachers?
31. In what ways did the teaching in school emphasise on how the concepts of literacy and numeracy are applied in the real world?

## Relevance

32. In your opinion, does the Catch-Up programme adequately address the learning gaps among learners? a. ☐ Yes b. ☐ No
33. Are you aware of the objectives of the Catch-Up programme? (Enumerators to ask question 34 only if the answer is “Yes”) a. ☐ Yes b. ☐ No
34. If yes, can you name a few objectives of the programme?  
(Enumerators to note all responses)
35. Are the results of the intervention consistent with the objectives of the programme? (Enumerators to ask question 36 if the answer is “No”) a. ☐ Yes b. ☐ No
36. If not, please provide adequate explanation?  
(Enumerators to note all responses)
37. In your opinion, do the remedial teaching activities generate enough interest among the teachers and learners? (Enumerators to ask question 38 & 39 only if the answer is “Yes”) a. ☐ Yes b. ☐ No
38. If yes, please tell us which activities interest the learners most?  
(Enumerators to note all responses)
39. If yes, please tell us which activities interest the teachers most?  
(Enumerators to note all responses)
40. If No, why not?  
(Enumerators to note all responses)

## Sustainability

41. If the project activities were to continue without external support from the various partners, will the program continue to progress? (Enumerators to ask question 42 only if the answer is “No”)
- a. ☐ Yes  
b. ☐ No
42. What structures/systems at the school level would help in continuing the programme, if external support from partners is detached?  
(Enumerators to note all responses)
43. What are the challenges of sustaining such interventions?  
(Enumerators to note all responses)
44. Are there deliberate activities to build ownership and capacity of teachers & monitors for sustainability purposes? (Enumerators to ask question 45 only if the answer is “Yes”)
- a. ☐ Yes  
b. ☐ No
45. If yes, which activities should be focussed to build ownership and capacity?  
(Enumerators to note all responses)
46. How can such interventions be resourced for the MoGE?

## Equity

47. In your opinion, do you see any difference in the learning outcomes of male versus female learners in the school? (Enumerators to ask question 48 only if the answer is “Yes”)
- a. ☐ Yes  
b. ☐ No
48. If yes, what efforts are you making to bridge the difference?
49. How is the continuity of education or retention rate of the girl child as compared to the male pupils?
- a. ☐ Almost same  
b. ☐ Better in the case of girls  
c. ☐ Better in the case of boys  
d. ☐ Can’t say

50. Do you think gender and poverty have a role to play in the learning outcomes? (Enumerators to ask question 51 only if the answer is “Yes”)
- a. ☐ Yes  
b. ☐ No

51. If yes, can you elaborate?

52. Do the Catch-Up classes have children with disabilities? (Enumerators to ask question 53 only if the answer is “Yes”)
- a. ☐ Yes  
b. ☐ No

53. If yes, do the teachers make special efforts for their remedial learning?
- a. ☐ Yes  
b. ☐ No

54. If no, why not?  
(Enumerators to note all responses)

### Concluding question

55. Of all the things we've discussed, what would you say are the most important issues you would like to express about this programme?

### Conclusion

- Thank you for participating. This has been a very successful discussion
- Your opinions will be a valuable asset to the evaluation
- We hope you have found the questionnaire interesting
- If there is anything you are unhappy with or wish to complain about, please contact me