

Improving Learning

Consultancy Services for the Evaluation of Catch up scale up programme in Zambia – Inception Report

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Acronyms

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
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

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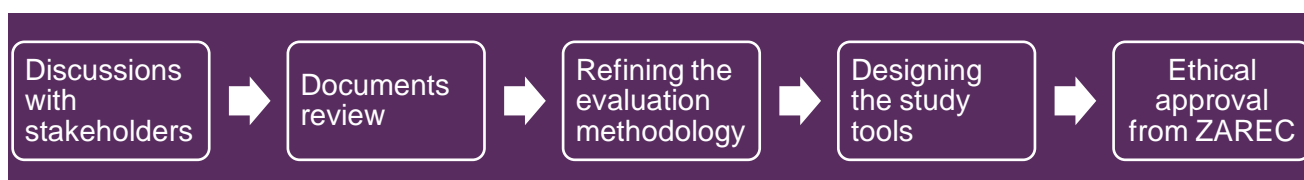
Chapter 1. Introduction

This inception report is a precursor to the midline evaluation of Catch Up Scale Up programme in Zambia and includes an assessment of the country context, the revised methodology for the evaluation, the roles of the various stakeholders in the process and the discussions leading to the formulation of the report. Commissioned by UNICEF Zambia, the evaluation takes into account the period of implementation of the Catch up programme from 2017 to 2019. The end users of the evaluation will be:

- The Ministry of General Education
- UNICEF Zambia
- USAID
- J-PAL
- Pratham
- VVOB

1.1 Inception Phase Activities

The inception phase comprises the following activities:



The inception phase was initiated with a discussion with UNICEF on the objectives of the evaluation and the expectations from the evaluation team. The terms of reference for the evaluation were discussed in detail and feasibility of including the various dimensions under the scope of the evaluation was explored.

Following the discussions with UNICEF, one on one interactions were held with representatives of the Ministry of General Education (MoGE), USAID, J-PAL, Pratham and VVOB. A list of individuals with whom the discussions were held is attached as **Annexure 1** of the report. The discussions helped the evaluation team understand the evolution of the Catch up programme. The team delved in great detail into the circumstances that led the MoGE to acknowledge the learning gaps among Zambian children, particularly at the foundational level of Grades 3, 4 and 5 and the efficacy of remedial learning in order to bring the children up to speed in terms of learning.

The discussions also included insights into the initial phases of the programme, the Catch Up methodology and the MoGE's role as the pioneer and designer of the programme which later on drew on the technical expertise of Pratham and J-Pal.

The discussions aided the team to also understand the roles of the various stakeholders, the responsibilities held by them and the vision for future.

Following the discussions, the evaluation team conducted a quick review of the documents shared by UNICEF and partners. The team also went through the TaRL Africa site and reviewed the relevant information. Additionally, information available on the web was also consulted to build an understanding of the TaRL methodology and its approaches followed in the Catch up programme. A list of some of the key documents and web links referred during the documents review is attached as **Annexure 2**.

1.2 Structure of the Report

The report is organized into five chapters comprising an introduction to the inception report, background including a brief education sector analysis of Zambia, objectives and scope of the evaluation, approach and methodology and the composition of the evaluation team.

Chapter 2. Background

2.1. Status of education in Zambia

Zambia's National Policy on Education 1996 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 schools¹. Jobs diagnostics in Zambia working paper shows that youth with skills, as proxied by education level, are more likely to benefit from the economic transformation underway in Zambia². The report puts education at the centre stage in the economic transformation of Zambia.

Since 1996, Zambia has achieved near universal primary school completion levels - national statistics indicate a completion rate of 91.8 per cent at Grade 7. But this masks considerable regional disparities, with the northern region recording 81.3 per cent (72 per cent for female students) and Lusaka a rate of 78.6 per cent. 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 levels³.

Transition rates from primary to secondary school are low at 67.5 per cent. This is mainly due to,

- Lack of places to accommodate all primary school graduates
- Introduction of school fees in Grade 8,
- Distance to schools
- 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 per cent in language and mathematics in grades 5 and 9. The proportion of children passing out of grades 9 and 12 continue to remain low.

Table 1: Education in numbers⁴

Net primary school enrolment	87.9 per cent
Net secondary school enrolment	42.9 per cent
Gender parity index at primary school	1.0
Gender parity index at primary school	0.9
Transition rate to secondary school	67.5 per cent

¹ 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>

² 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>

³ <https://www.unicef.org/zambia/education>

⁴ <https://www.unicef.org/zambia/education>

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 low⁵.

Despite successful expansion of access to education, Zambia has some of the lowest academic achievements as measured by standardised national and regional testing⁶. Previous national assessments (2012 Grade Five National Assessment) showed that pupils' scores are below the 40th percentile (35.3 % in reading in English and 39.4 % in mathematics) which was established by the Ministry of Education as the minimum performance standard at that time⁷.

SACMEQ II and III assessments show that the performance of Zambian learners is unsatisfactory and much lower than that of most of the other countries in this region. In SACMEQ II, Zambia was 13th out of 14 countries in reading and 12th in mathematics⁸. These results were even worst in the subsequent round of assessment SACMEQ III, when Zambia was 14th out of 15 countries in reading and 15th in mathematics⁹.

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 participated in this assessment in that region¹⁰. 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 439.8 in SACMEQ II. The reading mean score for girls in SACMEQ III was 431.5 and 440.7 score reported in SACMEQ II. Both boys and girls had mean scores lower than the overall SACMEQ II mean score of 500¹¹ and the SACMEQ III mean score of 512 for reading and 509.7 for mathematics.

Even at the early grade level, assessments 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 improvement¹². 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.

While infrastructure gaps in education remain a cause of 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 students' learning performances and the sector inputs directly related to students' learning achievements, such as teachers' professional development programs. The PER also reports that transition to lower and upper secondary education is constrained by a serious shortage of seats in secondary school¹³.

⁵ 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.

⁶ Government of Zambia, 2015, Education for All 2015 National Review, Lusaka, Zambia

⁷ Government of Zambia, 2015, Education for All 2015 National Review, Lusaka, Zambia

⁸ SACMEQ II

⁹ SACMEQ III

¹⁰ Government of Zambia, 2015, Education for All 2015 National Review, Lusaka, Zambia

¹¹ Government of Zambia, The SACMEQ III project in Zambia, A study of the conditions of schooling and the quality of education

¹² ToR

¹³ Education Public Expenditure Review in Zambia, The World Bank, 2016

However, in spite of these challenges, the Ministry of General Education (MoGE) has been striving to bring about a holistic development in education, with a continued focus on improving learning outcomes, particularly at the foundational level of grades 3, 4 and 5. In 2015, JPAL and Pratham approached MOGE to consider Teaching at the Right Level (TaRL) as a method of remedial learning which was based on evidence from India. This was during technical meetings that were held between UNICEF, DFID and various stakeholders looking into improving literacy and numeracy programming following the revision of the revised curriculum in 2014.

Teaching at the Right Level (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 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.

2.2. Pratham's Teaching at the Right Level (TaRL) Approach

Pratham's Teaching at the Right Level approach was in response to the huge learning deficits observed among early grade children in India. In spite of 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 missing out on the learning opportunity in junior grades would ultimately fail to recover once they advanced to higher grades, and would ultimately find it very difficult to cope with the curriculum. In order to remedy the situation, Pratham came up with 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 program. This is done both to understand the level of individual children and of the group; the data is also used for grouping them for instruction. Later in the program, 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 maximize learning; for example, for building number knowledge and operations in arithmetic – children will do tasks that require them to listen, speak, do, read and write. Children do activities in big groups, in smaller groups and also individually. Fifth, appropriate teaching-learning materials are developed for the program and used in a way that there are materials for each group and their activities.¹⁴

This methodology has been implemented by Pratham in India in three major ways. First, a volunteer based model that was common in earlier iterations of TaRL. Second, where 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 the country. A third model is Pratham partnerships with government school systems where Pratham teams work very closely with

¹⁴ Pratham's Models for Implementing Teaching at the Right Level, July 2017

government teams to incorporate Pratham's techniques for teaching-learning, assessments as well as Pratham materials into what primary school teachers do in their classrooms.

In the last few years, Pratham's partnership programs 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 organization 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 state governments. 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 program.
- **Appropriate teaching-learning materials:** The materials that Pratham has developed for use in the direct programs is 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 program is usually 4 days. Refresher trainings and review meetings are done periodically through the course of the program.
- **Time for basic learning:** As part of the learning improvement program, time is set aside during the school day to carry out the activities to improve basic learning. This feature of the program is jointly discussed and decided at the initial stages of designing the program. 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 III, IV and V are grouped by level not grade. The grouping is done on the basis of 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 people (government people at the cluster level) and Pratham team members move from school to school to support the teachers in conducting specific activities. Since cluster coordinators are government employees, all the additional costs borne by the government.
- **Tracking of progress:** Periodic assessment is done by teachers at different points in the joint program. In many cases, Pratham helps out by analyzing 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 like 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.

2.3. Catch Up programme pilot

The Zambia Ministry of General Education piloted the Catch Up programme beginning in November 2016. The pilot targeted all learners in grades 3 to 5 in 80 selected schools over a period of one month for Eastern Province in 2016 and six months in Southern Province in 2017. The districts covered under the pilot were – Monze and Pemba from Southern Province and Katete and Chipata from the 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 grades 3-5 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 holiday:** Katete followed the same approach of grouping the learners, however, they were taught for three hours a day for 20 days during the school holiday.
- **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).¹⁵

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 J-PAL, played the role of the implementing partner during the pilot. A key component of the pilot was the monitoring of the implementation and an understanding of what works and why. IPA was contracted by UNICEF for process evaluation aspects of the pilot. The pilots proved to be a success with remarkable improvements in learning levels of the students, resulting in the MoGE deciding to take the programme to scale in all districts of the Eastern and Southern provinces.

2.4. Catch Up Programme Scale Up

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 Teaching at the Right Level (TaRL) 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. The Catch Up programme aims to scale up this successful approach to approximately 1,800 schools from 2017 to 2020. USAID, J-PAL and UNICEF continue the technical assistance to the programme in the scale-up phase. USAID through its Development Innovation Ventures (DIV) provided funds to UNICEF and JPAL to help support the scale up VVOB was re-engaged but under JPAL 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 Ministry of General Education.

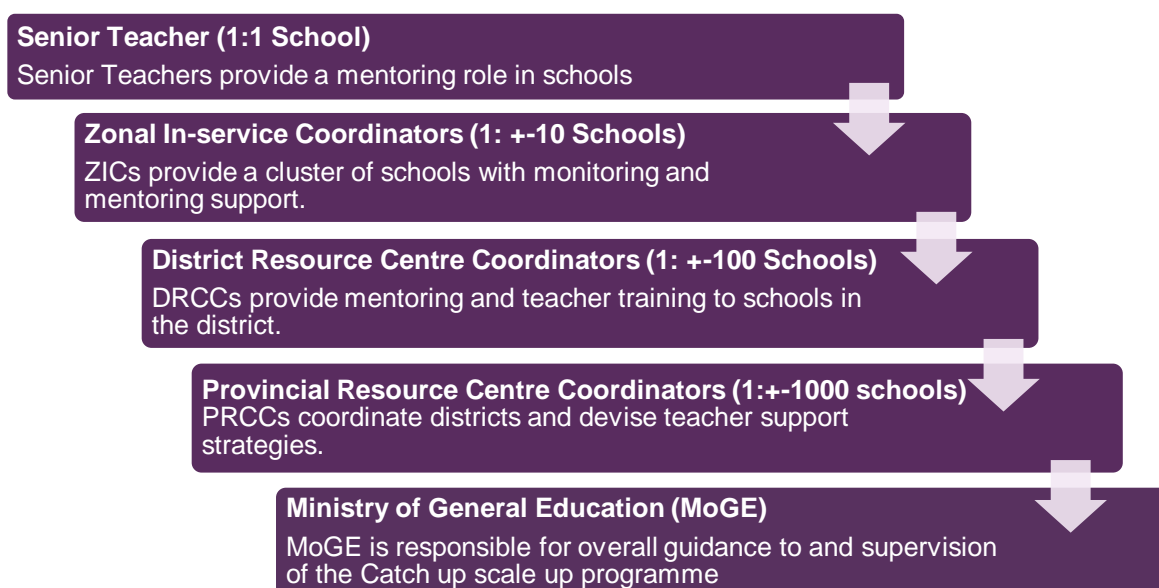
2.5. Monitoring Structure of Zambian Schools¹⁶

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).

¹⁵ Catch Up Pilot using Teaching at the Right Level methodology, Process Monitoring Report, IPA, 2017

¹⁶ TaRL Africa

The monitoring structure of Zambian schools is as follows:



By the end of the first wave of the Catch Up programme in 2020, it is expected that learning levels of the learners in grades 3 to 5 in the Eastern & 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 recognize 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)¹⁷. Further, at the institutional level, it is expected that by the end of the programme:

Zonal in-service coordinators (ZIC):

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

District coordinators (DC):

- will have improved management, facilitations, coaching and mentoring skills for the proper implementation of the project and monitoring of schools' results;
- organise the making of locally available learning materials during teacher group meetings and grade meetings at the resource centre;
- support the zonal in-service coordinators with troubleshooting and refresher trainings on TaRL.

Provincial coordinators (PC):

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

¹⁷ Catch up Results Framework

Chapter 3. Objectives and scope of the consultancy service

3.1. Objective of the evaluation

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 overall objective of the evaluation is 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 will specifically look into the effectiveness, efficiency, relevance, sustainability and the equity aspect of the Catch-Up programme.

The specific objectives of the evaluation are:

- 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.
- 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 positive and negative effects, if any, of the Catch-Up programme.

The end users of the evaluation will be MoGE, UNICEF, USAID, J-PAL, Pratham & VVOB.

Table 2: 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 loopholes that require plugging. To incorporate best practices of the Catch-Up programme into the design of future remedial learning programmes. To institutionalize the Catch-Up programme.
2	UNICEF Zambia	To inform the programme design, apply course correction if needed and continuing support to numeracy and literacy programmes
3	UNICEF Regionally & Globally	To identify best practices that can be applied to local needs
4	Programme Partners (USAID, J-PAL, Pratham & VVOB)	To inform the future programme design and continuing their involvement in the programme.

3.2. Scope of evaluation

The evaluation will be sample based with sample drawn the Catch-Up schools to gather both quantitative data and qualitative data for the analysis. Sampling will ensure a reasonable confidence limit is maintained in the reports and a statistically significant randomised sample size is used. The sampling will maintain representativeness of rural and urban schools, underperforming and good performing schools and within schools gender parity is maintained among sampled students and teachers.

An independent team of data collectors will be recruited and trained to undertake the field operations and data collection activities for the mid line evaluation.

The consultancy will select the schools from the pre-identified districts and schools with support of UNICEF.

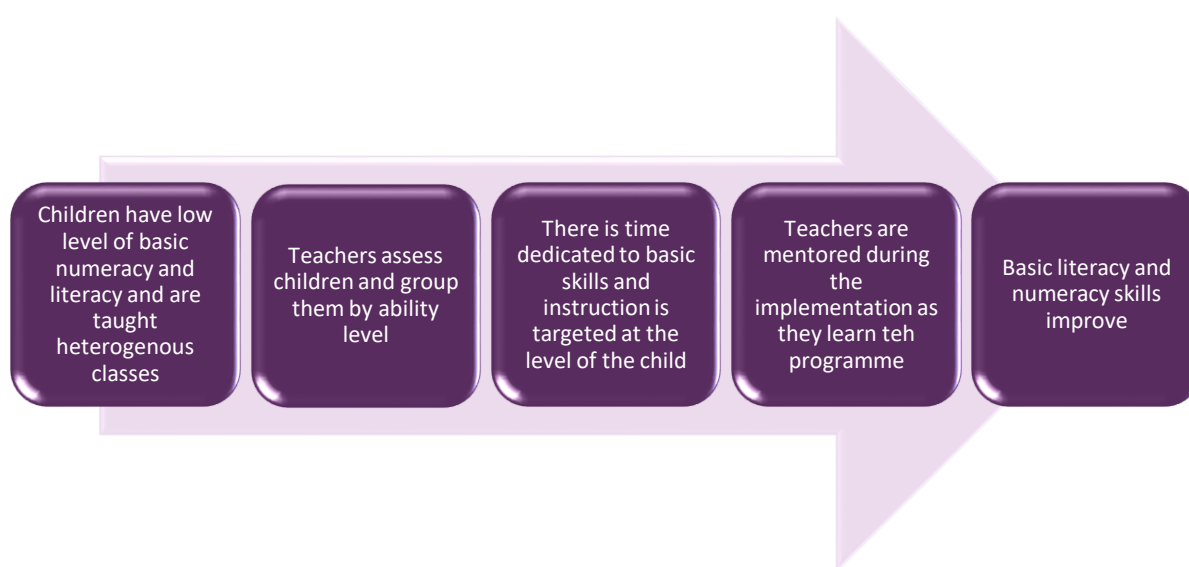
Chapter 4. Approach and methodology

4.1. Approach

ACER India will undertake a theory based approach to conduct the evaluation of the scale up of the Catch-Up Programme. The overall approach of the research will be a logical sequence of activities, where the outcome of one activity will form the inputs for the next activity until the final results of the evaluation are achieved.

The Catch-Up Programme Theory of Change is the overarching framework for the evaluation which will be an appreciative enquiry into the input-output-outcome-impact continuum of the theory of change which is as presented below:

Figure 1: Catch-Up Theory of Change



INPUTS		OUTPUTS		OUTCOMES		IMPACT	
• Training teachers	of	• Teachers attend trainings		• Teachers focus on basic skills		• Students skill improve	basic levels
• Materials		• Materials get to schools		• Materials are used			
• Increased mentoring and monitoring	and	• Mentors and monitors go to school		• Monitors provide effective support			

Initially, a desk review of relevant education sector policies, legislations, reports and programme specific documentation, evaluation reports on Catch-Up programme and extant data will be reviewed to gain insight into the scale up of the programme.

Field based primary research will include data collection on learning assessment in literacy and numeracy using the established Pratham learning assessment tool. Classroom observations along with survey of teachers and monitors will be conducted using suitably designed tools.

ACER India will adopt a participatory and a consultative approach to ensure that the experience of a representative number of all stakeholders are taken into consideration. This will be done in order to ensure that a balanced and nuanced understanding of the scale up programme is gained, in order to best evaluate the programme and inform recommendations for future action.

Key elements of the evaluation will comprise of:

- A review of the Catch-Up programme documentation and implementation data
- An assessment of student learning outcomes in literacy and numeracy for grades 3, 4 & 5
- Independent classroom observations to understand the effectiveness and efficiency of the programme
- Survey of teachers and monitors
- Interviews and focus group discussions with various stakeholders

4.2. Methodology

The evaluation will be undertaken over a period of 6 months during which the key elements of the scale up program will be evaluated comprehensively using both qualitative and quantitative information. While the quantitative information will provide insights into the implementation status of the programme, the qualitative data will inform the evaluators with the reasons behind the success/failure of implementation approaches, best practices, etc. The proposed methodology for each of the seven elements as described in the evaluation approach is as follows.

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

The evaluation team will review all available documents relevant to the scale up of the programme design, planning, management and implementation. This will include 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 will provide useful insights into how each component of the programme mainly inputs, activities and outcomes were designed and managed for a scale up to 1780¹⁸ schools vis-a-vis its intended objectives. This will help the evaluation team understand and make sense of the cause and effect relationship of the various components of the scale up programme.

4.2.2. An assessment of student learning outcomes in literacy and numeracy for grades 3, 4 and 5

The enumerators and supervisors will be trained in using the assessment tool designed by Pratham so as to accurately and reliably measure student learning outcomes for grades 3, 4 and 5. Student assessment and data collection will be in compliance with the field operations procedure as outlined in the programme implementation process. The analysis will serve to cross-validate existing reports and data in order to ascertain their accuracy and inform on further scale up of the programme.

4.2.3. 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 will be observed and noted. The observation will focus 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 will also be reviewed. Prior evaluation documents on classroom observation and feedback recorded if any, will be analysed to understand the implementation process.

4.2.4. Survey of teachers and programme monitors

Classroom observations will be complemented with a teacher questionnaire seeking teachers' reflection on their practices and the implementation process and providing evidence of effectiveness of the programme with the associated bottlenecks. Monitors feedback will provide useful insights into program implementation.

4.2.5. Interviews with various stakeholders

In-depth interviews will be conducted with a wide range of stakeholders involving teachers, Ministry of General Education, UNICEF, VVOB, JPAL and USAID. All discussions with the stakeholders will be recorded to inform the evaluation.

¹⁸ MoGE

4.3. Sampling

It is mentioned in the ToR and agreeable to the evaluation team that not all districts undertaking the Catch-Up programme need to be included in the Evaluation. Accordingly, the districts are listed on the basis of the number of schools implementing the Catch-Up programme in 2018. The objective of only including the 2018 Catch up schools in the sample is that the implementation process has undergone refinements over the years and is at its most updated model. Next, from the list three districts with maximum number of Catch-Up schools are selected from each province. The district wise distribution of Catch-Up schools is presented in the table below.

Table 3: Sampling Frame

Districts in the Southern Province	No. of schools implementing Catch-Up
Monze	60
Pemba	50
Chikankata	20
Namwala	20
Zimba	20
Kazungula	20
Total	190
Districts in the Eastern Province	No. of schools implementing Catch-Up
Chipata	60
Katete	60
Mambwe	20
Chadiza	20
Petauke	20
Total	180

4.3.1. Selection of Sample

As per the discussions held during the pre-bid meeting, a sample of districts from within the southern and eastern provinces has been selected. Thus, Monze, Zimba and Kazungula have been selected from the Southern province and Chipata, Katete and Mambwe have been selected from the Eastern province on the basis of the maximum number of Catch-Up schools being from these districts. A total of 35 schools spread across the two provinces will be included in the sample. This works out to approximately 10% of the Catch-Up schools in the 6 districts.

For the next stage of sampling, that is, selection of schools, **systematic random sampling** approach will be followed in the 6 districts. The schools will be listed as per rural and urban and randomly selected. 10 students from grades 3, 4 and 5 will be randomly selected. Before the selection, the students will be listed as per gender and economic criteria (if information on the latter is readily available). The sample size is presented in the table below.

Table 4: Sample Size

Sample District	Sample Schools	Sample Students)	Survey of Teachers	Survey of Monitors	No. of Classroom Observations	KII with Principals
Monze	8	240	24	8	24	8
Zimba	4	210	21	7	21	7
Kazungula	6	60	6	2	6	2
Total	18	510	51	17	51	17
Chipata	6	240	24	8	24	8
Katete	6	240	24	8	24	8
Mambwe	5	60	6	2	6	2
Total	17	540	54	18	54	18
Grand Total	35	1050	105	35	105	35

4.3.2. List of Stakeholders to be interviewed

In addition to the school level respondents, interviews will also be conducted with representatives of the following stakeholders in the catch up programme:

- MoGE at the various levels
- USAID
- UNICEF
- VVOB
- J-PAL
- Pratham

4.4. Evaluation Matrix

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

Table 5: Evaluation Matrix

Key Evaluation Question	Target Respondent	Method of Information Collection
Effectiveness - 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 students and KII with the other respondents. Classroom observation tool
Efficiency - 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	KII, discussions and reviewing the financial allocation to the program.
Relevance - 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	KII & discussions with stakeholders
Sustainability – 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	Representatives from UNICEF, Ministry of General Education, J-Pal, VVOB, USAID	KII & discussions with stakeholders

Key Evaluation Question	Target Respondent	Method of Information Collection
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 Catch-Up methodology be incorporated in teacher development, training and deployment policies? How might the Catch-Up methodology be incorporated into MoGE's remedial learning approach? Are there unintended consequences, both negative and positive, of implementing the Catch-Up programme?	Principals, Teachers, Monitors	
Equity and Gender: 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	KII & discussions with stakeholders

4.5. Training on data collection

Data will be collected from the listed respondents. Before the fieldwork, the enumerators and supervisors will be trained on data collection methods through a structured training programme. The training programme will comprise methods of administering the Catch-Up learning assessment and conducting KIIs. The team will be trained on recording responses and methods of probing during the KIIs. Adequate supervision will be maintained during the fieldwork through spot visits and telephone calls for receiving updates and trouble shooting.

4.6. Work plan

The activities under the evaluation will be organized into three broad phases.

- Inception Phase (Months 1-2)
- Desk review and fieldwork Phase (Month 2-3)
- Information analysis and reporting Phase (Months 3-6)

Inception Phase (Months 1-2)

- Briefing with the commissioning team, joint review of the TOR:** The inception phase has been initiated with a briefing of the evaluation team by the evaluation commissioning team from UNICEF. In addition to the briefing, discussions have been held with representatives of MoGE, USAID, J-PAL, Pratham and VVOB. A list of people with whom discussions have been done is attached in Annex-1.
- Preliminary desk-review:** Following the briefing meeting, the evaluation team will conduct a preliminary desk review of the documents collected from UNICEF and MoGE. Additionally, the team will also review the relevant researches, evaluation reports available online.
- Preparation of methodology, evaluation matrix, data collection tools:** On the basis of the desk review, the evaluation team will refine the evaluation methodology and the evaluation matrix. The final sample size will also be drawn in consultation with UNICEF. The revised methodology will be shared with UNICEF for concurrence and feedback. Following this the methodology will be finalized.

The refined methodology will also entail a revisit to the key evaluation questions. On the basis of the key evaluation questions, KII questionnaires will be developed for different respondents. As in the case of methodology, the draft study tools will also be shared with UNICEF for feedback and finalized.

- d. **Preparation of draft Inception Report:** The revised methodology, field work plan and study tools will comprise the draft inception report. The draft inception report will be shared with the UNICEF team for review and feedback.
- e. **Ethical Review Board:** The research methodology will also be submitted to University of Zambia Research & Ethics Committee (UNZAREC) for clearance.
- f. **Preparation of final Inception Report:** Based on the feedback, the Inception Report will be finalized. This will conclude the Inception Phase activities.

Desk Review and Fieldwork Phase (Month 2-3)

- a. **In-depth desk review and secondary data analysis:** The data collection and analysis phase will be spread over approximately 2 months and comprise in-depth desk review which will be done at home location, data collection which will be done in country and presentation of preliminary findings to the Evaluation Reference Group.

The in-depth desk review and secondary data analysis will form a starting point for the draft evaluation report. It will entail a thorough review and analysis of the available data and its alignment with the key research questions. The secondary data will be analysed and the results will form a part of the draft report.

A list of documents to be reviewed is presented in Annex 2.

- b. **Data Collection:** The data collection will be spread over a period of 2 weeks which includes training of field work team. The international experts will be constantly supervising the fieldwork through phone calls. For the purpose of data collection, the team proposes to visit schools in the districts mentioned in the sampling table. It is expected that UNICEF will facilitate the necessary permissions from the schools and concerned officials for the evaluation team visiting them.

Information Analysis Phase (Months 3-6)

- a. **Analysis:** The KII responses will be tabulated and analysed. The qualitative responses will be suitably coded and the analysis will take into account, trends, if any. As already stated, the responses will be analysed against the criteria identified during the inception phase.
- b. **Validation workshop on findings:** The preliminary findings will be presented in a workshop to UNICEF, MoGE, J-PAL, VVOB, USAID and other stakeholders for validating the findings and soliciting feedback.
- c. **Preparation of draft evaluation report:** Based on the analysis, a draft evaluation report will be prepared. Care will be taken to ensure that the report meets the highest standards of quality and meets the expectations of UNICEF.
- d. **Submission of draft report to commissioning team:** The draft report will be submitted to UNICEF for feedback.
- e. **Preparation of final evaluation report and policy briefs:** Based on the feedback, the changes will be suitable incorporated and the evaluation report will be finalized and submitted to UNICEF, thus concluding the third and final phase of **Final Reporting**

The tasks and deliverables with the time frame of activities is presented on the next page.

4.7. Tasks and deliverables

The table below summarises the various tasks being undertaken in the assignment along with the expected outcomes from undertaking the assignment.

Table 6: Expected outcomes and timeframe of tasks under the assignment

S No	Task	Output	Deliverable	Timeframe
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	Dec 2019
2	Desk review and fieldwork	Developed and pre-tested questionnaire tools/data collection instruments, sampling strategy and field work undertaken.	Draft Report	Jan-Feb 2019
3	Stakeholder workshop to present and verify preliminary findings.	Report on stakeholder workshop proceedings.	Validation meeting report	March 2020
4	Submission of 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 questionnaires and list 5of interviewees to be included in annex).	Apr 2020
5	Preparation and submission of two policy briefs	Two policy briefs	Policy briefs	Apr 2020

4.8. Evaluation ethics

The evaluation will follow the United Nations Evaluation Guidelines (UNEG) and Ethical Research Involving Children (ERIC) guidelines. Additionally, all members of the evaluation team will complete the Prevention of Sexual Exploitation and Abuse (PSEA) training before conducting the fieldwork. The design of the evaluation will incorporate a clear human rights, equity and gender perspective. Care will be taken to include these dimensions while conducting the fieldwork. To ensure impartiality, the evaluation team will take into account the views of all stakeholders. The team will ensure the confidentiality and security of sensitive information derived from the KIIs and FGDs and prior consent will be taken from each stakeholder before interacting with them. The team will strictly follow the obligation of evaluations, that is, independence, impartiality, credibility, no conflict of interest, honesty and integrity, and accountability. The evaluators will observe the obligations towards the participants including respect for dignity and diversity, rights, confidentiality, and avoidance of harm.

4.9. Evaluation report

The evaluator will prepare an evaluation report that describes the evaluation and puts forward the evaluator's findings, recommendations and lessons learned. All evaluations will be guided by the UNICEF Evaluation Report Standards and the GEROS Quality Assessment System.

The following is the tentative outline for the evaluation report as mentioned in the ToR:

- 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 other relevant documents

Chapter 5. Evaluation Team

The evaluation team comprises of 6 experts, their names, position and nationality are presented in the table below:

Table 7: Evaluation Team

SN	Name	Position	Nationality	Responsibility
1	Sanjay Tripathi	Team Leader and International Evaluation Expert	Indian	Evaluation management, study tool designing, training of field teams, report writing, liaising with UNICEF Zambia
2	Neelam Kumar Yadav	International Numeracy Expert	Indian	Study tool designing, data quality assurance & analysis, report writing.
3	Ashtamurthy Killimangalam	International Literacy Expert	Indian	Data quality assurance, support in report writing
4	Oscar Mutinda	Project Manager	Kenyan (based in Zambia)	Training of field teams, Fieldwork supervision, data quality assurance, support in report writing
5	Chibuye Mwila	Fieldwork Quality Assurance Expert	Zambian	Training of field teams, Fieldwork supervision, data quality assurance, support in report writing
6	Jagbeer Kaur	Research Associate	Indian	Secondary information analysis, project management

Annexure 1: List of Stakeholder's 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	Devyani Pershad	Head, International Collaborations	PRATHAM
12	Nico Vromant	Program Manager	VVOB
13	Fist Chona	Program Manager	VVOB
14	Stephen Chitoshi	District Coordinator, Eastern Province	VVOB
15	Gift Munsanda	District Coordinator, Southern Province	VVOB

Annexure 2: List of Reference Material

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=wall&key-document=true](https://www.globalpartnership.org/library?f[]=field_country:310&lang[]=en&lang[]=fr&link=wall&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/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/>