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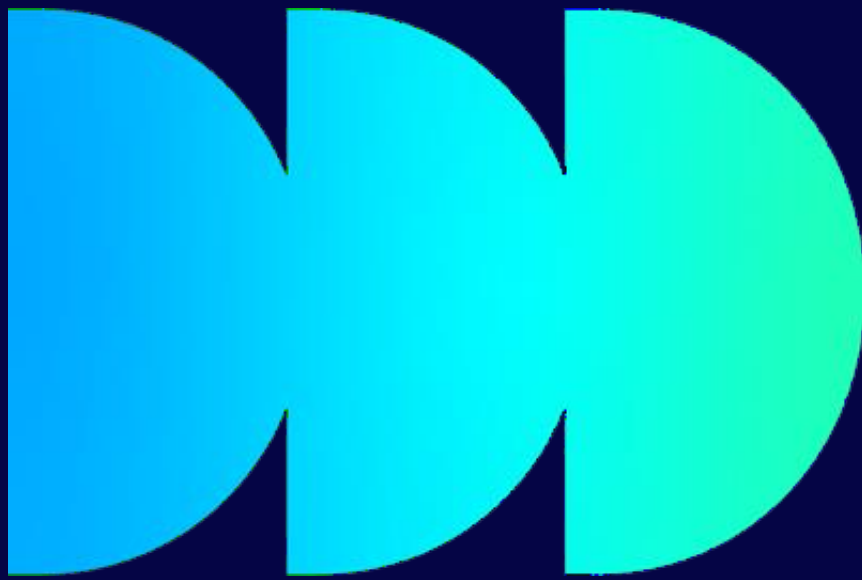
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Catch Up Education:

Research Evaluation Framework



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Executive Summary: Catch Up Education - Research Evaluation Framework

Introduction

This report outlines the research evaluation framework for the Catch-Up Programme (CUP), an innovative education initiative developed by World Vision to address learning disruptions caused by the COVID-19 pandemic. Designed for vulnerable communities, CUP aims to bridge early grade literacy and numeracy gaps while fostering social-emotional learning (SEL) and holistic support through community mobilization, facilitator well-being, and school partnerships. This document provides an overview of the program's objectives, key features, and evaluation methodology, highlighting its instruments and alignment with international education standards and its adaptability across diverse contexts.

Key Features of CUP

1. **Community Mobilization:** Engages communities to support children's education.
2. **Facilitator Well-Being:** Prioritizes the well-being of community facilitators.
3. **Partnerships:** Collaborates with schools and teachers to deliver comprehensive support.

CUP has been piloted in **Ghana, Zimbabwe, and Cambodia** during 2022 as part of the Education in Crisis initiative. The approach aligns with international standards set by the Interagency Network for Education in Emergencies (INEE) and the Accelerated Education Working Group.

Global Implementation

During 2023 and 2024, CUP has been adapted and implemented in diverse global contexts:

- Chile – focuses on migrant and refugee children in temporary learning spaces and schools adapting CUP programmes to Spanish.
 - Ethiopia – a community-based 'try and learn' implementation reaching vulnerable children in conflict affected areas. Programme adapted and delivered local language Amharic
 - Zimbabwe – an at-scale school-based implementation designed to reach many children in communities affected by poverty, migration, climate crises and food insecurity. Programme delivered in English supported by local language Shona
-

Objectives (2023–2024)

The research framework for CUP aims to:

Examine data from Instruments:

Develop, pilot, and validate an instrument to explore social-emotional learning (SEL) across different settings. The analysis of SEL data will be integrated with data from literacy and numeracy assessments using the **DAPA (Diagnostic and Proficiency Assessments)** instrument. DAPA serves as a formative assessment tool and complements standard government tools. Progress and graduation outcomes in literacy and numeracy will also be evaluated, including their relationships with SEL.

Strengthen Evidence:

Expand on findings from the SEL and DAPA instruments to examine CUP's outcomes and adaptability across diverse contexts. Key research questions include:

- What outcomes are being achieved?
- Why are these outcomes being realized?
- What are the drivers and challenges?

These insights will guide scalability improvements and inform broader implementation efforts.

Develop a Proof of Concept:

Leverage findings from SEL, literacy, and numeracy assessments to develop and disseminate knowledge products. These products will highlight the program's positive impacts, increasing its visibility and supporting long-term sustainability.

1. Background

World Vision developed the Catch-Up Programme (CUP), in response to COVID-19 education disruption.

CUP focuses on acquisition of early grade literacy and numeracy skills in vulnerable communities. It is designed to provide safe, play-based, inclusive, and carefully sequenced instruction at the right level that also addresses social emotional learning of children.

CUP:

- Mobilizes communities to support children's learning.
- Supports the well-being of community facilitators.
- Forges partnerships with schools and teachers to provide holistic support.

The Catch Up Programme (CUP) is an innovative education approach piloted in Ghana, Zimbabwe, and Cambodia as part of the Education in Crisis initiative to address learning loss and return to learning for most vulnerable children. A sample theory of change for this programme is included in Annex 1.

The approach applies evidence aligned with Interagency Network for Education in Emergencies (INEE) and Accelerated Education Working Group standards and was launched in August 2022 with a toolkit of technical resources and guidance.

Based upon the promising results of the pilot, World Vision aims to adapt and scale CUP as an education approach in multiple contexts including technical programmes (in sponsorship programming, as an enabling model or response to education disruption), fragile and humanitarian (including within LIFT - formerly Child Friendly Spaces).

Implementation and 'proof of concept' research is needed to build the evidence base for CUP. Programme financing for implementation of CUP has not been provided, thus learning for adaptation and scaling is constrained to existing or planned CUP interventions in Field Offices/Programmes.

CUPs are being set up currently in four countries.

Chile is already active in April 2023, with CUPs serving refugee communities in a high-capacity context with teachers as CUP facilitators. The current focus is on adapting the learning programme for literacy in Spanish.

Ethiopia has recruited CUP facilitators and CUPs are active from mid-June 2023.

There is potential for other countries and this will be decided by the end of 2023.

2. Objectives

The research (2023-2024) has two key objectives:

1. To strengthen the evidence of the benefits of the CUP for further adaptations and scaling. This will be ongoing and entail research on the effectiveness and relevance/adaptive suitability of CUP across multiple real-world implementation contexts.
2. To develop and disseminate evidence (proof-of-concept) about the positive impact including learning products to internal and external audiences, to increase visibility for scalability and sustainability of the programme with research-based knowledge outputs.

2.1 Research Questions

The underlying assumptions that underpin the programme design will be examined with the intention of understanding what outcomes are being achieved and why to support its scalability and sustainability. Table 1 presents key actors, key research questions, and instruments.

Key actors	Key Research Questions	Instruments
CUP learners children aged 6 to 9; Minimum expected data: 2 CUPS per country. At least a sample of 200 learners in total.	In what ways is the CUP effective in delivering positive outcomes for children? What are the children’s educational outcomes in terms of literacy and numeracy skills? In what ways is the CUP contributing to children’s social emotional learning? In what ways is the CUP contributing effectively to children’s protection and case management?	Tool 2: DAPA - Diagnostic and Proficiency Assessment tool (pre/mid/post) to measure numeracy and literacy skills. Tool 4: Social emotional learning Tool 7: Observations
CUP learners’ families (careers) Expected data: A set of testimonials from families in each country	In what ways, if any, is the learners’ family involved in CUP to enhance positive outcomes for children? Are the families encouraging children’s learning at CUP? In what ways? Are the families informed and/or aware of children’s progress? In what ways? What are the issues (challenges and opportunities) to engage caregivers in an ongoing process?	Tool 4: Qualitative case studies, highlighting Families’ testimonials. Facilitators’ comments about families’ engagement

<p>CUP facilitators supporting children. and CUP teachers for training the facilitators</p> <p>Expected data: 2 groups per country, A total of 4 teachers and 8 facilitators</p>	<p>In what ways, if any, is the CUP effective in supporting facilitators and mentors?</p> <p>What support, implementation and context factors are associated with children’s success? Which children? What are the challenges and opportunities of delivering CUP (e.g. fidelity, quality, contexts, at scale)? What and why were changes applied (humanitarian, fragile and developmental sponsorship)? In what ways are such adaptations contributing to successful outcomes for children?</p>	<p>Tool 4: Qualitative case studies, Plus, simple Facilitator’ on-going reflections about challenges/barriers and respective strategies/adaptations in online space through social media that Facilitators use (e.g. WhatsApp groups or equivalent.)</p>
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<p>CUP local policymakers (field offices): and potential new members</p> <p>Expected data: All field offices involved in CUP</p>	<p>In what ways, if any, are field offices making CUP work in their local contexts?</p> <p>Does the CUP reach the children who need it most? What changes have field offices made to the implementation of the CUP? In which CUP’s context is being more effective? Which factors are enabling or constraining effectiveness? What are the roles of faith leaders? In what ways, if any, is the CUP contributing to greater educational resilience? (In terms of capacities for teachers/mentors, communities, schools, or education systems)?</p>	<p>Tool 4: Qualitative case studies, Plus Demographic data gathered by field officers Plus Interviews and secondary data gathered by OU team</p>
<p>CUP national programme representatives, and key stakeholders representatives</p>	<p>What is the impact of the current implementation (post pandemic)?</p> <p>What are the key impact factors achieved and lessons learned from any adaptations made at field level? What are the recommendations for making the CUPs sustainable and scalable?</p>	<p>Reflective on-line evidence cafe where key actors will discuss the evidence. collected at local level with the OU team</p>

3. Research Methodology

The research methodology is designed in two phases and follows a mixed-methods approach to gather comprehensive data on the Catch-Up Programme (CUP). The methodology integrates quantitative, qualitative, and mixed-methods instruments to provide a holistic understanding of program outcomes and implementation processes.

Methods and Instruments

1. **Quantitative Methods:**
 - **DAPA (Diagnostic and Proficiency Assessments):** This tool gathers data from learners to assess literacy and numeracy progress. It serves as a formative assessment tool and complements standard government assessments.
2. **Qualitative Methods:**
 - **Interviews, Focus Groups, and Observations:** These tools collect data from facilitators and community members, capturing rich, context-specific insights about experiences, challenges, and community engagement.
3. **Mixed Methods:**
 - **SELIC (Social Emotional Learning Instrument for CUP):** This newly developed instrument integrates qualitative and quantitative methods to explore social-emotional learning (SEL) data from learners, providing insights into how SEL intersects with literacy and numeracy progress.

Data Collection and Analysis

- **Primary Data:** Includes data collected through DAPA, SELIC, and qualitative tools such as interviews, focus groups, and observations. Data collection will involve M&E teams, project stakeholders, local research assistants, and the lead researcher, who will ensure quality assurance within the available resources.
- **Secondary Data:** Demographic and contextual data will be gathered by field officers to complement primary data and provide additional contextual understanding.

Roles and Responsibilities

The research will be led by the OU research team, with support from local research collaborators and World Vision (WV) Monitoring & Evaluation (M&E) teams. These collaborators will:

- Facilitate data collection and generation.
- Monitor the data collection process.
- Provide feedback on results for iterative learning and adaptations.

At each research site, a key liaison will be designated to maintain regular communication with the research team and ensure coordination of field activities.

Action Research Approach

The methodology applies an **action research framework** guided by USAID's Collaborating, Learning, and Adapting (CLA) practices. This approach combines an inductive review of emerging data with stakeholder reflections, fostering a responsive and adaptive research process. The framework enables real-time learning and iterative program improvement.

Reflection Meetings

Reflection meetings will be conducted both on-site and remotely at the end of each learning cycle. These meetings aim to:

- Capture and document program adaptations.
- Identify emerging issues and challenges.
- Consolidate findings for future implementation and scalability.

Expected Outcomes

This methodology will generate actionable insights into the effectiveness and adaptability of CUP. The combination of quantitative, qualitative, and mixed-methods data will provide a robust evidence base to inform program scalability and sustainability while supporting continuous learning and improvement.

3.1 Research Tools

The following key tools discussed during the development and review phase – are presented in Annex 2:

Tool 1: Context and Planning

Tool 2: Diagnostic and Proficiency Assessment (DAPA)

Tool 3: Registration

Tool 4: Social Emotional Learning

Tool 5: Qualitative Case Studies

Tool 6: Observation and Coaching

Tool 7: Learner Tracker

3.2 Quantitative Approach

As with the programme dataset from 2021/2022, data will be collected in three moments: Baseline-Midline-Endline. We understand that timing for each of these waves

of data collection will differ by country and CUP club, but that three waves of data for all countries will be available in January/ February 2024 to be analysed for the final report due in March 2024. We also understand that the types of data that is collected at Baseline, Midline and Endline might differ per country or CUP club, with clubs possibly prioritising numeracy or literacy. Prior to this, descriptive statistics will be run at the end of Cycle 1,

WV will undertake data collection, led by Field Offices and facilitators, recognising that programme and data collection are delivered in context. (There is a Field Office per country delivering the programme to more than one location.) WV will provide the OU team with anonymised data on numeracy and literacy (Tool 3 and social emotional learning (Tool 5), using a unique identifier, allowing to connect information for individual children across data sources.

The data entry templates are therefore Tool 3 (with unique identifiers) and a new data entry template for Tool 4.

Analysis of quantitative data will be descriptive in first instance, providing information about distribution of children's characteristics (e.g. gender, age) and their numeracy, literacy and social emotional learning across countries and CUP clubs within countries. Trend analysis will be presented in tables and graphs as appropriate, reporting changes in indicators of interest from baseline through to endline, much in line with the 2021/2022 pilot report.

Descriptive analysis can be done with any sample size, although the larger the sample size, the more likely it is we would be able to pick up in variation across and within countries. Comparative analysis across clubs within a respective country would reasonably require data from at least four clubs and approximately 100 children. Analysis of children's outcomes per club could allow for further exploration in qualitative research.

3.3 Qualitative Approach

Tool 5 will enable CUP learners' families and caregivers to provide crucial evidence about the involvement of CUP learners' family in the programme and how this enhances positive outcomes for the children participating in the CUP programme. CUP learners' family data will be triangulated against data from CUP Facilitators about families' engagement in the programme Tool 6 will give insights from observations on CUP sessions, with a focus on CUP learners.

The rich qualitative data will seek to understand the context and details about norms and practices, including reflections about challenges/and or barriers and respective strategies/adaptations, including the influence of community context on the CUP.

Particularly, we will look to gain insight into community members' perceptions, and behaviors towards the CUP initiative – including examples of support, resistance, and how CUP facilitators supporting children and CUP teachers supporting the facilitators managed the latter. Qualitative data analyses will follow a collaborative and iterative thematic approach.

Case Studies 1 and 2

The OU team will develop a case study report for context 1, Ethiopia, and context 2, to be agreed. If feasible and resources allow, the analytical review of the data collected by field teams will be supplemented by a field visit by OU team member(s) to support. The period of this visit including 2 OU researchers will be decided with World Vision project manager. Prior this visit, it will be important to receive preliminary data to support the data collection visit in the field. This will enable the researchers to interrogate and triangulate this data with their own interviews and observations.

Research Ethics Protocol

The Human Research Ethics Committee (HRECI) Application Form has been submitted to the Ethics Committee of the Open University. It is expected to receive feedback by 31st of July.

Deidentified data will be kept at the OU - ORDO repository for the CUP team access only. However, data related to knowledge outputs is to be disseminated widely and publicly with World Vision and will then be published with open access license.

3.4 Research Framework Deliverables

1. Research outline- 30th May 2023
2. Research framework - 30th June 2023
3. Interim Report and Case Study 1 - CUP cohort 1 (October, 2023)
4. Full Report and Case Study 2 - CUP cohort 2 (April, 2024)
5. Full Report and Case Study 3 - CUP cohort 1 (Novemner, 2024)
6. Evidence Brief, Presentation and Blog -(January/March, 2025)

Acknowledgments

This research framework will be conducted with ethical approval from The Open University's Human Research Ethics Committee (reference number HREC/4806). We wish to acknowledge the invaluable support of colleagues, stakeholders, and institutional partners who played an essential role in enabling this work.

The framework was reviewed by Co-Investigator Margaret Ebubedike, responsible for qualitative studies, and Keetie Roelen, who provided feedback on the quantitative approach. Claire Hedges, CSGD Manager from The Open University, also contributed to the review process.

Additionally, the framework was reviewed by World Vision, with input from Janelle Zwier, Senior Advisor.

TOOL 1- Context and Planning

Context and Planning: The purpose of this tool is to collect information on key CUP parameters and plans to inform the CUP research. One of the research themes is to learn about how CUP is being adapted and implemented in different contexts and also in the course of implementation using adaptive management.

Method: This can be filled in by country teams and/or discussed in a call. There are three sections: Themes, milestones and targets.

1. Themes

Theme	Questions	Responses/Notes
Location - Community profile	Please provide information about the location and context of the CUPs? What are the features in terms of community resources, services, area (rural/urban/remote, internet, educational system issues... inside or outside Area Programme less representative territories /within an emergency response or fragile context/sub context)	
Children	Please provide information about the target children. How many children are you planning to reach and in how many clubs? How will they be identified and recruited? What are their previous experiences? What will they be learning at the clubs? What age groups will you target?	
Vulnerabilities	Who do you consider to be the most vulnerable children you aim to reach? (consider if they are migrants, refugee, ethnic minorities, disability, speak a language at home different than at school); What are the social emotional factors affecting children in the target area? Are some children affected differently than others? What do we know about the literacy or numeracy skills of target children? Will CUP reach children who are out of school? Why are they out of school?	

Learning Initiatives	Please describe the learning opportunities and initiatives for children that are currently available in this location and how the CUPs will be integrated with or relate to these? Consider if there are reading clubs, community learning centers, school initiatives, faith initiatives? Others?	
Role and connection with schools	Please describe the potential role of the schools in your CUP programme? Will there be cooperation between schools and the CUP? How many schools will be involved? (Consider will teachers have a role in assessment, referring children, reviewing or adapting the curriculum, supporting facilitators, training facilitators, will schools have a role in mobilising communities or screening children?)	
School Attendance	Will children be attending school and CUP? Will CUP be offered during school days or during school breaks? Will children be receiving any remedial or extra support in school?	
Facilitator profile	Please provide information about the intended facilitators? How will they be selected? What are their previous experiences? Do you have criteria for selecting facilitators - what criteria?	
Resources Available	Please provide information on resourcing the CUP - what investments will be leveraged (e.g. existing venues, facilitators, staff etc); how will additional resources be invested (e.g. facilitator training, material adaptation, teaching and learning resources, M&E etc)	
Role of Faith Leaders	What will be the role of faith leaders in CUP? Are faith leaders key influencers in the CUP implementation context?	
Anticipated Challenges	What challenges do you anticipate in the start-up and implementation of CUP? Any issues you expect?	

2. PROJECT TIMELINES:

Milestone	Estimated Time (By when?)
Confirmation of CUP venues/club locations Recruitment of facilitators	
Community and Caregiver Engagement	
Children assessed (DAPA and profile)	
CUP Sessions start (Also indicate which subjects[lit/num] and levels[blue/orange] you intend to offer)	
Projected end of first learning cycle	

3. PROJECT PLANNING TARGETS:

TARGET	(Expected/Planned)	(Actual)
Number of schools reached		
Number of CUP clubs		
Number of CUP facilitators		
Maximum Capacity of children		
Expected number of students		
Expected number of students that are most vulnerable		
Number of sessions per week		
Duration of CUP sessions		
Number of learning cycles		

TOOL 2- DAPA Guidelines

Directions on Administering the DAPA

Who uses this tool?	When is this tool used?	What is the purpose of this tool?	What are the quality standards
-CUP Facilitators -Program staff including M&E	When CUP facilitators and venues have been established, caregivers engaged, and children have been mobilised. Use this tool to support the training of CUP facilitators to conduct the DAPA. Ideally the DAPA proceeds the foundational training and CUP clubs are launched within a week or two assessing children.	The primary purpose of this tool is assessing which children require catch up support and their skill level to place them at the right level. The DAPA is also used at the end of a learning cycle. DAPA results are also used for measuring program outcomes and impact.	Facilitators who have been trained in both the process and the data capture sheet can conduct the DAPA assessment with support.

This tool provided by World Vision contains directions for both the literacy and numeracy DAPA in that order.

Literacy DAPA:

The facilitator needs the following resources to give the Literacy DAPA:

1. One copy of the Literacy DAPA for each child to be assessed (*The instrument that was adapted in phase 1, refer back to tool 1.5 on adapting the DAPA as needed*).
 - These copies should include Reading 1 assessment items, Reading 2 assessment items, and the Comprehension questions.
 - Comprehension questions are not given to children.
 - Each child's mistakes are marked directly on the copy of the assessment the enumerator has for them.
2. Two Laminated Child Stimulus Cards with Reading 1 and Reading 2 assessment items.
 - One card should have the Reading 1 items on it.
 - In the sample Literacy DAPA, this is the page of the DAPA with Letters and Words.
 - The other card should have the Reading 2 items on it.
 - In the sample Literacy DAPA, this is the page of the DAPA with the Paragraphs.
3. A copy of the DAPA flow chart seen below.
4. A copy of the Literacy Diagnostic and Proficiency Assessment (DAPA) script for facilitators as below the flow chart.

5. Enough copies of the data collection sheet to record information for each child who is assessed.

a. **Literacy DAPA Flow Chart**

LITERACY DAPA SCRIPT FOR FACILITATORS

1. Say this to parent or caregiver and child

Hello! my name is _____.

I am working with the World Vision Catch-Up Programme Literacy Club.

Talk to the parent and child and build rapport before asking any questions

2. Ask the parent or caregiver and child for consent

I want to do a short fun assessment about reading with your child. This information will help ensure your child goes into the CUP Literacy Club that will have the best reading activities for him/her. This is not a test. It will not affect your child's school grades, if s/he is in school. It will take about 10 minutes to do. May your child participate?

Note if Consent given on scoresheet. DO not proceed without consent.

3. Ask the parent/caregiver about the child and record answers on the data sheet

I would like to ask you a few questions about your child. Your answers will help me give the assessment to your child in a way that meets his or her needs. It will also help us ensure Literacy Club activities meet their needs.

Is your child enrolled in school?

If yes: When was the last time s/he attended? (ascertain if currently attending)

What grade is the child in?

What is the name of the school s/he attends?

Is your child a registered child/in the WV child sponsorship program? Y/N

Next, I am going to ask about any difficulty your child may have doing certain activities:

Does your child have any difficulty seeing, even if wearing glasses?

Would you say (read responses) 1. No difficulty, 2. Some difficulty, 3. A lot of difficulty, 4.

Cannot do at all, 5. Do not know, (6. Refused).

Does your child have any difficulty hearing, even if wearing hearing aids?

Would you say (read responses) 1. No difficulty, 2. Some difficulty, 3. A lot of difficulty, 4. Cannot

do at all, 5. Do not know, (6. Refused).

Does your child have any difficulty walking or climbing steps?

Would you say (read responses) 1. No difficulty, 2. Some difficulty, 3. A lot of difficulty, 4. Cannot

do at all, 5. Do not know, (6. Refused).

Does your child have any difficulty remembering or concentrating?

Would you say (read responses) 1. No difficulty, 2. Some difficulty, 3. A lot of difficulty, 4. Cannot do at all, 5. Do not know, (6. Refused).

Does your child have any difficulty with self-care, such as washing all over the body or getting dressed?

Would you say (read responses) 1. No difficulty, 2. Some difficulty, 3. A lot of difficulty, 4. Cannot do at all, 5. Do not know, (6. Refused).

4. Say this to the child

Tell the child some things about yourself (number of children and their ages, what animals / sports / hobbies you like).

Ask the child something about themselves, (e.g., What do you like doing? Do you have brothers and sisters?)

5. Ask the child the questions below and record answers on the data sheet

- How old are you?
- (If the child is attending school) What grade are you in?

6. Start the Literacy DAPA

Give the child the first card with the letters and words.

Say: Now I am going to give you something to read for me.

Can you choose a letter and read it to me? (Help the child if they cannot choose.) If the child can read the letter, ask them to choose another letter and read it. Continue until the child has chosen and read at least 4 out of 5 letters correctly.

Refer to the Directions for Giving the Literacy DAPA to see what to do next.

Mark mistakes with a slash (/).

If the child reads a word or letter incorrectly but then self-corrects, circle the slashed word, so it is counted as correct.

Use a clean form for every child or erase prior marks well!

Give the child more than one chance to read the text.

Progress up, depending on the child's abilities to find the highest level of reading the child can comfortably do.

LITERACY DAPA Scoring Guide			
Literacy Skill	Details for Marking	Score (0-4)	Level
Can read nothing	Fewer than 4 out of 5 letters	0	Blue
Can read letters	4 out of 5 letters correct	1	Blue
Can read simple words	4 out of 5 words correct	2	Orange

Can read a paragraph of 4 simple sentences	No more than 3 reading mistakes	3	Orange
Can read and understand a paragraph of 4 simple sentences.	After reading a paragraph with no more than 3 reading mistakes.	4	Does not need CUP literacy
	Can answer 2 of 3 comprehension questions correctly.		

Tips for a successful Literacy DAPA

- 1. Atmosphere** Build rapport with the child and make him or her feel comfortable, with a friendly introductory conversation. It is essential that children are relaxed and not worried about how they are going to perform.
- 2. No pressure** Avoid conducting the assessment where others might interrupt or distract the child. Family or friends might gather to watch how the child is doing. This could potentially create tension for the child. If this happens, the facilitator should make sure that the child is not getting pressured, by speaking in a friendly way to her/him and to those who are watching.
- 3. Encourage the child** Be patient. Give the child ample time to read, to think and to decode text before assessing whether the child has made a mistake. A child may be nervous at the beginning. However, it is important not to coach or teach the child if they are struggling. If the child is unable to read at all, end the test early, and thank the child for their effort. Never let the child know or feel they have made a mistake.
- 4. Pronunciation** Local languages may vary so a mispronounced word is not necessarily a mistake. A word replaced with another word that has the same meaning is NOT a mistake. The attempt in the Literacy DAPA is to establish the highest level at which the child can do different tasks comfortably.
- 5. More than one chance** Give the child more than one chance to read the text. Usually if a child is told to read again carefully and she can read, she will not repeat the same mistake. You may need to take a child through the series of tasks until you can decide where he or she is really at. Practice and familiarity with a task can improve the child's performance.
- 6. Mistakes** If a child reads the same text several times and makes the same mistake each time -- reading a wrong word, skipping several words or not reading at all-- then the child is having difficulty at that level. In a paragraph, if a child makes three mistakes of these types, then s/he cannot be considered a paragraph reader. The enumerator marks any incorrect words with a slash (/). If the child reads a word incorrectly but then self-corrects, circle the slashed word, so it is counted as correct in analysis.
- 7. Same mistakes** If the child reads the same word incorrectly more than once, it will be considered as ONLY ONE MISTAKE.
- 8. Appreciate effort** Make sure that when we listen to children read and answer questions, we are not simply looking to catch mistakes. Appreciate and understand the attempt that the child is making!
- 9. Records** Ensure that you have fully completed the information for each child clearly on the form.
Thank you Don't forget to thank the child for participating!

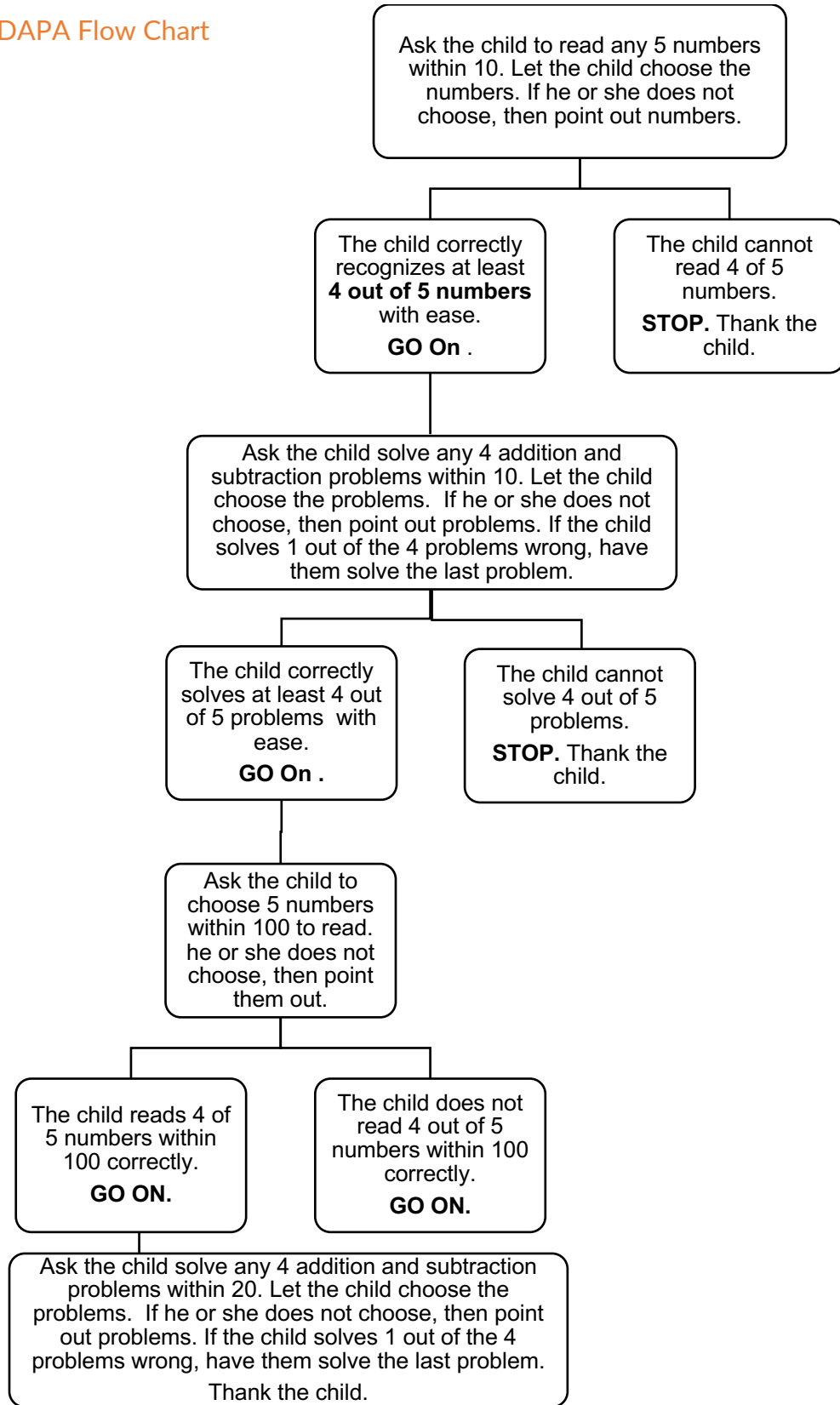
Directions for giving Numeracy DAPA

The facilitator needs the following resources to give the Numeracy DAPA:

- One copy of the Numeracy DAPA for each child to be assessed.
These copies should include Numeracy 1 assessment items and Numeracy 2 assessment items.
Each child's mistakes are marked directly on the copy of the assessment the enumerator has for them.

2. Two Laminated Child Stimulus Cards with Numeracy and Numeracy 2 assessment items.
 - One card should have the Numeracy 1 items on it.
 - The other card should have the Numeracy 2 items on it.
3. Paper and pencil for each child to work out addition and subtraction problems.
4. A copy of the DAPA flow chart below.
5. A copy of the Numeracy Diagnostic and Proficiency Assessment (DAPA) script for enumerators.
6. Enough copies of the data collection sheet to record information for each child who is assessed.

Numeracy DAPA Flow Chart



NUMERACY SCRIPT FOR FACILITATORS:

1. Say this to parent or caregiver and child

Hello! my name is _____.

I am working with the World Vision Catch-Up Programme Literacy Club.

Talk to the parent and child and build rapport before asking any questions

2. Ask the parent or caregiver and child for consent

I want to do a short fun assessment about reading with your child. This information will help ensure your child goes into the CUP Literacy Club that will have the best reading activities for him/her. This is not a test. It will not affect your child's school grades, if s/he is in school. It will take about 10 minutes to do. May your child participate?

Consent given

3. Ask the parent/caregiver about the child and record answers on the data sheet

I would like to ask you a few questions about your child. Your answers will help me give the assessment to your child in a way that meets his or her needs. It will also help us ensure Club activities meet their needs.

Is your child enrolled in school? _____

If yes: When was the last time s/he attended? (ascertain if currently attending)

What grade is the child in?

What is the name of the school s/he attends?

Is your child a registered child/in the WV child sponsorship program? Y/N

Next, I am going to ask about any difficulty your child may have doing certain activities:

Does your child have any difficulty seeing, even if wearing glasses?

Would you say (read responses) 1. No difficulty, 2. Some difficulty, 3. A lot of difficulty, 4. Cannot do at all, 5. Do not know, (6. Refused).

Does your child have any difficulty hearing, even if wearing hearing aids?

Would you say (read responses) 1. No difficulty, 2. Some difficulty, 3. A lot of difficulty, 4. Cannot do at all, 5. Do not know, (6. Refused).

Does your child have any difficulty walking or climbing steps?

Would you say (read responses) 1. No difficulty, 2. Some difficulty, 3. A lot of difficulty, 4. Cannot do at all, 5. Do not know, (6. Refused).

Does your child have any difficulty remembering or concentrating?

Would you say (read responses) 1. No difficulty, 2. Some difficulty, 3. A lot of difficulty, 4. Cannot do at all, 5. Do not know, (6. Refused).

Does your child have any difficulty with self-care, such as washing all over the body or getting dressed?

Would you say (read responses) 1. No difficulty, 2. Some difficulty, 3. A lot of difficulty, 4. Cannot do at all, 5. Do not know, (6. Refused).

4. Say this to the child

Tell the child some things about yourself (number of children and their ages, what animals / sports / hobbies you like).

Ask the child something about themselves, (e.g., What do you like doing? Do you have brothers and sisters?)

5. Ask the child the questions below and record answers on the data sheet

- How old are you?
- (If the child is attending school) What grade are you in?

6. Start the Numeracy DAPA

Give the child the first card with the numbers within 10 and addition and subtraction within 10.

Say: Now I am going to give you some maths activities to do for me.

Can you choose a number and read it to me? (Help the child if they cannot choose.)

If the child can read the number, ask them to choose another number and read it. Continue until the child has chosen and read at least 4 out of 5 numbers correctly.

Refer to the Directions for Giving the Numeracy DAPA to see what to do next.

Mark mistakes with a slash (/).

If the child reads a number or solves a problem incorrectly but then self-corrects, circle the slashed item, so it is counted as correct.

Use a clean form for every child or erase prior marks well!

Give the child more than one chance to solve a problem.

Progress up, depending on the child's abilities to find the highest level the child can comfortably do.

NUMERACY DAPA Scoring Guide			
Numeracy Skill	Details for Marking	Score (0-5)	Level
Can read nothing	Fewer than 4 out of 5 numbers within 10	0	Blue
Can read numbers within 10	4 out of 5 numbers correct	1	Blue
Can add and subtract within 10	4 out of 5 problems correct	2	Blue

Can read numbers within 100	4 out of 5 numbers correct	3	Orange
Can add and subtract within 20	4 out of 5 problems correct	4	Orange
Can read numbers within 100 and add and subtract within 20	4 out of 5 numbers within 100 correct and 4 out of 5 problems within 20 correct	5	Does not need CUP numeracy

Tips for a successful Numeracy DAPA

1. **Atmosphere** Build rapport with the child and make him or her feel comfortable, with a friendly introductory conversation. It is essential that children are relaxed and not worried about how they are going to perform.
2. **No pressure** Avoid conducting the assessment where others might interrupt or distract the child. Family or friends might gather to watch how the child is doing. This could potentially create tension for the child. If this happens, the enumerator should make sure that the child is not getting pressured, by speaking in a friendly way to her/him and to those who are watching.
3. **Encourage the child** Be patient. Give the child ample time to read, to think and to decode text before assessing whether the child has made a mistake. A child may be nervous at the beginning. However, it is important not to coach or teach the child if they are struggling. If the child is unable to read at all, end the test early, and thank the child for their effort. Never let the child know or feel they have made a mistake.
4. **More than one chance** Give the child more than one chance to solve problems. Usually if a child is told to solve again carefully and she can add and subtract, she will not repeat the same mistake. You may need to take a child through the series of tasks until you can decide where he or she is really at. Practice and familiarity with a task can improve the child's performance.
5. **Mistakes** If a child reads a number wrong twice or solves a problem wrong twice, then the child is having difficulty at that level. The enumerator marks mistakes with a slash (/). If the child reads a number incorrectly but then self-corrects, or solves a problem wrong the first time, but solves it correctly the second time, circle the slashed item, so it is counted as correct in analysis.
6. **Appreciate effort** Make sure that when we listen to children read numbers and solve problems, we are not simply looking to catch mistakes. Appreciate and understand the attempt that the child is making!
7. **Records** Ensure that you have fully completed the information for each child clearly on the form.
8. **Thank you** Don't forget to thank the child for participating!

TOOL 2- DAPA TEMPLATE for data collection

LITERACY DAPA Scoring Guide				NUMERACY DAPA Scoring Guide			
Literacy Skill	Details for Marking	Score (0-4)	Level	Numeracy Skill	Details for Marking	Score (0-5)	Level
Can read nothing	Fewer than 4 out of 5 letters	0	Blue	Can read nothing	Fewer than 4 out of 5 numbers within 10	0	Blue
Can read letters	4 out of 5 letters correct	1	Blue	Can read numbers within 10	4 out of 5 numbers correct	1	Blue
Can read simple words	4 out of 5 words correct	2	Orange	Can add and subtract within 10	4 out of 5 problems correct	2	Blue
Can read a paragraph of 4 simple sentences	No more than 3 reading mistakes	3	Orange	Can read numbers within 100	4 out of 5 numbers correct	3	Orange
Can read and understand a paragraph of 4 simple sentences.	After reading a paragraph with no more than 3 reading mistakes Can answer 2 of 3 comprehension questions correctly.	4	Does not need CUP literacy	Can add and subtract within 20	4 out of 5 problems correct	4	Orange
				Can read numbers within 100 and add and subtract within 20	4 out of 5 numbers within 100 correct and 4 out of 5 problems within 20 correct	5	Does not need CUP numeracy

Name of CUP Club:

Name of associated school:

Assessment and Enrollment											
Name	Age at start of CUP	Sex (M, F)	Registered child (Y/N)	MVC characteristic (N or Describe*)	school at first assessment (Y/N)	If in school, grade at first assessment	Date of 1st CUP assessment	Numeracy skill attained (0-5)	Literacy skill attained (0-4)	Enrolled into CUP (Y/N)	Enrolled (Blue, Orange)
EXAMPLE - Moses Moyo	8	M	N	OVC, out of school	N	N/A	5-May-22	N/A	1	Y	Blue
EXAMPLE - Jane Jibu	7	F	Y	N	Y	2	5-May-22	N/A	3	Y	Orange
EXAMPLE - B B	6	M	Y	Some difficulty hearing (2)	Y	1	5-May-22	N/A	0	Y	Blue

* if any disability noted, record type and level of difficulty

Literacy DAPA Scoring Guide

TOOL 4- Social Emotional Learning

LEARNING AT CUP - (CATCH-UP CLUB)




Your name ID (initials): _____ Age : _____

Your gender: Female Male Other




Which language do you speak at home? _____

Is it the same language that you learn at CUP? yes no

q1..How often do you do these activities? (social behaviour and skills)	1.Not at all	2. once a week	3.twice or more
1) I play games with others [active participation - groups]			
2) I sing songs (with others) [active participation - whole class]			
3) I listen to stories. (if literacy) [listening and - paying attention]			
4) I use counters, charts and cards (if numeracy) [making connections]			
5) I write in my journal [reinforcing, practice]			
6) I do activities (from CUP) at home/I play games or activities I learn in CUP at home or with my friends [social context]			
7) I ask for help when I need it [understanding self, needs, initiative]			
8) I help others when they need it [empathy, pro social behaviour]			

q2. How do you learn? [Beliefs about learning and cognitive skills]	1 	2 	3 
I like to ask questions [curiosity]			
I like learning on my own [independence]			
I like learning with others [social learning]			
I like doing things (playing, working) with others [collaboration]			
I feel it is ok if I make a mistake or get something wrong [resilience]			

I feel like I can keep learning new things outside of CUP [confidence]			
--	--	--	--

	1 	2 	3 
q3. How do you feel about learning at CUP? [emotional skills and feelings]			
01. I like to come to CUP [enjoyment]			
02. I have made friends at CUP [positive relationships]			
03. My teacher/facilitator at CUP is friendly [positive relationships]			
04. I feel safe when I am at the CUP club [safety]			
05. I feel part of/included in the CUP club [belonging]			
06. I like learning new things [success]			
07. I like to try to learn difficult things [persistence]			
08. I feel comfortable when I am learning at CUP [wellbeing]			
09. I would like to participate in more “CUP” activities [interest]			
10. I find going to CUP helps me at a school [progression] <i>(If the respondent is at school)</i>			
I think CUP will help me when I go to school [progression] <i>(If the respondent is not at school)</i>			

(*) open questions below only for a selected number of interviewees

1. Which activities do you enjoy at CUP? What do you enjoy about it?/Why?
2. Which activities do you not enjoy at CUP? What do you not enjoy or like about it?/Why?
3. Do you use what you learn at the Catch-Up Club anywhere else/outside of the CUP (probe at home, at school, with friends if needed)? What do you use?
4. What is your favourite thing about going to CUP?
5. Is there anyone you can go to if you feel worried or need help? If yes, who?
6. If no, would you like to have someone you can go to?

Catch-Up Programme: Stakeholder Key Informant Interviews and Case Study Guide

Template to provide data

SEL tool (Responses 1 - 3)											
	games	songs	stories	cards	journal/diary	at home	ask for help	help others	curiosity	independen	social learning
Name	q1.1 I play games with others	q1.2 I sing songs (with others)	q1.3 I listen to stories. (if literacy)	q1.4 I use counters, charts and cards (if numeracy)	q1.5 write in my journal/diary	q1.6 I do activities (from CUP) at home	q1.7 I ask for help when I need it	q1.8 I help others when they need it	q2.1 I like to ask questions	q2.2 I like learning on my own	q2.3 I like learning with others
	q1.1	q1.2	q1.3	q1.4	q1.5	q1.6	q1.7	q1.8	q2.1	q2.2	q2.3
EXAMPLE - id1											
EXAMPLE - id2											
EXAMPLE - Id3											

collaboration	persistence	confidence	enjoyment	friends	facilitator	safety	belonging	success	persistence	comfortabl	interest	progression
q2.4 I like doing things with others [collaboration]	q2.5 I feel it is ok if I make a mistake or get something wrong	q2.6 I feel like I can keep learning new things outside of CUP	q3.1 I like to come to CUP	q3.2 I have made friends at CUP	q3.3 My teacher/facilitator at CUP is friendly	q3.4 I feel safe when I am at the CUP club	q3.5 I feel part of/included in the CUP	q3.6 I like learning new things	q3.7 I like to try to learn difficult things	q3.8 I feel comfortable when I am learning at CUP	q3.9 I would like to participate in more "CUP" activities	q3.10 I find going to CUP helps me at a school
q2.4	q2.5	q2.6	q3.1	q3.2	q3.3	q3.4	q3.5	q3.6	q3.7	q3.8	q3.9	q3.10

Interview with 4 learners	1. Which activities do you enjoy at CUP? What do you enjoy about it?/Why?	2. Do you use what you learn at the Catch-Up Club anywhere else/outside of the CUP (probe at home, at school, with friends if needed)? What do you use?	3. What is your favourite thing about going to CUP?	4. Is there anything you don't like about CUP? What is it?	5. Is there anyone you can go to if you feel worried or need help? If yes, who?	6. If no, would you like to have someone you can go to?
Name						
Id 1						
Id 2						

TOOL 5- Qualitative Case Studies

Tool Overview

This Guide is for a suite of qualitative tools that aim to capture and learn from the experience, perspectives and feedback of key stakeholders of the Catch-Up Programme (CUP).

These stakeholders include:

1. Learners
2. CUP Facilitators
3. Caregivers
4. Teachers
5. Community members.

There are tools for each stakeholder in this guide. Keep in mind that this is not a 'one-time' exercise in 'data collection' but intended as a cumulative dialogue with stakeholders along the journey. What is key is that the feedback and reflection of stakeholders is systematically documented so we can learn about the programme, adapt as we go, and also inform future programmes. To do this with confidence we need some common approaches, tools and means of capturing and reflecting together.

Preparation

As this is an ongoing exercise, it is helpful to create a plan for having these interviews and collecting data. The plan should integrate with your implementation plan and take advantage of ongoing activities. For example, each CUP centre needs to be supported with a site visit where MEQA will be used to coach facilitators. Use this opportunity in selected CUP centres to gather profile data on learners, conduct a KII with a facilitator (this does not need to be formal) and do one or two home visits.

The tools are meant to help you conduct, but importantly document and capture, an ongoing dialogue with stakeholders and learners. You are welcome to add questions or adjust the sequencing of tools to your plan. Ideally, this does not require separate 'enumerators' to conduct like a survey, but can be woven into implementation processes. This is also to inform any adjustments/adaptations to the CUP programme and address support needs of stakeholders in real time so ideally it will be done with programme implementation staff that can offer support and recommend adaptations in real-time.

Sampling

These tools are for qualitative inquiry thus the sampling is not based on statistical modelling, rather is for rich and diverse data. Thus, as we select stakeholders to engage, we need to be deliberate about gathering the breadth as well as the depth of experience.

The first step is for each Area Programme where CUP is implemented to **select at least 3 CUP centres**. These CUP centres should be chosen because of their differences, for

example one could be near a school and one very far away, one could be situated in a very marginalized community, whereas another is in an area that is slightly better off.

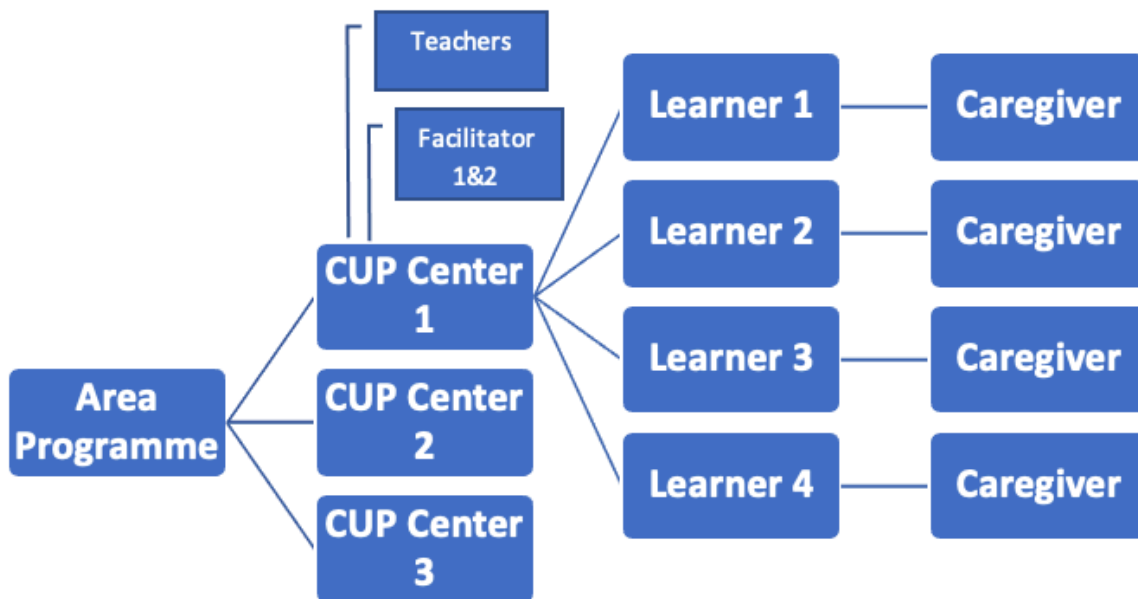
Next, from within each of the 3 selected CUP centres, **select 3 or more learners**. Again, these should be learners with different characteristics and backgrounds.

Work with the facilitator to choose one or two learners that are most vulnerable, those that are average and those that are doing well or are better off. Ensure a mix of girls and boys and also purposely select children with disability or other MVCs.

For each of the 5 or 6 learners selected, you will also interview their caregiver, preferably in a home visit. Thus, for each CUP centre there will also be **3 or more caregivers** selected.

Finally, for each CUP centre, both **CUP facilitators** will be included as key informants as well as the **grade-level teachers** and head teacher at the school the selected learners attend/will attend. Also, for each CUP centre a few **community members** (in addition to caregivers) will be key informants.

The figure below illustrate



Catch-Up Programme: Stakeholder Key Informant Interviews and Case Study Guide

1.0 Learner Case Study Tool

The following tool provides suggested questions and ways of engaging children to build up a case study file. The questions are to help you have a meaningful interaction and are not meant to be used like a questionnaire, rather are prompts for your reference.

Build good rapport with children and create a friendly environment. Get introduced to the children and explain that this is not for the purpose of examining them. Their responses will not be shared with their teachers or parents and will be confidential. To break the ice in interviewing them, ask about one of the games or activities they do in the CUP center or games they like to do, ask them to show you how to play. Play with them a little, ideally until you see that they have opened up and you have connected with them.

Aim to capture children's voices and opinions verbatim, exactly how children are expressing them. Note takers should not paraphrase or summarize children's commentary.

Assist children with disabilities. Explain to accompanying adults how to provide support without influencing children's answers. For example, if communicating through an interpreter with a deaf child, explain the need to relay as accurately exactly what the child expressed.

1.1 Learner Biographical and Profile Data

Name of Learner:		Name of CUP center	
Name of Caregiver:		Name of CUP facilitator 1	
Relationship of Caregiver to learner:		Name of CUP facilitator 2	
Consent filed		Name of School	
Learner Date of Birth		Grade of learner in School	
Male/Female		Date of first data collection	
Registered child (Y/N)		Date of learner recruitment to CUP	
Currently enrolled in school (Y/N)		Date of DAPA (learner)	
MVC status/descriptor		Entry assessment level	
Date of Caregiver interview/Home visit		Date of start at CUP sessions	
Observations and Records			

Date of Observation:
Session:

CUP Club Name/Location:

Number of Learners in

Name of Observer:

Name of Facilitator (1):

Name of Facilitator (2):

Observations of Caregiver Interview/ Home Visit (include photos and quotes as possible)			
Facilitator Observations of the learner at assessment			
Attendance pattern (describe-look for evidence)			
Observation of Learner in Session (Y/N) & Remarks (photos & quotes to be captured as possible)			
Facilitator Feedback on Learner Participation and Progress			
Observations of Learner's Progress (Journal, facilitator feedback)			
Learner Trajectory/ Outcome			
Date Learning Cycle End:		Exit Assessment Level	
Learner's outcome Date of Follow up: -----	Tick all that apply: <input type="checkbox"/> Completed learning cycle 1, <input type="checkbox"/> Progressed to learning cycle 2 <input type="checkbox"/> Enrolled in school <ul style="list-style-type: none"> <input type="checkbox"/> at appropriate age for grade <input type="checkbox"/> below age for grade <input type="checkbox"/> Did not return to school/Not attending school	Observations of Learner Post-Learning cycle	

Date of Observation:
 Session:
 Name of Observer:

CUP Club Name/Location:

Number of Learners in

Name of Facilitator (1):

Name of Facilitator (2):

	<ul style="list-style-type: none"> ○ Is receiving informal remedial support at school (i.e. extra teacher support, homework etc) ○ Is receiving formal remedial support in school (i.e. there is a structured remediation program) ○ Other _____ 		
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1.2 Learner Engagement Tool

As mentioned above, don't approach this like a questionnaire. The headings are guides and the questions are suggested probes. Start with the first open ended question – tell me about.... then move to prompts as needed. If learners are struggling to express their feelings, feel free to use a series of faces that they can point to, like this:



You could also conduct this as a focus group discussion or group interview provided the response quality is good and you can capture data for each learner. This approach could be used for one of the data collection points but ideally not all. Feel free to add additional columns as needed.

Questions with Bold *are suggested minimum and also to be repeated for each visit.

Line of Inquiry	Visit One	Visit Two	Visit Three
<p>Recruitment into Catch up Club Tell me about why you come to CUP. How did you learn about catch-up club? How did you start coming to catch up club? Who told you about it?</p> <p>*What do you think Catch up club is about (purpose or meaning to the child)?</p>			

Date of Observation:
 Session:
 Name of Observer:

CUP Club Name/Location:

Number of Learners in

Name of Facilitator (1):

Name of Facilitator (2):

<p>Experience with School: Tell me about school. Do you go to school? When did you last attend school?</p> <p>What did you do when schools were closed? How did you feel about schools being closed? (probe for any continuity of learning)</p>			
<p>Attendance: Tell me about when you come to Catch up club:</p> <p>*Have there been any days you could not come to Catch up club? Why? What happened?</p> <p>Do you feel safe coming to catch up club?</p> <p>Do you have friends who you come with to Catch up Club? Do you have friends that cannot come? (probe).</p>			
<p>Participation and Experience in Catch up club: Tell me about your Catch up club:</p> <p>*How do you feel when you come to Catch up club? (smiley option)</p> <p>What do you like about coming to the Catch up club? What is your favorite part about coming to Catch up club?</p> <p>What don't you like about coming to the Catch up club?</p>		<p><i>Can you tell me what happens in CUP, from when you arrive until you leave? (Tick all mentioned and note any detail the learner shares)</i></p> <ul style="list-style-type: none"> ○ My facilitator greets me by my name ○ We play a game ○ My facilitator shows us the lesson (demonstrates a skill) 	

Date of Observation:
 Session:
 Name of Observer:

CUP Club Name/Location:

Number of Learners in

Name of Facilitator (1):

Name of Facilitator (2):

<p>Have you ever felt sad at catch up club- can you tell me what happened/why? Have you ever felt unsafe at catch up club- can you tell me what happened/why? Have you ever felt happy at catch up club- can you tell me why/what happened? Have you ever felt proud at catch up club- can you tell me why/what happened?</p> <p>If you were going to tell your friend who doesn't come to catch up club about catch up club, what would you say?</p> <p>When you go back home, who do you tell about catch up club? What do you tell them? (Probe for any support/lack of support at home).</p>		<ul style="list-style-type: none"> ○ I practice what was shown by my facilitator ○ My facilitator helps me when I need help ○ My facilitator asks questions to me and my friends ○ I write down what I learn in my notebook/journal ○ My facilitator reads a story ○ I have homework/something to practice at home <p>[Praise the learner for what they shared.]</p>	
<p>Learning, Skills and Progress: Tell me about what you are learning in CUP:</p> <p>*How do you feel about your learning in catch up club? (you can use the smileys- also if learning was mentioned in previous section you can link this, if what was shared was more general, probe specifically about learning) [note this question is not about the content of the learning but the learners perception of progress- take note either way]</p>	<p>Depending on timing of first visit (i.e. if learning just commenced) you could end here.</p>		

Date of Observation:
Session:
Name of Observer:

CUP Club Name/Location:

Number of Learners in

Name of Facilitator (1):

Name of Facilitator (2):

<p>Can you share something you have learned in CUP with me? What have you learned? (Probe for something specific i.e if the learner says about letters, ask which ones? What sound does it make? About numbers, what can you do with numbers? Can you show me? -you can also use the child's notebook or any learning media in the centre to ask questions about what they are learning- be careful not to make it like an assessment or test and if the learner doesn't want or feel able to, assure them it is fine)</p> <p>Do you write things down in CUP/ have a notebook? Can you show me? (Second visit): Do you have a page you are proud of? Why are you proud of this page? [May I take a photo?]</p> <p>If you do not understand something in Catch up Club what do you do?</p> <p>[For those attending school concurrently with CUP] How do you feel about being in school?</p> <p>Is what you are doing in CUP different from what you are doing in school? What is the same? What is different? (if time allows learners could sketch a picture with school on one side and CUP on the other).</p>			
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Date of Observation:
 Session:
 Name of Observer:

CUP Club Name/Location:

Number of Learners in

Name of Facilitator (1):

Name of Facilitator (2):

<p>Learner Trajectories (at end of CUP learning cycle) Tell me about what happened after you finished the CUP lessons?</p> <p>Has anything changed for you because of Catch up Club? Tell me more.</p> <p>Do you think the CUP lessons should continue? Why or why not?</p> <p>If at school- Have the CUP lessons helped you with your school work? How/In what way?</p> <p>Does your teacher give you any extra help with your reading/math? (probe any remedial help in school)</p> <p>Do you have anything else you want to share with me about the catch up club?</p>			
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Facilitator Tool

Facilitator Profile information - This is a replica of the Data sheet from training. Either transpose or quickly confirm details.

Name:	Sex: Male or Female
Name and/or location of your catch up club:	Age: 20-30 31-40 41-50 51+
	Level of Education achieved: Primary Secondary Tertiary
Primary school the catch up club is closest to:	Current Occupation or Livelihood:

Date of Observation:
 Session:
 Name of Observer:

CUP Club Name/Location:

Number of Learners in

Name of Facilitator (1):

Name of Facilitator (2):

How many minutes does it take for you to travel to the Catch up Learning Centre:	Have you volunteered for a World Vision programme before: Yes No
Have you been a reading club facilitator before? Yes No If yes – when was the last time you facilitated a reading club session?	Have you been a teacher before? Yes No If yes, what level/grade did you teach? ECD Early Primary Upper Primary Secondary or above
Do you hold any other role or position in your community? Please describe here:	Are you a parent/guardian? Yes No

Facilitator Engagement Tool (KII)

This could be done individually or with a pair of facilitators in a centre. Try individually at least once.

Line of Inquiry	Visit One	Visit Two	Visit Three
<p>Facilitator experiences</p> <p>Have you been involved in working with children in this community previously? How? What did you do?</p> <p>*How do you feel about being a CUP facilitator?</p> <p>*What have been some of the challenges in this CUP center?</p> <p>*What do you feel is going well?</p> <p>* Are there networks or connections in the community that you have been able to tap into, to seek guidance and</p>			

Date of Observation:
Session:

CUP Club Name/Location:

Number of Learners in

Name of Observer:

Name of Facilitator (1):

Name of Facilitator (2):

<p>support around specific pedagogical challenges or concerns?</p> <p>* Can you describe with specific examples how these local support networks and connections were useful in your role as a facilitator?</p>			
<p>Facilitator Capacity and Support What have you learned as a facilitator? (If the facilitator is a former reading club facilitator) What do you feel is different about CUP? What do you feel is the same?</p> <p>How do you feel about preparing for sessions? What is going well? What is not going so well?</p> <p>Do you feel you could use more support? On what? (Probe on: session planning, session delivery, elements of session delivery (SEL, Focus Lesson, Games, Read Aloud), Specific content/skill area in literacy or numeracy, Documentation/Register. Class management. Community</p>			

Date of Observation:
Session:

CUP Club Name/Location:

Number of Learners in

Name of Observer:

Name of Facilitator (1):

Name of Facilitator (2):

<p>support.) (you can cross reference with MEQA observations in coaching)</p> <p>Do you have anyone you can ask questions to? Do you have anyone you reflect with? Tell me about that.</p> <p>What keeps you motivated to be a facilitator? What challenges your motivation to be a facilitator?</p>			
<p>Learner Experiences: tell me about your learners</p> <p>How do you feel your learners are doing in CUP lessons?</p> <p>What do they enjoy? What do they not enjoy/like less? Why? (probe why the facilitator thinks learners enjoy or don't enjoy – to go deeper than what the facilitators may simply prefer doing).</p> <p>Are there any learners that are doing quite well? How do you know? Are there any learners that are not doing as well? How do you know?</p> <p>[Here you can ask about the selected learners specifically – i.e. how do you</p>			

Date of Observation:
Session:

CUP Club Name/Location:

Number of Learners in

Name of Observer:

Name of Facilitator (1):

Name of Facilitator (2):

feel learner 1 is doing? How is their attendance? How is his or her progress in literacy/numeracy? How do you know? How does he/she respond to/participate in the SEL activities?]			
<p>Relations with Caregivers and Community Tell me about your relations with the caregivers and community.</p> <p>Are the caregivers of the learners involved in the CUP centre? How? In what way? How do the caregivers support learners? (Probe with specific learner names).</p> <p>Are there any challenges with the caregivers support?</p> <p>And the community more broadly - are they involved in the CUP centre? How? Are there any challenges with community when it comes to the CUP club?</p> <p>What do you think could be done to address these challenges?</p>			
<p>Relations with School Tell me about how you interact with the school/ teachers.</p>			

Date of Observation:
Session:

CUP Club Name/Location:

Number of Learners in

Name of Observer:

Name of Facilitator (1):

Name of Facilitator (2):

<p>What kind of support do you get from the school? (Probe in general and with grade-level teachers).</p> <p>Do you have any challenges with the school? What are those challenges?</p> <p>What do you think could be done differently when it comes to the interaction between the school and the CUP Programme?</p>			
<p>Learner Trajectories (to be done at end of CUP learning cycle)</p> <p>How did the end of cycle DAPA go? Please share the results. Were you surprised by anything-what and why?</p> <p>What are the learners you were working with doing now? Have all your CUP learners returned to school? Are they getting any extra support at school (describe)? (follow up with specific learner names)</p>			
<p>Sustainability Do you think anything has changed for the learners because of CUP club? (Describe/Explain these changes)</p>			

Date of Observation:
Session:
Name of Observer:

CUP Club Name/Location:

Number of Learners in

Name of Facilitator (1):

Name of Facilitator (2):

<p>Do you think anything has changed with the community because of CUP club? Describe/Explain these changes.</p> <p>Do you think anything has changed with the school because of CUP club? Describe/Explain these changes.</p> <p>Have you changed because of CUP club? Is there anything you will keep doing or do differently now?</p> <p>What do you think could happen if schools were to close again? Would anything be different this time? Why?</p> <p>What do you hope will keep happening because of CUP? Why?</p> <p>Do you have any suggestions/ recommendations for implementing a CUP programme in future?</p>			
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Date of Observation:
Session:

CUP Club Name/Location:

Number of Learners in

Name of Observer:

Name of Facilitator (1):

Name of Facilitator (2):

Caregiver Key Informant Interview Tool

(THIS IS A REPLICA OF THE LEARNER BIO DATA and OBSERVATION FORM FOR REFERENCE AND TRIANGULATION)

Name of Learner (ID):		Name of CUP club	
Name of Caregiver (ID):		Name of CUP facilitator 1	
Relationship of Caregiver to learner:		Name of CUP facilitator 2	
Consent filed		Name of School	
Learner Date of Birth		Grade of learner in School	
Male/Female		Date of first data collection	
Registered child (Y/N)		Date of learner recruitment to CUP	
Currently enrolled in school (Y/N)		Date of DAPA (learner)	
MVC status/descriptor		Entry assessment level	
Date of Caregiver interview/Home visit		Date of start at CUP sessions	
Observations and Records			
Observations of Caregiver Interview/ Home Visit (include photos and quotes as possible)			

3.1 Caregiver Engagement Tool

Line of Inquiry	Record
<p>COVID 19 impact How has the COVID-19 pandemic affected your household?</p> <p>What have the biggest challenges been?</p>	

Date of Observation:
Session:

CUP Club Name/Location:

Number of Learners in

Name of Observer:

Name of Facilitator (1):

Name of Facilitator (2):

<p>How has this affected your child (Specific learner)? When schools were closed, was your child able to participate in any/ continue their learning in the community or at home? Explain.</p>	
<p>Understanding and Impressions of CUP What about now - is your child continuing their learning? How? (Probe for what is known and impressions of Catch up club). How do you feel about your child attending catch-up club? What about school (if child attending) – how do you feel about your child attending school? How is school going for your child?</p>	
<p>Perceptions of Learning or Progress by Learner Does your child tell you about what they are doing or learning at CUP- what do they say? Have you seen any changes in your child since he/she has been attending catch-up club? Tell me about them. Do you have any concerns or worries about your child participating in catch-up club? Tell me about them.</p>	

Date of Observation:
Session:

CUP Club Name/Location:

Number of Learners in

Name of Observer:

Name of Facilitator (1):

Name of Facilitator (2):

<p>What would/do you say to other caregivers of children of a similar age about CUP?</p>	
<p>Involvement in CUP/Support What do you do to support your child's learning? (note this is leading as most will come up with something when asked this way, thus probe about frequency or degree of that support).</p>	
<p>Learner trajectory & Sustainability Do you think anything has changed for your child because of CUP club? (Describe/Explain these changes)</p> <p>Has anything changed for you as a caregiver because of CUP club?</p> <p>Do you have anything else you want to share about the catch up club in your community?</p> <p>Verify learner outcome.</p>	

Teacher Key Informant Tool

Name of Teacher		Name of School:	
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Date of Observation:
Session:

CUP Club Name/Location:

Number of Learners in

Name of Observer:

Name of Facilitator (1):

Name of Facilitator (2):

Teacher's role (grade, department etc)		Name of CUP center (s)	
Date of Interview (may be more than one)		Location of Interview	
Line of Inquiry	Record		
COVID 19 impact How has the COVID-19 pandemic affected your school? And your class specifically?			
Return to School Do you think children aged 6-9 in your community were/are ready to return to school? Why or why not? Are there any children aged 6-9 in your community who did not/ are at risk to returning to school? Who? Why?			
Literacy/Numeracy/Social Emotional Learning If children have returned to school, what are your impressions of the 6-9 year olds in your school? How are they doing in Literacy (Reading/English)? Numeracy (Math)? How is their social -emotional learning (How are the learners coping with school, socially, emotionally)? <i>Are there any differences between boys and girls? If so, why? Are there any differences for children with disabilities or vulnerable children? If so, why?</i>			

Date of Observation:
Session:

CUP Club Name/Location:

Number of Learners in

Name of Observer:

Name of Facilitator (1):

Name of Facilitator (2):

<p>Perceptions of Catch up Club</p> <p>Tell me about the Catch-up Club in the community near this school. What do you know about it? What do you think of the Catch-up club?</p> <p>What does having a catch up club in your community mean for you as a teacher/head?</p>	
<p>Involvement in Catch up Club</p> <p>Have you been involved with the catch-up club? If so, how?</p> <p>What is going well? What are the challenges?</p>	
<p>School Level Catch Up Initiatives Is your school doing anything to help learners aged 6-9 catch-up? Describe this....</p>	

Date of Observation:
Session:

CUP Club Name/Location:

Number of Learners in

Name of Observer:

Name of Facilitator (1):

Name of Facilitator (2):

Learner Trajectories (end of cycle)

What are your impressions of the learners who participated in the CUP?

Has anything changed with the learners? Tell me more (PROBE about specific learners by name as possible)

Are you offering any remedial support to learners? To who? What kind of remedial support/what does this remedial support look like? (Probe, opening question is leading so dig deeper into who gets support, what frequency, what duration – to assess if meaningful, systematic)

[Use this opportunity to follow up with individual learners as much as possible to triangulate learner outcomes]

Sustainability

If schools were to close again in this community, what will happen? Will anything be different?

Do you think anything has changed in this school because of the CUP programme?

Describe/Explain these changes

Do you think anything has changed in this community because of the CUP programme?

Describe/Explain these changes

Date of Observation:
Session:

CUP Club Name/Location:

Number of Learners in

Name of Observer:

Name of Facilitator (1):

Name of Facilitator (2):

Do you have any suggestions/ recommendations for implementing a CUP programme in future?	
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Community Member Interview Tool

Name of Community Member	
Community Member's Role	
Date of Interview	
Line of Inquiry	Record
COVID 19 impact In the last year, what are the biggest impacts COVID-19 has had on education in your community? Are there any challenges that girl children face in particular? What about boys? Have their situations since changed? How so?	
Return to School Do members of your community have concerns about sending their children back to school? [Probe on readiness to return, lost learning] <ul style="list-style-type: none">• <i>Are any of these different between boys and girls? If so, why?</i>	

Date of Observation:
Session:

CUP Club Name/Location:

Number of Learners in

Name of Observer:

Name of Facilitator (1):

Name of Facilitator (2):

<ul style="list-style-type: none">• <i>Are any of these different for children with disabilities or vulnerable children? If so, why?</i> <p>Are there any children aged 6-9 in your community who did not/ are at risk to returning to school? Who? Why?</p>	
<p>Perceptions and Involvement in CUP Tell me about the Catch-up Clubs - what do you know of the catch-up club programme? How do you feel about the programme/what do you think of the programme?</p> <p>Are you involved in the Catch-Up programme? How? In what way?</p> <p>How have stakeholders in this community supported the Catch Up clubs (probe for specifics of who/roles doing what)?</p>	
<p>Sustainability Do you think that CUP is helping your community? Why/How?</p> <p>Do you think anything has changed with the community because of CUP club? Why/How?</p> <p>If schools were to close again in this community, what will happen? (Probe on young school aged children)</p>	

Date of Observation:
Session:

CUP Club Name/Location:

Number of Learners in

Name of Observer:

Name of Facilitator (1):

Name of Facilitator (2):

<p>Do you have any suggestions/ recommendations for implementing a CUP programme in future?</p> <p>Do you have anything else you want to share about the catch up club in your community?</p>	
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Appendix I – Consent Form Sample

We invite you and your child to participate in a consultation conducted by World Vision International, which has been implementing several activities in your community in the last __ years. This will focus on your child's experience of an educational programme.

Children will do games and discuss questions and share some of what they are learning. The main goal is to understand how they experience catch up learning and this will allow World Vision to design an educational program that can address children's needs.

Confidentiality: Children's answers will be not be associated with their names in any documentation.

Freedom to Refuse Participation: I understand that my child has the right to refuse to answer any of the interviewer's questions.

Questions: Please feel free to ask any questions before signing the consent form or at any time during or after the study.

Contact _____

ADD PHOTO PROTOCOLS

Informed Consent Statement

I, *_[name of guardian]_*, give permission for my child, *_[name of child]_* to participate in the consultation for the "Catch-Up Learning Project". I understand the purpose of the consultation, and all my questions were clearly answered before the consultation. I understand that my child can withdraw from participating or refuse to answer any questions, and his/her identity will be kept confidential. I give this consent voluntarily.

Parent/Guardian Signature: _____

Date:

Date of Observation:
Session:
Name of Observer:

CUP Club Name/Location:

Number of Learners in

Name of Facilitator (1):

Name of Facilitator (2):

Consultation Facilitator Signature: _____

Date:

Date of Observation:
Session:
Name of Observer:

CUP Club Name/Location:

Number of Learners in

Name of Facilitator (1):

Name of Facilitator (2):

TOOL 6 – Observation and Coaching

Tool 4.2- CUP Session Observation and Coaching Tool

Who uses this tool?	When is this tool used?	What is the purpose of this tool?	What are the quality standards
<p>-Program Staff responsible for capacity development of CUP facilitators</p> <p>-Any other stakeholder who can provide technical support to CUP facilitators</p> <p>-M&E teams to verify indicators (listed in purpose)</p>	<p>Once CUP sessions have started. Every Club should be observed and supported within two weeks of commencing sessions;</p> <p>Every Club should be observed and supported at least once every 30 days, and more frequently if possible.</p>	<p>The primary purpose of this tool is to provide real-time, hands-on, supportive feedback to CUP facilitators through coaching.</p> <p>This tool is also used to identify common challenges and successes in the quality implementation of CUP club sessions and design refresher or CUP reflection sessions based upon trends. This tool is also used to measure key M&E indicators including:</p> <ul style="list-style-type: none"> ✓ Proportion of CUP clubs achieving quality standards (Outcome 2) ✓ # of CUP Clubs established meeting minimum standards for safe learning environments (Output) ✓ # of CUP facilitators receiving adequate support (Output) <p>And to Verify:</p> <ul style="list-style-type: none"> ✓ % of CUP clubs where communities are undertaking household visits & referrals and contributing resources (in-kind or otherwise) 	<p>CUP quality is defined as –</p> <ol style="list-style-type: none"> 1. Followed Club Routine; 2. Delivered focus lesson with quality 3. Learner centered environment 4. Preparation and documentation. <p>Minimum standards are indicated for each of the above. A session is considered to have achieved quality if minimums have been observed in each quality dimension.</p> <p>Minimum standards for safe learning environments are CUP clubs that are all of the following:</p> <ul style="list-style-type: none"> ✓ hazard free, ✓ protected from weather, ✓ where children will not be distracted, ✓ with access to safe sanitation <p>Adequate facilitator support is defined as supportive contact at minimum every 30 days.</p>

The following tool is used as a checklist during a session observation. Tick all elements observed. Use the notes to capture additional comments and the feedback provided.

Date of Observation:
 Session:
 Name of Observer:

CUP Club Name/Location:

Number of Learners in

Name of Facilitator (1):

Name of Facilitator (2):

Followed club routine	Carried out focus lesson with quality	Exhibit learner centered environment	Attendance & Preparation	Safe learning environment
<input type="checkbox"/> SEL opening (Warm welcome, Children greeted individually by name) <input type="checkbox"/> Focus Lesson <input type="checkbox"/> Game or Read Aloud <input type="checkbox"/> SEL closing (Facilitators listen positively to children's feedback)	<input type="checkbox"/> Learners in groups of 20 or less <input type="checkbox"/> Lesson is different for Orange and Blue (if applicable) (Model, Coach, Apply) <input type="checkbox"/> Facilitator models (I do) and/or Facilitator does the task with the learners (we do) <input type="checkbox"/> Learners practice without facilitators (you do, or as a group) <input type="checkbox"/> Interaction between facilitator and learners (asking questions, providing feedback) – Minimum 3 questions in focus lesson <input type="checkbox"/> Focus lesson is on a clearly observable learning outcome (eg to count 5 objects, 3 letter sounds)	<input type="checkbox"/> All learners interact with learning material/media (journals, pens/pencils etc) <input type="checkbox"/> Facilitators offer positive feedback/encouragement <input type="checkbox"/> Facilitator encourages each learner to participate	<input type="checkbox"/> Learner attendance was recorded against a register <input type="checkbox"/> At least 80% of registered CUP learners attended <input type="checkbox"/> Learner attendance was differentiated by sex and MVC <input type="checkbox"/> Facilitators reflect and plan together (Evidence is seen) <input type="checkbox"/> Facilitators used a session plan <input type="checkbox"/> Focus lesson follows session progression (Evidence is seen)	<input type="checkbox"/> Hazard free <input type="checkbox"/> Protected from weather <input type="checkbox"/> Children not distracted by external environment <input type="checkbox"/> Access to safe water and sanitation
<input type="checkbox"/> (3/4 minimum,)	<input type="checkbox"/> (4/6 minimum)	<input type="checkbox"/> (2/3 minimum)	<input type="checkbox"/> (4/5 minimum)	<input type="checkbox"/> (4/4 minimum)

OBSERVATIONS: * also note any concerns of corporal punishment or practices unsafe for learners.

COACHING PROVIDED & FOLLOW UP ACTIONS:

Catch-Up Programme: Stakeholder Key Informant Interviews and Case Study Guide

Upon completing the observation, but prior to the debrief, ask each facilitator the following questions:

Facilitator information:
Name: _____ Age: _____ Sex: M / F Level of education: _____ How long have you been a CUP club facilitator: _____ Have you been a volunteer with World Vision programs in this community before: Yes No
Training and Support
Have you participated in training on the Catch-Up Programme? Yes No (Circle one) Have you participated in a CUP facilitators peer group or learning circle? Yes No (Circle one) When last did you participate in a CUP facilitator peer group or learning circle? (Circle one) A week ago, A month ago, More than a month ago, More than 3 months ago, Don't recall. Other than this observation and coaching session, has anyone observed or monitored a session in your CUP club before? Yes No If yes, who observed or supported you CUP club session? WV staff; School stakeholder: Community member, Community leader, Another CUP facilitator, Other_____.
Community Support
What kind of support does this CUP club receive from the community? (Circle all that apply) Resource contributions to the club: Water or food, Learning material, Other material_____ Engaging caregivers - Follow up on attendance, Support to learning at home, Other _____
Most Vulnerable Children
Have any learners from your CUP club been referred for a household visit? Yes No Have any learners from your club been referred for any other kind of support? Yes No If so, describe:_____
Support from School
What kind of support does this CUP club received from the school? (Tick all that apply) <input type="checkbox"/> Teachers provide technical support (literacy or numeracy) <input type="checkbox"/> Learning materials, <input type="checkbox"/> Mobilising caregivers, <input type="checkbox"/> Referring learners, <input type="checkbox"/> Tracking learners in school, <input type="checkbox"/> Remediation of learners in school. <input type="checkbox"/> Other (Specify)_____
Facilitator Feedback
How do you feel about the support you are receiving as a CUP facilitator from: Your Community? Very satisfied Reasonably satisfied Slightly dissatisfied Very dissatisfied. Your local school? Very satisfied Reasonably satisfied Slightly dissatisfied Very dissatisfied World Vision? Very satisfied Reasonably satisfied Slightly dissatisfied Very dissatisfied
Coaching and Debrief

Date of Observation:

CUP Club Name/Location:

Number of Learners in Session:

Name of Observer:

Name of Facilitator (1):

Name of Facilitator (2):

To begin the debrief session, ask the facilitator the following questions (record responses if helpful for you):

What do you think went well with the lesson today?

What didn't work well today? Where did you experience a challenge in today's lesson?

TOOL 7- Learner Tracker Tool

Learner Tracker Tool

Who uses this tool?	When is this tool used?	What is the purpose of this tool?	What are the quality standards
-CUP Facilitators -Program staff, particularly M&E	After completion of every CUP learning cycle.	The primary purpose of this tool is for CUP facilitators to monitor learners' pathways after each learning cycle and refer learners who need support. This tool is also used to measure key M&E indicators including: <ul style="list-style-type: none">• Proportion of CUP learners who successfully transition back to education• # children who complete a CUP club level• # of most vulnerable CUP learners identified and referred for support (by type)• Proportion of children 6-9 years achieving minimum proficiency level in (i) reading and/or (ii) mathematics;	Facilitators fill this tool after each completed learning cycle. Program and M&E staff support on completion.

The tool below is a section of the longitudinal comprehensive learner tracker tool. It is designed to be used within CUP implementation to capture and track key data in a longitudinal format. An excel version is included in the CUP register.

REFER TO THE CUP FACILITATORS GUIDE FOR DETAILED INSTRUCTION TO FACILITATORS

Catch-Up Programme: Stakeholder Key Informant Interviews and Case Study Guide

At the end of each learning cycle (e.g. completing all sessions in a level, such as Blue literacy), learners are assessed using the DAPA. This assessment helps to understand the progress of each learner and to make recommendations of next steps for each learner. This end of level assessment is also very important information for program evaluation and reporting.

The same DAPA used to place learners is used to assess learners at the end of the cycle. The beginning and end of cycle score needs to be compared for each individual learner thus it important that the score is captured/filled in a way that this comparison is possible (e.g. scores are matched to learners).

The **learner tracker tool** is an extension of the register and is used to capture this information.

Learner progress			Learner pathway							
Name	Numeracy Skill attained (0-5)	Literacy Skill attained (0-4)	Note all that apply							
			Move to next CUP level (Y/N & specify)	Repeat a CUP level (Y/N)	Attending school (Y/N)	If yes, grade in school	Receiving unstructured/informal remediation in school (Y/N)	Receiving structured remediation in school (Y/N)	Follow up support recommended?	Comments
EXAMPLE - Moses Moyo	N/A	2	Y - Orange	N	Y	2	Y	N	Yes	Enrolled in school in course of CUP, follow up to next cycle and monitor school attendance
EXAMPLE - Jane Jibu	N/A	4	N	N	Y	2	N	N	No	Completed and gained skills; established in school
EXAMPLE - B B	N/A	1	N -repeat blue	Y Blue	Y	1	Y	N	Yes	Follow up on support in school and at HH (gap in attendance)

In this example, learners have just completed a learning cycle. Facilitators now apply the information on each child to make recommendations on next steps. The DAPA scoring guide below helps in decisions on how individual learners proceed based on their skill levels at the end of a CUP cycle.

The learner progress and pathway tool is used for each CUP club learning cycle.

The information on learner progress and pathway is also used in engagements with the school and with the community in developing the CUP transition plan that outlines the support communities and schools will continue in support of CUP learners.

By the end of the CUP learning cycles, the DAPA data capture form, CUP register and Learner Tracker tools combine into a 'longitudinal' set of data that tells the story of each individual learner.

Date of Observation:
 Session:
 Name of Observer:

CUP Club Name/Location:

Number of Learners in

Name of Facilitator (1):

Name of Facilitator (2):

CUP Session Observation and Coaching Tool

Who uses this tool?	When is this tool used?	What is the purpose of this tool?	What are the quality standards
<p>-Program Staff responsible for capacity development of CUP facilitators</p> <p>-Any other stakeholder who can provide technical support to CUP facilitators</p> <p>-M&E teams to verify indicators (listed in purpose)</p>	<p>Once CUP sessions have started. Every Club should be observed and supported within two weeks of commencing sessions;</p> <p>Every Club should be observed and supported at least once every 30 days, and more frequently if possible.</p>	<p>The primary purpose of this tool is to provide real-time, hands-on, supportive feedback to CUP facilitators through coaching.</p> <p>This tool is also used to identify common challenges and successes in the quality implementation of CUP club sessions and design refresher or CUP reflection sessions based upon trends. This tool is also used to measure key M&E indicators including:</p> <ul style="list-style-type: none"> ✓ Proportion of CUP clubs achieving quality standards (Outcome 2) ✓ # of CUP Clubs established meeting minimum standards for safe learning environments (Output) ✓ # of CUP facilitators receiving adequate support (Output) <p>And to Verify:</p> <ul style="list-style-type: none"> ✓ % of CUP clubs where communities are undertaking household visits & referrals and contributing resources (in-kind or otherwise) 	<p>CUP quality is defined as –</p> <ol style="list-style-type: none"> 5. Followed Club Routine; 6. Delivered focus lesson with quality 7. Learner centered environment 8. Preparation and documentation. <p>Minimum standards are indicated for each of the above. A session is considered to have achieved quality if minimums have been observed in each quality dimension.</p> <p>Minimum standards for safe learning environments are CUP clubs that are all of the following:</p> <ul style="list-style-type: none"> ✓ hazard free, ✓ protected from weather, ✓ where children will not be distracted, ✓ with access to safe sanitation <p>Adequate facilitator support is defined as supportive contact at minimum every 30 days.</p>

The tool below is used as a checklist during a session observation. Tick all elements observed. Use the notes to capture additional comments and the feedback provided.

Date of Observation:
 Session:
 Name of Observer:

CUP Club Name/Location:

Number of Learners in

Name of Facilitator (1):

Name of Facilitator (2):

Followed club routine	Carried out focus lesson with quality	Exhibit learner centered environment	Attendance & Preparation	Safe learning environment
<input type="checkbox"/> SEL opening (Warm welcome, Children greeted individually by name) <input type="checkbox"/> Focus Lesson <input type="checkbox"/> Game or Read Aloud <input type="checkbox"/> SEL closing (Facilitators listen positively to children's feedback)	<input type="checkbox"/> Learners in groups of 20 or less <input type="checkbox"/> Lesson is different for Orange and Blue (if applicable) (Model, Coach, Apply) <input type="checkbox"/> Facilitator models (I do) and/or Facilitator does the task with the learners (we do) <input type="checkbox"/> Learners practice without facilitators (you do, or as a group) <input type="checkbox"/> Interaction between facilitator and learners (asking questions, providing feedback) – Minimum 3 questions in focus lesson <input type="checkbox"/> Focus lesson is on a clearly observable learning outcome (eg to count 5 objects, 3 letter sounds)	<input type="checkbox"/> All learners interact with learning material/media (journals, pens/pencils etc) <input type="checkbox"/> Facilitators offer positive feedback/encouragement <input type="checkbox"/> Facilitator encourages each learner to participate	<input type="checkbox"/> Learner attendance was recorded against a register <input type="checkbox"/> At least 80% of registered CUP learners attended <input type="checkbox"/> Learner attendance was differentiated by sex and MVC <input type="checkbox"/> Facilitators reflect and plan together (Evidence is seen) <input type="checkbox"/> Facilitators used a session plan <input type="checkbox"/> Focus lesson follows session progression (Evidence is seen)	<input type="checkbox"/> Hazard free <input type="checkbox"/> Protected from weather <input type="checkbox"/> Children not distracted by external environment <input type="checkbox"/> Access to safe water and sanitation
<input type="checkbox"/> (3/4 minimum,)	<input type="checkbox"/> (4/6 minimum)	<input type="checkbox"/> (2/3 minimum)	<input type="checkbox"/> (4/5 minimum)	<input type="checkbox"/> (4/4 minimum)

OBSERVATIONS: * also note any concerns of corporal punishment or practices unsafe for learners.

COACHING PROVIDED & FOLLOW UP ACTIONS:

Catch-Up Programme: Stakeholder Key Informant Interviews and Case Study Guide

Upon completing the observation, but prior to the debrief, ask each facilitator the following questions:

Facilitator information:	
Name: _____ Age: _____ Sex: M / F	
Level of education: _____ How long have you been a CUP club facilitator: _____	
Have you been a volunteer with World Vision programs in this community before: Yes No	
Training and Support	
Have you participated in training on the Catch-Up Programme? Yes No (Circle one)	
Have you participated in a CUP facilitators peer group or learning circle? Yes No (Circle one)	
When last did you participate in a CUP facilitator peer group or learning circle? (Circle one)	
A week ago, A month ago, More than a month ago, More than 3 months ago, Don't recall.	
Other than this observation and coaching session, has anyone observed or monitored a session in your CUP club before? Yes No	
If yes, who observed or supported you CUP club session? WV staff; School stakeholder: Community member, Community leader, Another CUP facilitator, Other _____.	
Community Support	
What kind of support does this CUP club receive from the community? (Circle all that apply)	
Resource contributions to the club: Water or food, Learning material, Other material _____	
Engaging caregivers - Follow up on attendance, Support to learning at home, Other _____	
Most Vulnerable Children	
Have any learners from your CUP club been referred for a household visit? Yes No	
Have any learners from your club been referred for any other kind of support? Yes No	
If so, describe: _____	
Support What kind of support does this CUP club received from the school? (Tick all that apply)	
<input type="checkbox"/> Teachers provide technical support (literacy or numeracy)	<input type="checkbox"/> Referring learners,
<input type="checkbox"/> Learning materials,	<input type="checkbox"/> Tracking learners in school,
<input type="checkbox"/> Mobilising caregivers,	<input type="checkbox"/> Remediation of learners in school.
	Other (Specify) _____
Facilitator Feedback	
How do you feel about the support you are receiving as a CUP facilitator from:	
Your Community? Very satisfied Reasonably satisfied Slightly dissatisfied Very dissatisfied.	
Your local school? Very satisfied Reasonably satisfied Slightly dissatisfied Very dissatisfied	
World Vision? Very satisfied Reasonably satisfied Slightly dissatisfied Very dissatisfied	
Coaching and Debrief	
To begin the debrief session, ask the facilitator the following questions (record responses if helpful for you):	
What do you think went well with the lesson today?	
What didn't work well today? Where did you experience a challenge in today's lesson?	

