



CATCH UP PROGRAMME

In low and middle-income countries, around two thirds of children live in learning poverty. Conflict and climate-related crises disrupt the education of millions. Without support, many children continue in learning poverty, struggle to return to school and do not receive the support they need to catch up on their learning, deepening inequalities in the education system. Often, public education systems alone cannot cope.

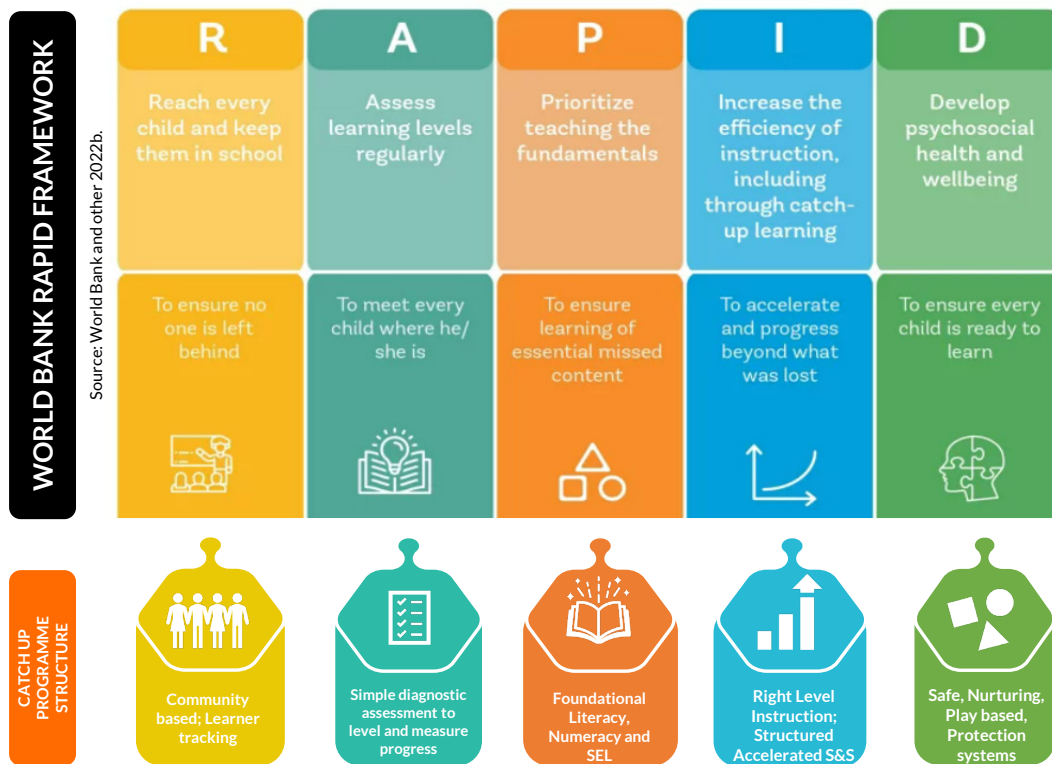
Catch Up Programme

The Catch Up Programme, or CUP, is a community-based approach to support acquisition of early grade foundational literacy, numeracy and social emotional skills in clubs designed to provide safe, play-based, inclusive and carefully sequenced instruction at the right level. Catch Up mobilises communities to support children’s learning, partnering with community facilitators and strengthening partnerships with schools and protection systems to provide holistic support to children at highest risk of learning poverty.

CUP is designed applying best in class evidence aligned with Interagency Network for Education in Emergencies (INEE) and Accelerated Education Working Group standards. Key design features of CUP align with the RAPID framework.

Catch up is delivered in community-based clubs by trained facilitators. Children are selected and placed into levels for CUP using a simple assessment tool, adapted from Pratham’s ASER assessment tool. The CUP curriculum aligns to UNESCO’s Global Proficiency Framework for literacy and numeracy at grade 1 and 2 level.

CUP sessions have been adapted and translated to Spanish, Arabic and Amharic and will soon also be available in French.



Key Results

LEARNING OUTCOMES



CUP pilots in 3 countries, the majority of CUP learners gained literacy skills. In Ghana, 95% of learners made progress. Most entered without recognising letters and were able to read grade-level words by the end of CUP.

Case studies illustrated changes in children's confidence and participation in CUP and in school.

LEARNING EQUITY



In Cambodia, learners with the lowest proficiencies at the start of CUP made the most progress. Boys, on average, entered with the lowest scores and made the greatest gains.

RETURN TO LEARNING



Teachers, caregivers and children report how CUP has supported children to return to school with greater confidence and ability to engage in lessons. CUP facilitators help ensure children in CUP are tracked to return or enroll in school.

"CUP is helping to bridge the gap in learning created by COVID" (Head teacher, Zimbabwe)

SYSTEMS STRENGTHENING

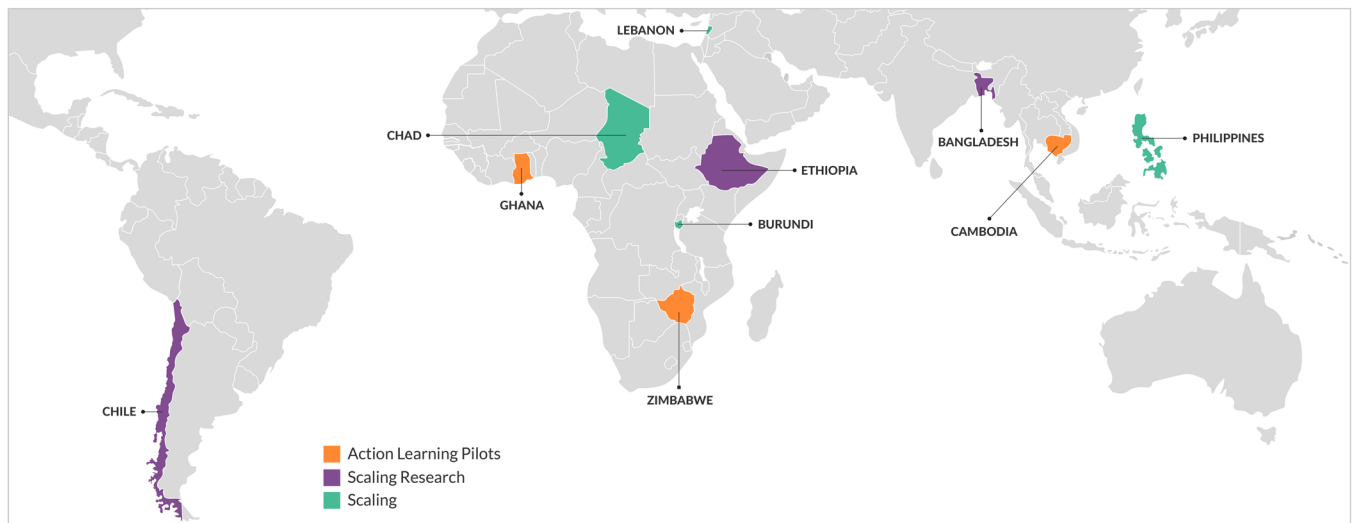


Communities play a significant and meaningful role in bridging gaps and providing effective learning opportunities within local education systems and are particularly well-placed in reaching the most vulnerable. This involvement by communities is relevant not only in crisis situations but in strengthening education systems into the future.

The Catch Up Programme was selected by USAID's Leading through Learning Global Platform as a Promising Practice in accelerated and remedial learning in response to COVID-19 based on an evidence base of impact and moving beyond response measures toward strengthening education systems more broadly.



Where We Work



Programme Profiles

Ethiopia - In Amhara regions affected by conflict and displacement, CUP sessions began in June 2023. 333 children aged 7-11 have enrolled, many of whom have never been to school. Despite security disruptions that led to school and other programme closures in August, community facilitators have continued to offer CUP sessions, providing continuity and a safe space to learn for children.

Chile - In partnership with UNICEF and the Ministry of Education, World Vision is reaching migrant children aged 6-12 in Northern Chile with targeted support to enter the local education system. Children are reached in reception centres, churches and schools, and those assessed with low foundational literacy or numeracy skills participate in Catch Up Clubs that are delivered by dedicated teachers.

World Bank; Sanchez,Alonso; Crawford,Michael F.; Oviedo Buitrago,Maria Eugenia; Ellinore Ahlgren; Arias Diaz,Omar S.; Jaime Saavedra Chanduvi. *Guide for Learning Recovery and Acceleration : Using the RAPID Framework to Address COVID-19 Learning Losses and Build Forward Better (English)*. Washington, D.C. : World Bank Group. <http://documents.worldbank.org/curated/en/099063023145523057/P17857701e1a0a0e008dc00c2c22f619135>

For more information: <https://www.wvi.org/our-work/education>