

Perspectives on Implementing Catch-Up Programme for Foundational Reading, Writing and Numeracy Skills in Luapula Province, Zambia.

Prof Annie Penda PhD, Dr Samakao Misheck, Mwale Joseph Kwame, Mwebela Fridah, Dr Gondwe Colious, Namakau Noyoo, Songiso Mutafela

Kwame Nkrumah University, Kabwe, Zambia

DOI: <https://doi.org/10.47772/IJRISS.2026.100800545>

Received: 26 August 2026; Accepted: 31 August 2026; Published: 11 September 2026

ABSTRACT

The acquisition of foundational reading, writing and numeracy skills is essential for learners' progression through the education system. The Catch-Up Programme was introduced to address learning gaps among learners who have not acquired foundational competencies at the expected levels. This study explored the perspectives of four school administrators and two District Education Board Secretaries (DEBS) regarding the implementation, effectiveness, sustainability and policy alignment of the Catch-Up Programme in selected schools in two districts Lunga and Mansa districts in Luapula Province, Zambia. A qualitative approach was employed, using unstructured interviews with school administrators and DEBS. The data were subjected to thematic analysis, with attention to recurring patterns concerning programme effectiveness, leadership, assessment, resource provision, monitoring, staffing, funding, policy alignment and contextual barriers. The findings indicate that administrators and DEBS generally perceived the programme as an effective remedial intervention that has contributed to improvements in learners' reading, writing and numeracy competencies and broader academic performance. Administrators associated effectiveness with teaching learners according to their learning levels, continuous assessment, trained teachers, local language and locally available learning materials and direct learner-teacher contact. DEBS perspectives further indicated that district-level leadership, mentorship, monitoring, reporting and coordination contributed to implementation fidelity. However, implementation was constrained by inadequate staffing, limited learning materials, insufficient dedicated funding, teacher transfers, limited classroom space, absenteeism associated with fishing and farming activities, long distances, transport difficulties and perceptions of Catch-Up as an additional workload. Although respondents considered the programme broadly aligned with national educational aspirations concerning quality education, literacy, numeracy, inclusion and education for all, they consistently called for stronger institutionalisation, dedicated policy support, sustainable funding and teacher incentives. The study concludes that the Catch-Up Programme has considerable potential to strengthen foundational learning, but its long-term effectiveness depends on moving from programme-based implementation towards stronger institutional and system-level integration to being a policy.

Keywords: Catch-Up Programme, foundational learning, literacy, numeracy, school administrators, DEBS, Zambia

INTRODUCTION

Foundational learning provides the basis upon which learners develop more advanced academic competencies. Reading, writing and numeracy are particularly important because difficulties in these areas can affect learners' ability to participate successfully in subsequent stages of schooling. The Catch-Up Programme in Zambia was developed as a remedial mechanism intended to address learning gaps by focusing on learners' actual levels of competence rather than relying exclusively on their grade placement.

The attached literature review indicates that the Catch-Up Programme in Zambia uses the Teaching at the Right Level (TaRL) approach, whereby learners are assessed and grouped according to their learning levels. The programme was introduced to address persistent weaknesses in literacy and numeracy and was

subsequently scaled to Luapula Province. The programme therefore represents an intervention intended not merely to provide additional instructional time but to deliberately address foundational learning deficits.

The literature identifies continuous assessment, differentiated instruction, teacher support, contextual adaptation and monitoring as important elements of remedial programmes. It further identifies administrator engagement as important for resource mobilisation, teacher support, programme monitoring and sustainability. The literature specifically notes that administrators play an important role in aligning remedial programmes with school improvement priorities and national policy.

In Luapula Province, the Catch-Up Programme is particularly important because the programme operates within contexts characterised by differences in school resources, staffing, learner attendance and geographical accessibility. The data show that school administrators and DEBS perceive the programme as addressing significant learning gaps in reading, writing and numeracy. However, they also identify conditions that may weaken implementation when institutional support is inadequate.

Statement of the Problem

Despite efforts to improve foundational learning, some learners progress through the primary school system without acquiring basic reading, writing and numeracy competencies. For instance, studies in Zambia have identified widespread foundational learning gaps, particularly in rural provinces where school resources and teacher support are limited (World Bank, 2022). The Catch-Up Programme provides a structured response to these learning gaps by grouping learners according to their competency levels and providing targeted remedial instruction.

However, the effectiveness of an educational intervention cannot be separated from the institutional conditions under which it is implemented. The collected data indicate that the programme is operating in environments affected by staff shortages, teacher transfers, limited learning materials, inadequate classroom space, insufficient funding, learner absenteeism and contextual pressures associated with fishing and farming activities. Administrators also indicated that some teachers perceive Catch-Up as additional work, particularly where there are no clear incentives.

Consequently, the problem is not simply whether Catch-Up can improve foundational skills, but whether the institutional and administrative conditions surrounding its implementation are sufficient to maintain and expand those improvements. For example, Chirwa (2021), in Lusaka, Zambia found that, administrators noted benefits of Catch-Up programs but flagged monitoring and resource constraints. Understanding the perspectives of administrators and DEBS is therefore important because these actors are responsible for school-level leadership, supervision, resource coordination, monitoring and district-level implementation.

Purpose of the Study

The purpose of the study was to explore school administrators' and District Education Board Secretaries' perspectives on the role of implementation, effectiveness, sustainability and policy alignment of the Catch-Up Programme for foundational reading, writing and numeracy skills in selected schools in Luapula Province, Zambia.

Research Objective

The specific objective addressed in this article was:

To establish administrators' and DEBS' perspectives on the implementation, effectiveness, sustainability and policy alignment of the Catch-Up Programme for foundational reading, writing and numeracy skills.

Research Question

What are the perspectives of school administrators and DEBS regarding the implementation, effectiveness, sustainability and policy alignment of the Catch-Up Programme for foundational reading, writing and numeracy skills?

METHODOLOGY

Research Approach and Design

The study adopted a qualitative approach. This approach was appropriate because the study sought to understand how administrators and DEBS interpreted the effectiveness, implementation challenges and sustainability of the Catch-Up Programme within their institutional contexts.

The study used unstructured interviews to obtain detailed accounts from school administrators and district-level education leadership. The research methodology identifies qualitative interviews as one of the instruments used to capture stakeholder perceptions of Catch-Up implementation.

Participants

The analysis presented in this article is restricted to the responses of school administrators responsible for Catch-Up implementation and DEBS respondents. The school-level respondents were identified in the transcription as Administrator 1, Administrator 2, Administrator 3 and Administrator 4, while district-level respondents were identified as DEBS respondents.

The decision to focus only on administrators and DEBS enables the article to examine the programme from the perspective of those responsible for leadership, supervision, monitoring, resource coordination and institutional implementation.

Data Collection

Unstructured interviews were used to obtain participants' perspectives concerning four interconnected areas: programme effectiveness, sustainability, policy alignment and implementation challenges. The interviews allowed respondents to explain changes they had observed, describe institutional mechanisms supporting the programme and identify barriers to implementation.

The unstructured interviews: was conducted with administrators, and district education board secretaries to gather insights on the roles, contextual factors, and effectiveness of Catch-Up program of reading, writing and numeracy skills. The interviews explored administrators' perspectives on implementation and sustainability, and district officials' views and generated practical recommendations for improving program design, execution, and scalability in Zambia

Data Analysis

The interview data were analysed thematically. The analysis involved identifying recurring ideas across administrator and DEBS accounts, comparing school-level and district-level perspectives, grouping related statements into themes and interpreting the relationships between implementation conditions and programme outcomes.

Five major themes emerged:

1. Catch-Up as an effective mechanism for strengthening foundational skills;
2. Leadership, assessment and monitoring as implementation mechanisms;
3. Sustainability through institutionalisation and system support;
4. Resource, staffing and contextual constraints; and
5. Policy alignment and the need for institutionalisation.

The analysis goes beyond description by examining how these themes interact to shape implementation.

PRESENTATION OF RESEARCH FINDINGS

Catch-Up as an Effective Mechanism for Strengthening Foundational Skills

A strong theme across administrator and DEBS interviews was that Catch-Up was perceived as an effective intervention for addressing foundational learning gaps. Administrators repeatedly characterised the programme as an intentional remedial intervention aimed at learners experiencing difficulties in reading, writing and numeracy.

Administrator 1 described the programme as an intentional remedial intervention designed to improve reading, writing and arithmetic skills among Grades 3–5 learners. The administrator further explained that the programme had helped learners progress from recognising letters and sounds to reading words, paragraphs, sentences and stories. The respondent attributed this progress partly to the Teaching at the Right Level approach, which enables learners to receive instruction corresponding to their actual learning level.

This finding is significant because it suggests that administrators did not perceive Catch-Up merely as additional teaching time. Rather, they viewed it as a targeted pedagogical mechanism for addressing specific learning deficits. Administrator 2 similarly described Catch-Up as an intentional remedial programme whose purpose was to close performance gaps and enable children to read, write and perform numeracy competently.

The DEBS perspective reinforces this interpretation. One DEBS respondent described the current state of foundational learning in the district as a “success story”, explaining that the programme was addressing reading, writing and basic calculation gaps among Grades 3–5 learners. The respondent also noted that the programme was designed with clear contents, methods and target outcomes, while locally designed learning materials and assessment tools were considered appropriate to learners’ contexts.

The evidence therefore indicates that the perceived effectiveness of Catch-Up is associated with intentionality, level-based instruction and targeted remediation. The programme appears to work by identifying learners who have not acquired expected competencies and directing additional instructional attention towards those competencies.

Evidence of Improvement in Learner Performance

Administrators associated Catch-Up with improvements not only in foundational skills but also in wider school performance. Administrator 1 reported that overall school performance increased from 60% in 2022 to 63% in 2023 and 83% in 2025, with the respondent attributing these changes mainly to the implementation of Catch-Up. The same administrator reported improvements in learner confidence, classroom performance and competency levels.

Although such administrator-reported performance changes should not automatically be interpreted as causal evidence, they are important as evidence of how school leadership perceives the programme's contribution. The administrator linked improvements to the programme's focus on foundational competencies and its level-based instructional approach.

Administrator 4 similarly reported improvement in overall school performance, indicating movement from approximately 40% to 60%, while acknowledging that exact figures were in school records available. The administrator also observed improvement in performance at higher levels of schooling.

The implication is that administrators perceive foundational learning as a cumulative educational investment. Improvements in reading, writing and numeracy are not regarded as isolated outcomes; rather, they are seen as competencies that enable learners to perform better in subsequent grades.

The DEBS perspective similarly linked foundational learning to higher-level academic performance. The district-level account indicated that learner performance at Grades 7 and 9 had improved and that strengthening foundational literacy and numeracy contributed to improved performance at higher grades.

Leadership, Assessment and Monitoring as Mechanisms of Implementation

The data demonstrate that effective implementation was closely associated with leadership. Administrators described their responsibilities in terms of supervision, mentoring, organising resources, monitoring learner progress and coordinating with district authorities.

Administrator 1 explained that the school administration supported, supervised and mentored the programme and worked with the DEBS office to address implementation challenges. The DEBS office was reported to provide mentorship, teaching and learning materials, capacity building, monitoring, supervision, grants, guidelines and staffing support.

This suggests that programme implementation is not simply a classroom process. It is a multi-level organisational process in which school leadership and district structures influence whether the intervention is maintained.

Assessment was another important mechanism. Administrators reported that learners were assessed using baseline assessment before enrolment and that those performing below expected levels were identified and enrolled in Catch-Up. Midline assessments were also used to identify learners requiring continued support. The end line assessment was used to identify learners who managed to break through.

At district level, DEBS respondents described systematic monitoring through school reports, learner assessment records, performance data and physical school inspections. One DEBS explained that the district used reports, assessment tools, pupil performance scores and teacher statistics to inform decision-making.

The analytical significance of this finding is that assessment functions as both an instructional and administrative mechanism. At classroom level, it identifies learners requiring support; at school level, it helps administrators monitor progress; and at district level, it generates evidence for decision-making and accountability.

Sustainability Requires Institutional Ownership

Administrators generally considered the programme sustainable, but their explanations reveal that sustainability was conditional rather than automatic.

Administrator 1 regarded Catch-Up as sustainable because it had become part of existing school programmes, used level-based activities and was supported through teacher orientation, retraining, monitoring and school meetings. The administrator also indicated that learners below expected assessment standards could be continuously identified and enrolled.

Administrator 2 similarly viewed the programme as capable of sustaining itself because of school leadership, review meetings, resource provision, monitoring and performance appraisal. The school used observation forms, monthly trackers, level registers, baseline, midline and endline assessments and reporting systems to follow learner progress.

At district level, sustainability was associated with coordination among DEBS, schools, cooperating partners and the Ministry of Education. DEBS respondents described district-level mentorship, coaching, supervision, monitoring, training and support as central to programme continuity.

However, the evidence also reveals a tension. Administrators described Catch-Up as sustainable while simultaneously identifying conditions that threaten its sustainability. These included teacher shortages, transfers, inadequate learning materials, insufficient funding, limited classroom space and teacher attitudes towards additional workload.

This means that sustainability should not be understood simply as the programme continuing to operate. Rather, sustainable implementation requires institutional ownership, adequate staffing, routine assessment, leadership commitment, resource availability and integration into ordinary school systems.

Staffing and Teacher Workload as Major Implementation Constraints

Staffing emerged as one of the strongest threats to effective implementation.

Administrator 3 reported that the programme was sustainable but not fully so because of critical shortages of classroom teachers. The administrator also cited trained teachers going on leave, limited numbers of trained teachers, classroom shortages and negative attitudes resulting from workload pressures. Staff transfers were also reported to disrupt programme continuity.

Administrator 4 similarly reported that sustainability was threatened when trained teachers were transferred without replacement. The administrator explained that the programme became particularly difficult when trained teachers left the school because of transfer.

At district level, DEBS respondents confirmed that staffing was a major implementation risk. The DEBS perspective identified staffing, teaching, funding and leadership vision as major risks to sustainability.

The problem is therefore structural rather than merely individual. Where schools already operate with teacher shortages, adding Catch-Up activities without additional personnel or workload recognition may weaken teacher commitment and reduce programme fidelity.

The administrators consequently recommended teacher incentives, including Catch-Up allowances, double-class allowances and payroll-based incentives.

Funding and Learning Materials

Funding and material shortages constituted another important barrier. Administrators indicated that Catch-Up does not always receive a distinct funding stream and that inadequate resources make it difficult to provide teaching and learning materials consistently.

One administrator identified inadequate learning materials, limited funding and weak policy support regarding remuneration as threats to programme implementation.

DEBS respondents similarly identified the need for new funding lines, improved materials and stronger logistical support. The district-level perspective specifically referred to water transport and fuel allocations as areas requiring attention.

This finding is particularly important because the programme is designed to use level-based and practical activities. Its effectiveness therefore depends on the availability of materials that enable these approaches to be implemented consistently.

The data also reveal that local resources can reduce dependence on expensive materials. Administrators reported the usefulness of locally available materials and the programme's ability to operate with relatively limited financial resources once trained teachers and learning aids are available.

Thus, the evidence suggests a dual resource reality: local materials contribute to programme feasibility, but sustained implementation still requires systematic funding for training, materials, transport, staffing and supervision.

Geographical and Socioeconomic Contexts Affect Implementation

The administrators and DEBS also highlighted contextual conditions specific to the implementation environment.

Learner absenteeism associated with fishing and family movements was identified as a significant barrier. Administrators reported that fishing activities, family responsibilities and other seasonal movements due to floods affected learner attendance and consequently interrupted Catch-Up sessions.

DEBS respondents further identified long distances travelled by learners to reach schools and the resulting learner fatigue as implementation challenges. Transfers of teachers were also identified as disrupting programme continuity.

These findings demonstrate that programme implementation cannot be separated from the socioeconomic and geographical realities surrounding schools. A well-designed intervention may still produce inconsistent results where learners are unable to attend regularly or trained personnel are repeatedly moved.

Consequently, strengthening Catch-Up requires not only pedagogical solutions but also context-responsive administrative planning.

Policy Alignment and the Need for Institutionalisation

Administrators and DEBS generally perceived Catch-Up as consistent with national educational priorities. Administrator 1 reported that the programme aligned with the Ministry of Education Competence-Based Curriculum as well as education for all, quality education, inclusion and equality.

Administrator 4 similarly considered the programme consistent with quality education, education for all, inclusivity and the Competence-Based Curriculum because of its emphasis on performance and results.

The DEBS perspective was even more explicit. One respondent stated that Catch-Up aligned well with national educational policies and the Competence-Based Curriculum, particularly because it supports literacy and numeracy benchmarks. However, the respondent argued that policy structures and systems needed strengthening as a stand-alone policy.

Another DEBS respondent argued that Catch-Up should be institutionalised within the Zambian education system and supported by consistent incentives and rewards.

This reveals an important distinction between policy alignment and policy institutionalisation. Respondents generally agreed that Catch-Up supports existing educational objectives. However, alignment alone was considered insufficient. They called for dedicated policy support, clearer structures, funding, incentives and integration into mainstream education systems.

Expansion of the Scope of Catch-Up

Administrators and DEBS respondents also argued that the programme's scope should be expanded.

Administrators recommended extending Catch-Up beyond Grades 3–5 and incorporating it across more grades, with some specifically proposing implementation from Grades 1–7. They also recommended the inclusion of English and additional learning areas to local language.

One DEBS respondent similarly proposed the addition of English, science and practical survival content to strengthen creativity and broaden the programme's contribution to learners' development.

The request for expansion should, however, be interpreted carefully. The data demonstrate strong perceived benefits within foundational reading, writing and numeracy, but expanding the programme without addressing staffing, funding and training could increase implementation pressures.

Therefore, expansion should occur alongside institutional strengthening, rather than simply increasing the number of grades or subjects covered.

DISCUSSION AND INTERPRETATION OF FINDINGS

The findings indicate that administrators and DEBS perceive Catch-Up as more than a remedial teaching intervention. It functions as an organisational mechanism for identifying learning deficits, allocating instructional support, monitoring learner progress and mobilising school and district leadership around

foundational learning. This finding is partially in line with Tembo (2020), in Lusaka, Zambia who stated that, administrators highlighted the need for training and supervisory support to ensure program quality. This is because the current finding perceived the programme as remedial and functions as an organisational mechanism while the study by Tembo focused on training and supervisory support only which were also highlighted by the current study.

The strongest evidence of effectiveness comes from the convergence of school and district perspectives. Administrators described improvements in reading, writing and numeracy and associated these improvements with level-based instruction and continuous assessment. DEBS respondents similarly perceived improvements in foundational learning and wider academic outcomes. This convergence strengthens the interpretation that the programme is perceived as making a meaningful contribution to foundational learning. As noted by IPA (2017), effective programmes “target children at their actual learning level,” leading to accelerated skill acquisition (p. 5). Empirical findings also indicate that learners in the programme demonstrate improved competency levels and increased classroom participation (UNICEF, 2023).

However, the findings also reveal that perceived effectiveness exists alongside implementation fragility. The programme can produce positive outcomes where trained teachers, assessment systems, leadership support and learning materials are available, but these gains are threatened by staffing instability, teacher transfers, inadequate funding, workload pressures and learner absenteeism.

The findings therefore suggest that implementation capacity mediates the translation of programme design into learning outcomes. A technically appropriate intervention cannot achieve its intended outcomes consistently if the institutional environment cannot sustain its implementation.

A second important interpretation concerns leadership. Administrators did not merely describe themselves as managers of Catch-Up. They identified themselves as supervisors, mentors, resource coordinators and champions of the programme. DEBS respondents similarly described their roles in monitoring, mentoring, reporting, inspection and district coordination. This indicates that leadership is embedded throughout the implementation chain. This is similar to the findings of VVOB, (2024) who stated that, effective implementation requires robust monitoring mechanisms

The evidence also shows that assessment has become central to implementation. Learners are identified through assessments, grouped according to performance and monitored through baseline, midline and endline processes. At district level, assessment information contributes to decision-making. Thus, assessment operates as a feedback mechanism connecting learner performance with administrative action.

A third interpretation concerns sustainability. Administrators’ claims that the programme is sustainable are qualified by repeated references to shortages, transfers and funding constraints. Sustainability therefore appears to depend on institutionalisation rather than project continuation. The programme is more sustainable when it becomes part of normal school routines, when teachers are trained locally, when assessments are routinely conducted and when district structures provide continuing supervision.

The administrators’ and DEBS’ call for Catch-Up to become a stand-alone policy or to be formally institutionalised is consequently analytically significant. It reflects recognition that programme sustainability cannot depend indefinitely on individual school leaders, cooperating partners or temporarily available resources.

Finally, the findings show that foundational learning must be considered within its broader context. Fishing, farming, family responsibilities, geographical isolation and transport challenges influence attendance and staff availability. These contextual factors demonstrate that improving foundational learning requires system-level responses extending beyond classroom pedagogy.

CONCLUSION

The study found that school administrators and DEBS generally perceive the Catch-Up Programme as an effective intervention for improving foundational reading, writing and numeracy skills. The programme is

viewed as particularly valuable because it addresses learners according to their learning levels, uses assessment to identify learning gaps and provides targeted remedial support.

The findings also indicate that administrators and DEBS regard leadership, monitoring, mentorship, teacher training and assessment as essential implementation mechanisms. The programme's perceived contribution extends beyond foundational competencies to learner confidence and wider academic performance. Nevertheless, implementation remains vulnerable to inadequate staffing, teacher transfers, insufficient learning materials, limited funding, inadequate classroom space, teacher workload, learner absenteeism, fishing and farming pressures, geographical challenges and insufficient institutional incentives. Although the programme is considered broadly aligned with national educational objectives, administrators and DEBS argue that stronger policy institutionalisation is required. The evidence therefore supports a transition from a programme-oriented model towards a more integrated system approach in which Catch-Up becomes an established component of foundational learning provision.

RECOMMENDATIONS

Based on the perspectives of administrators and DEBS, the following were the recommendations to:

1. Institutionalise Catch-Up within the education system. The programme should be strengthened through formal policy structures rather than relying primarily on individual schools or temporary programme arrangements.
2. Provide dedicated and predictable funding. Funding should support learning materials, teacher training, monitoring, transport and all implementation requirements.
3. Strengthen staffing. More teachers should be deployed to schools implementing Catch-Up, particularly schools experiencing high enrolments and teacher shortages.
4. Introduce appropriate teacher incentives. Catch-Up responsibilities should be recognised through payroll-based or system allowances or other formal incentives, particularly where the programme creates additional workload.
5. Strengthen continuous professional development. Catch-Up competencies should be incorporated into teacher preparation such as colleges and universities and continuing professional development so that implementation does not depend on a small number of trained teachers.
6. Protect programme continuity during teacher transfers. Transfers of trained teachers should be accompanied by timely replacement and orientation of incoming teachers.
7. Strengthen district monitoring and mentorship. DEBS and district education structures should continue providing supervision, coaching, mentorship and feedback using assessment and reporting data.
8. Integrate Catch-Up into normal school schedules. Administrators repeatedly recommended that Catch-Up should be treated as a normal component of school programming rather than an additional activity outside ordinary schooling.
9. Address contextual barriers to attendance. District and school-level planning should consider seasonal fishing, farming, transport and geographical conditions that interfere with learner attendance.
10. Consider carefully managed expansion. Expansion to additional grades and inclusion of English and other learning areas should be accompanied by sufficient staffing, materials, training and funding.

LIMITATIONS OF THE STUDY

This article is deliberately limited to the perspectives of school administrators and DEBS. Consequently, the findings do not represent the perspectives of learners, teachers or other stakeholders. The findings are also

based on participants' reported experiences and perceptions; therefore, reported improvements in school performance should be interpreted as programme positive impact in the study area only and only generalised in similar situations in Zambia and Sub-Sahara Africa.

The study nevertheless provides important insight into the institutional and administrative conditions that shape implementation of foundational learning interventions.

CONFLICTS OF INTEREST

The author declares no conflicts of interest.

ACKNOWLEDGEMENTS

This study is funded by ESSA and the REAL Centre (Grant reference: FLAFRICA001) with financial support from the Gates Foundation and Global Partnership for Education Knowledge and Innovation Exchange (GPE KIX). The research team extends sincere appreciation to the Ministry of Education, District Education Board Secretaries, school administrators in Luapula Province for their cooperation and participation throughout the study

REFERENCES

1. Chirwa, M. (2021). *Catch-Up programme outcomes and implications for foundational learning and remedial education in Zambia*. Lusaka, Zambia: University of Zambia Press.
2. Innovations for Poverty Action. (2017). *Catch Up pilot using Teaching at the Right Level methodology: Process monitoring report*. <https://www.poverty-action.org>
3. Tembo, S. (2020). *Factors influencing literacy development among primary school learners in Zambia*. Lusaka, Zambia: University of Zambia Press.
4. United Nations Children's Fund. (2023). *Final baseline evaluation report: Catch-Up programme in Zambia*. Lusaka, Zambia: United Nations Children's Fund
5. VVOB— Education for Development. (2024). *Zambia – Catch Up: Researching lessons learnt*. <https://www.vvob.org>
6. World Bank. (2018). *World Development Report 2018: Learning to realize education's promise*. World Bank.