ADEA DOCUMENTARY STORYLINE

Introduction

- The documentary begins with a story from Zambia, focusing on a child (Learner A).
  - Scenes that capture the selected learner in their home environment
- Scenes of Learner A’s home life can be interspersed with interview shots with the learner’s parents
  - Parents can speak about the following:
    ■ Initial challenges that the learner faced with foundational literacy and numeracy skills
    ■ Changes in the child after Catch Up started
    ■ How are the parents engaging with the learner’s education and progress
- Transitioning to the school setting:
  - Document Learner A’s interactions and activities during Catch Up sessions i.e. Zambia’s TaRL program.
  - Use this section to introduce TaRL through visuals and interviews with teachers.
  - The focus remains on Learner A and actors in his or her environment/ Catch Up journey.

Diving into the TaRL approach

- In this section, our focus will shift to the technical aspects of the TaRL approach and its adaptation:
  - how it’s been tailored to suit the needs of children like Learner A why it’s effective, and the methodologies employed. We’ll explore the success factors that make this approach work.
  - Individuals who can be interviewed for this include:
    ■ TaRL Africa and VVOB Staff; Master Trainers and Mentors supporting TaRL interventions in Zambia; etc.
- We can use existing footage/B-roll to complement the narratives in this section

Reach and Spread of TaRL Across Sub-Saharan Africa

- In this section, we can outline: 1) Government Buy-In and 2) Spread of TaRL
● To show government buy-in:
  ○ We can feature interviews with senior officials who will articulate the vision for Zambia and Côte d'Ivoire's education system.
  ○ These actors will provide insights into national strategies around TaRL
  ○ Interviews will be brought to life by b-roll footage from these contexts
● Include voices from other implementers and partners.
  ○ To show reach across Francophone, East Africa, and Angola, we can feature interviews with partners from different language contexts - sharing one key feature about their TaRL programming/expansion
  ○ Partners may also comment on evidence/learning outcomes
  ○ Subtitles will be added to non-English interviews
● Reflections/voices about TaRL implementation can be overlaid with graphics of learning outcomes data to illustrate a program's achievements.

Way forward

● This segment will underscore the overall policy messaging and the collaborative efforts to improve learning outcomes in different regions.
● We can end with an inspiring message from Learner A and other powerful voices featured before
● B-rolls and footage showing happy, well-adjusted learners and teachers can be an impactful way to end the documentary.