

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.