Community-Led Learning (CLL) Implementation Guide

Introduction

This handbook outlines the key steps to implement the Community-Led Learning (CLL) initiative.

It is designed to be used by local government and other people intending to implement CLL, and is accompanied by a number of detailed additional resources (see text box), some of which can be found in the Annexes to this handbook.

There is no single model of CLL – this guide should help you think about what may work best in your context and communities, and share examples of what has been tried already.

The SESIL team are available to provide technical advice in your efforts to establish CLL and help early grade children improve their literacy and numeracy levels. Contact: Joshua.Wakabi@mottmac.com or Aggie.Nakirya@mottmac.com.

Additional resources available to accompany this handbook:

- *Identifying Communities and CLFs, Guide for LGs and Sub-Counties (Annex A)*

- *Community Learning Facilitators' Training Handbook (Annex B)*

- *Community Learning Facilitators' lesson handbook* (in local languages)

- Memory card, designed to be used with basic mobile phones, with audio visual files

- Sample CLL monitoring and reporting sheets *(Annex C)*

Steps for implementing CLL

1. Agree on how to implement CLL
2. Identify communities
3. Identify Community Learning Facilitators
4. Train Community Learning Facilitators
5. Identify learners
6. Support CLFs to run lessons
7. Run CLL lessons
8. Complete cycle of CLL lessons and go to Step 5

STEP 1 Agree on how to implement CLL

Outcome: Local Governments are ready to sensitise sub-counties and parishes to launch CLL

Suggested activities:

✓ Agree on how to get started on CLL, including how to manage the process, eg whether CLL committees should be established

✓ Agree on how to select communities (See *Step 2*)

✓ Agree on how to select the volunteers who will run the CLL classes, the Community Learning Facilitators (See *Step 3*),

✓ Agree on what the support model should be for the volunteers (See *Step 6*). For example, how can volunteers be facilitated?

✓ Agree on how to select eligible learners (See *Step 5*)

Things to consider:

• Who should be consulted in the design of CLL in the LG?

• Which components of the existing CLL model could be adopted or adapted? What other approaches should be introduced?

• What are the main costs of implementation, and how will these costs be met?

• What are the most sustainable approaches?

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- A CLL Implementation Committee (CIC) of approx. 7 people can be established in each Parish/Ward supervised by the SAS (assisted by CDO).
- The Parish Chief, LC2 and LC1 chairpersons within each parish/ward will make up the CIC

Extracted from: *Identifying Communities and CLFs, Guide for LGs and Sub-Counties (Annex A)*

9 Key roles of CLL implementation committees:

1. Sensitize parents on CLL, their roles as well as the contributions of the community at large via door-to-door visits;

2. Identify the possible location of the learning centres and assess venues for their suitability for learning (in consultation with parents/communities and schools);

3. Explain the selection process of eligible learners to participate in the placement tests;

4. Identify and register the potential target learners within their parish/ward to participate in the CLL, in consultation with schools and families;

5. Commission setting up of learning centre management committees (if required) in all learning centres in the parish/ward by parents;

6. Schedule timing of CLL classes in consultation with learning centre management committees;

7. Select and allocate volunteers CLFs to the groups of learners in their communities/parish;

8. Monitor and supervise implementation of CLL at the parish level;

9. Submit CLL implementation progress reports to sub county

STEP 2 Identify communities

Outcome: Communities are ready to lead the starting activities of CLL

Suggested activities:

✓ LGs identify sub-counties and hold orientation meeting on CLL – outlining the CLL model and the roles and expectations of those involved

✓ SASs/CDOs oversee the sensitisation of communities by mobilising parish chiefs, LC2 and LC1 chairpersons in their sub county / division

✓ CLL implementation committees established (if appropriate) at parish level to lead the community level sensitisation activities

Things to consider:

• How will the communities that need CLL be identified? Who will do this?

• How will communities be sensitised to CLL so they understand their roles and responsibilities?

• Who will do this and how will it be organised?

• What are the costs and how will they be met?

Supporting resources: *Identifying Communities and CLFs, Guide for LGs and Sub-Counties (Annex A)*

Guidance on identifying communities

Suggested selection criteria for communities:

1. Availability of P1 – P3 learners in government primary schools

2. Ability of the sub-county / division to mobilise communities

3. Absence of any similar projects by other partners in the sub county/division

4. Ability for community structures to monitor and supervise implementation of CLL

Extracted from: *Identifying Communities and CLFs, Guide for LGs and Sub-Counties (Annex A)*

STEP 3 Identify Community Learning Facilitators (CLFs)

Outcome: Motivated, available, safe and capable CLFs have been selected for every target centre and are ready to be trained (step 4).

Suggested activities:

- ✓ LGs orient communities on how to select CLFs during sensitisation

- ✓ Communities nominate CLFs

- ✓ Parishes interview CLFs and check background to ensure children will be safe (see guidance on *interview questions on safeguarding*)

Things to consider:

- How will the CLFs be identified?

- How can you make sure there are no safeguarding risks to children with the CLF?

- Who will check the CLFs and how will it be organised?

- Will CLFs be expected to sign agreements?

- What are the costs and how will they be met?

Supporting resources: *Identifying Communities, CLFs and Learners, Guide for LGs and Sub-Counties (Annex A)*

Guidance on identifying CLFs

Key roles of CLFs

- ✓ Conduct CLL classes

- ✓ Ensure observance of Covid and Ebola guidelines at the CLL centres/venues

- ✓ Assess and keep a record of learners' progress

- ✓ Report CLL implementation status/progress

- ✓ Ensure child protection and safeguarding at the CLL centres/venues

Criteria for CLFs

- ✓ At least O' level education
- ✓ If a trained teacher, should be retired or unemployed but not working in a school
- ✓ Resident within the target village/parish/ward, preferably women
- ✓ Confirmed availability for the entire CLL cycle of 8 months from date of engagement
- ✓ References of good conduct from the community members, including **written LC reference**
- ✓ Good child protection record and demonstrated commitment to child safeguarding – with a letter of recommendation from the LC/Police

Selection approach:

- The CLF is nominated/proposed for consideration to the CLL implementation committee by parents or guardians (community members). The nominations is made during the door-to-door community mobilisation visits by CLL committee members. An advert for interested candidates can also be put out in (markets/churches etc) for those interested to apply.

- CLF nominations/candidates are checked through the LC system with support of the parish chief following the set selection criteria.

- CLFs are subjected to **oral interviews** for assessing the CLFs with emphasis on safeguarding before final selection. The oral interviews is conducted at parish level by panels of 3 representatives from the CLL committee (assisted by either or both the SAS and CDO, if available).

Extracted from: *Identifying Communities and CLFs, Guide for LGs and Sub-Counties (Annex A)*

Guidance on CLF interview questions on safeguarding

Examples of questions to ask CLFs

- What would you do if you were concerned about another CLF's behaviour towards children?
- What makes a CLL centre safe and caring place? What can you do to make it safe?
- Mention some of the things you will do to protect children.
- Tell us what you have done in the last 12 months to actually improve child protection in your village/community.
- Give an example of where you have had to deal with use of abusive language or a fight between learners. What was the result? Who did you involve and why?
- Give an example of how you will handle a learner whose behaviour is not good at the CLL centre.
- How do you define an appropriate CLF – learner relationship?
- Give examples of what you would consider to be inappropriate behaviour between a CLF and a learner.
- What would you do if a child reported to you that an adult had behaved inappropriately towards them?

Positive indicators of responses

- Awareness of child protection principles/laws.
- Strong examples of own experiences of developing/ strengthening/ embedding child protection policies and/or practices.
- Proactive and committed to safeguarding – sees it as part of the day job, not an 'add on'.
- Prepared to challenge working practices and colleagues if necessary.
- Willingness and eagerness to work with others to improve safeguarding.
- Self-awareness of impact on others.
- Awareness of appropriate boundaries and behaviour.
- Appreciation of the differences in levels of appropriateness when dealing with adults and children.
- Appreciation of the challenges involved with working with children.
- Strong examples of own experiences dealing with difficult or vulnerable situations in an appropriate manner.
- Self-management when dealing with difficult or emotional situations.

Extracted from: *Identifying Communities and CLFs, Guide for LGs and Sub-Counties (Annex A)*

STEP 4 Train Community Learning Facilitators (CLFs)

Outcome: CLFs are ready to deliver CLL

Suggested activities:

- ✓ LGs agree on training model for CLFs

- ✓ LGs organise and deliver the training

- ✓ Suggested content:

  - ✓ Overview of CLL

  - ✓ Child safeguarding

  - ✓ Starting CLL (including running the placement test)

  - ✓ How to use the teaching materials including checking understanding

  - ✓ Any reporting requirements and next steps

Things to consider:

- • What model of training would work best:

  - • Training of trainers to train CLFs?

  - • LGs train groups of CLFs directly?

  - • LGs use existing CLFs to train CLFs (peer-to-peer)?

- • Who is going to lead the trainings?

- • Where will the trainings take place?

- • How long will it take?

- • What resources are required?

- • What are the costs and how will they be met?

Support resources: *CLF Training Handbook (Annex B); CLF lesson handbook;* **Memory Card with audio visual files**

Example of CLF Training Timetable

Day/Time	Session details
Day 1 **08.00 – 08.10**	**Arrival and registration (Day 1)**
08.10 – 08.30	**Welcome, introduction and aims of the induction**
08.30- 11.00	**Session 1: CLL overview - what, why, and the roles of different people**
Day 2 **08.00 – 08:10**	**Arrival and registration (Day 2)**
08.10 – 10:10	**Session 2: How to use the CLL handbook**
10:10 – 11:00	**Session 3: How to conduct a CLL lesson**
Day 3 **08.00 – 08:10**	**Arrival and registration (Day 3)**
08:10 – 10:00	**Session 3: How to conduct a CLL lesson (continued)**
10:00 – 11:00	**Session 4: Checking understanding – using the learner tracker**

Day/Time	Session details
Day 4 **08.00 – 08.10**	**Arrival and registration (Day 4)**
08.10- 09.00	**Session 4: Checking understanding – using the learner tracker (continued)**
09.00 – 11.00	**Session 5: Conducting the placement test (continued)**
Day 5 **08.00 – 08:10**	**Arrival and registration (Day 5)**
08:10 – 9:00	**Session 5: Conducting the placement test (continued)**
09.00 – 09:50	**Session 6: Child safeguarding**
09.50 – 11.30	**Session 7: Reporting requirements, peer-to-peer reflection meetings and next steps**
Day 6 **(optional)** Time TBC	**CLL centre visit and lesson observation hosted by existing CLF**

Extracted from: *CLF Training Handbook (Annex B)*

STEP 5 Identify learners

Outcome: The children who need CLL lessons most have been selected in all target communities

Suggested activities:

- ✓ Communities and schools (if there is a school in the community) identifies learners, based on agreed criteria.

- ✓ Communities invite learners to take a one-to-one placement test conducted by CLFs. Learners with the lowest levels of literacy and numeracy are selected.

- ✓ Communities and CLFs ensure there are not more than 25 learners per CLL centre to ensure effective learning can take place.

- ✓ CLFs/Communities communicate to families which children have been selected.

Things to consider:

- How can communities ensure that the number of learners do not exceed 25 per CLL class?

- Which grades should be prioritised?

- Should children not in government primary schools (eg in private schools, or out of school) be eligible?

- How can girls be prioritised?

Supporting resources: *Identifying Communities and CLFs, Guide for LGs and Sub-Counties (Annex A); CLF Training Handbook (Annex B); CLF lesson handbook;* Memory Card with audio visual files

Guidance on identifying learners

Suggested selection criteria for learners:

1. Focus on girls (minimum of 50%)

2. Residents of target village

3. Enrolled in P1-P3 in government school

4. Aim for 20-25 learners per class

5. Must have the lowest scores in literacy and numeracy based on the placement test

STEP 6 Support CLFs to run CLL lessons

Outcome: CLFs are motivated, supported and monitored

Suggested activities:

✓ Agree on how to motivate the CLFs and any other people involved (eg cash or in kind)

✓ Communities agree on timetables for CLL lesson delivery and send the selected children to lessons for up to 8 months

✓ Communities, LGs and schools (if they are close to the centre) support implementation – including ensuring there is a safe centre of CLL lessons

✓ Communities and LGs monitor implementation, checking CLF and learner attendance

Things to consider:

• How can CLFs be motivated without receiving money?

• What potential sources of funds exist to support CLFs (if required)?

• What are the costs every month and how will they be met?

• What is the process for making payments?

• What monitoring and reporting is required?

• What is the process if a CLF drops out?

• Are there members of the community who can support/mentor the CLF in teaching?

Supporting resources: *CLL monitoring and reporting forms (Annex C)*

Breaking down the costs of CLFs
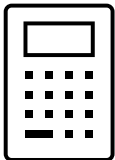
If it is agreed that CLFs should receive a monthly stipend, then the following example is for guidance:

	(UGX)
If the *monthly* stipend of one CLF is:	50,000
Then for 8-months (ie one cycle of CLL lessons), that CLF will cost:	400,000
If the target for a sub-county is 20 CLFs, the total cost for 8-months will be:	8,000,000
If the aim is to reach 2 sub-counties equally in a LG, the total cost in the LG for CLFs will be:	**16,000,000**
This means the monthly cost for CLFs in the LG will be:	**2,000,000**

STEP 7 Run CLL lessons

Outcome: Children attending CLL lessons improve their literacy and numeracy levels

Suggested activities:

- ✓ CLFs review lesson handbook and prepare for literacy and numeracy lessons.

- ✓ CLFs teach a 1-hour lesson, based on the detailed lesson guide in the CLF lesson handbook.

- ✓ CLFs check attendance and learning using the tracker in the lesson handbook.

- ✓ CLFs decide whether to move on to the next lesson, or repeat the lesson, based on the number of learners who demonstrated the lesson objectives.

- ✓ CLFs should teach no more than two, one-hour lessons (with a break in the middle) in one day.

Things to consider:

- What resources are required for the lesson, and how can they be cost-free?

- What proportion of children are learning the target lesson competences? (eg is *reading,* rather than writing, improving)

- What should CLFs do if attendance of learners is irregular?

- What should CLFs do if the learning centre is inadequate (eg because of rain)

Supporting resources: *CLF Training Handbook (Annex B); CLF lesson handbook;* **Memory Card with audio visual files**

STEP 8 Complete cycle of lessons and identify new learners

Outcome: Communities understand how much children attending CLL have improved their literacy and numeracy; more children have an opportunity to access CLL.

Suggested activities:

✓ CLFs conduct end of cycle tests as a final assessment of progress of learners

✓ CLFs report results to local primary school

✓ Communities decide whether to run a new cycle of CLL lessons for new learners. If so, communities identify a new cohort of learners by returning to Step 5.

Things to consider:

• How will LGs collect the placement-exit (before and after) test data?

• What should be the criteria for the next cohort of learners?

• Should learners who have not demonstrated improvement have a second chance to access CLL?

Supporting resources: *CLF Training Handbook (Annex B); CLF lesson handbook;* **Memory Card with audio visual files**

Community Led Learning (CLL) Initiative

Identifying Communities and Community Learning Facilitators (CLFs)

Guide for LGs and Sub-Counties

Introduction

This guide is for sensitising people involved in the roll-out of CLL and covers the following topics:

- ✓ The Community led learning (CLL) approach (slide 3)
- ✓ Why CLL is needed (slide 3)
- ✓ The importance of child safeguarding in CLL (slide 4)
- ✓ What the proposed CLL model entails (slides 5)
- ✓ CLL implementation procedure guidelines (slides 6 - 7)
- ✓ The tasks and roles of the District / Urban LGs, SAS / CDOs, CLL Implementation Committees and parents / communities, local primary schools and mentor teachers (slides 8 - 13)
- ✓ The selection criteria and identification process for Community Learning Facilitators (slide 14-15)

What is the CLL approach?

❑ The CLL approach enables pupils to continue learning (in-person) at times when they are not in school

❑ CLL is remedial or extra classes

❑ SESIL's CLL approach is community-driven and led by Community Learning Facilitators (CLFs)

Why is CLL important?

❑ Schools were closed due to Covid and much learning time was lost. P1-P3 children were out of school for close to two years when schools opened in January 2022. Closing schools has mostly affected already disadvantaged children (e.g. girls, children from poor, rural, hard-to-reach areas)

❑ Even when children are attending school most children perform poorly, below the expectations of the curriculum (e.g. PLE results, NAPE, Uwezo)

❑ THEREFORE: CLL is necessary to enable pupils to catch up with learning

What is child safeguarding; why is it important in CLL? [slide 4]

What is Child safeguarding?

❑ Safeguarding is taking actions to promote the welfare and safety of children and vulnerable adults and protect them from harm.

❑ Child safeguarding is protecting children from abuse or exploitation

❑ Safeguarding involves creating a culture and system that promotes the welfare and safety of children

❑ It involves effectively reporting and managing cases of harm to children.

❑ All CLL activities must **DO NO HARM** to children and vulnerable adults and actively protect them.

Why is safeguarding important in CLL?

❑ Safeguarding is central to what we do and to our values. Everyone deserves to be treated with respect.

❑ Children need to be protected from any harm or violence for them to be able to learn well at the CLL centres.

❑ Different forms of violence against children (beating, caning, inappropriate language, sexual abuse, neglect, labour) have persisted, so action must be taken

❑ Parents and communities have a role in ensuring their children are safe on their way to and from CLL centres.

❑ **THEREFORE**: Child safeguarding is important because children should experience a safe, positive and encouraging learning environment whether in the CLL centre or at home. All those involved in CLL have an obligation to create awareness on prevention of violence and explain clear reporting channels at the village / parish / subcounty / district.

What does the CLL approach entail? [slide 5]

❑ Available for P1-P3 learners in target communities selected via initial placement tests

❑ Selection criteria for eligible learners

➢ **Focus on girls** (minimum of 50%)

➢ Residents of target village

➢ Enrolled in P1-P3 in government schools

❑ CLFs will be identified within target communities by parents/guardians, schools, and CLL Implementation Committees

❑ Emphasis on identifying and encouraging **women volunteer teachers** (CLFs)

❑ CLFs will receive initial training

❑ CLFs will receive ready to use pre-planned and prepared lessons covering basic literacy and numeracy competences and AV digital materials uploaded on memory cards to play through basic mobile phones

❑ CLFs will each teach small classes of max. 25 learners as per social distancing guidelines. CLFs can teach more than one class.

❑ Classes will be taught when children are not in school, at suitable times and venues, identified by and agreed within target communities by parents/ guardians, CLL Implementation Committees and Centre Management Committees

❑ Each class of up to 25 learners will attend 4 one-hour classes per week - one hour each for literacy and numeracy twice a week

❑ Delivery of CLL will be at the community level, through established LG structures and through the CLL (parish) implementation committees + centre management committees that will be established, if appropriate

❑ Officials to work with at LG and community level include:

➢ District/Mun/City – CAO/TC, DEO/MEO & DIS/MIS, DCDO, Probation Officer

➢ Sub-County/Division – SAS, CDO, Parish Chief

➢ Community – LC1 & LC2 Chairpersons, CLL implementation committees and centre management committees

❑ NOTE: There will be scope to involve other stakeholders such as VHTs / CCTs if they express an interest and can support at zero cost. This will be determined by each respective LG.

❑ Leadership / oversight of the CLL will be at the District/Mun/City LG;

❑ Supervision of CLL implementation will be at the sub-county/ division led by SAS assisted by CDO;

❑ Monitoring of CLL implementation will be at parish/ward

CLL implementation procedure: Guidelines 2 [slide 7]

❑ Day-to-day support and management at learning centre level will be by the centre management committees

❑ CLL implementation committees will be established in each new Parish/ Ward and centre management committees will be established at ALL learning centres

❑ CLL implementation committees will each be composed of approx. 7 members: LC2 and the relevant LC1 Chairpersons (approx. 4 people), Parish Chief, and CLFs' Rep (this could be any motivated and willing CLF)

❑ Centre Management Committees will each be composed of approx. 5 parents of learners currently at the centre, including at least 3 women. The members will elect a chair from amongst themselves.

❑ Willingness of each LG to implement CLL will be a precondition for eligibility to participate.

❑ The new sub counties and new parishes/ wards per sub county in each LG will be selected by the respective District/Municipal/City LG. There are 4 key selection criteria:

1. Availability of P1 – P3 learners in government primary schools

2. Ability of the sub-county / division to mobilise communities

3. Absence of any similar projects by other partners in the sub county/division

4. Ability for community structures to monitor and supervise implementation of CLL

Tasks of District / Urban LGs [slide 8]

❑ Once selected each district/ municipal/ city LG will engage, sensitize and mobilize the relevant new sub-county/division officials (i.e. SAS/ CDO/ Parish Chief) and trained lower primary teachers NOT on the government pay roll resident within the selected sub counties/divisions.

7 key roles of LGs:

1. Introduce CLL and why it is necessary to new SAS/CDO/Parish Chiefs;

2. Commission the establishment of CLL Implementation Committees in new parishes/ wards by SAS/ CDO/ Parish Chiefs;

3. Task the sub county/division officials to obtain new communities' /parents' active involvement and support via CLL Implementation Committees and Centre Management Committees;

4. Outline key expectations from each stakeholder (e.g. roles of parents and communities, SESIL, LG, sub-county/division, CLL Implementation Committee, Centre Management Committee etc.)

5. Explain the criteria, selection process and facilitation for CLFs (see slide 13), CLL implementation committee members and mentor teachers

6. Explain to trained teachers not on GoU payroll their role to mentor CLFs;

7. Sensitize community on the Covid rules and child safeguarding

❑ District/ Municipal/ City LG officials will mobilize both via radio and in-person. They will (i) sensitize the community via radio about CLL, Covid rules, social distancing and child safeguarding as well as the roles of parents and communities; (ii) engage in-person with SAS/CDO/Parish Chiefs and trained teachers resident within the sub counties/divisions selected

12 key roles of SAS/CDOs:

1. Mobilise new parish chiefs, LC2 and LC1 chairpersons in their sub county/division;

2. Oversee setting up of CLL implementation committees (CIC) in each new parish/ward;

3. Explain the CLL approach to new CICs, and why it is necessary;

4. Explain to new CICs their key roles;

5. Commission identification of target learners, volunteer CLFs and location of learning centres in new communities

6. Task the CICs to obtain new communities' active involvement and support by setting up centre management committees

7. Explain roles of all stakeholders (parents and communities, sub-county/division LG, centre mgt. committee, etc.)

8. Explain the criteria, selection process and facilitation for CLFs (see slide 13), CICs and mentor teachers

9. Sensitize communities on the Covid rules and child safeguarding, as well as how to report and follow-up on cases. This will be done in coordination with district/ municipal/ city LG officials.

10. Monitor and supervise implementation of CLL at the respective Sub County/parish levels;

11. Review CLL reports submitted by CLL implementation committees and take appropriate actions as required;

12. Submit monthly CLL update reports to DEO

Tasks of CLL Implementation Committees [slide 10]

- A CLL Implementation Committee (CIC) of approx. 7 people can be established in each Parish/Ward supervised by the SAS (assisted by CDO).
- The Parish Chief, LC2 and LC1 chairpersons and a Mentor Teacher's (MT's) representative within each parish/ward will make up the CIC

9 Key roles of CLL implementation committees:

1. Sensitize parents on CLL, their roles as well as the contributions of the community at large via door-to-door visits;

2. Identify the possible location of the learning centres and assess venues for their suitability for learning (in consultation with parents/communities and schools);

3. Explain the selection process of eligible learners to participate in the placement tests;

4. Identify and register the potential target learners within their parish/ward to participate in the CLL, in consultation with schools and families;

5. Commission setting up of learning centre management committees in all learning centres in the parish/ward by parents;

6. Schedule timing of CLL classes in consultation with learning centre management committees;

7. Select and allocate volunteers CLFs to the groups of learners in their communities/parish;

8. Monitor and supervise implementation of CLL at the parish level;

9. Submit CLL implementation progress reports to sub county

9 Key roles of Parents:

1. Cooperate with the CLL Implementation Committee to identify possible location and venues of suitable learning centres;

2. Ensure their learning centre has soap and water for handwashing, and is safe and secure for learners;

3. Support the CLL Implementation Committee to identify/vet volunteer CLFs;

4. Cooperate with the CLL Implementation Committee in setting up a centre management committee at their learning centre

5. Identify their own child/children that qualify to participate in the placement tests;

6. Send their children that qualify to do the placement test when instructed to and thereafter to attend classes once the child is selected as eligible to participate in CLL;

7. Provide selected children with a face mask, an exercise book and pen / pencil, and something to sit on – e.g. mat, stool

8. Monitor implementation of CLL at the learning centre level (in partnership with the centre mgt. committee) and at home; e.g. by participating in observing lessons, ensuring CLFs conduct all designated classes, ensuring their children regularly attend lessons, checking their children's classwork and homework, checking for their child/children's understanding.

9. Escort their child safely to and from school and monitor children's' safeguarding at the learning centre including reporting and following up on cases.

How CLL can work with schools [slide 12]

CLL was first started during the time schools were closed during the Covid-19 pandemic. It was designed therefore to keep some learning going for early grade learners to stop them falling further behind. Now schools have re-opened, CLL can still play an important role in recovering lost learning and helping children from falling behind which was happening to very many even before Covid-19. Schools and CLL can work together and support each other to improve learning.

Things schools can do

1. Identify children in P1 to P3 that have failed to establish very basic literacy and numeracy. They could do this by giving the simple CLL test
2. Provide classroom space for the CLL class to take place if the school is close enough to the CLL community
3. Provide a Mentor Teacher to help the CLF, though this must not interfere with the teachers normal teaching
4. Remind CLL children to go to their CLL classes on the right days
5. Ask the children how they are getting on
6. Follow up with parents if children are not attending
7. Schools should have copies of the CLL manual.

Things CLF / Community can do

1. Inform the school which children are attending CLL
2. Tell the school how classes are going and report any difficulties or problems they may be having with particular children
3. Ask for support from teachers at the school if they have a particular difficulty with any of the lessons or managing their CLL classes
4. Give the school the results of the end of cycle assessment tests so schools know how their pupils have done and where they might still need more support
5. If the CLF has time, ask the school if it would be helpful to the teachers if they came into school to help with normal classes as a teacher assistant

The role of MT in supporting CLL lesson delivery [slide 13]

The main roles of a MT in CLL delivery are to:

i. Provide ongoing guidance, motivation, emotional support, and role modelling to CLFs, to improve their CLL lesson delivery to help children learn.

ii. Be available to support and advise a CLF when they need it, delivering that support in a way that makes sense to the CLF, and always keeping the CLF's best interests in mind.

iii. Ensure child safeguarding and safety of learners and observance of COVID 19 SOPs at the CLL centres/venues (in collaboration with the CLFs and centre management committee);

iv. Ensure that a CLF assesses and records the learners' competences in literacy and numeracy effectively;

v. Report weekly the CLF mentoring update and CLL implementation status/progress observed from the visits conducted

vi. Support in the establishment and induction of Centre Management Committees where necessary

CLFs Assessment Criteria and Selection Process [slide 14]

Key roles of CLFs

- ✓ Conduct CLL classes

- ✓ Ensure observance of Covid and Ebola guidelines at the CLL centres/venues

- ✓ Assess and keep a record of learners' progress

- ✓ Report CLL implementation status/progress

- ✓ Ensure child protection and safeguarding at the CLL centres/venues

Criteria for CLFs

- ✓ At least O' level education
- ✓ If a trained teacher, should be retired or unemployed but not working in a school
- ✓ Resident within the target village/parish/ward, preferably women
- ✓ Confirmed availability for the entire CLL cycle of 8 months from date of engagement
- ✓ References of good conduct from the community members, including **written LC reference**
- ✓ Good child protection record and demonstrated commitment to child safeguarding – with a letter of recommendation from the LC/Police

Selection approach:

- The CLF is nominated/proposed for consideration to the CLL implementation committee by parents or guardians (community members). The nominations is made during the door-to-door community mobilisation visits by CLL committee members. An advert for interested candidates can also be put out in (markets/churches etc) for those interested to apply.

- CLF nominations/candidates are checked through the LC system with support of the parish chief following the set selection criteria.

- CLFs are subjected to **oral interviews** for assessing the CLFs with emphasis on safeguarding before final selection. The oral interviews is conducted at parish level by panels of 3 representatives from the CLL committee (assisted by either or both the SAS and CDO, if available).

Guidance on CLF interview questions on safeguarding [slide 15]

Examples of questions to ask CLFs

- What would you do if you were concerned about another CLF's behaviour towards children?
- What makes a CLL centre safe and caring place? What can you do to make it safe?
- Mention some of the things you will do to protect children.
- Tell us what you have done in the last 12 months to actually improve child protection in your village/community.
- Give an example of where you have had to deal with use of abusive language or a fight between learners. What was the result? Who did you involve and why?
- Give an example of how you will handle a learner whose behaviour is not good at the CLL centre.
- How do you define an appropriate CLF – learner relationship?
- Give examples of what you would consider to be inappropriate behaviour between a CLF and a learner.
- What would you do if a child reported to you that an adult had behaved inappropriately towards them?

Positive indicators of responses

- Awareness of child protection principles/laws.
- Strong examples of own experiences of developing/ strengthening/ embedding child protection policies and/or practices.
- Proactive and committed to safeguarding – sees it as part of the day job, not an 'add on'.
- Prepared to challenge working practices and colleagues if necessary.
- Willingness and eagerness to work with others to improve safeguarding.
- Self-awareness of impact on others.
- Awareness of appropriate boundaries and behaviour.
- Appreciation of the differences in levels of appropriateness when dealing with adults and children.
- Appreciation of the challenges involved with working with children.
- Strong examples of own experiences dealing with difficult or vulnerable situations in an appropriate manner.
- Self-management when dealing with difficult or emotional situations.

SESIL
STRENGTHENING EDUCATION SYSTEMS
FOR IMPROVED LEARNING

Community Learning Facilitators' Training Handbook

PART 1

CLF INDUCTION MATERIALS

Basic principles and guidance for CLF Induction

The <u>five sessions</u> for new CLFs' induction will be held in a designated centre for each cluster of new CLFs. The designated centres will be distributed across the new target sub counties in each urban/rural LG in West Nile and Eastern Uganda.

At each session, the existing CLF from a nearby CLL pilot sub county will take lead to enable the discussion by ALL the CLFs to happen.

As a **CLF**, please ensure:

1. That you are familiar with each session's purpose and content *prior* to the session, so that you can confidently and quickly get involved in the discussion after the brief introduction by the existing CLF.
2. That **before you start** each session you read through and think about the questions provided, relating to the session, that you should be looking to get answers to during the session and that you should be able to answer by the end of the session.
3. That **at the end** of each session you take time to read through the questions provided, relating to the session, and check to see if you can answer them (and if you cannot answer them then you are encouraged to go back and review the material)
4. That you stick to time! The exiting CLF should guide new CLFs out of discussions where agreement is hard to reach and move conversations on if they become stuck!
5. That ***All*** voices are important – make sure that discussions are not dominated by the existing CLF or a few loud voices among the new CLFs.
6. Existing CLFs are responsible for ensuring any notes from all the sessions are clearly captured and retained for reference.

Be prepared before the session

ALL voices are equal

Support discussion but don't allow a single debate to dominate

Gender balance (as far as possible!)

Record dissent but don't let it overrule the majority view

Stick to time!

CLF Induction Timetable

Day/Time	Session details
Day 1 08.00 – 08.10	**Arrival and registration (Day 1)**
08.10 – 08.30	**Welcome, introduction and aims of the induction**
08.30- 11.00	**Session 1: CLL overview - what, why, and the roles of different people**
Day 2 08.00 – 08:10	**Arrival and registration (Day 2)**
08.10 – 10:10	**Session 2: How to use the CLL handbook**
10:10 – 11:00	**Session 3: How to conduct a CLL lesson**
Day 3 08.00 – 08:10	**Arrival and registration (Day 3)**
08:10 – 10:00	**Session 3: How to conduct a CLL lesson (continued)**
10:00 – 11:00	**Session 4: Checking understanding – using the learner tracker**

Day/Time	Session details
Day 4 08.00 – 08.10	**Arrival and registration (Day 4)**
08.10- 09.00	**Session 4: Checking understanding – using the learner tracker (continued)**
09.00 – 11.00	**Session 5: Conducting the placement test (continued)**
Day 5 08.00 – 08:10	**Arrival and registration (Day 5)**
08:10 – 9:00	**Session 5: Conducting the placement test (continued)**
09.00 – 09:50	**Session 6: Child safeguarding**
09.50 – 11.30	**Session 7: Reporting requirements, peer-to-peer reflection meetings and next steps**
Day 6 (optional) Time TBC	**CLL centre visit and lesson observation hosted by an existing CLF**

Aims of the Induction

By the end of the induction the new CLFs will understand:

❑ The Community led learning (CLL) approach

❑ Why CLL is needed

❑ The importance of their role in child safeguarding in CLL

❑ The roles of the different stakeholders in CLL delivery

❑ Their role as CLFs in CLL delivery

❑ How to conduct the placement test in the first CLL lesson

❑ How to use the CLL handbooks

❑ How to conduct a CLL lesson:

   - preparing to teach, materials you will need to teach, knowing what the learners should be able to do by the end of the lesson;

   - introducing the lesson, teaching the main body of the lesson, closing the lesson with checking for the learners' understanding

❑ How to keep track of what the learners' have learned or are able to do, and to report

❑ How do organise and conduct a peer-to-peer reflection meeting once lessons commence

Session 1: CLL overview and the roles of different stakeholders

Preparation before the session

✓ *Before you go through the slides* on CLL overview and the roles of different stakeholders **read through and think about** the questions below relating to the session
✓ *During the session* you should be looking to **get answers** to these questions
✓ *By the end* of the session you should **be able to answer** these questions
✓ *If you cannot answer* these questions, then you are encouraged to **go back and review the session material again**

Focus Questions:

- What is the abbreviation 'CLL' in full?
- Why is this approach to children's learning called CLL?
- Why is it necessary to implement CLL in your community?
- What are the key stakeholders in CLL delivery at community level that you will work with?
- What are your four main roles in CLL delivery?

Session 1: What is CLL and why is it necessary?

What is CLL?

❑ CLL is an approach that enables pupils to continue learning (in-person) at times when they are not in school

❑ CLL is a form of remedial or extra classes

❑ CLL complements the learning opportunities that are available in school, via radio, or via self-study materials

❑ SESIL's CLL approach is community-driven and led by Community Learning Facilitators **(CLFs)**

Why is CLL important?

❑ Prior to schools closing due to COVID-19 most children were already underperforming (i.e. NAPE, Uwezo, PLE)

❑ Since schools closed much learning time has been lost. P1-P3 children will have been out of school for almost two years when they resume

❑ Schools closures have disproportionately affected children who are already marginalised (e.g. girls, children from poor, rural, hard-to-reach areas)

❑ Relatively few children are benefitting as much as planned from the remote learning opportunities put in place by GoU (e.g. radio, TV and self-study materials)

❑ THEREFORE: CLL is necessary to enable pupils to catch up with lost learning

❑ Two aims of CLL: (i) to keep children learning whilst schools were closed due to COVID; (ii) to provide additional opportunities after schools reopen to recover lost ground.

The roles of the different stakeholders in CLL delivery

❑ CLL is an initiative of the Ministry of Education and Sports, funded by UK Government and implemented by Cambridge Education/Mott MacDonald through the SESIL project

❑ CLL is implemented at the community level through CLFs with the support of the parents, the LC system at the village/cell and parish/ward levels, and the Local Government at the sub county/division and district/municipality/city levels

❑ CLFs will work with the following officials at Local Government and community levels:

• Sub-County/Division level – SAS, CDO, Parish Chief

• Community level – LC1 & LC2 Chairpersons, learning centre management committee members, mentor teachers

❑ A CLL implementation committee will be established in each new parish/ward, and a centre management committee will be established at each CLL learning centre

❑ CLL implementation committees will each be composed of approx. 7 members: LC2 and the relevant LC1 Chairpersons (approx. 4 people), Parish Chief, and a CLFs' Rep (this could be any motivated and willing CLF)

❑ The centre management committees will each be composed of approx. 5 parents of learners currently at the CLL learning centre, including at least 3 women. The members will elect a chair from amongst themselves.

❑ The centre management committee will provide day-to-day support and management of the CLL learning centre

❑ The CLL implementation committee will monitor CLL implementation in that parish/ward, and coordinate with all the centre management committees within that parish/ward

The role of CLFs in CLL delivery

The main roles of CLFs in CLL delivery are to:

i. Conduct a minimum of 16 one-hour CLL classes per month. Each class will have 20 learners. (NOTE: that is equal to a minimum of two hours of literacy lessons and two hours of numeracy lessons every week);

ii. Ensure child safeguarding and safety of learners and observance of social distancing/SOPs at the CLL centres/venues (in collaboration with the centre management committee);

iii. Assess the learners' competencies in literacy and numeracy - both at the start during the placement test and continuously throughout during the CLL classes conducted and during an exist test at the end of the CLL cycle;

iv. Report CLL implementation status/progress to the CLL implementation committee members

Each of these roles will be explained in more detail during the course of the orientation

What will CLFs / Learning Centres receive*?

Each CLF / Learning Centre will receive:

i.   A **lesson handbook** containing the literacy and numeracy lessons;

ii.   A **memory card** containing videos of lessons and good practice and audio files of letter sounds and alphabet songs in the local language;

iii.   Blackboard and chalk

* NOTE: If CLFs are no longer able to continue their role, they will leave all the materials – including the handbooks and memory cards - with their committee

Reflection after session 1

(Group Discussion)

? Having gone through this session, do you know of other similar initiatives in your community?

? How is CLL different?

? What is your role as the CLF in CLL?

Session 2: How to use the CLL handbooks and conduct a CLL lesson

Preparation before the session

✓ **Before you go through the slides** on how to use the CLL handbooks and conduct a CLL lesson **read through and think about** the questions below relating to the session

✓ **During the session** you should be looking to **get answers** to these questions

✓ **By the end** of the session you should **be able to answer** these questions

✓ **If you cannot answer** these questions, then you are encouraged to **go back and review the session material again**

Focus Questions:

- What information that you need does <u>each handbook</u> contain?
- What information does <u>each lesson plan</u> tell you?
- Why are the lessons plans so important?
- What MUST you do every time before teaching a lesson?

Session 4: How to use the CLL lesson handbooks

❑ Each CLL lesson has a detailed lesson plan in the CLF lesson handbook labelled by lesson number.

❑ Each handbook contains ALL the information you need for: (i) teaching both the literacy and mathematics lessons (ii) ensuring child safeguarding and the safety of learners (iii) conducting the placement tests at the start (iv) continuously checking for the individual learner's understanding after each lesson, and (v) recording and tracking the individual learners' assessment results

❑ Each handbook has 24 literacy lessons plans and 24 mathematics lessons plans ready for you to teach (48 in total). There are 2 handbooks to cover all 96 lessons.

❑ Each lesson plan tells you what to teach, how to teach it, for how long to teach, the materials you will need to teach, what you need to do before the lesson and what you should do at the end of the lesson

❑ Make sure that you read the lesson plan carefully and pay attention to what it is telling you to do every time before teaching a lesson

This is where to find what in the handbook

Look in the CLF lesson handbooks and find the following:

- **Table of Contents** – a list of lessons and page number p.3
- **Welcome** – an introduction to the CLL initiative and important information about child safeguarding and Covid-19 messages… p.6
- **Teaching the Lessons** – guidance for using the lesson plans and the learner tracker… p.7
- **Teaching Resources** – a description of what CLFs will need/use to teach the lessons… p.13
- **Next Steps** – helpful reminders of what to do… p.19

The Lesson Plans

Look in the CLF lesson handbooks and find the following:

- There is a scripted lesson plan for each literacy or mathematics lesson…
- The lesson plans tell CLFs what materials they need and how to prepare for the lesson.
- They also give detailed guidance about what to say and do in each part of the lesson.

- Each lesson has learning competences
- This is what learners should be able to do by the end of the lesson.
- There is one competency per lesson that CLFs will pay extra attention to and check for the learners' understanding
- CLFs will record whether learners can demonstrate the competency in the learner tracker
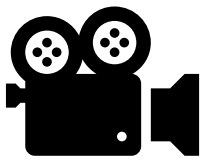
Playing your videos:

Before we begin please now fit the memory card provided into your phone. You will need to do this to be able to watch the video. If you are not sure, ask someone in the group to help.

Your memory card looks like this.
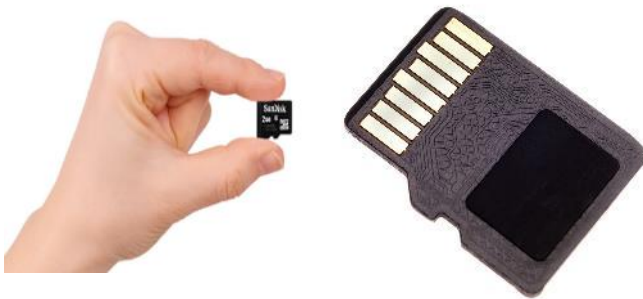
Some fit into the back. You will need to remove the back panel

Some fit into the side of the phone.
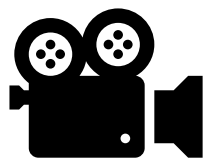
Locating your videos

To access the videos on your memory card, below are some suggestions of where you might find the '***files***' on your phone:
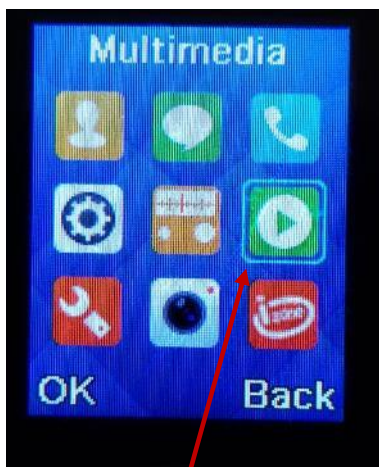
1 Go to your *Multimedia* player

2 Choose '*File manager*'

3 Choose '*Memory card*'

Or
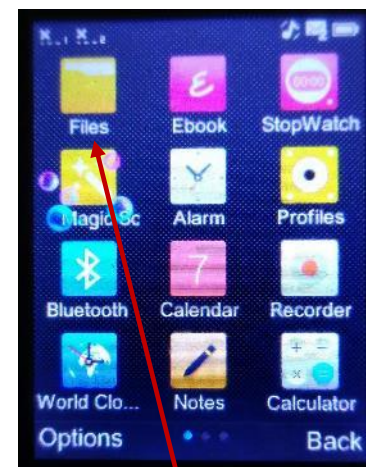
1 On some devices you can go directly to '*Files*'

2 Choose '*Memory card*'

Using the handbook

Now watch the **Induction#1** video. Consider the following questions as you watch, and discuss with your group afterwards:

a. Why do you think the lesson handbook is so important for you (the CLF)?

b. Why is it important to prepare before your lesson?

c. What are learning competences?

d. Where can you find the competences for each lesson?

e. Why are they important?

f. What is the learner tracker?
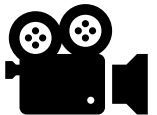
Watch the video again to check your answers were correct

Reflection after session 2

(Group Discussion)

What does the CLF handbook contain?

How can you check for understanding during every lesson?

Why are lesson competences so important?

Session 3: How to conduct a CLL lesson

Preparation before the session

- ✓ **Before you go through the slides** on how to use the CLL handbooks and conduct a CLL lesson **read through and think about** the questions below relating to the session
- ✓ **During the session** you should be looking to **get answers** to these questions
- ✓ **By the end** of the session you should **be able to answer** these questions
- ✓ **If you cannot answer** these questions, then you are encouraged to **go back and review the session material again**

Focus Questions:
- ▪ What does a good CLL lesson look like?
- ▪ What stages should a CLL lesson include?

How to conduct a CLL lesson

The stages of a good lesson

1 In a typical CLF lesson there are 5 stages. They are written below, but they are **not** in the correct order. **Discuss** what order you think the stages should be. Is it a logical sequence?

	Wrong order	Correct order
1	Part 1 and Part 2 (using the 'I Do. We Do. You Do' strategy)	
2	Check for understanding and closing	
3	(Review the previous lesson) and Introduce the new lesson	
4	Practice at home	
5	Energizer	

Check your understanding of the lesson stages

2 🎥 Now watch the video **Induction#2 on your memory card** and check you know the five sections of a lesson.

Did you manage to get the order of the stages correct? Complete the table below with the correct order of the stages.

1	
2	
3	
4	
5	

Thinking about the different stages of a lesson

3 Now divide your group into 5 (A,B,C,D and E). Each person or pair is given one stage of a lesson:

- Stage A: Introduce the lesson
- Stage B: Part 1 and Part 2
- Stage C: Energizer
- Stage D: Check for understanding and closing
- Stage E: Practice at home

Each person should consider their given stage. What is the:
- Purpose of the stage?
- Importance of the stage for learners?
- How does it fit with the stage before and the stage after?

4 Each member of the group should feedback on their stage. At the end of each feedback session other member should ask questions, checking understanding and adding new points not covered.

Watch the video again

5   Now watch the video again. While you watch, try to identify the learning competences for this lesson. At the end discuss the competences.

6   Answer the questions below:

- Why do we start the lesson with a review of the previous lesson and what learners practiced at home?

- Do you think it's easy for the learners to follow the lesson? Why?

- Why is it so important to check learners have understood the lesson at the end?

- What do you notice about the way syllables are taught in this lesson?

Notice the way the facilitator matched the sounds of the letters to the letters on the board

Addendum: What to do with limited teaching resources?

If you have time reflect and discuss these scenarios:

What can you do if you:
- **Don't have manila paper or flip charts**, etc. yet you need to use a visual aid to teach alphabet letter recognition or numeral number identification?
- **Don't have the alphabet chart** of your local language? Or you **don't have the syllable charts** of your local language, yet you must help children to learn their local language alphabet and syllables?
- **Don't have a long wooden blackboard ruler**, yet you must draw straight lines on the blackboard; for example, number lines?
- **Don't have flash cards**, yet you must help children strengthen their memory and retention of alphabet letter recognition or numeral number identification?
- **Don't have black paint bought from stationery shops**, yet your blackboard is no longer dark enough and needs re-painting it black so that what you write on it is more visible for your learners?
- **Don't have an already made abacus**, yet you must teach place values of ones, tens, hundreds in mathematics?
- **Don't have counters, yet you must teach addition, subtraction, etc.**

Some no-cost or low-cost locally available solutions in your environment

There is always the option of **producing or making something from whatever is available** such as using no-cost or low-cost locally available materials that are within your environments/context.

Some **no-cost or low-cost** locally available solutions you can adopt:

- **Use discarded used carton boxes of mineral water bottles, bar soap, etc. if cut properly instead of manila paper.** *Where and how can you find and collect suitable used and discarded carton boxes?*
- **Use charcoal or pencil or pen instead of markers to write on the well cut carton box.** You should do the writing outside of CLL lesson time. You can involve parents, CMC members or even children. *What are some of the teaching/learning materials that you can write on properly cut carton boxes? (e.g. You can write letters, numbers, make alphabet chart, syllables charts, 100 numbers chart, etc.*
- **Cut-up the discarded used carton boxes to make flash cards.** *What are some of the teaching/learning materials that you can write on the flash cards you have cut up from the boxes? (e.g. You can write letters, numbers, syllables, etc)*
- **Use carton boxes if cut properly to act as a pointer** for what you have written on the blackboard while teaching
- **Mash/crush pounded charcoal (dust/powder) mixed with potato leaves to make a thick black paste** to re-paint your blackboard black so that what you write on it is more visible for your learners (without buying paint with money you don't have)
- **Use bundles of short sticks to teach place values of ones, tens, hundreds** if you don't have an abacus

Reflection after session 3

(Group Discussion)

How do you know if your learners have learnt the competences in every lesson?

What stages are there in every CLL lesson?

Do you feel ready to prepare for your first week of CLL lessons?

Session 4: Checking understanding – using the learner tracker

Preparation before the session

- ✓ **Before you go through the slides** on how to use the CLL handbooks and conduct a CLL lesson **read through and think about** the questions below relating to the session
- ✓ **During the session** you should be looking to **get answers** to these questions
- ✓ **By the end** of the session you should **be able to answer** these questions
- ✓ **If you cannot answer** these questions, then you are encouraged to **go back and review the session material again**

❓ Focus Questions:
- ▪ Each lesson has learning competences. What does the term 'learning competence' refer to?
- ▪ Why MUST you complete the learner tracker at the end of every lesson?
- ▪ In what circumstances should you repeat teaching a lesson in your next class?

Keeping track of what the learners have learned or can do

❑ Not all learners will always understand the content of a lesson well the first time. That is normal!

❑ In such cases, <u>the CLF should repeat teaching that lesson in their next class</u>, and not move on to the next lesson plan

❑ CLFs must check for understanding throughout the lesson and complete the learner tracker by the end of every lesson.

❑ If less than 75% of learners <u>(eg. more than 5 out of 20 learners)</u> are not able to do the exercise for checking for understanding given during or at the end of that lesson, then the CLF should repeat teaching that lesson in their next class, <u>and not move on to the next lesson plan</u>

Read the guidance on how to use the tracker, found on page 11 in your lesson handbook. Note:

- There is a row for each learner. They need to record each learners' names and sex.
- The tracker has a column for recording the placement test score. CLFs should copy this from the placement test record sheet so that they know how well learners did on the placement test. They can use this information to help them see how well learners progress over the 3 months.
- Each tracker covers 8 lessons. They will record how well learners are able to demonstrate one of the lesson competences in the tracker, and their **attendance**.
- By the end of each lesson, volunteers record whether or not learners are able to demonstrate the key competency in the tracker.
- If learners can do the competency give them a tick (✓). If they cannot give them a cross (x).
- If the learner is absent, they should be marked with an 'A'.
- There are additional columns under each lesson to use if you need to repeat a lesson

Literacy and Attendance Tracker: Lessons 1 - 8

Give learners a ✓ when they are able to demonstrate each competence.

Write 'A' if the registered learner was absent during the lesson

Write 'x' if the learner was present, but could not demonstrate the competence.

If you repeat the lesson use the additional columns available

	Registered Learner Names	Date:	Placement test score (number of ticks)	Lesson 1: Tell a simple story about greetings	Lesson 2: Copy simple writing patterns		Lesson 3: Identify written patterns	Lesson 4: Sing the alphabet song	Lesson 5: Draw simple shapes	Lesson Ask and answer questio about home
				08.09	11.09	12.09	13.09			
1	Aggie Nakirya	F	2	✓	✓		✓			
2	Akim Okuni	M	1	x	✓		x			
3	Rosemary Oyollo	F	3	A	✓		✓			
4										
5										
6										
7										
8										
9										
10										
11										
Total number of ticks (✓)				1	3		2			
Total number of crosses (x)				1	0		1			
Total absentees (the number of 'As')				1	0		0			

Competences for Assessment

Activity: Linking the tracker to the lessons

1 Find the lesson 1 - 8 learner tracker for literacy (p30) or mathematics (p99) in their CLF Handbook.

2 Identify the competency for assessment for each lesson and then find where that competency is taught and practised in the lesson.

Note: Look out for boxes like this in every lesson to remind you to use the tracker

⊘ Put a ✓ in the tracker for each learner who solves a problem correctly on the board.

(example of reminder in lesson script)

Reflection after session 4

(Group Discussion)

Why are lesson competences so important?

How can you check for understanding during every lesson?

What do you do if most learners are unable to demonstrate the lesson competence?

Preparation before the session

- ✓ **Before you go through the slides** on conducting the placement test in the first CLL lesson **read through and think about** the questions below relating to the session
- ✓ **During the session** you should be looking to **get answers** to these questions
- ✓ **By the end** of the session you should **be able to answer** these questions
- ✓ **If you cannot answer** these questions, then you are encouraged to **go back and review the session material again**

?

Focus Questions:
- What does the term 'placement test' refer to?
- Why is it necessary that you conduct placement tests in the first CLL lesson?
- What are the two things you will do before you conduct placement tests?
- What is the procedure you will follow when conducting placement tests with each learner?
- What will you do after you have conducted placement tests with all the registered learners?

How to conduct the placement test in the first CLL lesson

<u>Why conduct the placement test?</u>

❑ Before you start teaching the first lesson, you will give each learner registered by the CLL implementation committee a short test. That test is called a placement test.

❑ The placement test will help you and the CLL implementation committee decide if the learner they registered is of the right level to attend CLL.

❑ At the end, after teaching all of the lessons, the placement test results of each learner will help you to understand how much they have progressed as a result of participating in your lessons

<u>What to do before the placement test</u>

❑ Communicate with the CLL implementation committee members and the relevant parents through the centre management committee about when and where to send registered children to do the placement tests

❑ Set up and prepare the CLL learning centre (venue) ready to receive the learners for the placement test (e.g. make sure handwashing facilities are in place; the sitting spaces for the learners are in the open and are clearly marked to ensure social distancing, you have chalk and a chalkboard for learners to use).

<u>How to conduct the placement test</u>

❑ You will sit with each learner individually in the open but at a distance from the other learners waiting and administer the literacy and mathematics placement tests

❑ Both placement tests (i.e. for literacy and numeracy) and the instructions are included in the lesson handbook

❑ After each learner has done the two tests, you will record his/her name and the results for each test in the placement test record sheet. There is a placement test record sheet for literacy and for numeracy in the handbook

How to conduct the placement test in the first CLL lesson

❑ When the learner passes a section of the test you give them a tick (✓) in the placement test record sheet

❑ When the learner does not pass a section <u>you do not record anything</u> in the placement test record sheet

❑ Write in the placement test record sheet the number of ticks (✓) the learner has obtained against their name

❑ In the **Literacy test**: if the learner gets <u>fewer than 4 ticks</u> (3 ticks or less), you will write 'Y' against their name; BUT if the learner gets 4 ticks (✓) or more, you write '*N*' against their name

❑ In the **Mathematics test**: if the learner gets <u>fewer than 4 ticks</u> (3 ticks or less), you will write 'Y' against their name; BUT if the learner gets 4 ticks (✓) or more, you write '*N*' against their name

What to do after conducting the placement test

❑ After completing both placement tests with each individual learner, you will agree with the centre management committee the weekly timetable for each of the subjects (i.e. set the lesson time every week for each group: minimum 2 hours of literacy & 2 hours of numeracy)

❑ You will tell the learners whether they are eligible and for those you have written 'Y' against their name, to bring with them an exercise book and a pencil for their first lesson on the day and time for their Group agreed with the centre management committee (NOTE: the children should be told to tell the same information to their parents).

❑ You will start delivering CLL literacy and numeracy lessons on the day and time for agreed with the centre management committee

In pairs practice / role play conducting the literacy and numeracy placement tests

Turn to page 22 in the CLF Lesson Handbook and **do the 8 steps** outlined and **practice conducting the literacy test** with a partner (or some children if possible)

Now turn to page 26 in the CLF Lesson Handbook and **do the 8 steps** outlined and **practice conducting the numeracy test** with a partner (or some children if possible)

Literacy Placement Test

It is important that learners feel safe and comfortable taking this test. Before starting the test find an appropriate place to take the test which is quiet enough, but not out of sight from others.

Steps for Implementing the Placement Tests

- **Step 1**: Introduce yourself and explain the purpose of the test by reading the text below to learners:
  "Hello, my name is _____. I am a community volunteer. Today we will be doing a short test together. I will ask you to write your name and read with me. Are you happy to do the test with me?"
- **Step 2**: If the learner agrees to take the test, write her/his names in the placement test record sheet.
- **Step 3**: Follow the instructions in each section of the test. After each section record the learner's score on the record sheet. You should give learners a chance to try all of the sections of the test. But if it is clear that the learner cannot read words do not ask them to read sentences or the paragraph. You can just assign the learner to Group A.
- **Step 5**: When you have completed the test, thank the learner and tell them that the test is finished.
- **Step 6**: If they have not yet taken the mathematics placement test, tell them that they will take that text next. Read the instructions in the mathematics test to give the test.
- **Step 7**: When all learners have been tested organise them into Group A and Group B for each subject. Tell learners which group they will join and the time and place of their first lesson.
- **Step 8**: Record their names and scores in the right group on the literacy and mathematics trackers which can be found before the lesson plans.

Section 1: Writing Names

Ask the learner to write their name as best they can. If they can form letters correctly and write one of their names (or both names), they have passed this section so you should put a √ on the tracker.

Reflection after session 5

(Group Discussion)

Do you have any questions about administering the placement tests?

Do you have any questions about recording learner scores on the record sheet?

What do you do after you have administered the placement test?

Session 6: Child Safeguarding

Preparation before the session

- ✓ *Before you go through the slides* on child safeguarding **read through and think about** the questions below relating to the session
- ✓ *During the session* you should be looking to **get answers** to these questions
- ✓ *By the end* of the session you should **be able to answer** these questions
- ✓ *If you cannot answer* these questions, then you are encouraged to **go back and review the session material again**

Focus Questions:
- What are the most common types of harm (abuse) against children in your community?
- What kind of actions/steps can you take when you see or learn that a child is being harmed (abused) or has been harmed (abused) by another person?
- Why is taking actions to protect children from harm (abuse) important?
- Where, and to whom, do you report violence against children in your community/village? Name them.
- Have you ever reported a case of child abuse? If no, why not? If yes, what happened?

What is safeguarding and why is it important in CLL?

What is child safeguarding?

❑ Safeguarding is taking actions to protect and promote the welfare and safety of children and vulnerable adults and protect them from harm.

❑ Child safeguarding is protecting children from abuse or exploitation

❑ Safeguarding involves creating a culture and system that promotes the welfare and safety of children and vulnerable adults

❑ It involves effectively reporting and managing cases of harm to children.

❑ All CLL activities must **DO NO HARM** to children and vulnerable adults and actively protect them.

Why is safeguarding important in CLL?

❑ Safeguarding is central to what we do and to our values. Everyone deserves to be treated with respect.

❑ Children need to be protected from any harm or violence for them to be able to learn well at the CLL centres.

❑ Different forms of violence against children (beating, caning, pinching, slapping, inappropriate language, sexual abuse, neglect, labour) have persisted, so action must be taken

❑ Parents and communities have a role in ensuring their children are safe on their way to and from CLL centres.

❑ **THEREFORE**: Child safeguarding is important because children should experience a safe, positive and encouraging learning environment whether in the CLL centre or at home. All those involved in CLL have an obligation to create awareness on prevention of violence and explain clear reporting channels at the village / parish / subcounty / district.

What is the role of the CLF in Safeguarding ?

The CLF has a major role to play to ensure the children in CLL are protected and safe. He/she should;

- take personal responsibility for his/her own behaviour at all times

- prevent and do no harm (caning, beating, pinching, kicking) to any child attending CLL

- prevent and not engage in sexual activity with children (persons under the age of 18).

- use appropriate language (not harsh ,abusive or shouting) with any child in the CLL centre & community

- follow the standard operating procedures (SoPs) and sensitise the learners on the SoPs in the centres

- ensure the learning environment or space is safe for learning to occur

- not work under the influence of alcohol or drugs, or be in possession of illegal substances at the CLL centres & Community.

- monitor and report any forms of violence against the children to the Chairperson CLL implementation committee, Community Development officers/probation officer depending on nature of case(Refer to reporting channels).

- not make the children carry out hard labour like digging CLF's garden, fetching water for CLF.

- follow the bye laws, ordinances and national laws about children's rights in Uganda.

- at all times respect the learners and their needs.

Where does the CLF report a safeguarding incident ?

This will depend on the type of case as outlined below;

- Emergency cases e.g. child sexual abuse, harassment and exploitation, rape/defilement should immediately be reported to Police and CDO/Probation Officer. CLFs should also call the toll-free child helpline 116 and inform the chairperson of Parish CLL Implementation Committee.

- Cases of physical violence e.g. beating, caning, hitting, kicking, slapping should be reported to Chairperson CLL implementation committee, the subcounty CDO/Probation Officer.
- Cases of psychological/emotional violence e.g. bullying, insults, neglect, harassment should be reported to the subcounty CDO/Probation Officer.

- In the first instance reporting should be verbal / in-person as far as possible. If written communication is unavoidable (eg via WhatsApp) the information should be limited and followed-up with a phone call.
- **Not reporting is not an option to choose.** However, consider who is in a position to handle any disclosure of information effectively and sensitively. Disclosure to the wrong person could put the learner at risk of further harm.

Reporting Channels at Community Led Learning Centre
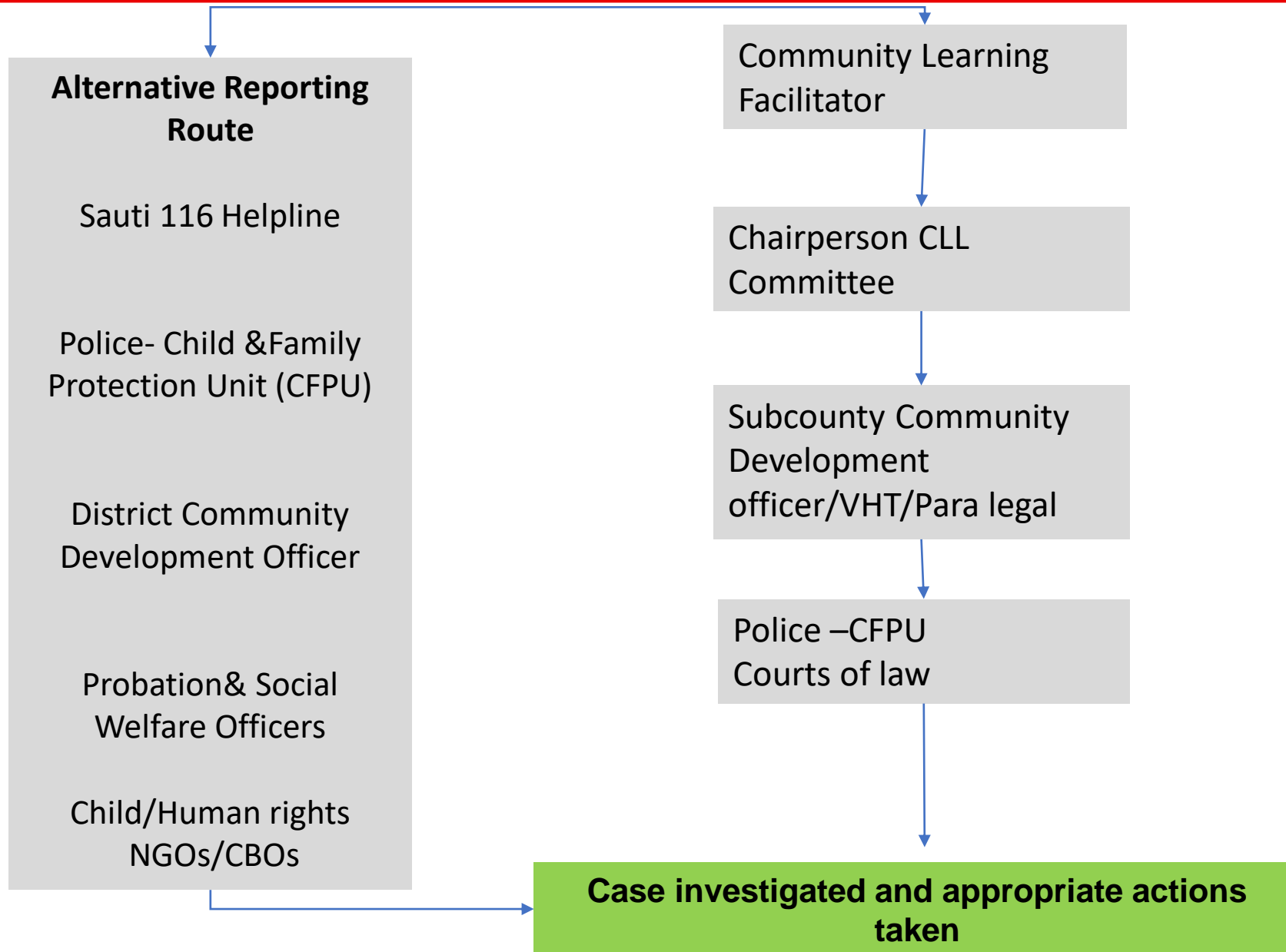
What happens after a safeguarding incident is reported ?

The person you have reported to may require additional information from you to make him/her decide the next action.

- An assessment of the child's situation will be conducted by CDO/ PSWO/Police and decision made.
- The proposed next steps by CDO/ PSWO or Police enables them develop a case follow up plan
- Violations such as corporal punishment, use of abusive language will be handled by either Chairperson CLL committee, CDO/PSWO in case there is no bodily injury otherwise police will investigate and prosecute.
- Police carries out investigations and refers some offences to the LC I or CDO/ PSWO to resolve at community .
- The CDO/PSWO will provide psychosocial support to child survivor & family; counsel's the child and parent, explains to the child survivor and parent all the required legal steps.
- The CDO/ PSWO also prepares the child survivor and caregiver for court sessions; helps get lawyers to support the child.
- Establish contact with other service providers to whom the child may be linked for additional services.
- The CDO/PSWO/ LC 1/Chairperson CLL implementation committee helps in getting more information on the case when required either by police or court.
- **Be sure that some action will be taken when you report a case.**

The CLL Implementation Committee will present to you a CLL Code of Conduct to read and sign as part of your agreement

After you have read the document **please sign the document** to indicate you are willing to discharge your duties and to regulate your conduct in accordance with the requirements of the Code of Conduct.

Reflection after session 6

(Group Discussion)

Having gone through this session, next time you see a child being harmed or who has been harmed would you report that case of child abuse?

What kind of actions/steps would you take?

As a CLF if you reported a case and no action is taken, what will you do? From whom will you seek help/ guidance?

Session 7: Reporting requirements and next steps

Preparation before the session

- ✓ *Before you go through the slides* on reporting requirements and next steps **read through and think about** the questions below relating to the session
- ✓ *During the session* you should be looking to **get answers** to these questions
- ✓ *By the end* of the session you should **be able to answer** these questions
- ✓ *If you cannot answer* these questions, then you are encouraged to **go back and review the session material again**

Focus Questions:
- To whom MUST you submit a CLL report?
- When MUST you submit a CLL report?
- What information MUST you provide in your CLL report?
- What is a peer-to-peer reflection group meeting?

Reporting requirements

Review the weekly reporting sheet to make sure the expectations are clear

❑ CLFs are required to <u>submit reports</u> to the CLL implementation committee <u>each week</u>

❑ This report should be submitted by latest <u>every Friday</u> of the reporting week

❑ In the report, the CLF will provide the following information:

o Record of registered learners' attendance

o CLL classes conducted during the reporting week

o Learners' performance on continuous assessments conducted during the reporting week

o Incidents, Issues, or Concerns (e.g. related to child safeguarding, neglect, learning, absenteeism; SOPs; the lesson(s) repeated and why?, availability of teaching/learning materials (e.g. Chalk, etc.)

Peer-to-peer reflection meetings

You will have the opportunity to meet with your nearest CLFs in peer-to-peer reflection meetings. The **purpose** is to share your experiences in teaching CLL, support each other and reflect on your practice to keep improving the delivery of your lessons.

Each session will be supported by the guidance materials in the first half of this handbook *(Part 1),* and the memory cards.

The following outlines the expectations for each peer-to-peer activity
- Each peer-to-peer meeting will last a maximum of one hour and 30 minutes
- The discussions will be led by any CLF(s) that wish to lead for that specific meeting. Note: Whoever leads will facilitate the discussion as per the handbook, rather than act as the 'expert' in the group!
- You will need to **bring**: this CLF training handbook, the CLL lesson handbook, the memory card and a mobile phone to use it
- Attendance will be monitored. Ensure you sign the attendance sheet whenever you attend and the attendance sheet is submitted to your CLL implementation committee.

Setting up your first peer-to-peer reflection meeting

What you need to do now:

- Make sure you are clear who is in your peer-to-peer group – this will be your nearest CLFs. You should not need to travel far to meet.
- A group should be a maximum of 7 people
- Agree on the venue and time for your first meeting. Your peer-to-peer meetings will commence **TWO** weeks after the start of the CLL lessons
- Make sure you know the names and phone numbers of the CLFs in your group to communicate if necessary

Note: You will meet for peer-to-peer meetings every two weeks (after the first meeting), for a maximum of **FOUR** times only

Next steps

Complete workplan to ensure CLL lessons start as soon as possible:

Date: (insert for each activity)	Activity / Sub-activities
	Read and **sign** the CLF agreement and Code of Conduct, which will be distributed by the CLL implementation committee, and counter-signed by the Sub-County office.
	Contact CLL implementation committee to agree, and **communicate** with relevant parents through the centre management committee, about **when and where to send registered children to do placement tests**
	Prepare learning (venue) centre for conducive placement testing / learning. What does this entail you to do? From who can you seek help if you need it?
	Carry out placement tests, and **communicate** results to CLL implementation committee. CLL implementation committee will **group children who qualify,** with your help; and you will thereafter **communicate** to the relevant parents/children through the centre management committee
	Start delivering CLL literacy and numeracy **lessons**; and at the end of the week **submit report** to CLL implementation committee
	Participate in the 1st peer-to-peer reflection group meeting and **agree** on a date for the next meeting

Reflection after session 7

(Group Discussion)

What will you do immediately after this induction? And by when?

What needs to happen before lessons can start?

What questions are still remaining?

PART 2

CLF PEER-TO-PEER REFLECTION GROUP MATERIALS

CLF PEER-TO-PEER REFLECTION GROUP MEETING 1

Checking Understanding

(Suggested time: 1 hour and 30 minutes)

Note: the following materials are designed to be used to guide reflection and discussion by small groups of CLFs in communities. It is recommended that CLFs come together every two weeks, with this book, the memory card with the CLL videos in their phones, and their lesson handbook.

Reflection Meeting 1: Overview and introduction

The objectives of this session are to reflect on your practice and understand why it's important to check your learners' understanding of a lesson and how you do that.

For this session you will need:
- ✓ A copy of The Community Learning Facilitator Handbook
- ✓ Checking Understanding video found on your memory card
- ✓ A mobile phone to watch the video

1 To start this first reflection group meeting each member of the group should **discuss** the following:
- How have you found the first weeks of teaching CLL lessons?
- What has surprised you?
- What has gone well and what issues have you had?

Having listened to each other:
- What advice would you give to your fellow CLFs?

How to check learners understand

This first reflection group will focus on the importance of **checking for understanding.** There are many opportunities to check learning throughout the lessons such as when your learners are working in pairs or groups.

2 **Discuss**: when can you check a learner understands a competence in your lesson?

3 Now **watch the video Unit 3: Checking Understanding** on your memory card and see how the facilitator checks her learners understand. She uses more than one method, what are they?

4 Choose one person from the group to write up the methods the facilitator used. Working as a whole group can you think of any other ways of checking learners understand?

5 Working in pairs **discuss** the following questions:

a. What are competences? Why do we need them?
b. How do you know what the competences are for every lesson?
c. In a lesson when can you assess if learners have understood the competences?
d. What is a learner tracker? How do you use the learner tracker?

Energizers

Remember Energizers? At about the middle stage of each lesson, you will see instructions in your lesson plan to take a break. This is when you do an energizer. You need to do this because a one-hour lesson can be very long for young learners and they will stop paying attention. To avoid this, do a quick, fun, 5-minute activity that allows them to stand up and move their bodies before continuing with the lesson. Your learners are being energized! You can create your own energizers and repeat them if they are popular.

6   **Discuss:** What is the purpose of energizers? What type of activities would be suitable for an energizer. eg: clapping, dancing etc

7   In your group, think of an energizer you think will be fun.
Take it in turns to lead your group with an energizer.
Make sure you all have the opportunity to lead. Allow about 2 minutes for each energizer.

8   Which ones were best and why? How do you feel now you have done some energizers?

The learner tracker

9 Now you have done an energizer you should feel refreshed and able to focus.
Watch the video again and this time note how the facilitator uses the competency tracker.
a. How does she check her learners have achieved the learner competency and how does she record it?
b. How does the facilitator encourage her learners? What words and expressions does she use?

Discuss:
10
a. What should you do if not enough of your learners demonstrate the competence for a lesson?
b. How should you complete the learner tracker if some children are absent?

Remember: ensure that at the end of each lesson you take time to complete and check the learner tracker. If you find that most of the class – this means 75% of learners or more - (eg. 15 out of 20 learners) were able to demonstrate the competency then in the next lesson you should move on to the next. If you find that most of the class **cannot** demonstrate the competency, then you should **repeat the lesson** before moving on. It is fine to do this.

Do not start a new lesson until your learners have understood the lesson you have just taught. If learners still struggle to demonstrate the competency after repeating more than once, do seek support from your mentor teacher or CLF buddies

Reflection

Think about today's discussion, and give yourself time reflect on the following questions:

- What did you learn from today's discussion?
- How can you improve your lesson delivery?
- What two things will you try to do differently in your next CLL lessons?
- What would you like to discuss in the next reflection meeting?

Thank you for taking the time to meet and reflect on your CLL lesson delivery!

CLF PEER-TO-PEER REFLECTION GROUP MEETING 2

Pair work

(Suggested time: 1 hour and 30 minutes)

Reflection Meeting 2: Overview

The objectives of this session are to reflect on your practice and pair work in particular. It will be an opportunity to see how to set up pair work quickly and efficiently, better understand why using pair work should be part of your lessons and how it helps your learners to learn.

For this session you will need:
- ✓ A copy of The Community Learning Facilitator Handbook
- ✓ **Pair work** video found on your memory card
- ✓ A mobile phone to watch the video

Introduction

1 To start this second reflection group meeting each member of the group should **discuss** the following:
- How have you found teaching CLL lessons since you last met?
- What has gone well and what issues have you had?
- Did you try any of the checking for understanding approaches discussed in the last group meeting? How did it go?

Having listened to each other:
- What advice would you give to your fellow CLFs?

2 This unit's focus topic is on **pair work.** In pairs **discuss**:
- Have you been using pair work in your CLL lessons? Why / why not?
- Why is it important to use pair work and how might it help your learners to learn?

3 When you have finished share your thoughts and ideas with the rest of the group.

Watch and discuss the questions part 1
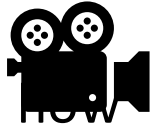
4 Now **watch the video Unit 4: Pair work** found on your memory card and look at how

the CLF uses pair work

5

After you have watched the film **discuss** the questions below with a partner:

a. Did the facilitator give the learners a model to follow?
b. How did the facilitator set up the learners working in pairs?
c. What did the facilitator do when the learners were practicing in pairs?
d. How did the facilitator encourage her learners
e. Was this a useful opportunity for the facilitator to assess the lesson competences?
f. How do you think the learners benefitted from working in pairs?

6

Share any key points you discussed with the rest of the group

Watch and discuss the questions part 2

7 Now **watch the video again** and consider: why is pair work so important for learning?

8 **Discuss** the questions below with your partner

   a.   How confident are you now to use pair work in your lesson?
   b.   Why do you think learners like working in pairs?
   c.   What should you be doing when your learners are working in pairs?

If you have any questions or are uncertain on any point please ask the group and discuss.

Remember: pair work is important because it gives your learners the opportunity to talk and practice with a partner. That is one of the best way of learning and remembering. It's important to monitor pair work to make sure all your learners are participating and doing the activity correctly. It is also your chance to assess them and check they have achieved the lesson competency. Don't rush pair work, give the learners plenty of time.

Reflection

Think about today's discussion, and give yourself time reflect on the following questions:

- What did you learn from today's discussion?
- How can you improve your lesson delivery?
- What two things could you try to do differently in your next CLL lessons?

Thank you for taking the time to meet and reflect on your CLL lesson delivery!

CLF PEER-TO-PEER REFLECTION GROUP MEETING 3

Teaching Syllables

(Suggested time:1 hour and 30 minutes)

Reflection meeting 3: overview

🎯 The objective of this session is to reflect on your practice and support you in how to teach a very specific skill that will help your learners with their literacy. That skill is counting syllables.

For this session you will need:
- ✓ A copy of The Community Learning Facilitator Handbook
- ✓ **Teaching Syllables** video found on your memory card
- ✓ A mobile phone to watch the video

Introduction

1 To start this third reflection group meeting each member of the group should **discuss** the following:
- How have CLL lessons been going since you last met?
- What has gone well and what issues have you had?
- Did you try any of the approaches you discussed in the last two meetings? How did it go?

Having listened to each other:
- What advice would you give to your fellow CLFs?

This unit's focus topic is on teaching syllables. Before you discuss syllables: did you know that on your memory card you have **audio files** that you can listen to? Each memory card has the letter sounds, example words, and alphabet songs in each of the 5 languages where CLL works - Aringati, Kupsapiiny, Lugbarati, Lumasaaba and Maditi.

2 Locate the audio file for <u>your language</u>, and **listen to the two files**.

3 **Discuss** the following questions:

- Were any of the letter sounds new to you?
- Was anything in your local language alphabet a surprise to you?
- What did you think of the alphabet song – are you familiar with it and have you used it? Are there other alphabet songs you know?

Understanding syllables

4 Now **discuss**:
a. What is a syllable? (For example see word on right with 3 syllables)
b. What is the difference between a syllable and a letter sound?

1		2		3
ma	-	ta	-	tu

5 Take it in turns in pairs to **practice**. Say a word (any word) to your partner and they will count the syllables. Do it three times each. You can use your fingers if it helps.

6 Now watch the video **Unit 6: Teaching syllables** and note the 'I Do. We Do. You Do' approach

7 After you have watched the film think about the questions below before discussing with the group:

a. What do we mean by the 'I Do. We Do. You Do' approach to teaching?
b. How does the facilitator introduce syllables to her learners?
c. Were the learners able to count syllables?
d. How did the facilitator check her learners could or couldn't count syllables?
e. How do you think the learners benefitted for working in pairs?

Watch and answer the questions

8 **Watch** the video again and think about the following questions:

a. What can you learn from the facilitator?
b. What techniques will you try and copy?

Remember:
A letter sound is the <u>very short </u>sound that each letter in the alphabet makes.
A syllable is the single sound usually made up of more than one letter sound – for example a consonant and a vowel (a, e, i, o, u) sound together. Every word is made up of one or more syllables.

You will need to be sure you know what each letter sound is in your local language before you can teach syllables. You can listen to your audio file on your memory card if you need help.

Reflection

Think about today's discussion, and give yourself time reflect on the following questions:

- What did you learn from today's discussion?
- How can you improve your lesson delivery?
- What two things could you try to do differently in your next CLL lessons?

Thank you for taking the time to meet and reflect on your CLL lesson delivery!

CLF PEER-TO-PEER REFLECTION GROUP MEETING 4

Using Locally Available Resources

(Suggested time:1 hour and 30 minutes)

Reflection Meeting 4: Overview

The objectives of this session are to reflect on your practice and using some everyday resources and how you can use them in lessons to help children learn.

For this session you will need:
- ✓ A copy of The Community Learning Facilitator Handbook
- ✓ **Resources** video found on your memory card
- ✓ A mobile phone to watch the video

Introduction

1 To start this third reflection group meeting each member of the group should **discuss** the following:
- How have you found teaching CLL lessons since you last met?
- Have you tried doing anything differently recently (eg pair work, more checking of understanding) in your lessons? How did it go?
- What has gone well and what issues have you had?

Having listened to each other:
- What advice would you give to your fellow CLFs?

2 This unit's focus topic is using locally available resources in your CLL lessons. Your most basic teaching resources are:
- ✓ Chalkboard
- ✓ Chalk
- ✓ Pointer

You will need these for every lesson, both for literacy and numeracy.

What are resources?

3 In pairs identify the resources pictured below. Are they more likely to be used to teach literacy, numeracy or both?

Using resources

The handbook suggests ways you can use resources for both numeracy and literacy lessons. For example, in the numeracy lesson, stones can be used as counters. In the literacy lesson, the facilitator combines using the chalkboard with a pointer.

4   **Discuss** the following questions in your group:
  a.   Why do we use resources in a lesson? What is the advantage?
  b.   What are some of the disadvantages of using resources? And how might you overcome them?
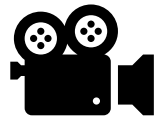
5   Let's **watch the video Unit 5: Resources** and note how the CLF uses resources in her lesson, considering the questions you just discussed.

6   Having watched the video, **discuss** the following:

  a.   Was this an effective use of resources to support children to learn? If so, why?
  b.   What did you learn about the way the CLF used the resources?
  c.   What did she do differently to how you have been teaching in your lessons?

How can you improve your teaching?

7 Now **watch the video** again. Observe how the facilitator uses the 'I do, We do and You do' approach.

8 **Discuss** the following in the group:
- Would this lesson have worked well if only the CLF had the resources but the children didn't have their own resources? Why / why not?
- What did you notice about the way the CLF encouraged the learners?

Remember: using teaching resources in your lesson does not have to require money if you are able to find things that are freely available all around you in your communities. It does however require that you <u>are prepared</u> before the lesson. Think about what you will need, where you can find it and how you will use it. It is important that each learner can use resources too. This will help them practice and learn, and help you check their understanding.

Addendum: Finding alternatives for learning materials

If you have time, reflect and discuss these scenarios:

What can you do if you:

- **Don't have manila paper or flip charts**, etc. yet you need to use a visual aid to teach alphabet letter recognition or numeral number identification?
- **Don't have the alphabet chart** of your local language? Or you **don't have the syllable charts** of your local language, yet you must help children to learn their local language alphabet and syllables?
- **Don't have a long wooden blackboard ruler**, yet you must draw straight lines on the blackboard; for example, number lines?
- **Don't have flash cards**, yet you must help children strengthen their memory and retention of alphabet letter recognition or numeral number identification?
- **Don't have black paint bought from stationery shops**, yet your blackboard is no longer dark enough and needs re-painting it black so that what you write on it is more visible for your learners?
- **Don't have an already made abacus**, yet you must teach place values of ones, tens, hundreds in mathematics?
- **Don't have counters, yet you must teach addition, subtraction, etc.**

Some no-cost or low-cost locally available solutions in your environment

There is always the option of **producing or making something from whatever is available** such as using no-cost or low-cost locally available materials that are within your environments/context.

Some **no-cost or low-cost** locally available solutions you can adopt:

- **Use discarded used carton boxes of mineral water bottles, bar soap, etc. if cut properly instead of manila paper.** *Where and how can you find and collect suitable used and discarded carton boxes?*
- **Use charcoal or pencil or pen instead of markers to write on the well cut carton box.** You should do the writing outside of CLL lesson time. You can involve parents, CMC members or even children. *What are some of the teaching/learning materials that you can write on properly cut carton boxes? (e.g. You can write letters, numbers, make alphabet chart, syllables charts, 100 numbers chart, etc.*
- **Cut-up the discarded used carton boxes to make flash cards.** *What are some of the teaching/learning materials that you can write on the flash cards you have cut up from the boxes? (e.g. You can write letters, numbers, syllables, etc)*
- **Use carton boxes if cut properly to act as a pointer** for what you have written on the blackboard while teaching
- **Mash/crush pounded charcoal (dust/powder) mixed with potato leaves to make a thick black paste** to re-paint your blackboard black so that what you write on it is more visible for your learners (without buying paint with money you don't have)
- **Use bundles of short sticks to teach place values of ones, tens, hundreds** if you don't have an abacus

Reflection

Think about today's discussion, and give yourself time reflect on the following questions:

- What did you learn from today's discussion?
- How can you improve your lesson delivery?
- What two things could you try to do differently in your next CLL lessons?

Thank you for taking the time to meet and reflect on your CLL lesson delivery!

Note: This is the last session in this booklet. If you would like to continue meeting, please discuss with your CLFs and your CLL committee to explore ways you can continue doing this.

Annex C

SAMPLE CLL Monitoring and Reporting Forms

Community Learning Facilitator Weekly Reporting Sheet

Facilitator Name : _____   **Village :** _____

Parish : _____   **Date:** _____

Registered Telephone number: _____

Weekly Attendance of Registered Learners

Total number of **registered** children at the Learning Centre		How many **registered** children **did not** attend **any lessons** this week?	
Girls	Boys	Girls	Boys

Lesson Data - Literacy				Lesson Data - Numeracy			

Lesson number	Number of ticks (✓)	Number of crosses (x)	Number of absentees (A's)

Lesson number	Number of ticks (✓)	Number of crosses (x)	Number of absentees (A's)

Any incidents, issues or concerns (eg related to child safeguarding, learning, absenteeism; SOPs, availability of teaching/learning materials):

What could we do to help you teach better? (this is an optional question)

Signed by CLF: **Checked by Committee representative:**

_____   Signature: _____

Date: _____   Name: _____

                                          Role: _____

                                          Date: _____

Mentor Feedback Form on Lesson Observation of Community Learning Facilitator (CLF)

Name of Mentor	
Date	
Name of CLF	
Group / Subject / Lesson Number	

Area of focus	What to look out for	Feedback of observation
Is the CLF putting into practice the steps outlined in their scripted lesson plans?	• Is the CLF carrying out the activities as planned? • Has the CLF sufficiently prepared all the activities in advance of the lesson? • Do the activities help improve pupils' understanding and/or retention of information?	
To what extent are the children engaging with the lesson?	• Is the CLF stimulating engagement, interest and excitement of students to learn? • Does the CLF use praise and encouragement throughout the lesson? • Does the CLF ensure that all learners feel respected and emotionally and physically safe in the lesson?	
Are learners from all sub-groups (e.g. based on sex, academic ability, disability, classroom placement, ethnic or other affiliation) engaged equally?	• Does the CLF encourage all pupils to participate during the lesson? • Does the CLF show evidence of responding to the learning needs of individual learners?	
Is the CLF checking all learners' understanding?	• Has the CLF reviewed prior learning? • Does the CLF check understanding throughout the lesson? • Has the CLF assessed all children's achievements of the lesson objectives and complete the learner and attendance tracker?	

This question to be completed by the CLF during/after the post-observation feedback discussion
What do I want to do differently as a CLF? *(for example in my lesson preparation, lesson delivery and/or the way I check for learners' understanding/conduct the competency assessment)*:

This form is to be left with the CLF following post-observation reflection and discussion

Mentor Teacher Reporting Sheet: Please complete this at the end of each week and submit to the CDO / SAS

Mentor's Name: _____ Registered Phone Number: _____ District: _____ Parish:_____

Date: _____

Name of CLF visited	Date	Number of learners in attendance	Number of learners registered	Which of the activities listed below did you do? (Yes or No)					
				Met with CLF prior to lesson to help prepare	Observed lesson	Met post-lesson to discuss how it went	Had a general discussion on issues, other lessons	Checked competence and attendance tracker	Observation form completed and left with CLF

General observations of the lessons, how the CLFs use the materials, engagement of children, evidence of learning?
What could be done to improve the lessons? (In particular, to help the children to learn more)
Did you see any incidents, or do you have any concerns in relation to child safeguarding? (See additional guidance on reporting concerns)

Centre Management Committttee Monthly Reporting Sheet

Guidance to completing the monthly reporting sheet:
1. This reporting sheet is to be completed by the Centre Management Committee each month
2. After completing the report, please share it with your CLL Implementation Committee

District: _____   **Sub County :** _____

Parish : _____   **Village :** _____

CLL Centre Name : _____   **Name of CLF(s) :** _____

Date: _____   _____

Please complete (A) to (G) for this month:

(A)	How many times did the Centre Management Committee (CMC) meet this month?	

(B)	Were minutes of the meetings taken? (✓ tick one box only)				
	Yes, for all meetings		Yes, for some meetings		No

(C)	Were all CLL lessons delivered at your CLL Centre this month? (✓ tick one box only)				
	Yes, all expected lessons		Yes, some but not all expected lessons		No, no lessons

(D)	Which of the following activities did the Centre Management Committee do this month? (✓ tick all boxes that apply)			
	Observed lessons		Community activity	
	In-kind/financial assistance to the CLF		Other (please describe below)	

(E) If you selected 'Other' in part (D), please describe those activities:

(F) Please provide details about any incidents, issues or concerns (e.g. about the performance of the CLFs, child safeguarding, learning, absenteeism, SOPs, or availability of teaching/learning materials).

(G) What key actions has your Committee taken to resolve the above incidents, issues or concerns?

Completed by :

Signature : _____   Date : _____

Name : _____   Telephone number : _____

Title / Role : _____

Guidance to completing the monthly reporting sheet:

1. This reporting sheet is to be completed by the CLL Implementation Committee each month

2. Please use the weekly CLF reports and monthly CMC report submitted to the Committee to complete the information required below.

3. After completing the report, please share it with your sub-county CDO and SAS

4. If you have any questions regarding the completion of this report, or for any other CLL matters, please contact your SESIL LSO.

District: _____ **Sub County :** _____

Parish : _____ **Date:** _____

(A) Please provide details for active Committee members:

Name:	Telephone number:
1.	
2.	
3.	
4.	
5.	
6.	
7.	

Please complete (B) to (F) for this month:

	Information:	Number:
(B)	How many CLF Weekly Reporting Sheets will be submitted to the sub-county CDO and SAS for this month?	
(C)	How many CLFs are covered by the CLF Weekly Reporting Sheets to be submitted to the CDO and SAS this month?	
(D)	How many monitoring visits were made by members of the CLL Implementation Committee this month?	
(E)	How many CLFs were visited at least once by members of the CLL Implementation Committee this month?	
(F)	How many CMC Monthly Reporting Sheets will be submitted to the sub-county CDO and SAS for this month?	

(G) Please provide details about any incidents, issues or concerns (e.g. about the performance of the CLFs, child safeguarding, learning, absenteeism, SOPs, or availability of teaching/learning materials).

(H) What key actions has your Committee taken to resolve the above incidents, issues or concerns?

(I) What key actions have been taken by the Centre Management Committees to resolve any incidents, issues or concerns in their village / at the CLL Centre?

(J) What could be done to help CLFs teach better and generally help to improve teaching and learning in your community? Please explain.

Completed by :

Signature : _____ Date : _____

Name : _____ Telephone number : _____

Title / Role : _____

Guidance to completing the monthly reporting sheet:

1. This reporting sheet is to be completed by the CLL Implementation Committee each month

2. Please use the weekly Community Learning Facilitator (CLF) reports submitted to the Committee to complete the information required below.

3. After completing the report, please share it with your sub-county CDO and SAS

4. If you have any questions regarding the completion of this report, or for any other CLL matters, please contact your SESIL Learning Support Officer.

District: _____   Sub County : _____

Parish : _____   Date : _____

(A) Please provide the following details for all active Community Learning Facilitators (CLFs) in your parish

Name of CLF:	Village where CLF works:	Registered telephone number of CLF:	How many lessons did the CLF teach this month? (0 - 32)	How many peer-to-peer meetings did the CLF attend this month? (0, 1 or 2)
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				

Completed by :

Signature : _____   Date : _____

Name : _____   Telephone number : _____

Title / Role : _____