

SESIL and the Community-Led Learning (CLL) initiative

November 2023

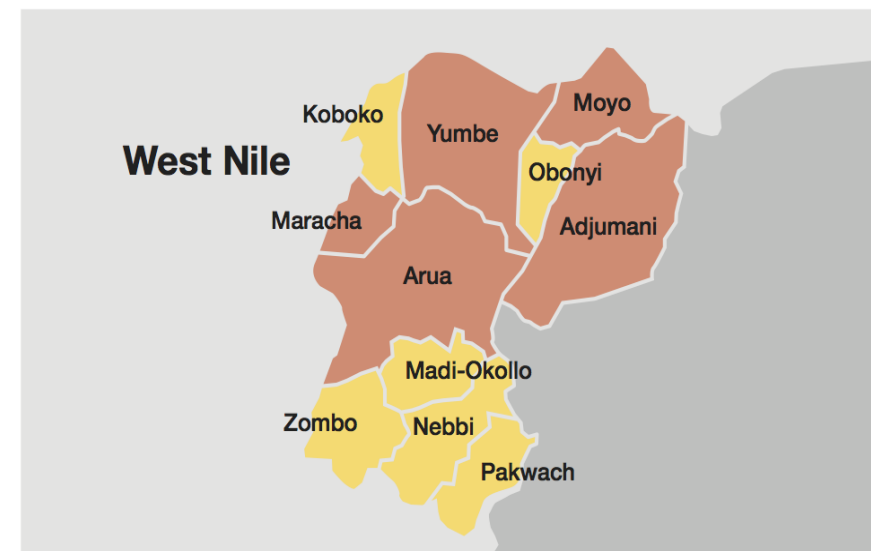
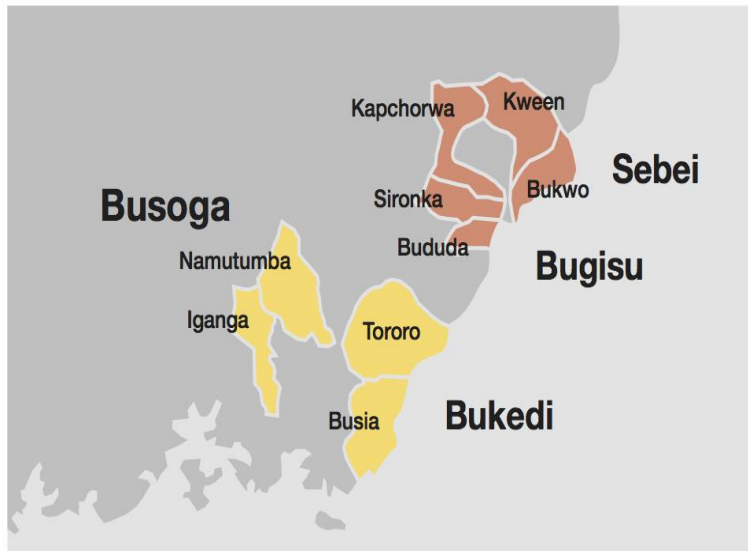


Overview

- Aim: to improve the equity and quality of measurable learning outcomes in lower primary
- Location: 17 local governments in the West Nile and Eastern Regions
- Beneficiaries: Lower primary aged boys and girls
- Context: Poor Foundational Learning Outcomes

Funded by UK Aid, in partnership with Education Above All (EAA) and the Luminos Fund

Managed by Cambridge Education on behalf of the Ministry of Education and Sports from January 2018 – September 2023



Key principles of CLL

- ✓ Led and owned by communities, with support from government structures
- ✓ Low cost – driven by local volunteers and community demand. A full cycle of lessons costs around **£5 per child**
- ✓ Targeting small groups of lower grade children who need support the most in improving their literacy and numeracy.
- ✓ Complementing not competing with government primary schools
- ✓ Flexible model to suit community needs

CLL at a glance

Catch-up / Remedial learning - enables pupils to continue learning at times when they are not in school and complements learning opportunities in school

4

hours per week (2 each in literacy and numeracy), delivered by volunteers in the community

25

learners (max) in each class

48

unique scripted lessons in each subject delivered in 3 months, supplemented by Family-Led Learning (FLL) literacy materials to be used at home with children

P1-
P3

Lower grades; girls and those with the lowest literacy and numeracy levels prioritized through an initial placement test



For more detail see:

[Community-led learning in Uganda - YouTube](#)

CLL: direct support vs the ‘hands-off’ model

SESIL provided:

Direct support model:

Hardware

(handbooks, Family-Led Learning (FLL) materials, memory cards, blackboards and chalk)



Support and facilitation of sensitisation activities



Support and facilitation of all training activities



Ongoing payment of CLFs, mentors and committee members

‘Hands-off’ model:

Hardware

(handbooks, memory cards, blackboards and chalk)



An initial **training at LG level**, detailing how to implement

For more information on how the hands-off model is working see:

[Growing community led learning in Uganda - YouTube](#)

Background and methodology to impact assessment

Multi-method research was conducted with two objectives:

1. to assess the impact of the CLL initiative
2. to examine and assess the implementation of the CLL initiative.

Baseline and endline study:

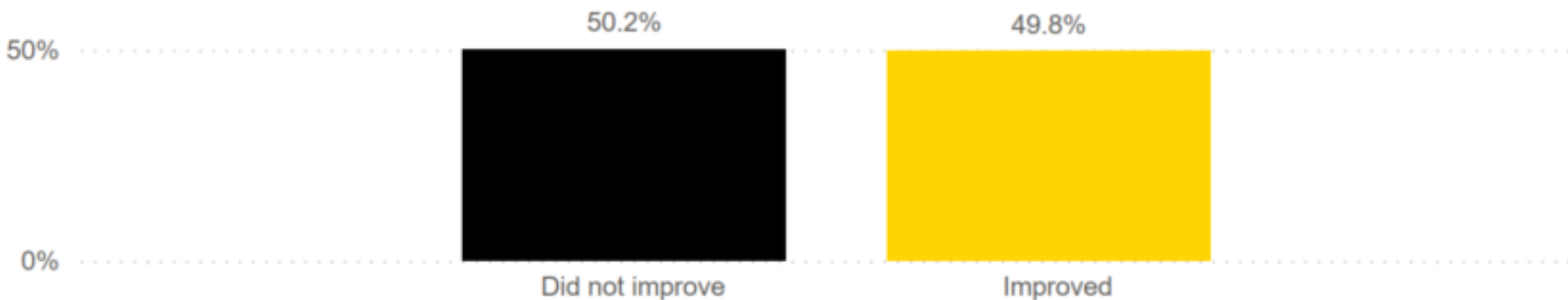
- Difference-in-difference research design measuring literacy and numeracy gains of children participating in CLL compared with children not participating in CLL, using Uwezo's learning assessments.
- 768 children in the CLL group from 130 CLL centres, and 390 children in the Comparison Group were sampled in the endline assessment.

In addition:

- Sampled children completed a short survey about their experiences of CLL
- Telephone surveys were conducted with parents of children attending CLL classes

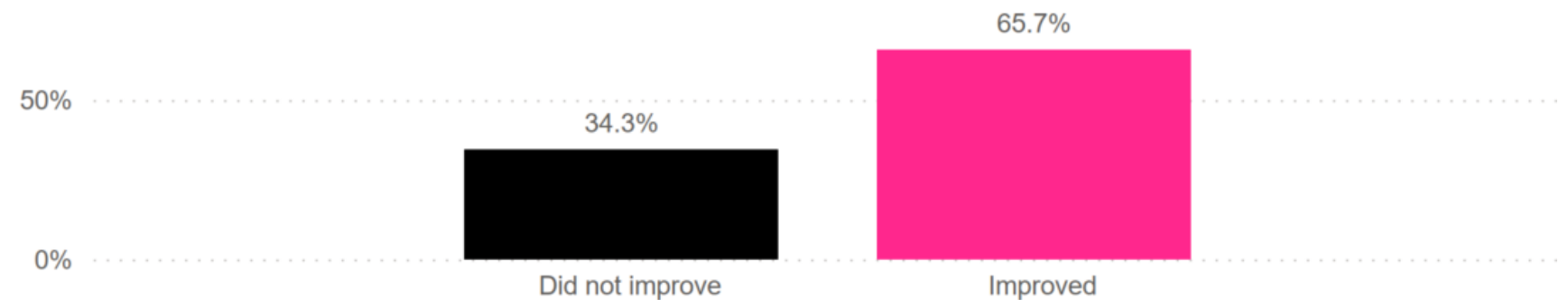
Impact on literacy and numeracy (final direct support cohort)

Overall change in the literacy assessment from baseline to endline



5 out of 10 children improved by at least one literacy skill level

Overall change in the numeracy assessment from baseline to endline

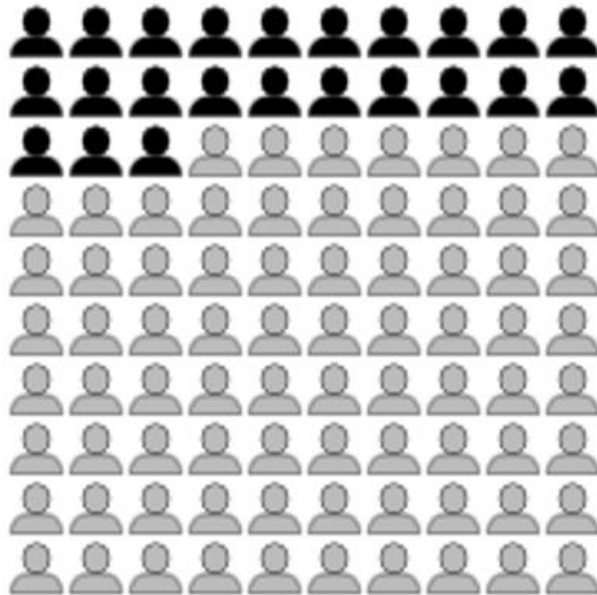


Two thirds of children improved by at least one numeracy skill level

Did CLL actually make the difference on improvements in literacy?

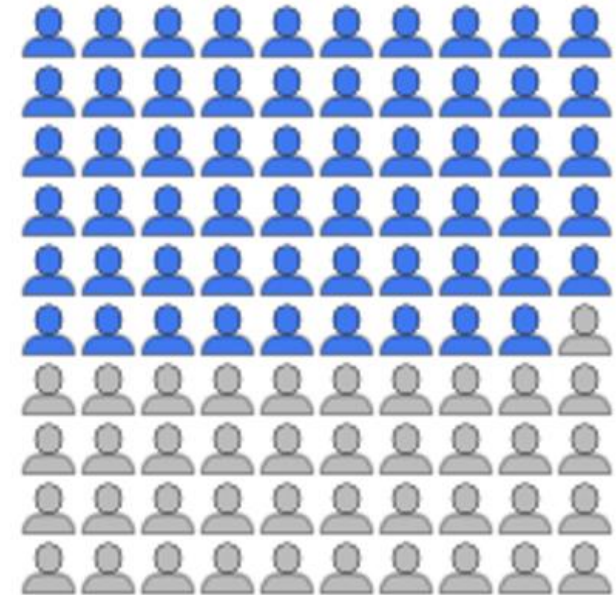
Control: Children not attending CLL classes

Out of 100 children in grades P1-P3 and out of school children (aged 6 -12), we would expect **around 23** to have **improved their literacy level** in the period that CLL was running



Intervention: Children attending CLL and using FLL materials

Out of 100 children who attend the CLL classes and use the FLL materials, we would expect **around 59*** to have **improved their literacy level**

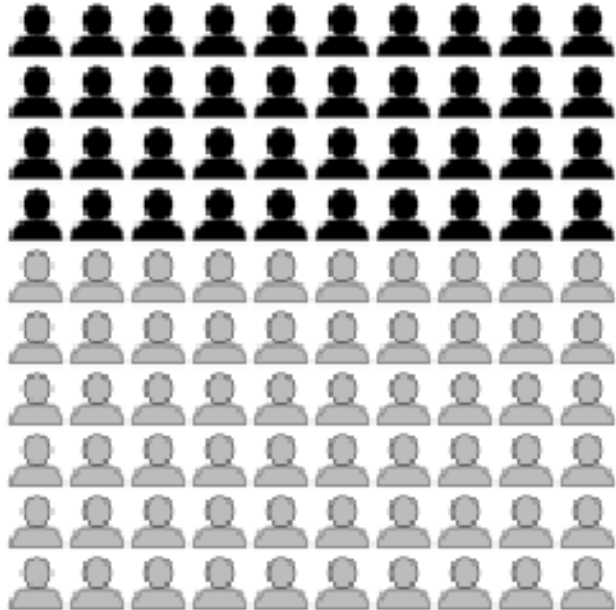


*Statistically significant at 95% confidence level

Did CLL actually make the difference on improvements in numeracy?

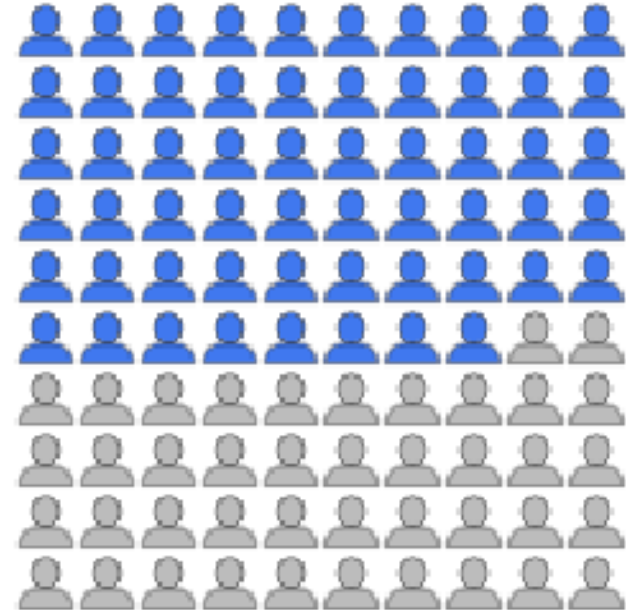
Control: Children not attending CLL classes

Out of 100 children in grades P1-P3 and out of school children (aged 6 -12), we would expect **around 40** to have **improved their numeracy level** in the period that CLL was running



Intervention: Children attending CLL

Out of 100 children who attend the CLL classes, we would expect **around 58*** to have **improved their numeracy level**



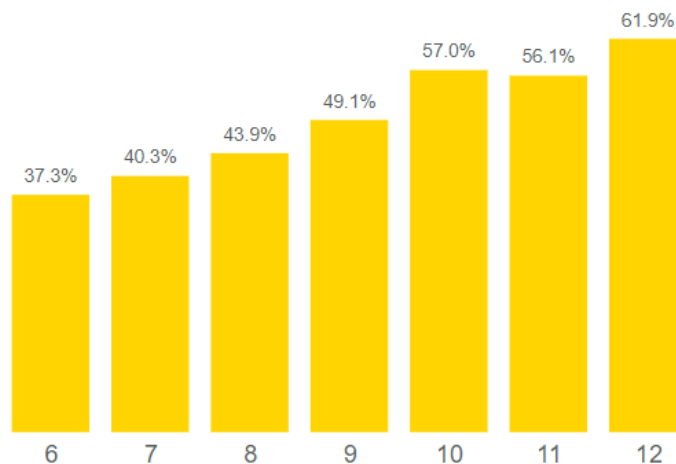
*Statistically significant at 95% confidence level

Which children were more likely to improve their literacy?

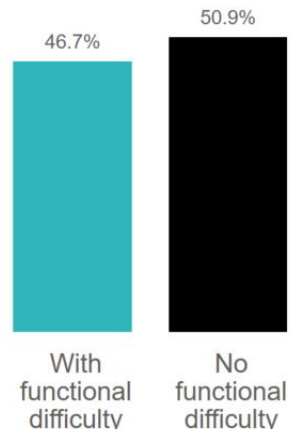
Gender



Age

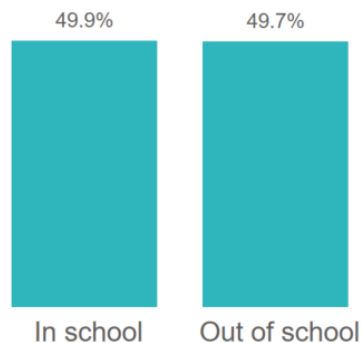


Disability status



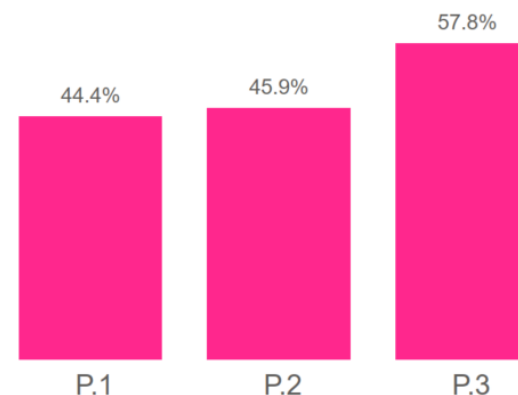
Girls, older children and those without functional difficulties were more likely to improve their literacy

Currently attending school?



Out of School children were just as likely to improve their literacy as those in school

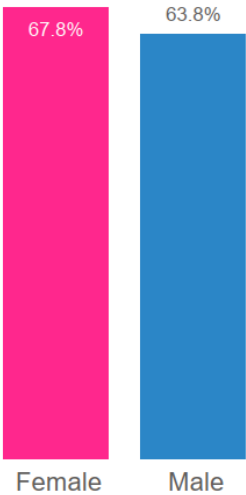
School grade



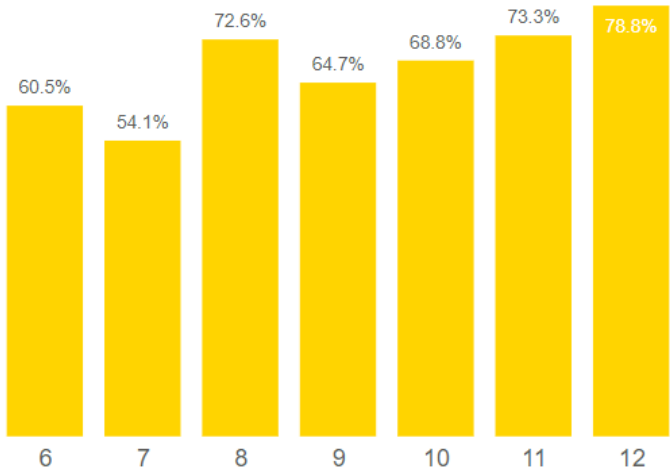
Children in P3 were more likely to have improved than children in P1 & P2

Which children were more likely to improve their numeracy?

Gender



Age



Disability status



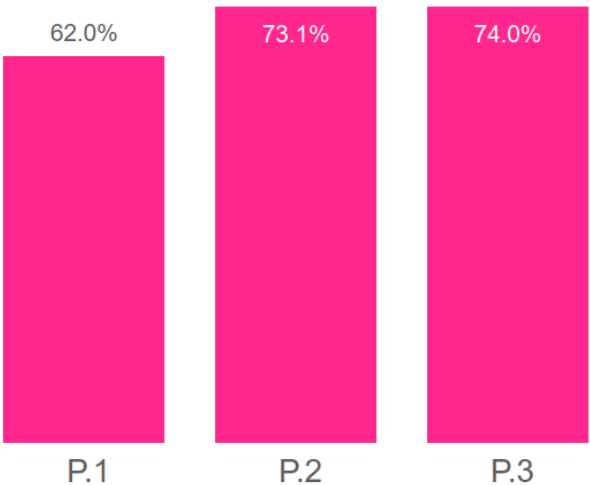
Girls, older children and those with functional difficulties were more likely to improve their numeracy

Currently attending school?



Children in school were more likely to improve their numeracy level

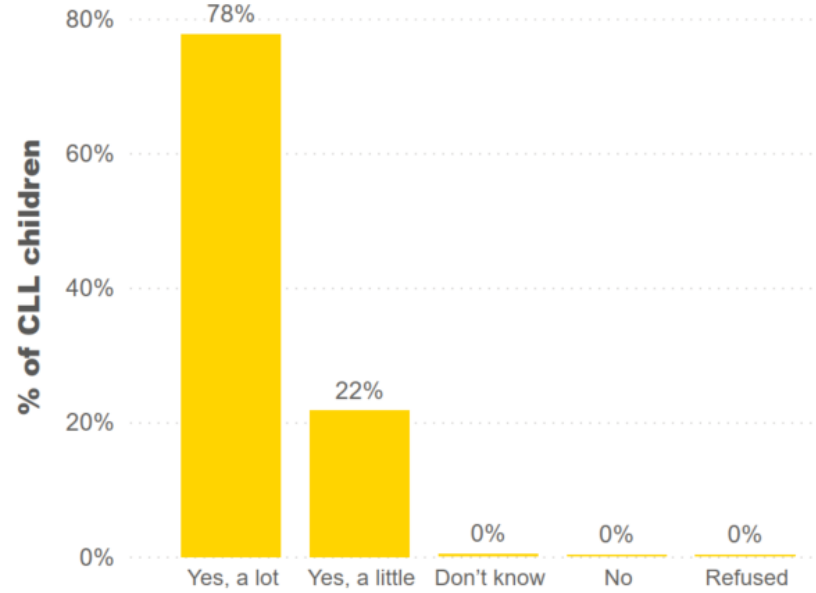
School grade



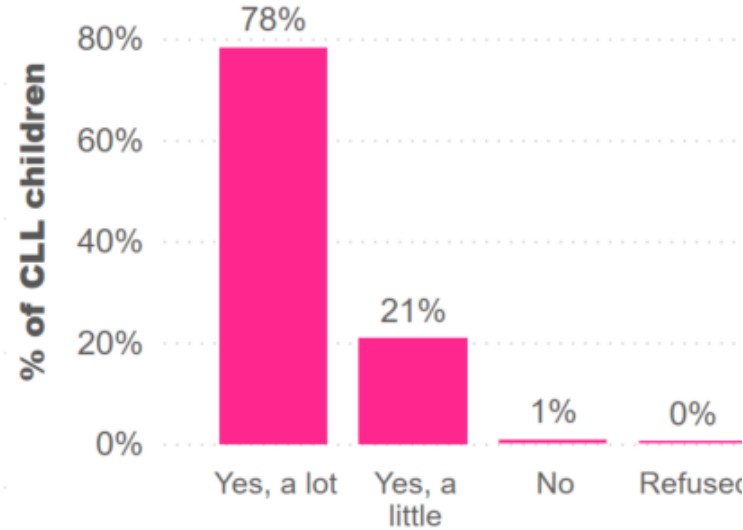
Children in P2 & P3 were more likely to have improved than children in P1

What did children think about CLL?

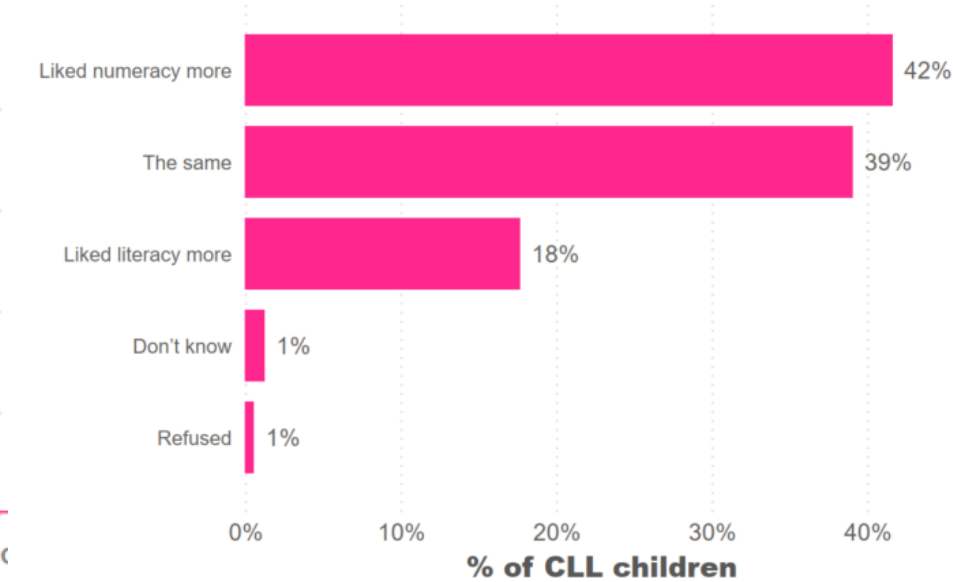
Did you like the CLL classes?



Would you like to continue attending CLL?



Did you prefer literacy or numeracy classes?



Nearly all children liked CLL and wanted it to continue.

Numeracy lessons were more popular than literacy

Qualitative findings (1 of 2)

Why are some children not learning?

Non-pedagogical factors:

- Learner absenteeism
- Class overcrowding through attendance of unregistered learners
- For weekday after school lessons, children are tired and hungry after attending school all day.

Pedagogical factors:

- Literacy content too ambitious for 48 lessons. Recommendation to reduce the content in some lessons and extend the number of lessons

Qualitative findings (2 of 2)

- High demand, ownership and leadership of the CLL initiatives from communities and local officials
- Improvements in children's interest in learning and general confidence to learn / express themselves
- Other children also improved their literacy and numeracy skills due to tutoring from their siblings enrolled in CLL.
- Local school leaders actively championed CLL: sensitising the community, identifying learners, sharing venues and resources, mentoring CLFs
- Schools benefited from initiative: better engagement between parents and schools, and reduced learner absenteeism in schools