



The relationship between Community-Led Learning (CLL) and schools

How CLL and schools do and can work together
for the improvement of children's literacy and
numeracy

August 2023

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Cambridge Education
22 Station Road
Cambridge CB1 2JD
United Kingdom

T +44 (0)1223 463500
camb-ed.com

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Contents

Executive summary	1
1 Introduction	4
1.1 Overview and structure of the report	4
1.2 Purpose and objective of this study	4
1.3 Overview of the initiative	4
1.4 Background to the study	5
1.5 Study approach	5
2 Findings	6
2.1 How do local primary schools interact with the CLL initiative?	6
2.2 What support have primary schools given/ received from the CLL initiative and what difference has this support made?	7
2.2.1 Support given by primary schools to the CLL initiative.	7
2.2.2 Support received by primary schools from the CLL initiative.	8
2.3 What aspects of CLL have been integrated in primary schools and how have they been adapted?	10
2.4 What factors have supported/hindered the interactions between CLL and primary schools and how have they affected their interactions?	12
2.5 What challenges have risen due to interactions and integration of CLL with primary schools and how have they become overcome?	14
2.6 What opportunities are there for expanding, sustaining or improving the relationship between CLL and primary schools?	15
3 Conclusion	17
A. Methodology	18
A.1 Research Approach	18
A.2 Sampling	18
A.3 Data collection methods and tools	19
A.4 Training	19
A.5 Data Collection	19
A.6 Review of target sample versus sample size interviewed during the study.	20

Executive summary

This study employed a qualitative research approach to explore the interactions between the Community-Led Learning Initiative (CLL) and nearby primary schools in Uganda. With the objective of improving literacy and numeracy skills for students in grades P1-P3, CLL established group classes led by community volunteers, known as Community Learning Facilitators (CLFs). The central aim of this study was to identify the multifaceted dynamics through which the CLL initiative interacted with primary schools, thereby influencing and uplifting children's learning outcomes. This research was situated within the SESIL (Strengthening Education Systems for Improved Learning) programme, geared towards improving learning outcomes across Uganda's lower primary levels.

Research Framework

The study was guided by six research areas, each designed to illuminate aspects of the collaboration between CLL and primary schools: how the initiative engaged with schools, the symbiotic support mechanisms operating, the organic integration of CLL practices within primary school frameworks, challenges encountered, the array of strategies deployed to surmount these obstacles, and the opportunities for expansion and refinement of the partnerships between CLL and schools.

Methodology

Grounded in a qualitative methodology, districts, sub-counties, parishes and CLL centres were purposefully sampled based on known interesting elements of the collaboration between CLL and local primary schools. The research spanned four districts: Yumbe, Kween, Terego and Kapchorwa Municipality. Data mining was orchestrated through a combination of Key Informant Interviews (KII) and Focused Group Discussions (FGDs), enlisting an array of stakeholders including Sub-County focal persons, CLL implementation Committees (CICs), CLFs, headteachers, and lower-grade teachers. Altogether, 131 individuals participated in the study, including 15 head teachers, 32 teachers and 24 CLFs.

Key Findings

1. Primary Schools' Interactions with CLL

Awareness of the CLL initiative was well-established among primary schools and stakeholders. Both head teachers and lower grade teachers recognised its focus on improving literacy and numeracy skills for struggling learners. Initiated due to COVID-19 pandemic-induced school closures, most school-level respondents learned about CLL through students, parents or radio lessons. Notably, in one sampled local government, head teachers were sensitised early and connected with local leaders. Interaction between primary schools and CLL manifested in several ways: sharing venues and resources for classes, mentoring CLFs by lower grade teachers, monitoring by head teachers and Centre Management Committees (CMCs), and joint meetings encompassing staff, consultative, parent-teacher, supervisory, and mobilisation meetings. These interactions were perceived as voluntary, primarily involving CLFs, parents, CMC members, parish chiefs, and village leaders.

2. Primary Schools' Support and Impact from CLL

Primary schools have played a significant role in the successful implementation of the CLL initiative. They have sensitised the community, mobilised learners, provided mentorship, and

offered resources like learning spaces and materials. Their involvement has strengthened the initiative's impact and quality. Conversely, while the CLL initiative did not provide direct support to primary schools, schools have benefited significantly from its positive effects. Learners' performance improved, absenteeism and dropout rates decreased, and discipline was enhanced. Parents became more engaged in their children's education, and child safeguarding measures improved. Additionally, primary schools gained additional teachers in literacy and numeracy. Positive school-community relations and the introduction of nursery school programmes have further demonstrated the positive impact of the initiative on primary schools.

3. Integration of CLL Aspects in Primary Schools

The integration of aspects of CLL in primary schools demonstrated substantial transformations, particularly when CLL centres were nearby or on school premises. Schools near CLL centres incorporated child safeguarding, hygiene practices, remedial learning, continuous assessment, improved teacher-pupil ratios, and innovative teaching methods. The CLL initiative's emphasis on safeguarding influenced schools to abandon corporal punishment and focus on learner security, boosting attendance. Hygiene routines improved, increasing handwashing and reducing open defecation. Remedial learning efforts targeting struggling learners led to enhanced performance. Schools embraced continuous assessment and optimised teacher-pupil ratios. Innovative CLL practices diversified teaching methods, revitalising the use of local languages for instruction, harnessing locally available materials, and even integrating audio aids. However, integration lagged in schools distant from CLL centres due to a lack of understanding and formal approvals. Overall, CLL practices brought palpable changes, fostering safer, more hygienic, engaging and effective learning environments.

4. Supporting and Hindering Factors in CLL-Primary School Interactions

The interactions between the CLL initiative and primary schools were shaped by a complex interplay of factors. Respondents emphasised the symbiotic relationship between the two, wherein CLL centres provided support, and primary schools facilitated mentorship and improvement of learner abilities. Key supportive factors included physical proximity, shared resources, common stakeholders, shared objectives, and proactive CMCs. Active CMCs aided sensitisation and collaboration. The nature of CLFs, teaching approaches, and the positive impact of CLL on learner performance also fostered interactions. Conversely, hindrances such as long distances, lack of awareness, absence of introductory meetings, and inconvenient lesson timing hindered interactions. The integration of CLL aspects in primary schools often depended on factors like the proximity of CLL centres, stakeholder alignment and conducive communication.

5. Challenges and Solutions in CLL-Primary School Interactions and Integration

The interaction and integration of the CLL initiative with primary schools brought forth several challenges that affected different levels of the educational system. These included increased pupil enrolment straining resources, limited numbers of CLFs, misuse of school facilities, resource strains, geographical limitations, language disparities and clashes over learning time. Schools also faced issues such as deficient teaching skills among CLFs and language mismatches. However, strategies were devised to address these challenges, including improved communication, peer teaching, resource sharing agreements, stakeholder meetings, formal introductions and resource augmentation. These solutions aimed to enhance collaboration, address resource constraints and align language of instruction preferences, ultimately improving the integration of CLL with primary schools.

6. Enhancing CLL-Primary School Partnership

The potential for expanding, sustaining and improving the relationship between the CLL initiative and primary schools was illuminated by study participants. Their recommendations focused on practical strategies:

1. Peer support and mentorship: Pairing CLFs with teachers to facilitate visits and remote interaction, enhancing communication and cooperation.
2. Teacher training: Training teachers in CLL methods to unify teaching approaches and enhance mentorship.
3. Integrated school-based initiative: Integrating CLL within schools as a remedial programme, potentially garnering government support and funding.
4. Regular stakeholder meetings: Conducting meetings involving parents, leaders and educators to align roles and strategies.
5. Shared committee members: Merging CMCs and School Management Committees (SMCs) to enhance coordination and outreach.

These proposals showcased a comprehensive approach to foster a sustained, impactful and mutually beneficial partnership between CLL and primary schools.

Conclusion

This study underlines the vital connection that has been established in many cases between the CLL initiative and primary schools in improving early grade literacy and numeracy skills. The research highlights the importance of fostering collaborative relationships between these institutions, which share common objectives and serve the same learner base and communities. Proximity between CLL centres and schools enhances resource sharing and interactions, while digital platforms can bridge geographical gaps. Integrating committee members from both entities promotes coordination and strategic alignment. Sensitisation, transparent communication, and regular stakeholder meetings are essential for effective partnerships. The CLL initiative plays a crucial role in addressing skill gaps and leveraging community resources, ultimately empowering learners for a brighter future. By nurturing these relationships, a comprehensive approach to learning can emerge, benefiting diverse learners and enriching the education landscape in Uganda.

1 Introduction

1.1 Overview and structure of the report

This report provides an in-depth understanding on how the CLL initiative has interacted with primary schools, how the interactions were formed, factors that have promoted and limited these interactions, aspects that primary schools have adopted as well as exploring existing practices and ways in which a constructive relationship might be extended. The report presents the findings based on the KIIs and FGDs conducted in the four local governments and provides answers to each of the six research questions. This is followed by a conclusion based on the findings of the report.

1.2 Purpose and objective of this study

The objective of this research was to understand, through a qualitative research approach, in what ways the CLL and schools do and can work together for the improvement of children's literacy and numeracy, including exploring existing practices and ways in which a constructive relationship might be extended. The research questions used were:

1. How do local primary schools interact with the CLL initiative?
2. What support have primary schools given/ received from the CLL initiative and what difference has this support made?
3. What aspects of CLL have been integrated in primary schools and how have they been adapted?
4. What factors have supported/hindered the interactions between CLL and primary schools and how have they affected their interactions?
5. What challenges have arisen due to interactions and integration of CLL with primary schools and how have they been overcome?
6. What opportunities are there for expanding, sustaining or improving the relationship between CLL and primary schools?

1.3 Overview of the initiative

The Community-Led Learning (CLL) initiative is an initiative under the SESIL (Strengthening Education Systems for Improved Learning) programme. SESIL is a five-year education programme designed to improve the quality and equity of measurable learning outcomes at the lower primary level in Uganda. SESIL is doing this by creating opportunities for communities to support and lead their children's learning. SESIL is implemented with funding provided by the UK's Foreign Commonwealth and Development Office and managed by Cambridge Education. The CLL initiative aims to improve the literacy and numeracy skills of children in P1-P3. Under CLL, small group classes of up to 20 children meet four times weekly for two hours - one-hour numeracy and one-hour literacy. The classes are run by a Community Learning Facilitator (CLF) using highly structured lesson materials, delivered in local languages. The CLL initiative is targeted at children with the lowest levels of literacy and numeracy and selection to participate follows a screening process by the CLF to measure their levels.

CLL was launched in 2021 in 77 parishes in one sub-county in each of the 15 SESIL local governments with around 13,000 children being engaged in the pilot. The initiative was set up to help mitigate the underperformance of some learners even before COVID-19 as well as to help reduce learning loss experienced during school closure after the pandemic. The initiative targeted children with the lowest levels of literacy and numeracy after a screening process by

the CLF and these learners were then engaged in 24 lessons of literacy and numeracy. After the pilot, it was noted that out of 100 children in grades P1-P3 who attended all the CLL classes, 38% improved in their literacy levels while 72% improved in their numeracy levels. After the pilot, CLL was scaled to reach a further 340,000 children.

1.4 Background to the study

A qualitative study was commissioned by SESIL in April 2022 to examine and assess the implementation of CLL by conducting in-depth interviews with CLL stakeholders and participatory activities with CLL children in a sample of local governments. The study report, completed in August 2022, indicated that schools were playing a big role in the success of CLL in some of the communities. Examples given included the school leadership, especially the head teachers, advocating for the value and importance of CLL and encouraging the children to continue with their CLL lessons, which boosted learner attendance at the centres. There were also reports of schools providing resources including chalk and dusters as well as making classrooms available for the CLL lessons to take place in. Where CLL centres were housed by the primary schools, head teachers and teachers took the initiative to follow up on what was being taught to ensure that it was well aligned to the curriculum and guided the CLFs accordingly. In short, despite the original design of CLL not purposely targeting relationship building with local schools, it was reported that their involvement in its implementation complemented positively to its success.

In May 2022, a telephone survey was also conducted with 250 headteachers from schools in communities implementing CLL. It found that all the headteachers surveyed were aware of the CLL programme in their communities. In addition, 8 out of 10 schools had helped to identify children to attend CLL classes, 9 out of 10 schools saw the timing of the CLL lessons as good for the children and 9 out of 10 schools felt CLL had strengthened the relationship between the school and the community.

1.5 Study approach

The study employed a qualitative research approach to investigate the interactions between the CLL initiative and primary schools. The research involved interviews with various stakeholders including Community Learning Facilitators (CLFs), Centre Implementation Committees (CICs), Centre Management Committees (CMCs), Sub-County officials, head teachers, and lower grade teachers. Data collection was conducted through Key Informant Interviews (KIIs) and Focus Group Discussions (FGDs). The sampling process involved purposive selection of regions, local governments, sub-counties, parishes, CLL centres, and primary schools. The research team, composed of Learning Support Coordinators (LSCs), was trained to conduct the interviews, ensure ethical considerations, and handle data appropriately. Overall, 131 participants were interviewed, including 15 primary school head teachers, 32 teachers and 24 CLFs. Further details about the research methodology are provided in Annex A.

2 Findings

This section provides a summary of the findings from the qualitative study. Although the study aimed to identify variations in respondents' perceptions across regions and local governments, no significant differences were observed. The research findings are presented according to the six main research questions.

2.1 How do local primary schools interact with the CLL initiative?

In examining how local primary schools engage with the CLL initiative, a robust level of awareness emerged among the selected primary schools and the stakeholders involved. Key terms like "community-based" and "improving literacy and numeracy" were frequently echoed by both head teachers and lower grade teachers, reflecting the initiative's core objectives. Notably, the genesis of the initiative was attributed to the closure of schools during the COVID-19 pandemic. The study revealed that many respondents at the school level acquired knowledge about the initiative through their students or parents, while some respondents pointed to radio lessons during the pandemic. It is also worth noting that in one of the sampled local governments, head teachers were sensitised about CLL from the outset and introduced to sub-county, parish and local leaders engaged in its implementation.

Several activities and roles were key for facilitating interactions between primary schools and the CLL initiative:

- **Sharing of venues and resources:** Respondents highlighted the practice of sharing learning spaces and resources between the initiative and schools, leading to increased engagement time and conducive interaction opportunities. For example, a head teacher in Yumbe District noted that interactions commenced during CLF training conducted within school premises. This head teacher further stated, "SESL has been training the community facilitators at the primary school, here we interact and share ideas on the CLL class, children's performance, and their enrolment numbers."
- **Provision of mentorship:** Lower grade teachers often initiated interactions to provide mentorship and professional support to CLFs, as per requests from either the CLFs themselves or their head teachers. These interactions centred around discussions on "teaching and instructional materials and on what the CLFs were supposed to do with the children while at the centre." A head teacher from Yumbe expressed, "The teachers from the primary schools interact by providing professional support as they come to the CLL to the facilitators and some of the teachers also follow their children to the CLL centre out of interest."
- **Monitoring and supervisory roles:** Both head teachers and CMCs underscored the importance of monitoring CLL centre activities. In response to identified needs, they proactively offered support, such as providing teaching and learning materials. From Kapchorwa Municipality, a head teacher's perspective was shared: "When I find that CLFs have no teaching materials, I would go to the school and request for teaching and learning materials such as charts and manilla papers for use in our CLL centres."
- **Joint meetings:** A range of joint meetings fostered interactions between primary schools and the CLL initiative. These included:
 - **Staff meetings:** Head teachers held regular staff meetings, where CLFs were invited to share updates on CLL activities and engage in collaborative discussions.
 - **Consultative meetings:** Organised by the CIC or sub-county, these meetings aimed to facilitate introductions and agreement on collaborative strategies. A CIC member from

Kween district noted, "We have organised consultative meetings with primary school teachers where we agreed on use of their facilities and teaching schedules."

- **Parent-teacher meetings:** These meetings involved not only lower grade teachers but also stakeholders from the CLL initiative, including CLFs and CMCs. Discussions encompassed learners' progress and strategies for enhanced learning outcomes.
- **Supervisory and monitoring meetings:** Parish and sub-county teams conducted supervisory visits, enhancing interaction and fostering discussions on broader education-related matters. A respondent from Kween shared, "The LCs [Local Councillors] visit the school to monitor the CLL centres and check whether they are teaching. In the process they also visit the head teacher's office and share on several issues beyond CLL."
- **Mobilisation meetings:** Collaboration extended to mobilisation efforts, where both primary schools and the CLL initiative combined their efforts to support children's learning. A head teacher from Kween district stated, "The school organises regular meetings with parents, SMCs [School Management Committees], and LCs to mobilise the community to support the learning of children."
- **Centre Management Committees (CMCs):** Communication channels were often initiated and sustained through CMCs, acting as intermediaries between schools and CLL centres. A head teacher from Kween district elaborated, "We communicate through the centre management committee as they share any grievances they have with the school and we also share any feedback to the centres through them." Another respondent from Kapchorwa noted, "CMCs always hold meetings at the nearby [...] Primary school and invite us."

It was found that most interactions were voluntary, with only a small fraction of lower grade teachers indicating they were mandated by their head teachers to engage. At the primary school level, interactions encompassed CLFs, parents of CLL centre learners, CMC members, parish chiefs, and Local Council representatives.

2.2 What support have primary schools given/ received from the CLL initiative and what difference has this support made?

2.2.1 Support given by primary schools to the CLL initiative.

The study found that primary schools had played a huge role in the successful implementation and impact of the CLL initiative. Several instances were highlighted:

- **Sensitising the community:** Head teachers emerged as key figures in communicating the value of the CLL initiative to the community. This role was significant in enhancing the initiative's acceptance. A respondent from the sub-county level pointed out, "Encouragement from primary schools to attend CLL centres during school meetings has added value to the centres in terms of mobilisation and enrolment."
- **Mobilisation of learners:** Primary schools played a pivotal role in driving enrolment at the CLL centres, particularly for struggling learners. These sentiments were mostly mentioned at the parish level, with one of the CIC members noting, "Primary schools have encouraged their struggling learners to attend CLL centres especially those who are struggling to read and write as well as in maths."
- **Education and advising:** Primary schools provided education policy insights and advised on centre management. Respondents from Kapchorwa Municipality noted, "Primary schools interpret the education policy, guide us on key education issues, and help align CLL teaching with the curriculum."
- **Mentorship of CLFs:** Primary school teachers, especially head teachers and lower grade teachers, significantly improved the quality of CLL lessons. They guided CLFs on teaching methods, literacy techniques, classroom management and curriculum alignment. A CLF from Yumbe district shared, "I got professional development support and guidance from the

teachers at the primary school." Another CLF from Kween district mentioned, "I received guidance on areas that were not clear."

- **Providing learning spaces:** Many respondents reported that primary schools hosted CLL centres, deriving many benefits:
 - **Security:** One CLF from Kween reported, "The school provided security for the children. The school has a watchman who is always at school and helps to maintain order among the children." Another CLF from Yumbe also noted "I do not have to worry about the materials in class as there is security for the CLL materials at the custody of the primary school." Similar experiences were shared by the majority of CLFs interviewed.
 - **Adequate space for the children to learn and play:** CLFs noted that majority of schools where they were hosted had a compound for the children to sing and exercise during their lessons making them enjoy the initiative.
 - **Availability of sitting desks:** In many CLL centres located outside of school compounds, children sat on mats, whereas in CLL centres located in primary schools, learners had access to desk and chairs. This was beneficial for the children, as noted by one CLF from Kween, "The School offered classrooms and desks for our use making writing easier for learners." Another CLF noted "The desks were adequate for the children who could sit comfortably and write well."
 - **Continuity of learning during rainy seasons** because the lessons could take place in buildings with roofs.
- **Supplying teaching materials:** Primary schools mitigated resource shortages at CLL centres by providing teaching materials like textbooks and chalk. These sentiments were mentioned by most CLFs interviewed. One CLF from Kapchorwa Municipality stated, "Schools continuously supply learning materials like chalk when needed." Another mentioned, "Receiving learning materials from schools has made teaching easy and more interesting." Teachers also advised the CLFs how to use locally available teaching resources. In addition, schools provided play equipment, such as balls, which the CLFs used for energiser activities and which the children played with during breaks.
- **Enrolment of out-of-school children:** Primary schools went a step further to enrol out-of-school children, including dropouts, in the CLL centres with a head teacher from Yumbe district noting, "The first support we give is to absorb and enrol out of school learners as our own at the school ... We have been talking to the sub county and town council authority about their attendance and enrolment through reports."
- **Enhanced monitoring and supervision:** Head teachers and senior teachers played pivotal roles in monitoring and maintaining high learning standards at the CLL centres. One head teacher from Kapchorwa Municipality exemplified this by stating, "Whenever I am free, I supervise and monitor teaching and learning especially if I have lessons here with the Primary 7 class on Saturdays."

In essence, primary schools have not only supported the CLL initiative with resources but have also been instrumental in ensuring its success through community sensitisation, mobilisation, mentorship, advising, and contributing to the overall quality of the initiative. Their involvement has significantly bolstered the initiative's impact and outcomes.

2.2.2 Support received by primary schools from the CLL initiative.

Although the CLL initiative did not offer direct support to primary schools within their communities, it was evident that primary schools reaped significant benefits from the positive impact of the initiative. Primary schools benefited in several ways:

- **Enhanced learner performance:** Learners exhibited improvements in reading, numeracy skills and overall academic performance. A sub-county official noted the following based on

their observation during monitoring visits to primary schools, "Learners have improved in literacy and numeracy... this has made teaching easier in the lower classes since the learners are now more active". Another sub-county official reported that this improved learning had given the schools a positive image.

- **Increased enrolment:** Respondents noted that there was an increased enrolment at the schools where learners were more fluent in reading, writing and numeracy. A parish-level respondent shared, "We, as the CIC, have been able to mobilise for children to attend both school and CLL."
- **Enlightened parents:** The initiative's community engagements fostered a greater understanding of education's value among parents. The CLL initiative played a role in parents becoming more involved in their children's learning, attending PTA meetings, and providing support, such as mid-day meals.
- **Reduced absenteeism and dropout rates:** With active follow-up and monitoring by the CIC, absenteeism and dropout rates were minimised, leading to higher completion rates. This is demonstrated by responses from the parish level stakeholders, for example in Yumbe CIC members noted, "we help by following up on the children even while at the school and ensure that they are in school. The CIC also follow the enrolment numbers and ensure that there are minimal dropout rates. We also ensure that absenteeism is completely very low to attain high completion rates at the school." Similarly in Kween district, CIC members stated, "we have improved on the relationship between the school and the CLL initiative as we mobilise children to attend CLL centres as well encouraged them to attend school."
- **Improved discipline:** Learner discipline improved, attributed to increased engagement in reading and writing activities. The CLL initiative resulted in children adhering to school rules and regulations, as they were more occupied during lessons. This was reported by a CIC member from Kapchorwa municipality who stated "Children's discipline has also improved as they are now responding to teacher instructions as well as following school rules and regulations" Similar sentiments were shared by CMC members from Yumbe who stated "our support has enabled easy management of learners at the school since they are now disciplined". At the school level, the majority of head teachers interviewed noted that there was a notable difference in the discipline of learners attending CLL centres. A head teacher from Terego noted "learners are more disciplined as enforcement of discipline is now being done both at school and at the centre. The impact is clearly visible."
- **Enhanced child safeguarding measures:** The CLL initiative's prioritisation of learners' well-being and safeguarding was noted and valued by parents and had led to parents paying closer attention to schools' approach to these. It was reported that children's attendance and participation in school had improved as a result, leading to faster learning and improved learning outcomes in school.
- **Educational impact on teachers:** Primary schools gained teachers with expertise in teaching literacy and numeracy as some CLFs found employment opportunities in those schools. Some CLFs were also used as temporary teachers available to assist lower grade teachers when needed.
- **Nursery school programme:** Headteachers from Kween and Kapchorwa districts cited newly introduced nursery school programmes, inspired by the CLL initiative. This move had provided permanent employment to some CLFs as noted by a head teacher from Kapchorwa Municipality who stated "We have introduced a nursery school programme as result of learning from CLL programme. This has provided permanent employment to CLFs in this school."

Primary schools lauded the initiative's substantial benefits. Headteachers across the districts affirmed that performance had increased; enrolment had gone up, and absenteeism had reduced. Lower grade teachers also expressed their appreciation for the positive impacts, citing increased community involvement, improved morale, confidence among students, and ease of

teaching due to provided CLF handbooks. Attendance rates, once between 40% and 60%, now exceeded 95% in certain classes.

2.3 What aspects of CLL have been integrated in primary schools and how have they been adapted?

The examination of the integration of aspects from the CLL initiative into primary schools unveiled a compelling body of evidence. This evidence indicated some transformative impact instigated by the CLL initiative on the schools, particularly when CLL centres were situated proximally or within the premises of primary schools. Conversely, a distinctive pattern emerged in schools that were further away from CLL centres. These schools reported limited integration, often stemming from a lack of comprehensive understanding about the fundamental principles and mechanics of the CLL initiative. This pattern was also observed in one particular local government, where integration was relatively subdued, largely attributed to the paucity of direct affiliations between CLL centres and primary schools. This divergence gave rise to a perception that CLL centres operated as self-contained entities with their own distinct rules and regulations.

The integration of CLL initiative aspects within primary school operations gained impetus from active engagement between teachers, headteachers and CLFs. This engagement encompassed a range of activities, including the observation of CLL lessons and studying the CLF handbook. Stakeholders across administrative levels, ranging from sub-county to parish, and further down to the centre level, consistently corroborated the assimilation of various facets from the CLL initiative, including the following examples:

Child safeguarding practices: A pivotal theme that surfaced was the incorporation of robust child safeguarding measures within the school environment. According to sub-county and parish respondents, the CLL initiative, which purposefully sought to ensure the safety of learners during their time at the learning centres as well as their journey to and from it, has significantly influenced schools' own policies and practices. The dissemination of training on safeguarding practices was reported by respondents from both CICs (parish-level) and CMCs (CLL centre-level) to have led to a marked departure from the use of corporal punishment in schools. Teachers have been "cautioned against beating and abusive behaviour", according to a CIC member from Kapchorwa local government, while a CMC member from the same local government reported that "Teachers no longer abuse children but instead use alternative ways of corporal punishment". The discernible outcome of better child safeguarding practices was an elevated sense of learner engagement and enthusiasm, turning the learning environment into a secure and hospitable space. This improved sense of security was manifested in strong learner attendance, even during poor weather conditions, underlining the previously overlooked factor of personal safety. The CLL initiative's emphasis on child safeguarding was embraced, with a teacher from Kapchorwa noting, "we no longer cane children instead [we] use other ways to reprimand children like writing apology letters." At the sub-county, several respondents noted that parents were more expectant of their children's safety as noted by a sub-county official who stated, "The child safeguarding has created a very big difference in that, parents now have confidence in the CLL and expect the same from schools." Another sub-county official noted that "This program involves child safeguarding and protection /safety with the support of the LCs and Parish Chiefs of the community and the experience and knowledge they have gained is being used to improve schools".

- **Hygiene practices:** A noteworthy transformation in hygiene practices was evident among learners. The adoption of consistent and rigorous handwashing routines emerged as a significant change, fostering a culture of hygiene and cleanliness. Notably, schools succeeded in curtailing the practice of open defecation, which was prevalent prior to the intervention of the CLL initiative. This shift extended beyond the school realm, permeating the broader community.

- **Remedial learning:** The introduction of remedial learning initiatives stood out as a pivotal outcome of integration. One CLF noted that “Here [in CLL] the slow learners have been considered very important...The school and the teachers have taken note of this aspect. They have taken steps to ensure that even slow learners are not left behind.” Schools tended to provide their remedial learning during periods when CLL lessons were not conducted. Remediation strategies encompassed lesson revisions, consolidating challenging concepts. This approach, designed to cater to struggling learners, yielded promising outcomes, leading to enhanced performance. Not all such remedial programmes introduced by schools were successful, however, which was explained by a lack of structure and parental involvement.
- **Continuous assessment:** The impetus to introduce continuous assessment mechanisms emerged as a prominent outcome of the integration of the CLL initiative into schools, especially in Kapchorwa Municipality. Drawing from the well-established practice within the CLL initiative, primary schools incorporated regular assessments into their pedagogical strategies as noted by a teacher from Kapchorwa local government who stated “we now have continuous assessment of learners being done as we are now keen on giving lesson exercises and homework daily”. One CLF from the same local government also noted that teachers were “giving daily exercises at the end of the lesson to evaluate learner competency in reading and writing” as well as administering tests at the beginning, middle and end of term. This practice of frequent assessment aimed to provide a comprehensive view of learner progress, ultimately shaping instructional approaches and facilitated teachers’ understanding of learner proficiency in key domains like reading and writing.
- **Teacher-pupil ratio:** The success attributed to CLL's low teacher-pupil ratio was acknowledged by primary schools, inspiring emulation in one local government. Schools in Kapchorwa strove to replicate this favourable teacher-to-pupil ratio, implementing strategies like recruiting additional teachers with a sub-county official stating “Some volunteer teachers have got employment opportunities in these schools.... reducing the teacher-pupil ratio”. This deliberate step aimed to optimise the learning environment and enhance the quality of instruction. This endeavour resulted in increased teacher availability, providing learners with more personalised attention and fostering an enabling learning atmosphere.
- **Teaching and learning approaches:** The transformative impact of CLL initiative practices extended to the core of teaching methodologies. Distinctive shifts were observed in the teaching methods adopted by lower grade teachers, catalysed by the adoption of CLL methods and practices. This resulted in diversified strategies such as integrating play-based learning, harnessing local languages during literacy and numeracy sessions, emphasising vowels and syllables in reading, and utilising locally available teaching materials. These innovative methodologies infused dynamism and vitality into the classroom, fostering learner engagement and cultivating an environment conducive to effective learning. The following quotations are illustrative:
 - Remarking on the integration of local languages, one head teacher from Kween district said “the CLL initiative has rejuvenated use of local language instruction in the primary school.”
 - Highlighting the amplification of locally available materials in instruction, one teacher stated, “Teachers have strengthened their use of locally made learning materials as is emphasised in the CLL initiative.” Sentiments given by lower grade teachers on the use of locally available materials included: “I am now using more teaching materials for numeracy. Counting sticks has become part of the learners and CLFs brought the idea of using local materials at the school.... now parents help support their children to collect bottle tops and break counting sticks for the children to add, subtract divide and multiply.”
 - A unique approach surfaced in one local government, where the CLL audio materials were used to aid the teaching of literacy in primary schools. A headteacher from Kween

mentioned, "When they listened to audios in the memory cards distributed to the CLFs, they realised they could facilitate reading and adopted those letter sounds in their reading lessons."

- Referencing how teachers themselves had used the CLF handbooks, teachers commented that "I use the handbook to guide me in steps of teaching numeracy and language" and "I now scheme and plan their lessons by referring to such concepts of letter sounds as the CLL teachers lesson handbook." Also, lower grade teachers shared their experiences: "We use reading themes and sometimes refer to CLL lesson handbook in our teaching" and "I like the steps of teaching used as everything is included in the book even the time for each activity". Nevertheless, not all schools fully integrated CLL aspects, citing a need for "formal approvals from relevant authorities" before implementation.

2.4 What factors have supported/hindered the interactions between CLL and primary schools and how have they affected their interactions?

The exploration of factors that have either supported or hindered the interactions between the CLL initiative and primary schools revealed the interplay of various influences. Respondents illuminated a symbiotic relationship between CLL and primary schools, characterised by mutual reinforcement. One respondent encapsulated this relationship by stating, "They are aware [that] they both complement and supplement each other. CLL needed schools for shelter, for mentorship while the school needed them to help improve their learners' abilities and performance, specifically to help them improve on learners who have specific difficulties in literacy and numeracy."

Several key factors underpinning the establishment and sustainment of interactions between primary schools and CLL were identified:

- **Introductory meetings:** The organisation of introductory meetings by education and local leaders emerged as a pivotal enabler of interactions. These meetings fostered transparent communication and agreement on mutual resource utilisation, including timing for CLL lessons. Such clear communication established a foundation for cooperation and effective interactions between CLL centres and primary schools.
- **Shared objectives and visions:** The convergence of objectives and visions between CLL and primary schools fostered robust interactions. Both entities were driven by a common commitment to enhancing literacy and numeracy skills and providing quality education. This shared purpose encouraged mutual support, with a Sub-County officer explaining, "Primary schools have acknowledged that they do not have enough capacity. The teacher, pupil, and book ratios are very high, affecting the delivery of quality education... With the coming of CLL, they noticed a good support system which they embraced wholeheartedly."
- **Shared stakeholders:** Having the same groups of stakeholders, including learners, parents, education officials and local leaders, contributed to the harmony between CLL and primary schools. Respondents noted that both establishments targeted the same community members and benefited from mutual stakeholder involvement. This alignment led to efficient joint meetings and collaborations, eliminating redundancy in communication efforts. A CMC member shared, "During PTA meetings, we meet and take extra time to find out what is going well in our community, including what is happening at the CLL centres, which is promoting literacy and numeracy." At the parish level, a CIC member noted that "The good cooperation and coordination between CLL leaders and primary school administrators has made it easy for CLFs to approach schools for additional teaching and learning materials and resources."
- **Shared learner pool:** The phenomenon of learners attending both CLL centres and primary schools emerged as a potent driver of interactions. Shared learners provided a binding factor

that enabled collaboration. A CLF underscored this by noting, "The learners I teach come from the same school, and we share the same parents with the school—this is a big binding factor."

- **Proximity:** The proximity between primary schools and CLL centres emerged as a pivotal factor. Respondents highlighted that interactions were more frequent and fluid when both establishments were in close proximity to each other. A Sub-County respondent articulated, "These establishments are very close to one another here at the town council; so, interaction is much easier among the facilitator and the school." The physical closeness facilitated engagement, fostering regular communication and facilitating resource sharing between CLFs, teachers and headteachers.
- **Availability of space and resources:** The availability of physical space and educational resources at the schools was a prominent consideration in facilitating interactions. Respondents noted the preference for CLL centres to be situated within school premises, leveraging the existing infrastructure, such as classrooms, fields and sanitary facilities. A head teacher explained, "Our interaction began after the initiative requested to use our facilities." Similarly, a CIC member commented that "we took deliberate steps to request the school for learning space especially when we saw how our learners were struggling with bad weather and this began our interactions with the school".

At the school level, additional factors that significantly influenced interactions were identified:

- **Active CMCs and CICs:** The presence of proactive CMCs and CICs played a pivotal role in sensitising schools about the CLL initiative. These committees amplified awareness of the initiative's positive impact within the community, leading to enhanced interactions. A head teacher emphasised, "Our leaders conducted a lot of sensitisations on CLL and how important this programme is to the school... This made it easier to work together."
- **Enhanced performance and reduced workload:** Lower grade teachers acknowledged the CLL initiative's positive influence on learners' performance. This positive impact led to a reduced workload, as teachers focused on reinforcing what learners had already learned. A teacher expressed this sentiment by stating, "The good performance of the children brought by the CLL centres has lessened our workload because we only revise what the children have already learned, making it easy for them to pass."
- **Nature of the CLF:** The approachability and familiarity of CLFs were cited as facilitating interactions. The shared community background of CLFs engendered ease of communication and rapport. However, respondents noted that successful interactions were not solely contingent on the CLF's background, but also on their disposition, flexibility and openness to feedback.
- **Teaching and learning approaches:** The transformation observed in learners' interest and performance within the CLL initiative prompted primary school teachers to visit CLL centres to observe the teaching and learning approaches being used, as demonstrated by this teacher: "I got interested to know what is really happening at the CLL after I realised that some children were doing well in my class". Interactions were also prompted when teachers recognised the similarity of teaching and learning materials. One teacher noted "The school has learning materials that are similar in content with that of the CLL handbook and this made me have interactions with CLFs to compare the content."

Conversely, several factors hindered interactions between primary schools and the CLL initiative:

- **Long distances:** A significant number of respondents who reported limited interactions attributed this hindrance to considerable distances separating primary schools and CLL centres.
- **Lack of awareness and support:** Some parents demonstrated a lack of support for the CLL initiative due to limited understanding of its essence or lack of awareness about its

significance. This challenge, driven by a "don't care attitude," impeded learners' attendance. Subsequently, efforts were undertaken to sensitise parents, culminating in improved attendance.

- **Absence of introductory meetings:** In some cases, a lack of initial awareness about the CLL initiative resulted in limited engagement. Head teachers and teachers felt unprepared to support the initiative, as their roles were not clarified. Instances of conflict between CLL centres and primary schools also stemmed from inadequate communication and planning.
- **Timing of CLL lessons:** The scheduling of CLL lessons, particularly over weekends, posed challenges for interactions. Lower grade teachers often were not available during weekends, limiting communication and collaboration with the CLL initiative and with CLFs.

In conclusion, the dynamics of interactions between CLL centres and primary schools were influenced by a confluence of factors, ranging from physical proximity and shared resources to aligned objectives and stakeholder involvement. Conversely, obstacles like geographic distances, lack of awareness and inconvenient timing of lessons posed challenges to effective engagement between the two entities.

2.5 What challenges have risen due to interactions and integration of CLL with primary schools and how have they become overcome?

Upon investigating the interactions and integration of the CLL initiative with primary schools, several challenges emerged across various levels, spanning sub-counties, parishes and centres:

- **Increased pupil enrolment:** A direct consequence of the CLL initiative was an increase in pupil enrolment in schools, consequently straining teacher-pupil ratios and available resources. This was noted in one local government with respondents from the sub-county down to the school level highlighting that the initiative had sparked demand for education by parents yet the available primary schools could not meet the demand. At the sub-county level, the focal person interviewed stated, "A lot of mobilisations have been done at the CLL centres. These centres attract many more children... the pupil ratio is very high, and the desk ratio for the learners is also not good." Similarly, a head teacher from the same local government noted that "there is now congestion at the classes for example P4 has too many learners in class. We do not have enough classrooms for the learners at school since the number has risen from about 1,250 to 2,350 children. Sitting facilities in class are inadequate Latrine facilities are also not adequate for all the increased number of learners at the school."
- **Demand for CLL outstripping the capacity to delivery:** The limited number of CLFs posed a challenge in meeting the surging demand for CLL. As the initiative's impact became apparent, parents and head teachers sought enrolment for additional children, overstressing the available CLFs. A sub-county respondent noted, "Schools have complained about CLL taking up few learners."
- **Misuse of facilities:** Some primary schools reported instances of misuse of facilities and resources where CLL centres were located on their premises. Complaints ranged from unclean spaces post-use to damage of instructional materials displayed on classroom walls by CLL attendees. These occurrences strained the partnership between primary schools and CLL centres.
- **Resource strain:** The reliance of some CLL centres on primary schools for resources such as chalk placed an additional burden on the limited resources available within schools. This dynamic strained the existing infrastructure and facilities, as noted by a parish-level respondent.
- **Language disparities:** Early on, a divergence in language preferences emerged, with schools and parents favouring English for literacy and numeracy instruction. The CLL

initiative, which promoted local languages, generated tensions around language choice, impacting learners' comfort and assessment alignment.

- **Clashes over learning time:** In scenarios lacking introductory sessions between CLL centres and primary schools, clashes arose at the outset the timing of the CLL lessons. Schools were particularly concerned about children attending lessons after school when learners were fatigued and unable to concentrate. Parents also voiced concerns about their children's engagement, as weekend CLL attendance hindered their availability for domestic tasks.

Distinct challenges identified at the school level encompassed:

- **Lack of communication structures:** Several head teachers expressed dissatisfaction with the lack of formal communication structures between the school and the CLL initiative. The absence of introductory meetings and unclear roles hindered collaboration. Head teachers also raised concerns about CLFs not communicating their lateness or absences, which compromised learners' safety.
- **Language mismatch:** The use of local languages for teaching in CLL centres, while English is used for formal assessments in school, created a disparity that concerned lower grade teachers. This discrepancy was perceived by some teachers as detrimental to learners' performance.

To address these challenges, respondents proposed several strategies:

1. **Improved communication:** Creating channels for communication, such as sharing phone numbers and establishing WhatsApp groups, facilitated collaboration between CLFs and lower grade teachers. This approach proved effective in centres located away from primary schools.
2. **Peer teaching and mentoring:** Introducing peer teaching and mentoring initiatives enhanced the teaching skills of CLFs, ensuring quality lessons and a supportive learning environment.
3. **Resource sharing agreements:** Meetings involving CLFs, teachers and stakeholders led to agreements on resource sharing, including classrooms. These agreements aimed to prevent damage to school property while fostering cooperation.
4. **Stakeholder meetings:** Engaging parents, schools and CLL stakeholders in meetings led to the re-scheduling of CLL lessons and sensitised parents about the importance of remedial learning.
5. **Formal introductory meetings:** Official introductory meetings, steered by local leaders, addressed communication gaps between primary schools and CLL stakeholders.
6. **Resource augmentation:** In response to resource constraints, involving external organisations, like the SESIL team, ensured the provision of necessary resources to CLL centres.

In summary, the integration of CLL with primary schools introduced a set of challenges that required innovative solutions. Overcoming these hurdles called for robust communication, cooperation and alignment between CLL centres, primary schools, and stakeholders.

2.6 What opportunities are there for expanding, sustaining or improving the relationship between CLL and primary schools?

The study participants demonstrated a profound understanding of the possibilities and strategies for expanding, sustaining and enhancing the rapport between the CLL initiative and primary schools. Their insights provided critical opportunities for nurturing this critical relationship:

- 1. Peer support and mentorship:** Respondents stressed the significance of pairing CLFs with lower grade teachers to foster mentorship and peer support. This arrangement was suggested for where CLL centres are located at or near schools instead of Mentor Teachers needing to travel long distances to reach the centres. For centres located far from primary schools, respondents suggested forming WhatsApp groups to enable remote interaction and support, bolstering communication and cooperation. The respondents also proposed organising structured class visits between CLFs and teachers to facilitate shared learning.
- 2. Teacher training:** Recognising the potential of synergy between the CLL initiative and teaching methods used in primary schools, respondents recommended training lower grade teachers in the approaches employed by CLL. This approach aimed to improve the quality of mentorship provided by teachers, facilitating a unified approach in nurturing learners' literacy and numeracy skills.
- 3. Integrated school-based initiative:** Respondents advocated for integrating CLL within primary schools, with the initiative being recognised as part of the school's remedial learning programme. By solidifying this integration, CLL could be elevated to a government policy, enabling it to be seamlessly assimilated into the education system. The envisioned integration would enhance efficiency, as schools would be equipped to communicate directly with parents about academic improvements. This integration was expected to ease parental mobilisation, enhance attendance, and amplify the impact of the initiative. At various levels, respondents perceived this integration as an opportunity for greater support and sustainability. They highlighted that if CLL became an official school programme, it could attract funding and backing from the Ministry of Education, opening doors for expansion.
- 4. Regular stakeholder meetings:** Respondents emphasised the value of regular meetings involving all stakeholders - parents, local leaders, education officers, primary school head teachers, and lower grade teachers. They suggested initiating these meetings at the outset of the initiative to sensitise stakeholders, outline roles, and agree on implementation strategies. These meetings would foster positive attitudes, alignment, and resource-sharing among all stakeholders involved in the initiative.
- 5. Shared committee members:** Respondents recommended shared membership between the CMCs and the School Management Committees (SMCs). This integration aimed to capitalise on the common goals and purpose shared by both schools and CLL centres. Aligning committee members would improve coordination, ensuring better agreement on matters concerning both institutions. Furthermore, shared committee members would enhance outreach, particularly targeting marginalised groups like girls and out-of-school children.

The participants' proposals collectively illustrated a comprehensive approach to bolstering the connection between CLL and primary schools. By embracing mentorship, training, integration, communication, and shared management, respondents envisaged a more robust, sustained, and impactful partnership that would benefit learners and communities alike.

3 Conclusion

The relationship between the CLL initiative and primary schools, both pivotal in nurturing early grade literacy and numeracy skills, has unveiled a promising coexistence. This report accentuates the significance of cultivating positive and collaborative relationships between these institutions, which share common objectives and cater to the same learner base and communities. These partnerships serve as a conduit to harness the potential of both establishments, thereby bolstering the quality of education.

A central theme woven through the findings is the imperative of forging strong collaborations. Such partnerships, however, do not always emerge spontaneously; they require purposeful strategies. Establishing and perpetuating these bonds entails structured approaches that assure peaceful coexistence and sustained mutual benefits. As underscored by the research, instigating relationships from the inception of the initiative is a pivotal foundation. Education officers, particularly those at the various administrative levels, play an important role in priming the interaction and setting forth clear expectations for the stakeholders.

Proximity, a recurrent motif, emerged as a critical enabler of interactions. When the CLL centres are located close to the primary schools, it facilitates the sharing of resources and engenders conducive environments for interactions. Nonetheless, innovative strategies must be devised to foster relationships between distant establishments. Digital technologies offer new avenues, such as forming online communities of practice or leveraging routine district meetings, to bridge geographical gaps and nurture interconnections.

The alignment of committee members across both CLL centres and primary schools, particularly integrating those actively engaged in primary school management, emerged as an effective measure to enhance coordination. This collaborative synchronisation would ensure that the CLL initiative becomes an intrinsic and synergistic facet of the education ecosystem. This strategic integration would not only address the demand for remedial learning but also optimise resource allocation and streamline communication channels.

Crucial conclusions gleaned from the study also encompass the necessity of sensitisation and dialogue. Raising awareness about the CLL initiative among parents, teachers and community leaders is a critical steppingstone. Clear, transparent communication mechanisms are the linchpin of successful relationships. Holding regular meetings across various stages of the initiative, with all stakeholders engaged, fosters shared understanding, addresses concerns, and calibrates expectations. Additionally, tailoring interventions to cater to the distinct needs of both primary schools and CLL centres nurtures a more organic and effective partnership.

This report not only underlines the pressing demand for remedial learning interventions but also emphasises the indispensability of fostering symbiotic relationships. The CLL initiative, functioning as a conduit for leveraging community resources and volunteerism, emerges as key in addressing learners' skill gaps. This collective effort transforms the community into a potent catalyst for education. By nurturing these relationships, an integrated approach to learning flourishes, catering to diverse learners, including those who are out of school, and fostering a learning ecosystem that enriches the educational landscape. The culmination of these efforts will be an empowered generation equipped with the foundational skills requisite for a prosperous future.

A. Methodology

A.1 Research Approach

This research explored the different issues, learnings, successes and challenges experienced by the CLL initiative during their interactions with schools. The study interviewed several groups of stakeholders engaged in the implementation of the initiative to gain a better understanding of how these interactions were forged, maintained or constrained and these stakeholders included CLFs, CICs, CMCs and the Sub-County focal person. At the school level, the research engaged the primary school's head teacher and two teachers from the lower grades. Further details are provided in the research matrix below elaborating which research question was asked per participant and the tool administered during the interviews.

The study utilised a qualitative approach to data collection comprising Key Informant Interviews (KIIs) and Focus Group Discussions (FGDs). This approach enabled the participants to reflect, be creative and have open discussions with the research team. FGDs were only conducted with CMCs, while all other interviews were conducted via KIIs.

A.2 Sampling

Respondents were selected through the following process:

Stage 1: Selection of regions, local governments, sub-counties, and parishes- Purposive selection of four local governments, based on the following key characteristics:

- Representation of both regions implementing the initiative: the study sampled four local governments (two from West Nile region (Terego and Yumbe) and two from the Eastern region (Kapchorwa Municipality and Kween).
- Selection based on a districts' exemplary demonstration of positive relationships between CLL and local primary schools as per feedback provided by Learning Support Coordinators (LSC) and Regional Leads (RLs).

In each district, one sub-county and two parishes were selected with consideration being given to sub-counties or parishes that demonstrated the existence of positive relationships between CLL and local primary schools.

Stage 2: Selection of CLL centres and primary schools- the study was conducted in four CLL centres and two primary schools within each parish. The four centres per parish were selected based on their success in establishing positive relationships with the local primary schools within their communities as advised by LSCs and RLs.

In each parish two primary schools were also selected. The primary schools were purposively selected on the basis that many of the learners from the selected CLL centres attended those primary schools. In instances where most learners attended a private school within the local community, consideration was given to this school, but this only happened in Kween District.

Stage 3: Selection of research participants at the district, sub-county, and parish level- Purposive selection of participants to participate in this research was based on their direct engagements (either in supervising, monitoring or implementation of the initiative) with both CLL centres and government primary schools as well as their contextual understanding of key education issues within their respective communities. Based on the sample selected at stages one and two, the research proposed to interview the following respondents:

- At the Sub County level, four KIIs with the SAS/CDO (one per district)
- At the Parish level- eight KIIs with the CLL Implementation Committee (two KIIs per district)

- At the centre level- sixteen FGDs with the CLL Centre Management Committee (two FGDs per parish centre or one per CLL centre) and 16 CLFs (1 CLF per centre translating to 4 CLFs per district)
- At the primary school- 16 head teachers in primary schools (1 head teacher per school and 4 schools per district) and 32 lower grade teachers in primary schools (2 lower grade teachers per school with a target of 4 schools per district)

Table A.1: Distribution of the sample and Tools

Respondent categories	Research techniques/tools	No of interviews per district	Total interviews (4 districts)
Subcounty officials or Subcounty Focal Person	KII	1 per district	4
CLL Implementation Committee	KII	2 per district	8
Centre Management Committee	FGD	4 per district (2 per parish)	16
Community Learning Facilitators	KII	4 per district	16
Head teachers	KII	4 per district	16
Lower grade teachers	KII	8 per district	32

A.3 Data collection methods and tools

The research used a qualitative approach to collect data at the three main levels: sub-county, parish and primary school/ CLL centre levels. SESIL staff were utilised to conduct the study, specifically the Learning Support Coordinators. The research utilised the LSCs because of their contextual understanding of CLL and education issues within their respective local governments. However, these staff were not necessarily qualified researchers and to reduce bias and increase validity of the data collected, they were trained on data collection including how to note down responses objectively from research participants, and to record key quotes made during the interviews as well as how to follow up on unclear responses. The LSCs were also trained on the research tools and ethical considerations for conducting research.

The research team also contributed to this study by providing their insights and reflections in the form of research reflection notes which they wrote after the data collection process. The reflection notes captured their perspectives on the research questions as well as enabling the researchers to share any key quotes noted from the respondents.

A.4 Training

The research team comprised four LSCs who were trained for half a day on 27th June 2023. Training was provided by the study lead and SESIL's Results and Learning Coordinator. The research team was trained on:

- the purpose of the study
- the research tools and target populations
- ethical considerations for conducting research
- steps for obtaining informed consent
- child protection and safeguarding as well as data handling including confidentiality
- qualitative data transcription, analysis and reporting

A.5 Data Collection

The following schedule was proposed for use during the data collection process.

Timing	Data collection activities	
	Morning	Afternoon
Day one	Travel to primary school 1- parish 1 <ul style="list-style-type: none"> • Conduct KII with head teacher. • Conduct KII with lower grade teacher 1. • Conduct KII with lower grade teacher 2. 	Travel to CLL centre 1 <ul style="list-style-type: none"> • Conduct KII with the CLF • Conduct KII with a CIC member. • Conduct FGD with the CMC (parents) Travel to CLL centre 2 <ul style="list-style-type: none"> • Conduct KII with the CLF • Conduct KII with a CIC member. • Conduct FGD with the CMC (parents) • Start drafting the reflection notes.
Day two	Travel to primary school 2- parish 1 <ul style="list-style-type: none"> • Conduct KII with head teacher. • Conduct KII with lower grade teacher 1. • Conduct KII with lower grade teacher 2. 	Travel to CLL centre 3 <ul style="list-style-type: none"> • Conduct KII with the CLF • Conduct KII with a CIC member. • Conduct FGD with the CMC (parents) Travel to CLL centre 4 <ul style="list-style-type: none"> • Conduct KII with the CLF • Conduct KII with a CIC member. Conduct FGD with the CMC (parents) <ul style="list-style-type: none"> • Start drafting the reflection notes
Day three	Travel to primary school 1-parish 2 <ul style="list-style-type: none"> • Conduct KII with head teacher. • Conduct KII with lower grade teacher 1. • Conduct KII with lower grade teacher 2. 	Travel to CLL centre 1 <ul style="list-style-type: none"> • Conduct KII with the CLF • Conduct KII with a CIC member. • Conduct FGD with the CMC (parents) Travel to CLL centre 2 <ul style="list-style-type: none"> • Conduct KII with the CLF • Conduct KII with a CIC member. • Conduct FGD with the CMC (parents) • Start drafting the reflection notes.
Day four	Travel to primary school 2-parish 2 <ul style="list-style-type: none"> • Conduct KII with head teacher. • Conduct KII with lower grade teacher 1. • Conduct KII with lower grade teacher 2. 	Travel to CLL centre 3 <ul style="list-style-type: none"> • Conduct KII with the CLF • Conduct KII with a CIC member. • Conduct FGD with the CMC (parents) Travel to CLL centre 4 <ul style="list-style-type: none"> • Conduct KII with the CLF • Conduct KII with a CIC member. • Conduct FGD with the CMC (parents) • Start drafting the reflection notes.
Day five	<ul style="list-style-type: none"> • Conduct interview with the Sub-County Focal Person • Conduct any outstanding interviews with CLL stakeholders in communities & schools 	<ul style="list-style-type: none"> • Start drafting the reflection notes.

A.6 Review of target sample versus sample size interviewed during the study.

The research team managed to conduct interviews with 90% of the target sample. The research team was unable to reach its target because of:

- Unavailability of CMCs
- One head teacher's lack of awareness about CLL as they were new to the school.

The table below summarises the achieved sample by respondent type, gender and location. Overall, 131 individuals participated in the study, of whom 55% were female.

Table A.2: Breakdown of research participants per gender per sample location

Respondent type	Yumbe District		Kapchorwa Municipality		Kween District		Terego District		Total	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Sub-County focal person	1	0	1	0	1	0	1	0	4	0
CLL Implementing Committee	2	0	2	0	2	0	2	0	2	0
Centre Management Committee	2	2	10	6	7	10	12	5	31	23
Community Learning Facilitator	1	3	0	8	2	6	2	2	5	19
Head teachers	3	1	3	1	2	2	3	0	11	4
Lower grade teachers	4	4	2	6	1	7	0	8	7	25

