

Pedagogical Review of the SESIL Community-Led Learning (CLL) Initiative and Community Learning Facilitators (CLFs)



Final Report

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ACRONYMS

CIC	CLL Implementation Committee
CLF	Community learning Facilitator
CLL	Community-Led Learning
CMC	Centre Management Committee
FLL	Family-Led Learning
FGDs	Focus Group Discussions
FLN	Foundational Literacy and Numeracy
GPK	General Pedagogical Knowledge
GEEAP	Global Education Evidence Advisory Panel
LG	Local Government
LSC	Learning Support Coordinator
MT	Mentor Teacher
MoES	Ministry of Education and Sports
OOSC	Out of School Children
PCK	Pedagogical Content Knowledge
SESIL	Strengthening Education Systems for Improved Learning
T&L	Teaching and Learning

Executive summary

Background to CLL: The CLL initiative is being implemented in 15 Local Governments (LGs) in West Nile and Eastern Uganda with poor learning performance, using 5 local languages to improve learning outcomes. It has reached 343,000 lower primary and out-of-school learners and is currently being shared with other interested LGs for roll-out. The volunteers who deliver the lessons, mostly O level graduates from the communities, are called Community Learning Facilitators (CLFs). They teach 48 scripted one-hour lessons in literacy and 48 in numeracy, using a specially designed programme incorporated into two CLF handbooks. The CLFs are supported with some teaching and learning materials and weekly mentoring by Mentor Teachers, who are experienced teachers. Both are supported by SESIL Learning Support Coordinators and District Education Officers. CLL Implementation Committees (CICs) and Centre Management Committees (CMCs), comprising community members, manage the CLL centres. They also support the identification of learners, with the 25 poorest performing learners in the placement tests joining the initiative.

Learners' Foundational Literacy and Numeracy (FLN) achievements 2022: An impact study (UWEZO, 2022) found statistically significant changes in children's FLN - 38 out of every 100 children improved their literacy level, compared with 18 out of 100 children who just attended school in the same period. 72 out of every 100 children improved their numeracy level, compared with 59 out of 100 children who just attended school. The study highlighted that when controlling for the effect of attending school and other background factors, CLL had a greater relative impact on children's literacy than numeracy. Reasons to explain why some children participating in the CLL initiative do not improve learning generally, and literacy, in particular, emerged from the UWEZO (2022) study and a qualitative research report (Watsemba et al, August 2022), highlighting literacy is a) complicated for the learners to comprehend, whereas numeracy is more practical, b) some of the CLFs lacked adequate skills to deliver the lessons and c) CLFs were not conversant with the language of instruction and its orthography.

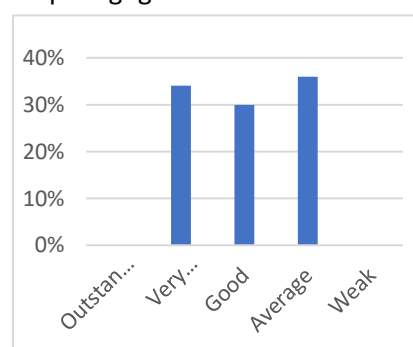
This pedagogical review was commissioned to examine the pedagogical reasons for some children in the impact study not improving their FLN learning and performing better at numeracy.

The research: The research for this review used a mixed methods multi-instrument approach. Data collection included 18 CLF lesson observations and interviews, 12 semi-structured interviews with Mentor Teachers, seven with SESIL national and local government staff, 23 with community members, 32 Focus Group Discussions (FGDs) with learners, documentary analysis of the CLF handbooks and 377 learners' exercise books, and learner assessments. Field work took place from 18th - 26th July 2023 in 18 CLL centres in five districts in Eastern Uganda.

Research question 1: Why do some CLL children not improve their learning level?

Three non-pedagogy findings which impact on pedagogy and children's learning emerged: (1) learner absenteeism; (2) class overcrowding through attendance of unregistered learners; (3) for weekday after school lessons, children are tired and hungry after attending school all day.

The overall finding was that CLFs were generally competent across five pedagogical areas of: lesson planning and preparation; classroom climate; management of teaching and learning resources; lesson management and delivery; and classroom and behaviour management. The lesson observations highlighted that almost two-thirds of CLFs were rated as very good or good across these areas. There were no CLFs rated weak. CLFs were particularly effective in: implementing the lesson plans in the handbooks; positive classroom climate and relationship with learners; activity-based learning; classroom management, especially organising various group learning activities; use of chalkboard, and completing the learning tracker.



To improve more children's learning, the review recommended that Mentor Teachers support CLFs to:

- Ensure all materials are in place prior to beginning lessons, in particular children's materials such as exercise books and pencils. Almost a quarter of learners did not have exercise books.
- During reviews provide more children with opportunities for CLF led practice and reinforcement of previous lesson content and skills. Only a few children answered questions on previous lessons.
- Check homework during the reviews to motivate children to complete it, enabling reinforcement.
- Use the FLL resource book and the environment and children themselves as a resource.
- Use more energisers, and use them as a teaching tool, such as asking children to spell words.
- Use more direct instruction and CLF-led practice of new material.
- Provide support to children who are struggling when other children are engaged in activities.
- When writing on the chalkboard CLFs should use it as a teaching tool, for example, asking children to spell out words as CLF writes them.
- Provide support to children who are struggling when other children are engaged in activities.
- Add the rationale for the general and literacy/numeracy pedagogical strategies in the handbooks.

Research question 2: Why does CLL have less effect on children's literacy than numeracy?

The overall finding is that a key reason for CLL having less impact on children's literacy than numeracy is that the literacy content is too ambitious for 48 lessons. To achieve the literacy targets there is a need to reduce the content in some lessons and move it to additional lessons and to add some content. Analysis of the handbooks highlighted the following recommended additional content:

- Include up to 100 high frequency words in each local language, which make up to 50% of all reading. In English, 12 words make up a quarter of all reading.
- Encourage more teaching of non-phonetic high frequency words as sight words.
- Include the explicit teaching of blends, digraphs (consonant blends such as 'th') and diphthongs (vowel blends such as 'ai'). Currently, only single consonant and vowel sounds are explicitly taught. It is proposed to use the same strategies to teach these as those used to teach the single consonant and vowel sounds and syllables, which is very effective.
- For all new phonetic and non-phonetic words increase direct instruction and CLF-led practice and reinforcement, focused on more engagement with new words.
- Include more storytelling and use of high frequency words to enable children to read more stories on the chalkboard as well as asking question to develop comprehension skills.
- Add the rationale for the various literacy strategies to the handbooks, and Mentor Teachers to discuss this with CLFs during their regular coaching sessions.

To add the content, there are two options: increase the number of lessons, or if there is a need to retain the current 48 lessons then make space for additional content by reducing some of the current content, such as readiness lessons and some elements of the task-based activities.

Research question 3: What makes for a good CLF?

A good CLF uses all best practice general pedagogical strategies that emerged from the review across lesson planning and preparation; classroom climate; management of teaching and learning resources; lesson management and delivery; and classroom and behaviour management. Interviews and observations also highlighted some personal attributes, including that CLFs: are of high integrity and role models in their communities; love and care for children; are kind; are enthusiastic; are approachable; are active; are knowledgeable and educated to at least O level; and are hard working and committed.

Overall Conclusion: The overall conclusion of this pedagogical review is that CLL is an effective community learning model that enables the CLFs to develop overall pedagogical competency.

1. Introduction

1.1. Background to SESIL's CLL initiative

SESIL (Strengthening Education Systems for Improved Learning) is a five-year education programme designed to improve the quality and equity of measurable learning outcomes at the lower primary level in Uganda. Prior to Covid-19, only 1 in 2 learners achieved proficiency in literacy and numeracy in English at P2 and P6 national learning assessments (MoES, 2018), with only 1 in 4 children in poorer performing districts achieving proficiency. School closures of almost two years, which were amongst the longest globally, has exacerbated Uganda's learning crisis. UWEZO's (2021) national learning assessment found that the proportion of non-readers age 8 was at 50.4% and non-numerate at 31.3%. To support addressing this learning crisis, SESIL developed the Community-Led Learning (CLL) initiative to support children in lower primary classes (grades 1 to 3) in the poorest performing districts to develop and improve their Foundational Literacy and Numeracy (FLN) skills.

SESIL and CLL is implemented with funding provided by the UK's Foreign Commonwealth and Development Office, Education Above All, and the Luminos Fund, and managed by Cambridge Education working closely with the Ministry of Education and Sports (MoES) and Local Governments (LG). Small classes of up to 25 children meet weekly after school and during weekends for hour long lessons in numeracy and literacy, with a total of 48 one-hour lessons in literacy and 48 one-hour lessons in numeracy. The learners in each cohort are the poorest performers in the placement tests. The classes are run by a Community Learning

Facilitator (CLF) using highly structured lesson plans and materials, delivered in local languages. The CLL classrooms are provided by the communities and include temporary structures as well as school and nursery classrooms. The CLFs are mostly O level holders living in the communities, who were trained to implement the lessons and are provided with ongoing coaching and mentoring support by Mentor Teachers (MT), mostly retired teachers and headteachers, living in the community.



After a successful pilot of CLL conducted in early 2021 with around 13,000 children, the initiative

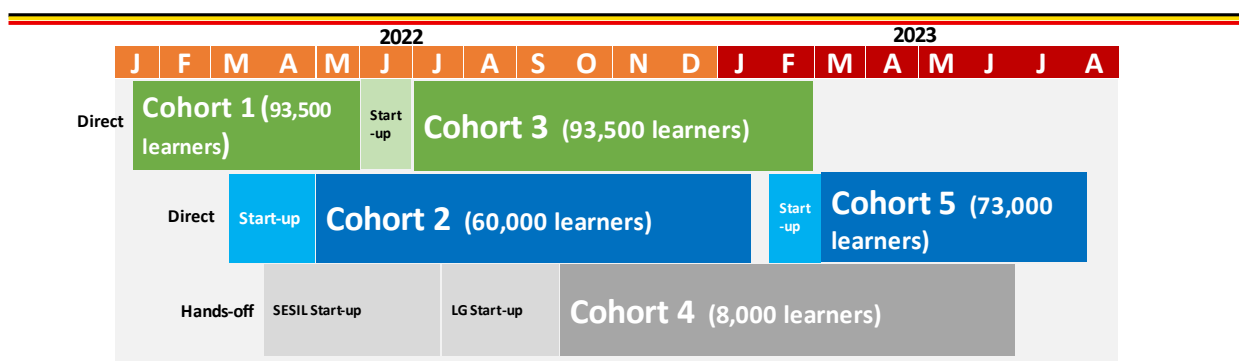


was been expanded and has reached a further 330,000 children in 15 LGs which includes nine LGs in West Nile and six LGs in Eastern Uganda, involving five local languages – Kupsapiiny and Lumasaaba in Eastern Uganda and Madit, Lugbarati, and Aringati in West Nile. These LGs were identified by the MoES as they were the poorest performing LGs for children's learning in Uganda. To date, SESIL has implemented four cohorts of CLL and currently are supporting a fifth cohort, while also working with local governments who are interested in rolling out the CLL initiative

in other communities.

Figure 1: CLF consolidated overview 2022/2023

CLL 2022/23 consolidated overview



1.2. CLL impact study and qualitative research findings

The Cohort 1 impact research carried out by UWEZO in 2022 concluded that CLL is effective in improving the FLN levels of children, particularly in lower-level skills which CLL targets. It concluded that, among children with good attendance at CLL classes, 38 out of every 100 children improved their literacy level, compared with 18 out of 100 children who only attended school in the same period. For numeracy, 72 out of every 100 children improved their numeracy level, compared with 59 out of 100 children who just attended school. The study highlighted that when controlling for the effect of attending school and other background factors, CLL had a greater relative impact on children's literacy than numeracy.

The impact study as well as a CLL qualitative research study (Watsemba et al, August 2022) suggested that the major reason for children performing better in numeracy is that numeracy lessons were more practical. It also suggested that literacy had made the least progress because it was a) complicated for the learners to comprehend, b) some of the CLFs lacked adequate skills to deliver the lessons and c) some CLFs were not conversant with the language of instruction and had challenges identifying letters and letter sounds because they initially did not have the basic training in the local language orthography. The qualitative study (Watsemba et al, August 2022) reported that children themselves preferred, enjoyed and participated more in numeracy lessons because

numeracy is easier to keep in mind, sentences were shorter and CLFs used locally available materials like sticks to deliver the lessons, making numeracy more practical and lessons easier to understand.











1.3. The Review Rationale, Objectives and Research Questions

The objective of this pedagogical review was to understand, through field research, especially through CLL lesson observations focused on pedagogy (a) why some children who attend CLL do not improve their learning level and (b) why CLL is less effective in improving children's literacy than their numeracy. In the context of these questions, it was also tasked with adding to SESIL's understanding of what makes for a good CLF. These are encompassed in three study questions.

Research Questions
1. Why do some CLL children not improve their learning level?
2. Why does CLL have less effect on children's literacy than numeracy?
3. What makes for a good CLF?

The rationale for this pedagogical review is the overwhelming global evidence that key to improving the quality of education and children's learning are effective teachers and that pedagogy is critical to teachers' effectiveness. For the purposes of this review, pedagogy is defined as the theories and practice of teaching, with a focus on research proven best instructional practices and strategies that bring about learning. Proven best practice general pedagogical strategies emerging especially from the extensive Teacher Effectiveness Research base, as well as best practice FLN pedagogical strategies, have informed the findings in all three questions (Buhl-Wiggers et al, 2019; Burroughs et al, 2019; Maulana et al, 2023). Teacher Effectiveness Research clearly informed the development of pedagogical guidance for CLFs, such as Rosenshine's (2012) ten principles of instruction, which are based on research in cognitive science and on master teachers, as well as research linking specific teacher practices and student achievement.

Figure 2. Rosenshine's (2012) 10 principles of instruction

Rosenshine 1 - Daily review	Rosenshine 2 - New materials in small steps	Rosenshine 3 - Ask questions	Rosenshine 4 - Provide models	Rosenshine 5 - Guide student practice
				
Rosenshine 6 - Check student understanding	Rosenshine 7 - Obtain high success rate	Rosenshine 8 - Scaffolds for difficult tasks	Rosenshine 9 - Independent practice	Rosenshine 10 Weekly and monthly review
				

This review also draws upon Shulman's (1987) categorization of pedagogy into General Pedagogical Knowledge (GPK) and Pedagogical Content Knowledge (PCK). GPK refers to those teaching methods

and strategies that transcend subject matter and can be used to effectively teach any subject matter, whereas PCK refers to instructional strategies that are used to effectively teach specific content. PCK for the purposes of this review was informed by research on best practice FLN instructional strategies (FLN hub, 2023).

Emerging in recent years is the effectiveness of structured pedagogy, which was used to inform the CLL initiative, which developed structured lesson plans for CLFs presented in two handbooks. Snilstveit et al's (2016) ground-breaking meta-analysis of 78,000 research papers focused on improving learning outcomes highlighted that structured pedagogy provided the most returns on interventions seeking to improve learning, with community-based support also emerging as one of the most effective interventions. The recent Global Education Evidence Advisory Panel's (GEEAP) (Banarjee et al, 2023) publication of interventions that cost effectively improve learning outcomes included supporting teachers with structured pedagogy (a package that includes structured lesson plans, learning materials, and ongoing teacher support) as one of the top four interventions. Another recent study highlighted structured pedagogy, with Teaching at the Right Level, as the most cost-effective interventions that improve learning outcomes (Angist et al, August 2023).

2. Research Approach and Methodology

This review used a mixed methods multi-instrument approach, which denotes the collection, analysis, and integration of both qualitative and quantitative data at the same time in an embedded design to capture data from all possible sources available within the fieldwork timeframe and resources (Creswell and Creswell, 2017). The scope of the study involved a sample size of 18 CLLs in five of the six LGs (districts and municipalities) participating in the CLL programme in Eastern Uganda. Considering the available time and impact assessment and other relevant project data highlighting that there are no significant differences between the implementation and performance of the CLLs in Eastern Uganda and West Nile, it was decided to only visit CLL sites in Eastern Uganda. Data collection took place from 18th to 26th July. Travel to the other main sites in the West Nile region would have taken time away from data collection and reaching of saturation.

Study participants were purposively selected to include those whose knowledge, experience, and perceptions could shed light on the research questions. They included CLL Implementation Committees (CICs), Centre Management Committees (CMCs), CLFs, learners, headteachers and teachers, parents and SESIL staff at local and national levels, with a focus on the CLFs and learners.

Table 1. Pedagogical Review CLL sites

District	Sub-County	No. CLL centres visited
Bududa	Nanzehe	4
	Nalwanza	3
Kapchorwa	Sipi	3
Kween	Binyinyi	4
Sironko	Busamaga	1
	Buguga	3
Total	6 sub-counties	18

2.1. Data Collection and Analysis

The data was collected through primary documentary reviews, lesson observations, direct observations, learning assessments, key informant interviews, and focus group discussions. The focus

was on collecting pedagogy related data, as much as possible, from all participants. Secondary data was collected prior to the field work which together with a literature review informed the data collection tools developed. The data collection tools were reviewed by SESIL personnel with their feedback informing draft tool finalisation. Pre-testing of these tools took place at a CLL site on 18th July, which highlighted that the lesson observation and interview schedules worked well, though it was decided to only use Focus Group Discussions (FGDs) for accessing data from the learners. The pre-test highlighted that interviewing individual learners was not as useful as having FGDs. The value of the researcher moving around the classrooms marking children's exercise books when they were completing activities emerged as useful in assessing children's learning and this was added as a data collection strategy in all CLL centres. The research was conducted within the confines of ethical research guidelines as required by MoES Uganda and Mott McDonald, as well as best international practice on research protocols and ethics.

2.2. Interview and Focus Group Discussions (FGDs)

Face to face interviews with stakeholders and FGDs with children used a semi-structured methodology, enabling the collection of some standardized quantitative and qualitative data. The interview tools included closed and open-ended questions as well as question prompts. See appendix A. These allowed participants' knowledge, understanding, experiences, observations, opinions, and recommendations to be captured. They also allowed the researcher to probe further into responses. Table 2 presents data on the interview locations and number and gender of interviewees. Considering the scope of the study as well as the potential impact of recording on participants' responses to questions, interviews were not recorded. The researcher took notes of responses to questions throughout the interviews.

Table 2. Interviews at CLL sites

District	Sub-County	No. CLFs interviewed	No. Mentor Teachers	No. other stakeholders interviewed
Bududa	Nanzehe	4 female	1 male 1 female	5 CMC members
	Nalwanza	3 female	2 male	3 CMC members
Kapchorwa	Sipi	3 female	1 male	2 community members
Kween	Binyinyi	2 female 2 male	3 male	5 CMC members 1 female Headteacher 2 Teachers
Sironko	Busamaga	1 female	1 female	1 female CLL member
	Buguga	2 female 1 male	1 male 2 female	5 CMC members 1 male Headteacher
Total	6 sub-counties	15 female 3 male	8 male 4 female	2 headteachers, 1 CLL member, 18 CMC members, 2 community members



Interview with CIC committee member



Interview with Mentor Teacher



Interview with CMC committee



Interview with headteacher at a nearby school

FGD discussions were held with all the children at each CLL centre as well as separate FGDs with four children in each CLL site, which included an out of school learner and learners from grade 1, 2, and 3. See Appendix B.



FGDs with all the children in classes

2.3. Assessment of children's learning

When learners wrote in their exercise books, the researcher moved around marking children's books and using the opportunity to assess the extent of their learning. She marked the children's work in the 370 available children's books and asked at least five individual children to read letters and words they had written in their exercise books. Also, during FGDs with learners, she conducted some assessment of learners' competencies in letter and word recognition, sounds, and syllables, as well as number recognition and completion of single digit addition and subtraction tasks, using what the

children had written in their exercise books as well as writing some words and numeracy tasks in a notebook and asking children to read them and writing some single digit addition and subtraction sums and asking children to provide the answers.



2.4. Lesson Observation and CLF interviews

The lesson observation used a mixed methods approach, though it was predominantly qualitative, combining a structured lesson observation tool with direct observations and qualitative field notes to provide a framework for identifying key pedagogical approaches and strategies in the CLL lessons. The lesson observation tool content was informed by the CLF Handbook guidelines and lesson structures, as well as evidence from the Teacher Effectiveness Research knowledge base within developing country contexts and FLN pedagogical research (see section 1.3). See Appendix C. The tool allowed for ratings of proven best practice pedagogical practices, using a five-point scale, which was used to provide an overall quality rating for the lesson. The qualitative field facilitated rich descriptions and more thorough contextualisation and illumination of the pedagogical practices, as well as addressing observer bias (Habler, et al., 2021). Notes were also taken during debriefing sessions with the CLFs on the lesson observations.

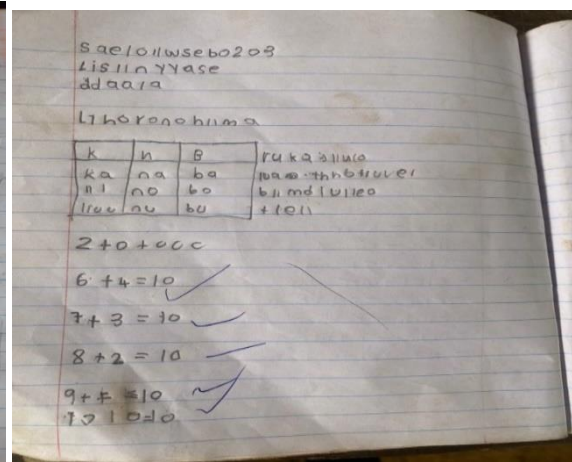
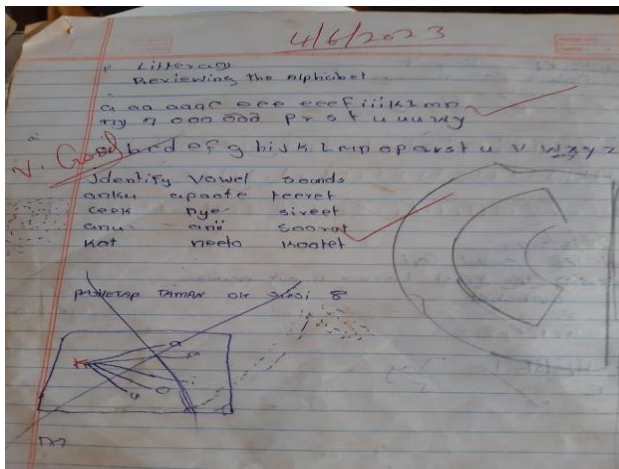
Table 3. Observed CLFs and learners

District	Sub-County	CLFs observed	CLF with O levels	CLF with nursery teacher qualification	CLF with primary teacher qualification	No. children in each class	No. OOSC each class
Bududa	Nanzehe	4 female	2 female	1 female	1 female	37 (14 F) 25 (13 F) 28 (13 F) 29 (13 F)	5 5 3 4
	Nalwanza	3 female		2 female	1 female Completed 1 year PTC	26 (14 F) 23 (12 F) 24 (13 F)	3 4 3
Kapchorwa	Sipi	3 female	2 female	1 female		30 (13 F) 28 (12 F) 29 (14 F)	2 3 2
Kween	Binyinyi	2 female 2 male	1 male 1 female	1 female		30 (13 F) 28 (14 F) 23 (11 F) 33 (15 F)	5 4 5 5
Sironko	Busoga	1 female	1 female	1 female	1 female	25 (12 F)	3

	Buguga	2 female 1 male	1 female		1 female	28 (12 F) 21 (11 F)	3 4
Total	6	15 female 3 male	7 female 1 male	6 females	4 females	477 (219 F)	60

2.5. Documentary Review

The documentary review included primary and secondary data. Primary data included the review of 370 learners' exercise books, teaching and learning materials, and CLFs' placement tests and learning tracking data. Secondary data reviewed included: CLL original and revised handbooks, Cohort 1 and cohort 5 UWEZO baseline assessments, UWEZO's cohort 1 impact assessment, the FLL Resource Book assessment, the qualitative research report (Watsemba et al, August 2022), [video](#), blogs (Gordon, 2021), and a literature review in areas of FLN, teacher effectiveness, and community based learning.



2.6. Data analysis

An inductive, iterative, and grounded theory approach, guided by the objectives of the study and the research questions, was used to analyse the data. This allowed broad patterns, themes, and sub-themes within each of the three research questions to emerge from the data collected. These broad patterns, themes and sub-themes were refined as more data was analysed and a coding system was developed to enable the categorisation of data into the themes and sub-themes. Connections between categories and themes were used to further understand the research questions. Some of the themes and sub-themes enabled the answering of only one question and others were able to throw light on more than one research question. The triangulation of data was used to enable the checking of internal consistency of opinions to support validity and address bias and inference. The analysis was sensitive to gender, inclusion and language.

3. Findings

This section presents the main findings. It uses the three research questions as an organizational framework:

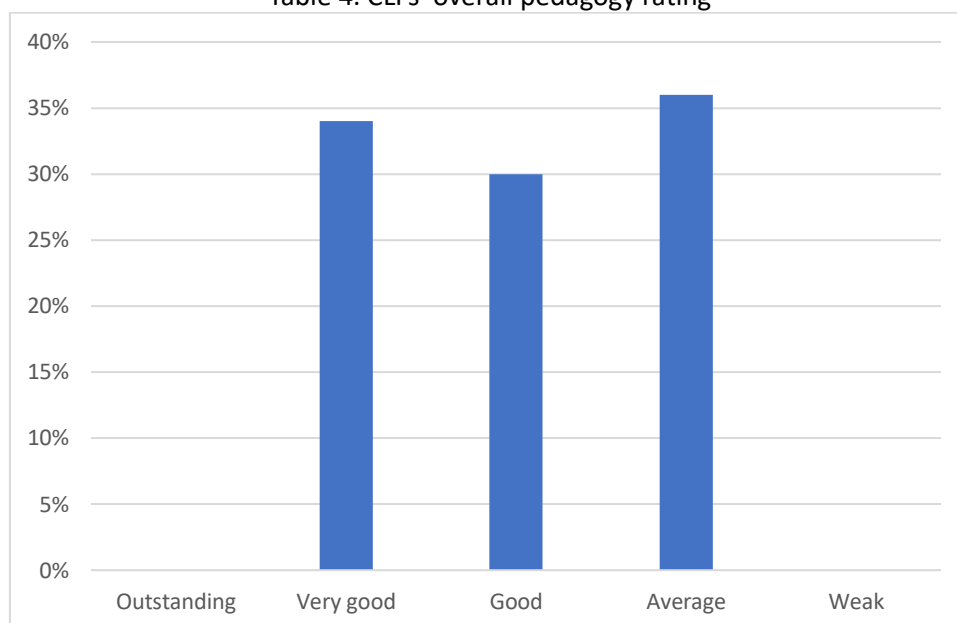
- Why do some CLL children not improve their learning level?
- Why does CLL have less effect on children's literacy than numeracy?
- What makes for a good CLF?

The focus, especially for questions 1 and 2, was on identifying the pedagogical reasons for some children not learning as effectively as others. Shulman's (1987) general teachers' pedagogical knowledge and skills provides the overarching framework for answering question 1 and Shulman's

(1987) pedagogical content knowledge and skills provides an overarching framework for answering question 2.

The overall CLF pedagogy finding was that CLFs were generally pedagogically competent, with the lesson observations highlighting that almost two-thirds of CLFs were rated as very good or good. See table 4.

Table 4. CLFs' overall pedagogy rating



3.1. Non-pedagogical findings of relevance

Even though the primary focus of this review is seeking pedagogical reasons for some children not learning, it is pertinent to present three non-pedagogical findings that impact on some children's learning: learner absenteeism; unregistered learners attending classes; and hunger and tiredness.

3.1.1. Learner absenteeism

Interviews with all CLFs and Mentor Teachers, as well as lesson observations, highlighted learner absenteeism as an issue, especially for learners who miss more than a few lessons. There were a few registered learners absent in all 18 observed lessons. The CLFs indicated that children who miss more than a few classes do not perform as well as those who attend most classes. Recommendations to address this issue emerged from the review. Some CLFs indicated that they provide additional support outside of their normal class time to children who miss classes. Some CLFs highlighted that they request children who have mastered lesson content to support their peers who have missed lessons.

3.2.2. Unregistered learners

The participation of unregistered learners was an issue in all classes observed. Most unregistered learners observed tended to be younger children, who are attending with their siblings. The younger children were generally not able to engage in the lessons and caused some disruptions, especially impacting on the capacity of their siblings and children around them to focus on the lessons. During group tasks, in particular, which are designed for a maximum of 25 children, the additional unregistered children posed a classroom management challenge for CLFs. It is recommended that the Learning Support Coordinators (LSCs) and Mentor Teachers continue to encourage CLLs and CMCs to address this issue.



3.2.3. Hunger and tiredness

Most CLFs taught a literacy and numeracy lesson together, a total of 2 hours, after school on two days and taught the other four lessons at weekends. There was a noticeable positive difference in children's energy and engagement levels during weekend lessons observed. Interviews with children, CLFs, and Mentor Teachers highlighted the issues with children being tired and hungry after a long day at school. It is recommended that, where possible, classes are only held at weekends.

3.3. Why do some CLL children not improve their learning level?

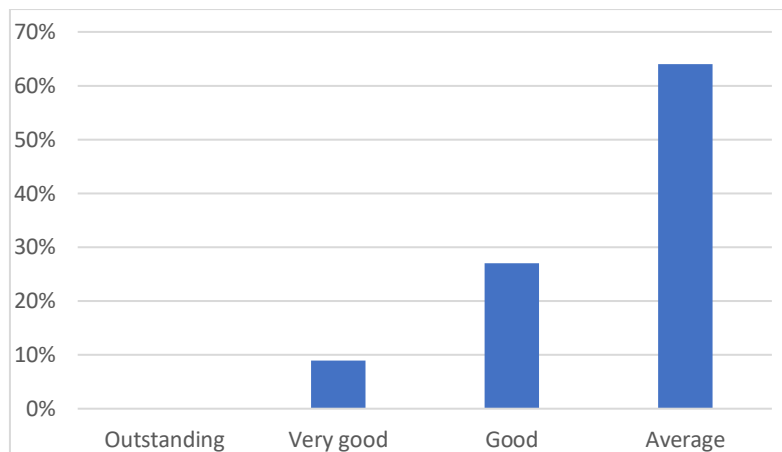
The review found that the extent of CLFs' effective use of all general pedagogical strategies and techniques provides some explanation for those children whose learning had not improved. The following general pedagogical areas are used to organise the presentation of the findings related to specific general pedagogical strategies and techniques.

- Lesson planning and preparation
- Classroom climate
- Management of teaching resources
- Lesson management and delivery
- Classroom and behaviour management

3.3.1. Lesson planning and preparation

Overall, lesson planning and preparation, at 62%, was rated as average, with 11% rated as very good and 27% rated good. See table 5.

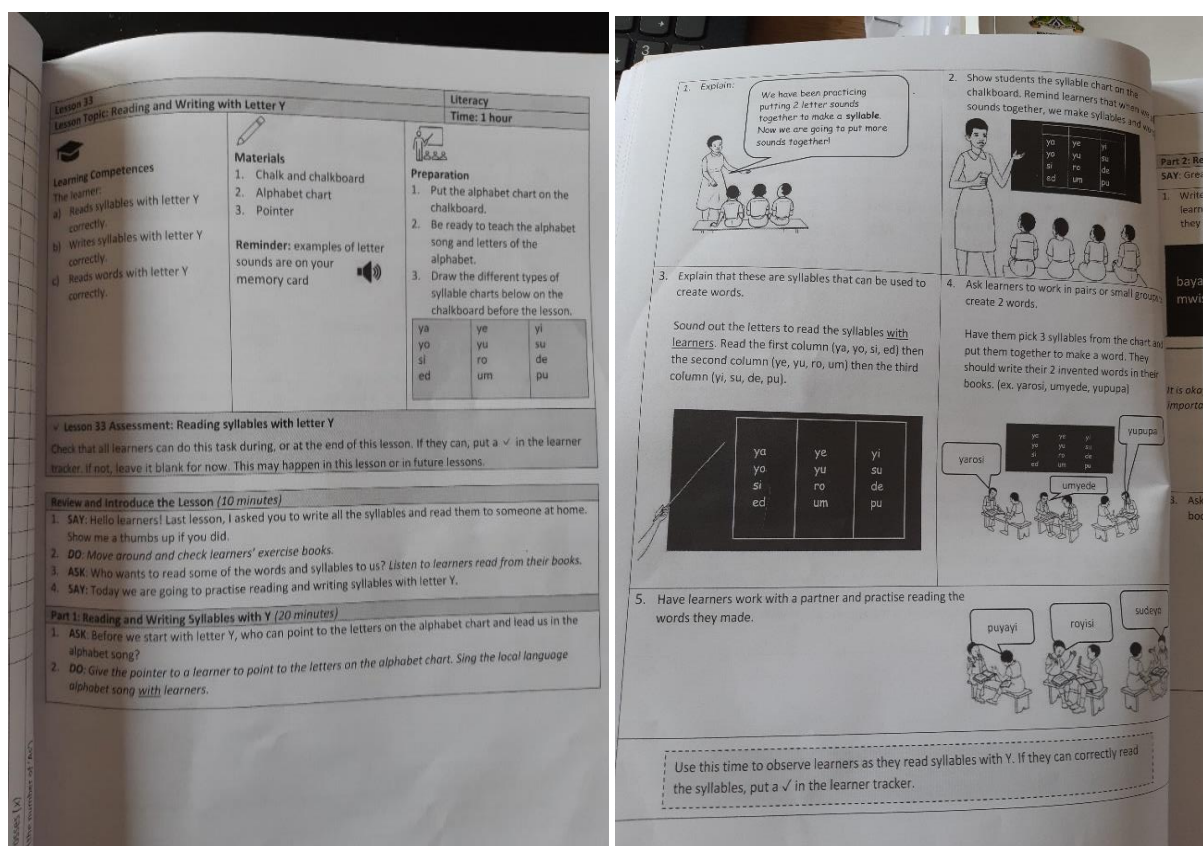
Table 5. Lesson planning and preparation rating



3.3.1.1. CLL handbooks

The lesson plans are provided for the CLFs in the handbooks. Each lesson is clearly presented, in steps (see 3.3.3), using diagrams to demonstrate group tasks, in particular. See figure 3 and section 3.3.4. All CLFs highlighted the usefulness of the handbooks in planning and preparing for their lessons. CLFs generally followed the steps in the handbooks with only 4 CLFs leaving out one or two group tasks.

Figure 3. Sample pages from literacy lesson 33 in the Lumasaaba CLF Handbook



3.3.1.2. Lesson preparation

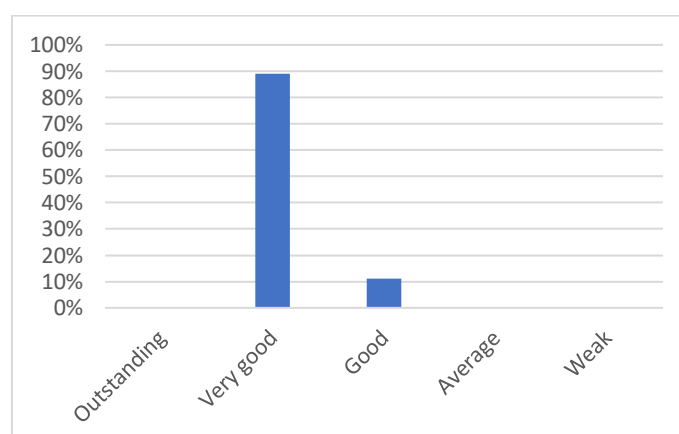
Only 11% of CLFs had all teaching and learning materials in place prior to starting the lesson. 40% of CLFs did not write the literacy and numeracy content highlighted in the lesson plans on the chalkboard prior to the lesson, instead writing it during the lesson, which wasted time. Only 11% of the CLFs checked if all the children had their exercise books and pencils prior to starting the lesson or checked that all children had the numeracy counters used in all numeracy lessons observed, mostly sticks or stones. This also led to wasted time during the lesson as CLFs sought to organise some learners to share with others.



3.3.2. Classroom climate

Learning climate and CLF learner engagement were the highest rated pedagogic practices, with 89% CLFs rated very good.

Table 9: Classroom climate



There was a warm and positive learning climate in all classrooms. All CLFs had developed positive relationships with the children. CLFs were enthusiastic and encouraging. They acknowledged and praised children's participation and responses. In all classes, children clapped for others when their



responses to a question was correct and children were encouraged to dance in response, leading to laughter. When learners performed a task incorrectly, such as writing an incorrect answer for an addition problem on the chalkboard, CLFs gently supported them either through prompting them or asking another learner to help them. Children also demonstrated positive relationships with each other. This was especially evident when they had to share materials and during pair and group work.

Children were very engaged throughout lessons, which was evident in the rapid raising of hands to answer questions posed, as well as their focus on completing group and writing activities. CLFs' presentation skills were generally very good, with all CLFs demonstrating enthusiasm. All CLFs spoke clearly and with animation and positivity. None of the CLFs raised their voices.

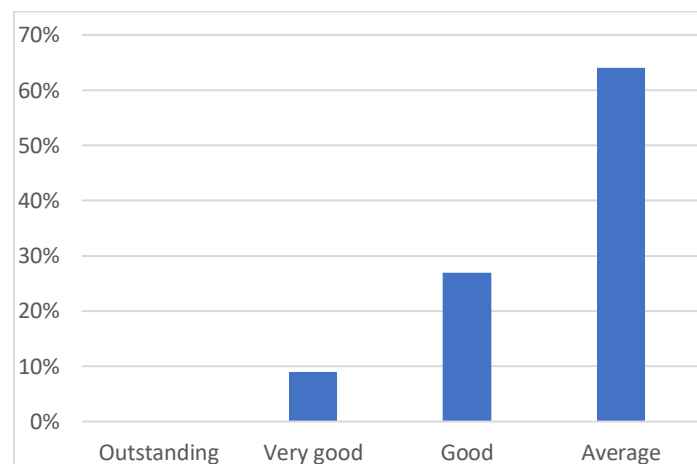
Of relevance and of note was the high level of awareness of child safeguarding, which was mentioned in most interviews with all adult stakeholders, highlighting the positive impact of incorporating this into the CLL initiative. Pedagogy can only be effective when children feel safe in their learning environment.



3.3.3. Management of Teaching and Learning resources

Critical to effective teaching and learning is the effective use of relevant teaching and learning resources. Overall, this was rated as average, with 64% rated average.

Table 6. Management of Teaching and Learning Resources



The resources used by CLFs included:

- The CLL literacy and numeracy materials, which is presented in section 3.4.
- CLFs' locally made materials
- The chalkboard
- Children's exercise books and pencils
- The environment and children themselves
- The Family-Led Learning (FLL) resource book, developed by SESIL for families to support their children at home.
- Homework

3.3.3.1. CLL locally made teaching and learning materials

The most used locally made materials were the counters for numeracy, with over two-thirds of learners having a set of counters, such as sticks or stones. In some classes, children shared, however, in 2 classes, those without materials did not participate in the activities. In one class, children who



did not have counters were observed using their fingers, which is a strategy that all children could be encouraged to use as well as sharing with children who have the materials. Also, considering the availability of these materials, sticks and stones in the environment it is recommended that CLFs request students who do not have these to go outside and gather them prior to beginning the lesson. Four CLFs had made their own word and number charts to augment those provided by SESIL and this should be encouraged amongst other CLFs.

3.3.3.2. The chalkboard

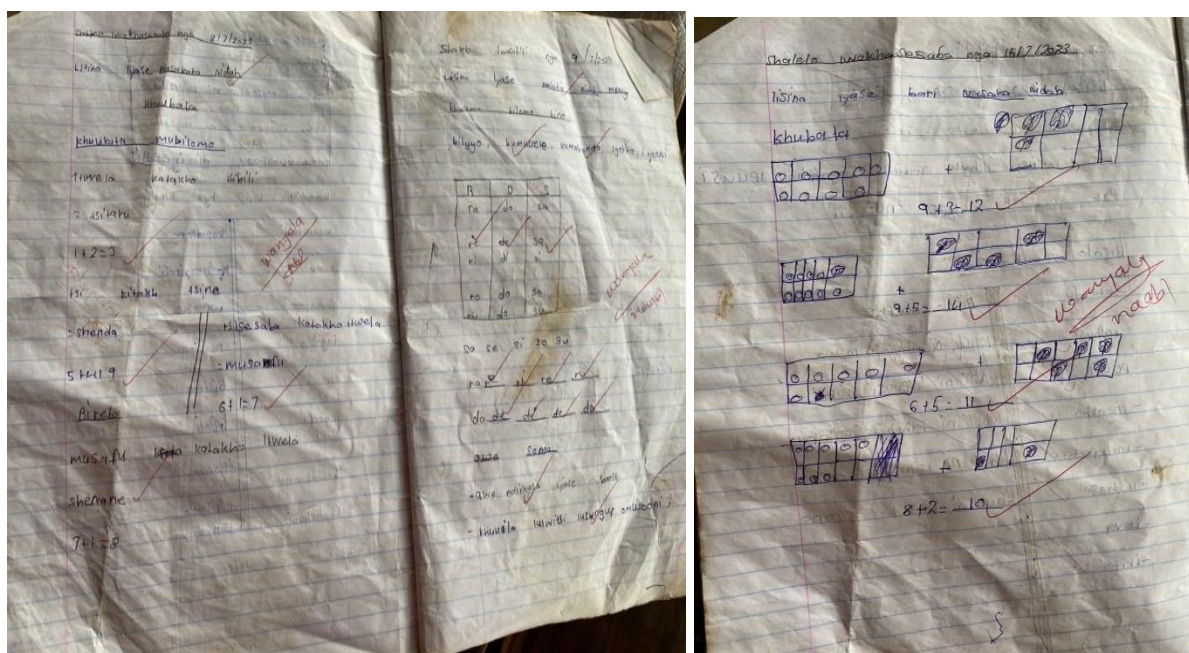
All CLL centres had a chalkboard. CLFs' technical use of the chalkboard was generally very good. All CLFs' chalkboard writing was clear and legible. All CLFs stood to the side when writing to ensure children could see what was written. They invited children to write on the chalkboard, as guided in the handbooks. Children enjoyed writing on the chalkboard, and this strategy could be utilized more. For example, ask two or more children to write at the same time. Only two CLFs used their writing on the chalkboard as a teaching tool, with other CLFs writing while the children sat and watched. Mentor Teachers should encourage all CLFs to use their writing as a teaching tool, for example, as they are writing text, CLFs can ask children to name the first letter of a word, to call out words when they are written, to predict the next word, to sound out the letters in some words, and so on.



3.3.3.3. Use of exercise books

As children in the CLL initiative do not have textbooks, their exercise books are a critical teaching and learning tool and resource. The CLF handbooks highlight their use in every lesson, both to complete written activities as well as to copy down material to revise at home. Ideally, all the learners' work would be in one exercise book, however CLFs and children highlighted that they use different exercise books, usually old school exercise books with unused pages. Of the 370 exercise books reviewed, none had more than three activities. Most activities had been marked by CLFs. 107 children did not have any exercise books, meaning they were unable to complete the activities during the lessons and thereby also not having the activity or copied content to use to revise at home. It is recommended that the LSCs and Mentor Teachers continue to encourage CLLs and CMCs to advocate with parents to ensure children bring exercise books to class to complete written activities. Also, children with exercise books could be requested to remove a page, which their classmate without an exercise book can use.





3.3.3.4. Use of environment and children themselves

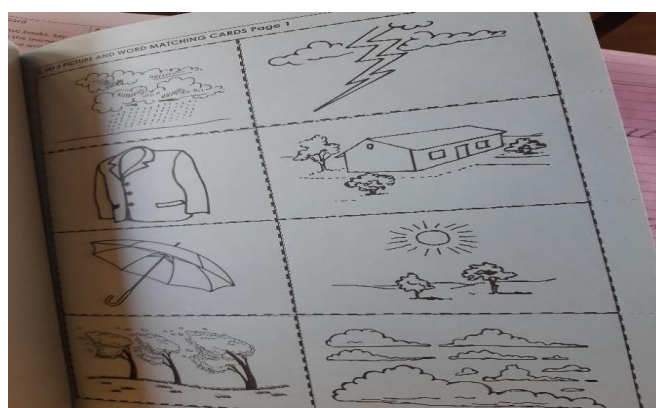
Effective use of the environment and the children themselves is an effective teaching resource, which was only observed in 2 lessons and not included in the handbooks. For example, bringing



children outside to observe an object as an explanation for a new word or bringing objects in supports children's learning. Also, using children themselves can support learning, for example, using children brought to the front of the class to demonstrate addition or subtraction. Use of touch is an effective learning tool, meeting in particular the needs of children whose learning style is kinesthetic. In two lessons, children were observed writing the letters on their palms, see section 3.4.1.6.

3.3.3.5. Use of the Family-Led Learning (FLL) resource book

The FLL resource book designed for family use is an excellent resource which could be used by the CLFs in the classrooms. For example, CLFs could use the pictures in the book when teaching new words, as well as the word cards. Also, some of the games could be used in reviews or as an energiser. The researcher observed the FLL book on a few children's desks in a few classrooms, however, it was not used in any lessons observed, and interviews highlighted that CLFs do not use it.



3.3.4. Lesson management and delivery

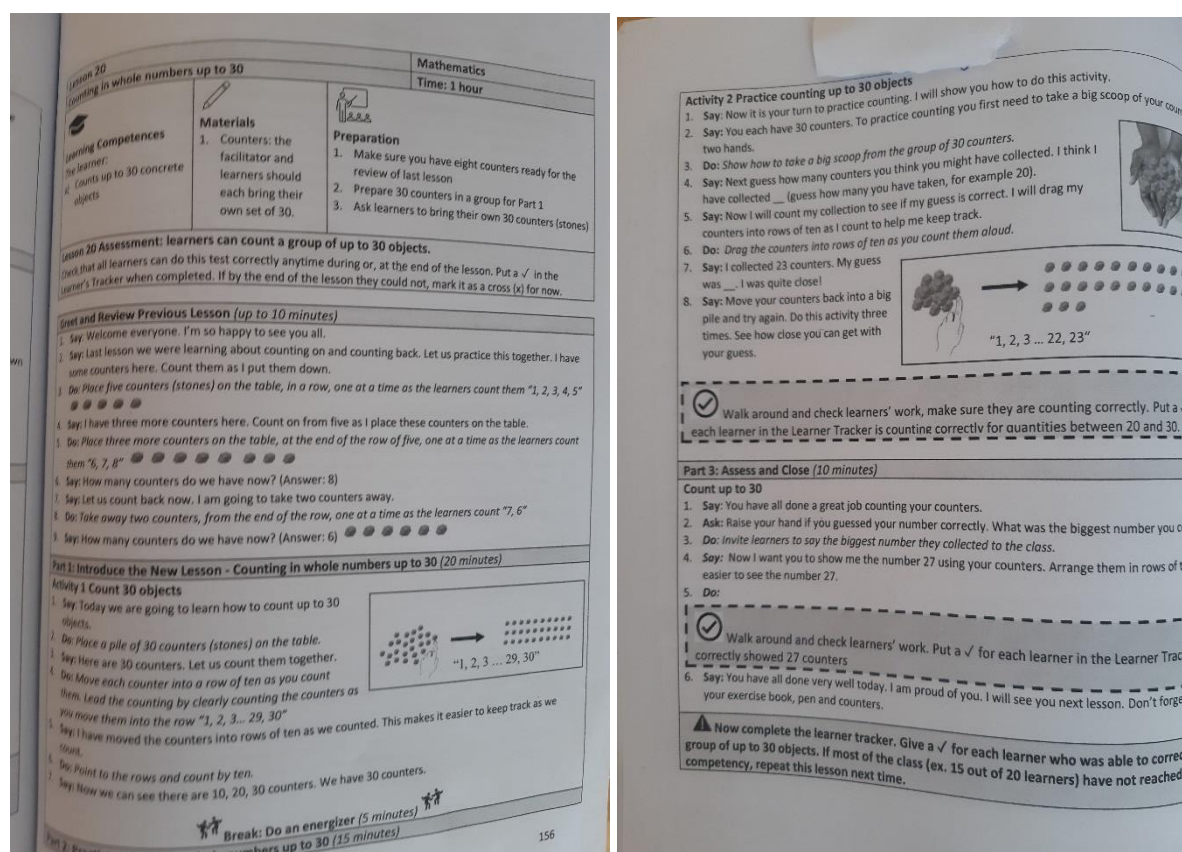
Lesson management and delivery was rated very good (11%) or good (45%), with 44% rated average.

Table 7. Lesson management and delivery



Each lesson plan provides structured guidance for CLFs on what and how to teach it. Lessons include the learning competences, materials needed and preparation guidelines. Each lesson begins with a review and introduction, with the rest of the lesson divided into three parts. Part I generally introduces new learning content and Part II includes task-based, generally group, activities to enable children to practice and reinforce the new content introduced in Part I. An energiser is included between Parts I and II. Part III is for assessing learning and concluding the lesson. See figure 3 (3.3.1.1.) for a sample literacy lesson and figure 4 below for a numeracy lesson example.

Figure 4. Sample pages from numeracy lesson 20 in the CLF Handbook



3.3.4.1. Review and introduction

All CLFs implemented the review and introduction steps of their lessons. Effective reviews enable the checking of children's understanding and knowledge of the previous lessons to ensure they are ready for the lesson and provides them with opportunities to reinforce learning. For example, in lesson 12, children are provided with the opportunity to say the tongue twisters they learned in lesson 11. This and all reviews would benefit from providing more opportunities for children to practice the skills learned in previous lessons. The lesson 12 review could have introduced at least one new tongue twister for children to practice using the same sounds. Providing additional opportunities to practice new literacy and numeracy knowledge and skills emerged as one of the key recommendations, see sections 3.4.1.7. and 3.4.2.3. For example, in numeracy reviews, asking children several questions, especially in addition and subtraction, would further develop these skills amongst the learners. This could be developed into a game such as asking children to clap the answers i.e. clap X times to demonstrate the answer to $7 - 3$.

3.3.4.2. Use of homework

Observations of CLFs' reviews highlighted that most CLFs did not follow the guidance on checking children's homework in their exercise books. This is a critical part of reviews, not least as a motivation for children to do their homework and to use their exercise books at home to revise and reinforce their new literacy and numeracy learning. This could be added to the competency tracker to ensure CLFs are reminded to check home practice.

3.3.4.3. Part I and Part II

Each lesson includes Part I and Part II (see 3.3.4. and figure 4), which are divided by an energiser (section 3.3.4.4.). CLFs generally followed the steps in Part I and Part II in the handbooks. As for the review (section 3.3.4.1.), there is scope for CLFs to provide more opportunities to practice new learning, using CLF led repetition strategies, which could be added to the handbook. To provide more time for CLF led practice and reinforcement will require removing one or part of one of the group task-based activities. See section 3.4.4.

3.3.4.4. Energisers

All CLFs effectively used energisers which involved some physical movement, usually moving to a song, and which children clearly enjoyed. Most energisers lasted no more than 3 minutes, which worked well. In light of their effectiveness and of young children's short concentration spans, it is recommended that more short energisers be included in all lessons. Also, in light of the key finding regarding the need for more practice and learning reinforcement (see sections 3.4.1.7. and 3.4.2.3), it is recommended that the energisers be used as a teaching tool. For example, a times table song, the alphabet song, a clapping activity to revise addition or subtraction, etc..



3.3.4.5. Groupwork, pairwork and task based strategies

The handbooks include many excellent task-based activities to support children's learning, mostly involving pair and group work. CLFs effectively implemented these activities. However, they take a lot of time. See section 3.3.4.7., which suggests reducing some of the activities to provide more time for

more direct instruction and time for more children to practice and engage with new sounds and words.



3.3.4.6. Close, checking for understanding and assessment of learning

All CLFs followed the guidance on the closing activities in the handbooks, which invariably involved the children writing in their exercise books. All CLFs moved around checking on children's work and two CLFs completed the learning tracker while monitoring their work. The researcher concurred with their assessments. All other CLFs shared that they complete the learning tracker after the lesson and showed the researcher their completed learning trackers, which generally included up to three learners not achieving the competencies. Interviews also highlighted that the learning tracker is useful in focusing CLF attention on children's learning. CLFs highlighted that they were aware from the children's responses and engagement during lessons of the extent to which they were effectively learning. However, there was not enough time for them to effectively provide additional support to learners who were struggling and who failed to achieve the learning outcomes, and they shared they did this outside of lesson time. CLFs shared that they repeat lessons if most children do not achieve the competencies.



3.3.4.7. Mix of direct instruction, CLF led practice, and active and task based learning

CLFs, guided by the handbooks used active learning effectively throughout their lessons, including the effective use of pair and group work task based activities. Direct instruction was also generally used effectively; however, it is recommended that more direct instruction be included. See section

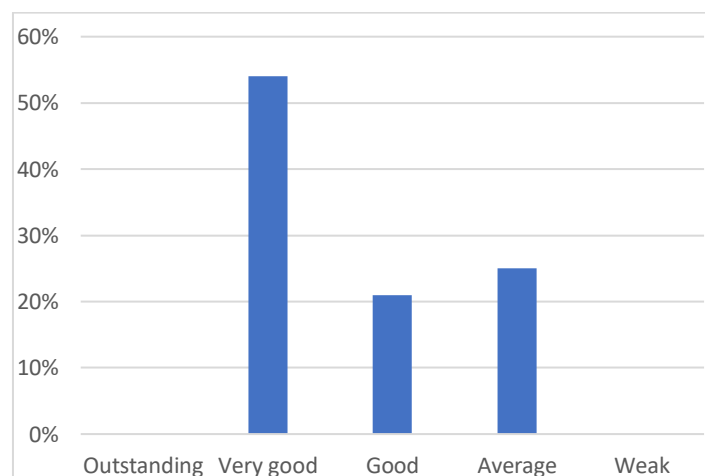
3.4.1.7. To provide time for more direct instruction, elements of some task-based strategies could be reduced. Related to direct instruction is the use of strategies to enable more CLF led practice of new material to enhance children's learning, which will involve the use of repetition and memorization strategies. In some literacy lessons, when a new word was introduced on a flashcard, the teacher only showed the flashcard for a few seconds and asked children to repeat the word once or twice, which does not enable children to learn the new word. To also support learning, where children have already been introduced to new content, CLFs should always give children an opportunity to share their learning before the CLF tells them. The lesson observations provide many examples of CLFs telling children where instead the CLF could have asked the children. For example, in lesson 9, part 1, CLFs are requested to point to the letters on the alphabet chart and say the letter names with the learners, instead they should be advised to ask learners if they can say them first. Similarly, for reading stories, such as in lesson 27, the CLFs should ask the learners if they can read some or all of it, before reading it to the learners.



3.3.5. Classroom and Behaviour Management

Classroom and behaviour management was the second highest rated pedagogical area, after classroom climate with 75% of CLFs rated good or very good.

Table 8: Classroom and behaviour management



Classroom management was mostly very good or good with the only issue emerging being the use of available space. The CLF that best used available space was teaching in a temporary stick building with no furniture. The CLF ensured that the learners were seated comfortably on the floor covered with a plastic mat with adequate space around them to complete activities. In 4 classrooms children were also squashed into desks when there were spare desks available. In the remaining classrooms there was inadequate space and children had very little space to sit with six or more seated at 2-seater desks. In light of this, the CLFs should be encouraged to carry out more energisers to provide children with some opportunity to move more and to conduct some of the group activities outside the classroom.



In 72% of classes, behaviour management was very good, however, 28% CLFs had issues with behaviour management with children not paying attention, disturbing other children through talking or in some cases pushing other children. These CLFs did not use classroom movement and eye contact effectively nor did they refer to agreed classroom rules on positive behaviour. Throughout the teaching process, CLFs need to continuously look at all the children periodically to ensure they are paying attention and as a form of engagement which supports the learning process. Similarly, moving around the classroom also supports positive behaviour management.

3.3.6. Why do some CLL children not improve their learning level?

Overall, the review highlighted that CLFs were generally pedagogically competent, with almost two-thirds of CLFs rated as very good or good, across the five pedagogical areas. The pedagogical areas rated from highest to lowest overall are:

- i. classroom climate
- ii. classroom and behaviour management
- iii. lesson management and delivery
- iv. lesson planning and preparation
- v. management of teaching and learning resources

The review highlighted some particularly effective practices across all areas, see table 10 in section 3.5. These include: implementing the lesson plans in the handbooks; positive classroom climate and relationship with learners; activity based learning; classroom management, especially organising various group learning activities; writing on the chalkboard, and completing the learning tracker.

To improve more children's learning levels, the review recommended that CLFs be supported to:

- Ensure all materials are in place prior to beginning lessons, in particular children's materials such as exercise books and pencils.
- Where children do not have exercise books, request other learners to give them a page from their exercise book and they could, if needed, also share pencils.
- During reviews provide more children with opportunities for CLF led practice and reinforcement of previous lesson content and skills.
- Check homework during the reviews to motivate children to complete it, enabling reinforcement. Add this to the competency tracker to ensure CLFs are reminded to check homework practice.

- Use the FLL resource book and the environment and children themselves as a resource.
- Make their own materials, such as word charts using old grain bags, for example.
- Where space and enough desks are available, CLFs need to ensure that learners have enough room to sit, in some classrooms with unused desks, learners were seated five or more to a desk.
- Use positive behaviour management strategies to throughout the lessons.
- Use more energisers, and use them as a teaching tool, such as asking children to spell words.
- Use more direct instruction and CLF led practice and provide more examples when presenting new material.
- Provide support to children who are struggling when other children are engaged in activities.
- Add the rationale for the general and literacy and numeracy pedagogical strategies in the handbooks.

Three non-pedagogic issues that impact on children's learning emerged - learner absenteeism, unregistered learners, hunger and tiredness, and these need to be addressed to enable all or most children to improve their learning level. Recommendations to address these emerged from the review:

- CLFs request learners to support learners who were absent to catch up on the class/es they missed and CLFs themselves should provide catch-up support outside of class time.
- Continue to engage with CLLs and CMCs to follow up with parents on their children's absenteeism and the attendance of unregistered learners, especially younger siblings.
- Hold all classes at weekends as children were more tired and hungry during the after school classes

3.4. Why does CLL have less effect on children's literacy than numeracy?

This section seeks to answer the second research question – Why does CLL have less impact on children's literacy than numeracy? In light of some learners also not improving their numeracy skills, findings that emerged related to this are also presented.

The UWEZO impact study and the qualitative report (Watsemba et al, August 2022) highlighted that most learners preferred numeracy to literacy. However, this pedagogical review found that in only two classes all the learners preferred numeracy. In 13 classes, at least a third of children indicated that they liked both literacy and numeracy equally. In three classes, more children preferred literacy, and interestingly, the CLFs of these classes themselves preferred literacy and their lessons included more CLF led practice and word engagement activities than other similar literacy lessons, for example, asking children to trace letters on their palms. The reasons provided by learners for their literacy preference was a desire to learn to read and for numeracy a desire to learn to count, with one OOSC boy highlighting that 'I want to learn to count money'.

3.4.1. Literacy pedagogical Findings

The presentation of the literacy pedagogical findings, which seek to explain why some children's literacy did not improve, are organised around the best practice teaching literacy strategies and challenges that emerged, in particular from analysis of the CLF handbooks as well as CLF lesson observations and interviews. The review of the handbooks highlights that the CLL literacy initiative uses elements of several best practice literacy approaches and strategies that can be implemented in resource poor environments, specifically: phonics-based approach; whole language approach; interactive read aloud approach; multi-sensory approach; and language experience approach. Some elements of best practice literacy strategies included in the CLL initiative include: readiness; pre-reading and pre-writing; letter identification; phonemic awareness (including single letter sounds, rhyming, blending and segmenting); vocabulary development; sight word recognition; sentence construction; writing; storytelling and comprehension strategies.



The overall finding is that some excellent teaching literacy practices were observed, most notably in the teaching of lower case letter recognition and using single consonant and vowel sounds and syllables to read new words with CLFs successfully implementing the pedagogical strategies in the handbooks. However, the literacy content is too ambitious for 48 lessons - to achieve the literacy targets there is a need to add some content to the current literacy curriculum, such as common sight words and digraphs and diphthongs. See sections 3.4.1.2. – 3.4.1.9. for the suggested additional literacy content. This could be achieved through the reduction of some content, in particular readiness lessons, see 2.4.1.1., the reduction of some or some elements of the task-based activities, or adding more lessons to the 48 lessons provided.

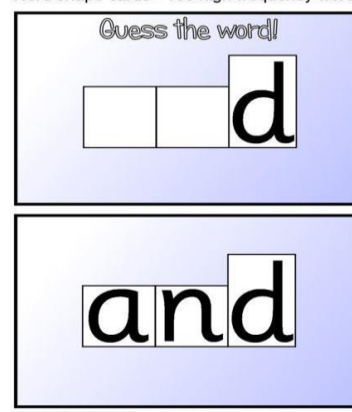
3.4.1.1. Literacy readiness and pre-reading and pre-writing

Lessons 1 and 6 are focused on pre-reading readiness skills, specifically, developing children's oral language skills around greetings and our home. Lessons 2, 3, and 5 are dedicated to pre-writing readiness, involving pencil grip and writing patterns and shapes. All lessons are effective, however, in light of the limited time available for the initiative and that most children will have mastered at least some of these skills, it is recommended that these activities be incorporated into other lessons. These five lessons could then be used to provide children with more time and opportunities for additional and needed practice of the phonics, word building, reading sentences and stories and comprehension activities included in all other literacy lessons. See sections 3.4.1.2. – 3.4.1.9.

3.4.1.2. High frequency words and vocabulary development

In every language there are core sight words. In English, studies have shown that the 100 most common words make up about 50% of the material that we read. Fry, Kress and Fountoukidis' (2004) research found that the following 12 words make up, on average, one quarter of all reading: a, and, he, I, in, is, of, that, the, to, was, it. The following 20 words and the 12 above make up, on average, a third of all reading: all, as, are, at, be, but, for, had, have, him, his, not, on, one, said, so, they, we, with, you. As some of these words, such as 'the' cannot be unpacked through phonics, they need to be read as a whole. Recognising high-frequency words by sight primarily involves memorisation, and therefore significant engagement with the words and CLF led practice and repetition are essential. Engagement strategies include: using the shape of the words to provide children with another tool for identification; when writing the words learners can describe the shape as they are writing each letter also, for example, for the letter 'a' children say around up down; using various games to support memorisation of the words; and using the words in sentences to support reading fluency and comprehension.

Word shape cards - 100 high-frequency words



Children's competency in high frequency words supports vocabulary development and reading fluency. When children are using phonics to read new words, they can easily read sentences with the new words using the high frequency words, as well as forming stories to read. For local languages, research may not have identified the most common sight words, however, specialists in the languages will be able to provide a list of words they agree are most common. It is recommended that common sight words are added to the CLL initiative.

When a sight word is phonetic, phonics instruction should be used to support children's learning of these words. In the handbooks, some lessons introduce sight words related to a topic, such as 'family' in lesson 17, with additional sight words including mother, father, brother, and sister. In the teaching of these sight words, it is suggested that a focus is also placed on teaching the children the common digraph sounds of 'er', 'th' and 'ly'. See section 3.4.1.5. Similarly, for lesson 24, which introduces professions - teacher, tailor, nurse, and farmer, and lesson 20 which introduces body parts sight words – ear, eye, nose, and mouth. These lessons need to include the specific teaching of diphthongs ('ai', 'ea' and 'ou') and digraphs, see section 3.4.1.5.

3.4.1.3. Capital and small letter recognition

Sight recognition of the letters of the alphabet was taught effectively, with regular opportunities for children to identify these using the alphabet charts during reviews. However, there is a need for a similar level of explicit teaching of the recognition of the capital letters. The use of capitals should be highlighted, in particular, in lessons 8 and 9 which involve children writing their own names.

3.4.1.4. Phonics – Consonant and vowel sounds

Strategies in the handbooks used to teach individual consonant sounds are effective and observations of lessons teaching these highlighted CLFs' effective implementation of the strategies, with the children's high level of engagement with the various activity-based strategies, especially group games, particularly notable. The vowel sounds are also introduced in each of the lessons presenting the consonant sounds, for example, lesson 14 teaches children to blend 'M' with all five vowels and say the sounds 'Ma, Me, Mi, Mo, Mu'. This is a very effective approach, however, children need much more practice in saying these sounds and engaging with them than is possible within the limitations of a one hour lesson. Within the lesson, it is suggested to provide more time for repetition of each of the five sounds, even if this takes time from the group activities. Also, it is recommended to introduce at least one word with each of the five sounds in part II of lessons. Currently, part II of these lessons only introduces two words, for example, lesson 14, introduces 'mug' and 'mud', which only enables children to sound out 'mu' words. It is recommended to use homework to enable children's further engagement with and reinforcement practice of these sounds and words, through asking children to copy down two examples of words with each of the five sounds and to write sentences using them and sight vocabulary words. See section 3.4.1.2.



3.4.1.5. Phonics - Digraphs, diphthongs and blends



To further support children's use of phonics to read, more focus needs to be placed on explicit teaching of the common consonant and vowel blends, digraph (consonant blends such as 'th') and diphthong (vowel blend sounds such as 'ai') sounds. For example, lesson 22 introduces the words 'new' and 'nine' as the two consonant and vowel sounds of 'ne' and 'ni', and lesson 23 introduces the word 'back', however, children are not taught the 'ew; or 'ine' or 'ck' sounds, and for the nonsense words used from lesson 26 onwards, quite a number of these introduce blends that children have not been explicitly taught previously.



In local languages there are double consonant and vowel sounds, which also need to be explicitly taught, for example, in lesson 31 in the Lumasaaba local language, the double 'y' sound in Bilyyo is not explicitly taught or the double 'e' sound in Kumeceele. Lesson 33 says 'remind learners that they can slowly sound out the letters in these words - siisembayo, mwisaayilo, bulaayi, bayaaya, however, there has not been any prior teaching of the blend sounds in the words. It is recommended that teachers make their own charts with blends, digraphs and diphthongs, which can then be

used to carry out quick revision during lessons, as CLFs do for initial consonant sounds using the CLL alphabet charts. The learners should copy these charts down to use them for their own ongoing

revision and learning at home. One very good CLF developed her own chart with the double vowel sounds in the Kupsapiiny language and provided children with a lot of opportunities to practice the sounds in her review.

3.4.1.6. Using Kinaesthetic strategies

In the most effective literacy lessons observed, CLFs used kinaesthetic strategies to support children's literacy learning through encouraging children to use their fingers to write letters and words in the air and on their palms, as well as clapping out numbers of syllables. All CLFs should be encouraged to use these strategies. To further support kinaesthetic learning, CLFs could also ask children to trace letters in loose clay either in a box or outside.



3.4.1.7. Use of direct instruction, CLF led practice and engagement strategies

To enable children to effectively learn letters, sounds and words as well as word building strategies, they need significant direct instruction as well as CLF led opportunities to repeat and practice new learning. One Mentor Teacher's comment encapsulated the need for more repetition to enable children to learn new literacy content, especially, *'They [good CLFs] don't just teach once, you need repetition'*. The handbooks provide guidance on numerous learning activities using materials such as word cards, baskets, and so on, all of which are very effective. However, there is a need for more



direct instruction and CLF-led reinforcement practice. CLFs should be encouraged to ask learners together and especially many learners individually, to repeat more often new sounds and words as well as engaging learners more in exploring these, such as examining the shapes, calling out the letters and sounds, putting the new words into sentences using common sight vocabulary, and writing these on the chalkboard and in their exercise books. In most lessons observed, children were given only a few seconds to look at new words on flashcards, which were then put down. Instead, the flashcards could be placed on the chalkboard, or the words written

on the chalkboard, so the children have ample time to see the words. The most effective lessons provided ample opportunities for children to engage with new words.

To support children's capacity to engage further with new sounds and words at home, children could be requested to copy down all new learning in their exercise books and to revise these at home on an ongoing basis. CLFs should refer regularly to these during lesson reviews or even as an energiser, asking children to orally or in writing spell out previously learned words or to put them into simple sentences or use them in more stories.

The Reviews in all literacy lessons should be used to provide more CLF led revising and reinforcement opportunities. All lessons should include a quick review of the letters (capitals and small letters) and sounds on the letter chart, as well as CLFs' charts with the main blend, digraph and diphthong sounds (see section 3.4.1.5.) to provide ongoing reinforcement, as well as asking children to read

some sentences with words children should be able to sight read or sound out, and which the CLF has written on the chalkboard prior to the lesson. There should be some time also for children to call out the spelling of words, to conduct oral spelling tests, and at times written spelling tests. Also, the energisers could be used to focus on literacy learning. See section 3.3.3.4.

3.4.1.8. Storytelling, reading and comprehension

For children to develop reading fluency they need considerable practice in reading. With no access to children's books, the CLL initiative needs to ensure that children can read many sentences and short stories written on the chalkboard. There are some lessons which do this and it is recommended to add this to more lesson plans. The written stories could be summaries of longer stories, which the CLF tells the children. With the critical part of storytelling asking children questions on the story to develop their skills of comprehension, the CLFs needs to do this.

3.4.1.9. Using numeracy lessons to support literacy

In light of the need for additional practice to develop children's literacy skills, it is recommended to include more word recognition and reading opportunities in numeracy lessons. For example, supporting children to sound out the numerals in words and to read some simple numeracy problems and rhymes and stories written on the chalkboard during numeracy lessons.



3.4.2. Numeracy Pedagogical Findings



The numeracy lessons observed demonstrated the effectiveness of the use of concrete materials, such as sticks and stones as counters, and the numerous active learning activities that engaged learners and brought about learning. There were some children who did not improve their numeracy and three main pedagogical findings emerged from the review to explain this.

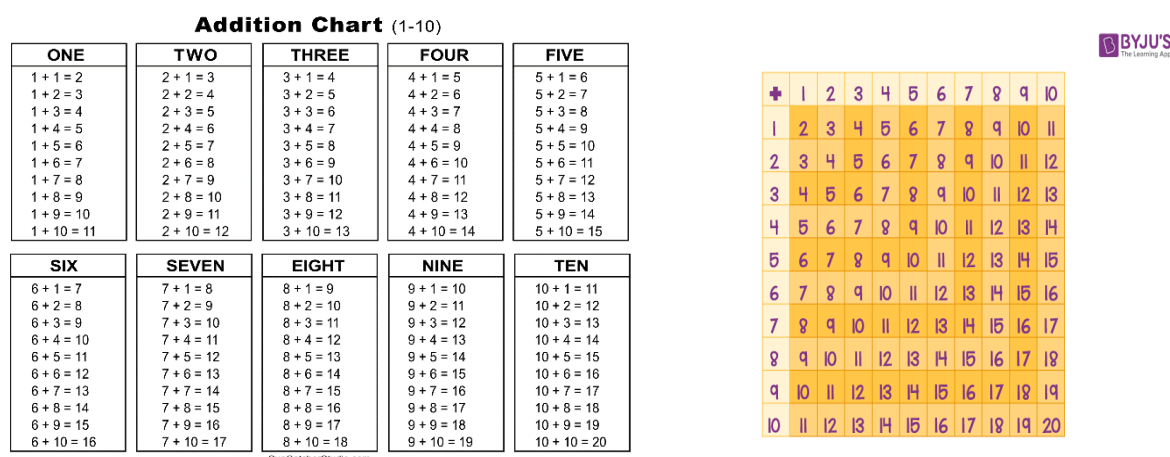
3.4.2.1. Overloading in some numeracy lessons

In some numeracy lessons there is a lot of new content, and it is suggested to move some of this overloaded content to other lessons. For example, lesson 15, which introduces building multiples of 10, and lesson 17 which introduces 20-99, are too much for learners in one lesson. To find time for this, and in light of the focus on numbers and operations, it is suggested that the last five lessons, which seek to develop other numeracy skills in areas of patterns, shapes, comparison and measurement, be removed, not least because the skills they seek to develop need many more lessons than the five allocated. For example, there are only two lessons, 44 and 45, dedicated to shapes, and the last three lessons, 46, 47 and 48, are too overloaded to enable children to effectively develop the skills they are seeking to develop in the areas of comparison and measurement.

3.4.2.2. Oral numeracy and the numeracy operations tables

To further improve numeracy, it is recommended that more oral numeracy be included in all lessons. It is also recommended to add in the addition and subtraction tables and support children to learn them. Oral numeracy could form part of the reviews and conclusions of each lesson, as well as being used in energisers. Children need as many opportunities as possible to practice numeracy.

Figure 5. Addition tables charts



3.4.2.3. Use of CLF-led reinforcement and repetition practice strategies

As was found in the case of literacy, see section 3.4.1.7., the observations of numeracy lessons and the analysis of the numeracy lesson plans in the handbooks highlighted the need to include more CLF-led repetition practice activities for children, especially with addition and subtraction sums. For example, the bond strategy activities in lesson 33 and the bridging 10 activities in lesson 35 are very effective activities. However, children need much more time to practice using these and further consolidate their learning. Also, the addition and subtraction of 2-digit numbers needs much more practice and reinforcement opportunities. Stories are very useful tools to develop numeracy skills, for example, lesson 38, and these need to be included more. They could be used in reviews and conclusions and some parts of the stories written on the chalkboard with the children to practice their literacy skills. See section 3.4.1.9.

3.4.3. Pedagogical strategies' rationale and CLF agency and innovation

CLFs generally implemented the pedagogical strategies and steps in the handbooks lesson plans. Efforts to probe CLFs understanding of the rationale for the various pedagogical strategies they used were not successful. If CLFs understand, for example, the rationale for children using kinaesthetic approaches in learning new words or reading more sentences and stories or children reviewing their

exercise books to reinforce new learning they will be more likely to include these in more lessons. Deepening CLFs' understanding of the rationale for pedagogical strategies would also enable CLFs to be more creative and develop and use their own strategies and techniques as they develop their teaching experience and confidence. To address this, it is recommended to encourage Mentor Teachers to discuss the rationale for CLFs' pedagogical strategies in their regular review meetings and to also add in summaries of the rationale for lesson content and strategies in the handbooks. This could form a separate section in the introduction part of the CLF handbooks, or it could be included in each lesson plan beside the initial section of each lesson plan, which currently includes competences, materials (resources), and preparation.

In the handbooks, support for classroom climate strategies was provided in one lesson through the provision of a reminder in lesson 29 which requested CLFs to 'remember to clap for this group and remember to thank all the groups for their hard work and participating'. Another reminder was related to classroom management – 'Don't forget to collect all the cards'. Adding in the rationale to these reminders would further support the development of CLFs' expertise in the use of these strategies.

3.4.4. Why does CLL have less effect on children's literacy than numeracy?

The overall finding is that some excellent teaching literacy practices were observed, most notably in the teaching of lower-case letter recognition and using single consonant and vowel sounds and syllables to read new words. However, the literacy content is too ambitious for 48 lessons. To improve the literacy learning there is also a need to add some content. Analysis of the handbooks highlighted the following recommended additional content:

- Include up to 100 high frequency words in each local language, which make up to 50% of all reading. In English, 12 words make up a quarter of all reading.
- Encourage more teaching of non-phonetic high frequency words as sight words.
- Include the explicit teaching of blends, digraphs (consonant blends such as 'th') and diphthongs (vowel blends such as 'ai'). Currently, only single consonant and vowel sounds are explicitly taught.
- For all new phonetic and non-phonetic words increase CLF-led direct instruction focused on more engagement with them. For example, CLFs can write the word on the chalkboard and request the learners to examine it, repeat it, sounding out where the word is phonetic, drawing around the shape of the word, asking children to trace words on their palms, using high frequency words and the new word write sentences on the chalkboard that children can read, ask children to write new words and revise them at home.
- Include more storytelling and use of high frequency words to enable children to read more stories on the chalkboard as well as asking questions to develop comprehension skills.
- Add the rationale for the various literacy strategies to the handbooks, and Mentor Teachers to discuss this with CLFs during their regular coaching sessions.

To add the content, there are two options: increase the number of lessons, or if there is a need to retain the current 48 lessons, make space for additional content by reducing some of the current content, such as readiness lessons and some elements of the task-based activities.

3.5. What makes for a good CLF?

All stakeholders were asked to share their views on what makes a good CLF and a selection of quotes representing the main responses include:

- *The Children are more enthusiastic* (Mentor Teacher)
- *They [CLFs] are more approachable than school teachers* (CMC member)
- *They [CLFs] work with the children freely* (Mentor Teacher)
- *Good relationships* (SESIL District coordinator)

- *They [CLFs] love children* (SESIL District coordinator)
- *Very loyal* (CMC member)
- *Very courageous* (Mentor Teacher)
- *Active* (SESIL District Coordinator)
- *Educated and knowledgeable with a minimum of O level* (CIC member)
- *Smart* (CMC member)
- *Role model in the community so parents will give them their children* (CMC member)
- *Exemplary behaviour* (Mentor Teacher)
- *No criminal record* (CMC member)
- *Hard working* (CIC member)
- *Committed* (Mentor Teacher)
- *You know from the way the children are presenting themselves and how children are responding* (Headteacher)
- *Good literacy lesson depends on the teaching of literacy and the presentation of the lesson* (Mentor Teacher)
- *They [good CLFs] don't just teach once, you need repetition* (Mentor Teacher)

These views encompass key pedagogical best practices which also emerged from lesson observations, specifically related to classroom climate, teacher enthusiasm, pupil teacher relationships, use of direct instruction and task-based strategies, and the provision of opportunities for repetition practice and reinforcement. Lesson observations and observations highlighted these and other pedagogical strategies within the five pedagogical areas in section 3.3.

A good CLF uses all or most of the pedagogical strategies presented in sections 3.3. and 3.4. Table 10 presents a summary of the best practice general pedagogical strategies that emerged from this review.

Table 10. Effective CLF general pedagogic strategies from lesson observations

Pedagogical area	Best practices observed amongst many CLFs	Pedagogical strategy recommendations only observed amongst a few CLFs
Lesson planning and preparation	<ul style="list-style-type: none"> • CLFs followed the Handbook lesson plans 	<ul style="list-style-type: none"> • All T&L materials are in place prior to beginning lessons, including: <ul style="list-style-type: none"> ➢ CLL materials and CLF's own T&L materials ➢ Write content needed on the chalkboard ➢ Ensure all children have materials they need prior to the lesson, in particular exercise books and sharpened pencils and numeracy counters
Management of teaching and learning resources	<ul style="list-style-type: none"> • Writing on chalkboard clear • CLFs stand to side of chalkboard • Children invited to write on the chalkboard 	<ul style="list-style-type: none"> • Use writing on the chalkboard during lessons as a teaching tool • Encourage children to use the same exercise books for all lessons and encourage them to use their books regularly to revise at home • Use the environment and children as resources • Use the Family Resource book
Lesson management and presentation	<ul style="list-style-type: none"> • All lesson steps in handbooks implemented by most CLFs • Active and task-based learning activities effectively implemented • CLFs completed the learning tracker 	<ul style="list-style-type: none"> • Check homework during the reviews • During reviews provide a lot of more opportunities for practice and reinforcement of previous lesson content and skills • Use more short energisers, and use them as a teaching tool • Use more direct instruction, especially providing a lot of examples when presenting new material

		<ul style="list-style-type: none"> • Provide plenty of opportunities to practice and reinforce new learning throughout the lessons, especially significant engagement with new words
Classroom and behaviour management	<ul style="list-style-type: none"> • Classroom management generally very good 	<ul style="list-style-type: none"> • Use movement, eye contact, and class rules to support behaviour management • Where space is an issue use more energisers and do some activities outside the classroom
Classroom climate	<ul style="list-style-type: none"> • Positive CLF:learner relationship • CLFs are enthusiastic, encouraging, caring and warm • CLFs positively respond to children who do not provide correct answers 	<ul style="list-style-type: none"> • Supporting weaker learners while other children are completing activities in their exercise books

4. Conclusion and overall recommendations

The overall conclusion of this pedagogical review is that CLL is an effective community learning model that enables the CLFs to develop overall pedagogical competency. CLFs are provided with only a few days initial training and are then supported to develop their pedagogical competence through implementing the structured lesson plans in the handbooks and ongoing mentoring provided at the CLL centres by community based Mentor Teachers. The lesson observations highlighted that almost two-thirds of CLFs were rated as very good or good across all five pedagogical areas, see section 4.1. There were no CLFs rated weak. The fact that CLFs are mostly untrained teachers with only O level education and that the learners who participate in CLL are the poorest performing learners in the communities, further demonstrates the success of the CLL model in improving learning. The community structures, the CICs and CMCs, also support the CLFs, through motivating the CLFs, facilitating the provision and maintenance of the CLL centres and liaising with parents to support their children's learning.

4.1. Why do some CLL children not improve their learning level?

The overall finding is that there are pedagogy and non-pedagogy reasons for some children's learning not improving.

- Pedagogically, only a few CLFs are using all best practice general pedagogical strategies, and there are some strategies which most CLFs are not using. If CLFs are supported to implement all best practice pedagogical strategies (see section 3.3. and table 10 in section 3.5), more children will be enabled to improve their learning. See recommendations below.
- Three non-pedagogical reasons explaining why some children are not improving their learning emerged - learner absenteeism, unregistered learners, hunger and tiredness, and these need to be addressed to enable all or most children to improve their learning level. See recommendations below.

The review highlighted that CLFs were generally pedagogically competent, with almost two-thirds of CLFs rated as very good or good, across the five pedagogical areas. The pedagogical areas rated from highest to lowest overall are:

- vi. classroom climate
- vii. classroom and behaviour management
- viii. lesson management and delivery
- ix. lesson planning and preparation
- x. management of teaching and learning resources

The review highlighted some particularly effective practices across all areas, see table 10 in section 3.5. These include: implementing the lesson plans in the handbooks; positive classroom climate and relationship with learners; activity based learning; classroom management, especially organising various group learning activities; writing on the chalkboard, and completing the learning tracker.

Recommendations: Share the best practice pedagogical strategies that emerged in this review with Mentor Teachers and support them to enable all their CLFs to use all of these, with a focus on supporting CLFs with strategies that are only being implemented by a few CLFs:

- CLFs need to ensure all materials are in place prior to beginning lessons, in particular children's materials such as exercise books and pencils. Almost a quarter of learners did not have exercise books.
- Where children do not have exercise books, CLFs should request children with books to give a page to learners who forgot their books, enabling them to complete the written activities. Mentor Teachers need to encourage CICs and CMCs to request parents to ensure their children bring an exercise book to the classes.
- During reviews CLFs need to provide more children with opportunities for CLF-led practice and reinforcement of previous lesson content and skills. Generally, only a few children answered questions on previous lessons.
- CLFs should use the FLL resource book and the environment and children themselves as a resource.
- CLFs should check homework during the reviews to motivate children to complete it, enabling reinforcement. Add this to the competency tracker to ensure CLFs are reminded to check homework practice.
- Where space and enough desks are available, CLFs need to ensure that learners have enough room to sit, in some classrooms with unused desks, learners were seated five or more to a desk.
- CLFs should use positive behaviour management strategies throughout the lessons. 28% of CLFs had issues with behaviour management.
- CLFs should use more energisers, and use them as a teaching tool, such as asking children to spell words.
- CLFs should use more direct instruction and provide more examples when presenting new material.
- When writing on the chalkboard CLFs should use it as a teaching tool, for example, asking children to spell out words as CLF writes them.
- CLFs need to provide support to children who are struggling when other children are engaged in activities, and if possible after classes.
- SESIL should add the rationale for the general pedagogical strategies in the handbooks and Mentor Teachers can use this to develop CLFs understanding of pedagogy and to encourage CLFs to be creative and devise own strategies to bring about learning or to focus more on strategies which they find most effectively enable children to learn.
- Mentor Teachers should continue to engage with communities on both pedagogical supports they can provide, specifically ensuring all learners bring exercise books to classes and with using the FLL resource books, and to support addressing the non-pedagogical reasons below.

Recommendations to address the three non-pedagogy issues that emerged from the review include:

- Encourage children to support learners who were absent to catch up on the class/es they missed and CLFs to provide support outside of class time to also support catch up.
- Continue to engage with CICs and CMCs to follow up with parents on their children's absenteeism and the attendance of unregistered learners, especially younger siblings.

- Hold all classes at weekends as children were more tired and hungry during the after school classes.

4.2. Why does CLL have less effect on children's literacy than numeracy?

The overall finding is that a key reason for CLL having less impact on children's literacy than numeracy is that the literacy content is too ambitious for 48 lessons. To achieve the literacy targets there is a need to add some content, in particular high frequency words, more sentences and stories written on the chalkboard, more engagement with new words, and more explicit teaching of blends, digraphs and diphthongs.

Recommendations:

- Include up to 100 high frequency words in each local language, which make up to 50% of all reading. In English, 12 words make up a quarter of all reading.
- Encourage more teaching of non-phonetic high frequency words as sight words.
- Include the explicit teaching of blends, digraphs (consonant blends such as 'th') and diphthongs (vowel blends such as 'ai'). Currently, only single consonant and vowel sounds are explicitly taught.
- The teaching of using consonant and vowel sounds and syllables to read new words is very effective, and similar strategies should be used to teach the blends, digraphs and diphthongs.
- Lessons which are overloaded should have the content reduced.
- For all new phonetic and non-phonetic words increase CLF-led direct instruction focused on more engagement with them. For example, CLFs can write the word on the chalkboard and request the learners to examine it, repeat it, sounding out where the word is phonetic, drawing around the shape of the word, asking children to trace words on their palms, using high frequency words and the new word write sentences on the chalkboard that children can read, ask children to write new words and revise them at home.
- Include more storytelling and use of high frequency words to enable children to read more stories on the chalkboard as well as asking questions to develop comprehension skills.
- Add the rationale for the various literacy strategies to the handbooks, and Mentor Teachers to discuss this with CLFs during their regular coaching sessions.
- Ideally, increase the number of literacy lessons. If it is not possible to increase the number of lessons, to enable the implementation of the recommendations above, it is recommended that some of the current content can be removed, such as some of readiness content and other content can be reduced, such as some or some elements of the task-based activities.
- Train Mentor Teachers to support CLFs to use add at least some of the additional literacy strategies recommended in this review.

4.3. What makes for a good CLF?

A good CLF uses all best practice general pedagogical strategies that emerged from the review across lesson planning and preparation; classroom climate; management of teaching and learning resources; lesson management and delivery; and classroom and behaviour management. Interviews and observations also highlighted some personal attributes, including that CLFs: are of high integrity and role models in their communities; love and care for children; are kind; are enthusiastic; are approachable; are active; are knowledgeable and educated to at least O level; and are hard working and committed.

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APPENDIX A. STAKEHOLDER INTERVIEW SCHEDULES

A.1. Semi-Structured Mentor Teacher Interview Questions

Share with Mentor Teacher that this is a pedagogical review, and you would appreciate their insights and opinions on the CLF's teaching and learning, what works well to bring about children's learning, what they find has been challenging for the CLFs, and their support to them, etc.

Teacher Biographical information

Name and gender:

Age:

Education level:

Work experience to date:

Knowledge of the local language (1-5 scale):

Teacher's own rating of their own literacy and numeracy skills in the local language:

Questions and prompts

What makes a good CLF?

Why do some children not perform as well as others?

What are key challenges you observe with CLFs?

What worked well with the training, focus on pedagogy development?

What would you change with the training?

What works well with your coaching/mentoring support, focus on pedagogy

Which do you prefer working with CLFs on? Literacy or numeracy? Why?

Literacy:

Why do you think children have not improved as much in literacy?

Why is improvement mostly in letter, syllables and word recognition and not on sentence/paragraph and story recognition and comprehension?

What do you find most challenging when training and supporting the CLFs in literacy?

What would you change?

Probe their understanding of the approaches/strategies and rationale for them

Reading: letter recognition, sounds, syllables, whole word, sentences/paragraph, story, comprehension,

Writing: pre-writing (patterns, pencil grip), writing.

Listening and Speaking:

Numeracy:

What do you find most challenging when training and supporting the CLFs in numeracy?

What would you change?

Probe their understanding of the the approaches/strategies and rationale for them: Matching and counting; Number Recognition (10-50); Number Recognition (51-99); Addition; Subtraction

Materials: How useful do you find the materials? How do teachers find working with the materials?

Do they use them effectively? Why/Why not?

To what extent do teachers make their own materials?

What are strengths of the handbooks? Anything you would change?

A.2. Semi-Structured Stakeholder¹ Interview Questions

Share with the interviewee that this a pedagogical review and you would appreciate their insights and opinions on the teaching and learning taking place during CLF lessons.

Biographical information

Name and location of CLL centre:

¹ SESIL staff such as regional and district coordinators, CLL Implementation Committees (CICs), Centre Management Committees (CMCs)

Name and gender:

Role:

Questions and prompts

1. What are your views about the pros and cons of the CLL approach and its distinctive elements vis-à-vis learning in school settings for foundational and remedial learning, e.g. smaller class sizes, structured lessons, use of local language, informal setting, led by a member of the community.
2. What do you think makes a good CLF?
3. Why do you think that some CLL children do not improve their learning level? Are there pedagogical reasons for this? What could address this?
4. Why do you think that CLL has had less effect on improving children's literacy than numeracy? Are there pedagogical reasons for this? What could address this?
5. Have they seen the handbooks? What do you think of it?
6. Do you know if the CLF attends regularly? Why?
7. Do you know if most of the learners attend regularly? Why?

A.3. Semi-Structured Headteacher and Teacher Interview Questions

Share that this a pedagogical review and you would appreciate their insights and opinions on the teaching and learning taking place during CLF lessons.

Teacher Biographical information

Name of school and nearby CCL location:

Name and gender:

Number of years teaching:

Questions and prompts

1. What do you think makes a good CLF?
2. Why do you think that some CLL children do not improve their learning level? Are there pedagogical reasons for this? What could address this?
3. Why do you think that CLL has less effect on improving children's literacy than numeracy? Are there pedagogical reasons for this? What could address this?
4. Have they seen the handbooks? What do you think of it?
5. Have they met with the CLF? Do you share teaching strategies and support each other?

A.4. Semi-Structured Parents on CMCs' Interview Questions

Share that this a pedagogical review and you are focused on what and how the children learn in the CLL classes.

Biographical information

Name of CCL and location:

Name and gender:

How many of your children (boys/girls) attend ?

Education level:

Knowledge of literacy and numeracy

Questions and prompts

1. Why do you send your child(ren)? What do you want from your child's participation in CLL?
2. Are your children learning? How do you know?
3. Are your children able to attend all lessons? If not, why not?
4. How do your children find the CLL? What do your children share with you about their CFL?
5. Do you support your children with learning with their homework? How?
6. What are challenges, if any, with your children learning?
7. How does the CLL compare to how your children learn at primary school?
8. Do you meet with the CLF? How often? Where?
9. What do you think of the CLF?
10. Does the CLF attend all classes?
11. Why do you think some CLL children not improve their learning level? What could address this?
12. Why do you think the CLL has less effect on children's literacy than numeracy? What could address this?

APPENDIX B. LEARNER OBSERVATION AND INTERVIEW SCHEDULES

Introduce yourself to the learner(s) and share simply why you are visiting – to learn more about what and how they learn, about what they like most and what helps them to learn best.

Biographical information

Name of CLL and location:

Name and gender:

Age:

Grade or OOSC:

Disability, if any:

Assessments of learners I interview using the materials.

Ask children to read and write their name(s)

Ask children to read letters and syllables and make sounds of these, to read words and sound out words, to read sentences, paragraphs and a story. Ask the children which they prefer doing – reading the letters, making the sounds of the letters, putting the letters together to make words etc.....

Mathematics – Count and match, addition, subtraction, number recognition 1-50, addition, subtraction.

Interview questions

1. How often do you attend? If you are ever absent, what is the reason?
2. Do you like all classes?
3. What do you like most about the CLL classes?
4. What do you like least about the CLL classes?
5. How are your CLL classes compared to your classes in school?
6. Which has been your favourite class so far?
7. What is your favourite activity e.g. writing, matching, pair work, Etc.
8. What is your least favourite activity?
9. Are you able to do your homework? Can your parents help you with your homework?
10. Do you have a special CLL exercise book? Why?/Why not?
11. Do you need more practice?
12. What is your favourite subject – literacy or numeracy?
13. Do you like pairwork, groupwork, Etc.
14. What helps you to learn?
15. What do you like most about your CLF?
16. What do you like least about your CLF?
17. Would you come 5 or 6 days a week?
18. Would you like to continue?

APPENDIX C. CLF LESSON OBSERVATION AND INTERVIEW SCHEDULES

C.1. Lesson Observation Form

Note: Complete the teacher Interview Form after the lesson and attach it to this form

1. Biographical information

Name of Centre/Village:

Date:

Name and gender of CLF:

Literacy or numeracy lesson and lesson number from handbooks:

2. Lesson description – focus on literacy/numeracy development strategies (continue back of page):

3. Lesson Observation rating scale review

Rate each area on its effectiveness in bringing about literacy and numeracy learning, using a scale of 1-5:

5 – Outstanding, 4 – Very Good, 3 – Good, 4 - Average, 5 – weak. Write NA if not observed.

Final judgement rating of overall lesson quality:

Area	Rating					Notes (write additional notes on the back of the page)
	5	4	3	2	1	
Implementation of the lesson plan in the CLF handbooks						
Review						
Introduction						
Part I - All steps and instructional strategies and timing						
Energiser						
Part II - All steps and instructional strategies and timing						
Check for understanding						
Closing						
Practice at home guidance						
Use of chalkboard (as per handbooks guidelines)						
Use of CLF lesson T&L resources						
Use of own T&L resources						

Learners completing tasks during the lesson						
Adherence to basic principles – I do, we do, you do; known to unknown						
Extent to which competences achieved and children's learning						
Used additional instructional strategies and materials						
Aware if children are learning and adapting lesson if children struggling						
Efforts to adapt and support differentiation						
Own lesson preparation notes						
Demonstrates initiative, enjoyment and energy						
Generic pedagogical strategies (see descriptors in Appendix)						
Learning climate						
Questioning and explaining						
Teacher learner engagement						

Classroom and behaviour management						

Best practices:

Challenges:

Recommendations to address challenges:

Other:

Appendix: Descriptors (as evidenced in teachers' language and behaviour and teaching/learning resources)

Area	Descriptors
Implementation of lesson plan in handbooks	<ul style="list-style-type: none"> • Tied new material to previous learning during review and introduction • Modelled desired learning • Checked for student understanding throughout the lesson • Provided opportunities for student practice • Used a variety of appropriate materials and resources • Demonstrated flexibility and adapted instruction as necessary • Monitored and provided support to children during individual and group tasks • Gave clear instructions • Checked that children understand instructions • Effectiveness of instructional strategies in handbooks, including pair and group work, direct instruction, question/answer, role play, • Provided for closure • Addressed the needs of diverse learners • Budgeted time well (pacing) • Was knowledgeable of content • Checked homework • Took note of areas that need additional work in next lesson review

Learning climate	<ul style="list-style-type: none"> • Maintained a safe and positive learning environment • Demonstrated warmth, caring, and respect to all learners • Demonstrated a positive relationship with all learners • Stimulated independence and cooperation of learners • Fostered mutual respect between learners • Fostered learner's self-confidence
Questioning and explaining	<ul style="list-style-type: none"> • Asked a variety of question types • Encouraged higher order thinking through higher-order questioning • Distributed questions amongst all learners • Encouraged students to ask questions • Students asked questions • Used a variety of explanation strategies • Checked children understood explanations
Classroom and behaviour management	<ul style="list-style-type: none"> • Clearly communicated classroom and behaviour management expectations • Children aware of classroom and behaviour management routines • Managed classroom routines effectively • Monitored and was alert to student behaviours • Addressed misbehaviour appropriately • Managed teaching and learning resources, preparation, distribution and children's use of the resources • Classroom seating arrangements support learning and adjusted for different activities • Focused and maintained attention on lessons
Pupil Teacher interactions and engagement	<ul style="list-style-type: none"> • Fostered student participation and engagement on tasks • Monitored and supported learners engagement on tasks • Level of learner engagement throughout the lesson • Encouraged and motivated learners • Provided feedback to students • Teacher Voice • Teacher Movement

C.2. Semi-Structured CLF Interview and Observation Questions

Share with CLF that this is a pedagogical review, and you would appreciate their insights and opinions on the teaching and learning, what works well to bring about children's learning, what they find challenging etc.

Teacher Biographical information

Name of CCL centre:

Contextual information on the community – rural, income level, parents' education, etc.

Name and gender of CLF:

Age:

Education level:

Work experience to date:

From local community:

Accommodation:

How long have you worked as CLF?

Knowledge of the local language (1-5 scale):

Teacher's own rating of their own literacy and numeracy skills in the local language:

Translator's rating of CLF's literacy and numeracy skills in the local language

How many children are in the class?

How many children are absent? Why absent?

The observed lesson feedback:

After observing the lesson sit with the CLF for feedback session. Throughout seek to identify their thought processes and their rationale for their various activities during the lesson. Use this structure:
(1) Ask the CLF to reflect on their own lesson delivery, probing where needed with these questions - What went well? What could you have done differently? How did you prepare for this lesson?

(2) Based on observer's observations, ask open questions to ask the CLF why they delivered the lesson in the way that they did, referring to specific elements from your observation. If the lesson activities were different to the handbooks suggested activities, ask the CLF to share why they did this.

(3) provide constructive feedback

(4) ask the CLF to give their reflections on the feedback you've given.

Materials examination and discussion

Literacy materials: Show me the literacy materials (flashcards, alphabet chart, audio files on memory card) and talk me through how you use them. If materials are missing why?

The video lessons and audio – How useful were/are they?

Show me any materials you have made and how useful they are.

Numeracy materials: Show me the Numeracy materials (counters, number cards, number chart, sticks, 10 frame cards, every day materials) and talk me through how you use them? If materials are missing why?

Show me any materials you have made and how useful they are.

The handbooks: How useful do you find the handbooks? How do you use it to plan your lessons? Any suggestions for making it more useful?

Placement test record sheets: Can you show me your records?

Learning tracker: Show me how you fill this in for the lesson just observed? How do you use the learning tracker? Do you find it useful?

How else do you assess children's learning? How do you know if children are failing to understand during the lesson? What do you do to address this? What do you do if children are struggling with a task? Etc.

Instructional strategies

Probe their understanding of strategies and rationale.....

Questions and prompts

1. Which do you prefer teaching? Literacy or numeracy? Why?
2. Which teaching strategies do you like most?
3. Which strategies do you find challenging? Why?
4. What are your teaching strengths and weaknesses?
5. Tell me about your training?
6. Tell me about the mentoring support? How does your mentor support your pedagogy?
7. What else could be done to support your teaching and children's learning?
8. Literacy:
Which aspects of literacy lessons are your favourite?
Which do you find the most challenging?
Why do you think children have not improved as much in literacy?
Why is improvement mostly in letter, syllables and word recognition and not on sentence/paragraph and story recognition and comprehension?
9. Numeracy:
Which aspects of literacy lessons are your favourite?
Which do you find most challenging?