

**COMMUNITY-BASED LEARNING ENHANCEMENT MODEL
(CBLEM): A DOMINO APPROACH TO STRENGTHENING HOME
AND COMMUNITY LEARNING IN NYIOVURA WARD, AYIVU
DIVISION, ARUA CITY**

**SUBMITTED TO:
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**SUBMITTED BY:
CAVENDISH UNIVERSITY
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**IMPLEMENTING PARTNER:
ST. MICHAEL INTERNATIONAL NURSERY AND PRIMARY
SCHOOL, ARUA CITY, UGANDA**

**PROJECT DURATION:
6 MONTHS
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EXECUTIVE SUMMARY

The COVID-19 pandemic exposed critical weaknesses in education systems globally, particularly the over-reliance on formal schooling without adequate support for home-based learning. In Arua City, these challenges were especially evident among primary school learners in Nyiovura Ward, where limited parental literacy, weak community learning structures, and lack of localized learning materials contributed to declining academic performance.

This proposal presents the Community-Based Learning Enhancement Model (CBLEM), a low-cost, scalable, and sustainable intervention designed to strengthen home learning through a domino-effect training model. The approach empowers teachers to train selected community members, who in turn transfer knowledge to others, creating a multiplier effect that extends learning support across households.

Implemented by St. Michael International Nursery and Primary School, the project will run for 6 months, directly training 50 community facilitators and indirectly reaching over 250 households and 500 learners. With a modest external budget facilitation of \$500 by Cavendish University Uganda, the project demonstrates how community-driven solutions can deliver high-impact educational outcomes.

TABLE OF CONTENTS

EXECUTIVE SUMMARY.....	1
1. BACKGROUND AND CONTEXT	3
2. PROBLEM STATEMENT.....	3
3. JUSTIFICATION.....	4
4. PROJECT GOAL AND OBJECTIVES.....	4
5. PROJECT APPROACH AND METHODOLOGY	4
6. PROJECT ACTIVITIES	4
7. TARGET BENEFICIARIES.....	5
8. EXPECTED RESULTS	5
9. IMPLEMENTATION PLAN	5
10. LOGICAL FRAMEWORK (ANNEX 1)	6
11. WORKPLAN (ANNEX 2)	6
12. MONITORING AND EVALUATION (ANNEX 3).....	6
13. BUDGET AND COST EFFECTIVENESS (ANNEX 4)	6
14. SUSTAINABILITY STRATEGY	6
15. RISK MANAGEMENT.....	7
16. PARTNERSHIPS	7
17. CONCLUSION.....	7

1. BACKGROUND AND CONTEXT

Education in Uganda has traditionally been centred on classroom-based instruction, with minimal integration of home and community learning systems. While schools play a critical role in knowledge delivery, the absence of structured support at home significantly affects learner retention, comprehension, and performance.

During the COVID-19 period, when schools were closed, home-based learning became essential. However, in many communities, including Nyiovura Ward - Arua City, parents and guardians lacked the capacity to effectively support their children's learning. This resulted in significant learning loss, reduced literacy levels, and widening educational inequalities.

Efforts to promote community learning are not entirely new. In 2017, Willy Ngaka established community libraries aimed at improving reading culture. While these initiatives showed promise, they faced sustainability challenges due to limited facilitation, lack of structured training, and insufficient community ownership.

Currently, Kyambogo University is advancing the Andragogy Lab to train community facilitators. However, the urgency of the current learning crisis requires immediate, locally driven solutions. This project builds on past lessons and introduces a practical, scalable approach that leverages existing community structures.

2. PROBLEM STATEMENT

Despite previous interventions, primary school learners in Nyiovura Ward continue to face significant educational challenges. Academic performance remains low, with many learners struggling in literacy and comprehension. A major contributing factor is the absence of structured home learning support.

Parents and guardians, who are expected to play a central role in supporting learners, often lack the necessary literacy skills and confidence. Community resources such as libraries remain underutilized due to lack of facilitation and coordination. Furthermore, there is no sustainable system for continuous community engagement in education.

Without deliberate intervention, these challenges will persist, leading to long-term negative outcomes including school dropout, poor transition rates, and limited opportunities for learners.

3. JUSTIFICATION

This project is justified by the urgent need to bridge the gap between school-based learning and home-based support. Evidence from the COVID-19 period demonstrates that when properly supported, home learning can significantly enhance educational outcomes.

The CBLEM approach provides a cost-effective solution that: 1) Builds local capacity 2) Promotes community ownership 3) Ensures sustainability and 4) Is easily scalable and replicable.

By leveraging existing institutions such as St. Michael International Nursery and Primary School and technical collaboration with Cavendish University Uganda, the project minimizes costs while maximizing impact.

4. PROJECT GOAL AND OBJECTIVES

The overall goal of the project is to improve literacy levels and academic performance among primary school learners through strengthened home and community learning systems.

The specific objectives are 1) to train 50 community facilitators in literacy and learner support, 2) to increase parental involvement in children's education, 3) to develop localized learning materials, and 4) to establish a sustainable domino-based learning model.

5. PROJECT APPROACH AND METHODOLOGY

The project adopts a domino-effect training model, which is based on the principle of knowledge multiplication. Teachers serve as primary trainers, equipping selected community members with essential literacy and mentorship skills. These trained individuals then transfer knowledge to others within their communities, creating a ripple effect.

This approach is particularly effective because it: 1) Reduces dependency on external facilitators, 2) Encourages peer learning, 3) Strengthens community ownership, and 4) Ensures sustainability beyond the project period.

The methodology integrates participatory learning techniques, practical demonstrations, and continuous mentorship to ensure effectiveness.

6. PROJECT ACTIVITIES

The project will begin with community mobilization and sensitization, engaging local leaders and stakeholders to build awareness and support. This will be followed by the selection and training of 50 community facilitators.

Training sessions will focus on literacy skills, learner support techniques, and mentorship. Localized learning materials will be developed to ensure relevance and accessibility.

Facilitators will then implement home-based learning support activities, including homework supervision, reading sessions, and learner monitoring. Continuous monitoring and mentorship will ensure quality and consistency.

7. TARGET BENEFICIARIES

The project will directly benefit 50 community facilitators who will receive training and mentorship. Indirect beneficiaries will include over 250 households and approximately 500 primary school learners.

The broader community will also benefit through improved educational outcomes and strengthened social cohesion.

8. EXPECTED RESULTS

The project is expected to produce several key results. At the output level, 50 facilitators will be trained, and localized learning materials will be developed. At the outcome level, there will be increased parental involvement, improved literacy levels, and enhanced homework completion rates.

At the impact level, the project will contribute to improved academic performance and the establishment of sustainable community learning systems.

9. IMPLEMENTATION PLAN

The project will be implemented over a period of six months. The first month will focus on planning and mobilization. The second month will involve preparation and logistics for training, and facilitator training.

Months three, four and five will involve community-level implementation, while the sixth month will focus on monitoring, evaluation, and reporting.

10.LOGICAL FRAMEWORK (ANNEX 1)

The logical framework outlines the relationship between project activities, outputs, outcomes, and impact. Indicators include improved academic performance, increased parental engagement, and the number of facilitators trained. Means of verification will include school reports, attendance records, and surveys.

11.WORKPLAN (ANNEX 2)

The workplan provides a timeline of activities across the six-month period. Key milestones include training completion, community rollout, and final evaluation.

12.MONITORING AND EVALUATION (ANNEX 3)

Monitoring and evaluation will be conducted through baseline and endline assessments, monthly progress reports, and field visits. Tools will include attendance registers, assessment forms, and household surveys.

The M&E system will ensure accountability, track progress, and inform decision-making.

13.BUDGET AND COST EFFECTIVENESS (ANNEX 4)

The project budget to be covered by Cavendish University is \$500, by St. Michael International Nursery and Primary School is \$2600, making a total budget of \$3,100, covering training, mobilization, materials, and monitoring. The project leverages existing infrastructure and human resources, ensuring high cost-effectiveness.

14.SUSTAINABILITY STRATEGY

Sustainability will be achieved through the domino model, which ensures continuous knowledge transfer. Community ownership will be strengthened, and integration with adult education programs will provide long-term benefits.

15.RISK MANAGEMENT

Potential risks include low participation, facilitator dropout, and limited literacy levels. These will be mitigated through strong mobilization, continuous mentorship, and simplified training materials.

16.PARTNERSHIPS

The project will be implemented in collaboration with St. Michael International Nursery and Primary School, with technical support from Cavendish University Uganda and alignment with initiatives from Kyambogo University.

17. CONCLUSION

The CBLEM project presents a practical, scalable, and sustainable solution to improving education outcomes in underserved communities. By empowering parents and community members, it creates a strong foundation for lifelong learning and academic success.

With minimal investment, this model has the potential to transform education systems across Uganda and beyond.