



Follow-up of CONFINTEA VI:

Reporting template for National progress reports in preparation of the *Global Report on Adult Learning and Education (GRALE)* and the end of the United Nations Literacy Decade (UNLD)

National progress report submitted by the Government of Uganda

This report is submitted on behalf of the Government of Uganda in accordance with the commitments made at the Sixth International Conference on Adult Education (CONFINTEA VI)¹ as laid down in the *Belém Framework for Action*², specifically with regard to monitoring its follow-up.

This report is organised in different sections according to the key areas of CONFINTEA VI. Accompanying this are the explanatory notes³, which are meant to provide further clarification.

Institution responsible for submitting this report	Ministry of Gender, Labour and Social Development
Submission date	29th February 2012

¹ For more information about CONFINTEA VI see: <http://www.unesco.org/en/confinteavi/>

² Available in nine languages at <http://www.unesco.org/en/confinteavi/belem-framework-for-action/>

³ The explanatory notes are intended to be a reference material to clarify the scope and background of the reporting template and explain some basic terms.

Report elaboration process

Which institutions and stakeholders provided input to this report?	<i>Mark all that apply</i>
<p>Government Ministries</p> <p style="text-align: right;">Agriculture <input type="checkbox"/></p> <p style="text-align: right;">Defence <input checked="" type="checkbox"/></p> <p style="text-align: right;">Education <input checked="" type="checkbox"/></p> <p style="text-align: right;">Foreign Affairs <input type="checkbox"/></p> <p style="text-align: right;">Health <input type="checkbox"/></p> <p style="text-align: right;">Interior/Home affairs <input type="checkbox"/></p> <p style="text-align: right;">Labour <input checked="" type="checkbox"/></p> <p style="text-align: right;">Others (<i>please mark and specify below</i>) <input checked="" type="checkbox"/></p> <p>District Local Governments</p> <p style="text-align: right;">Civil society organisations <input checked="" type="checkbox"/></p> <p style="text-align: right;">National non-governmental organisations <input checked="" type="checkbox"/></p> <p style="text-align: right;">International non-governmental organisations <input checked="" type="checkbox"/></p> <p style="text-align: right;">Educational or research institutions/Universities <input checked="" type="checkbox"/></p> <p style="text-align: right;">Private sector companies <input type="checkbox"/></p> <p style="text-align: right;">United Nations agencies <input checked="" type="checkbox"/></p> <p style="text-align: right;">Non-UN bilateral or multilateral organisations <input checked="" type="checkbox"/></p> <p style="text-align: right;">Others (<i>please mark and specify below</i>) <input type="checkbox"/></p>	

Briefly provide any additional information on the process by which this report has been produced, including information on: 1) which types of public authorities were consulted or contributed to its preparation; 2) how the stakeholders were consulted and how the outcomes of this consultation were taken into account; and 3) the types of references used as a basis for reporting.

1. Definitions and data collection on adult learning and education		
	Yes	No
1.1 Does your country have an official definition of adult education ? <i>If Yes, please provide it in the space below:</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1.1.1 Are other definitions used in practice? <i>If Yes, please provide them in the space below:</i> The Adult Education Civil Society Advocacy Group defines adult education as “the process by which adults seek to improve themselves and society by increasing their knowledge and skills. It is the process through which groups and institutions support the educational development of adults”	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1.2 Has your country adopted or developed an official definition of literacy ? <i>If Yes, please provide it in the space below:</i> Adult literacy is defined as the ability of adults to read, write and count with understanding (MGLSD, 2012). The policy brief on literacy in development explicitly states that in the literal sense, literacy refers to applying reading and writing for specific purposes in specific contexts of use (MGLD, 2007).	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1.2.1 Are other definitions used in practice? <i>If Yes, please provide them in the space below:</i> Adult literacy is a learning activity in which adults acquire skills of reading, writing and numeracy (MGLSD, 2005) Functional Adult literacy is the ability to engage in all those activities in which literacy is required for effective functioning of one’s group and community (MGLSD, 2005) Functional literacy refers to the reading and writing that a person requires and uses in the various tasks and engagements in everyday life. (MGLSD, 2007)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1.3 How is literacy data obtained in your country? <i>Please select the option(s) below</i> National census School administrative data (years of schooling completed/primary certificate) Direct testing (e.g. Literacy Assessment and Monitoring Programme, LAMP) Household surveys Other methodology (<i>please describe below</i>): National Adult Literacy Management Information System (NALMIS) developed in 2006 by the Ministry of Gender, Labour and Social Development. Data is collected at the class level aggregated at the sub county which submits the same to the district. At the district level, data from all the sub counties is verified, organized and submitted to the ministry data base.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	

<p>1.4 Has your country changed literacy data collection methods since the UNLD mid-term review in 2006?</p> <p><i>If Yes, please select the option(s) below that best describe the change(s)</i></p> <p>New conceptual definition on literacy in place (for policy)</p> <p>New conceptual definition on literacy in place (for data collection only)</p> <p>New assessment of youth and/or adults' literacy skills</p> <p>Increase in the periodicity without significant conceptual changes</p> <p>Other changes (<i>please provide details below</i>):</p> <p>Data is collected on a quarterly basis and entered into a data base from which a statistical abstract is produced annually</p>	<p><input checked="" type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p>
<p>1.5 Has your country faced challenges in collecting literacy data?</p> <p><i>If Yes, please describe them briefly in the space below:</i></p> <p>Uganda faces a number of challenges in collecting literacy data. The data collection tools are not comprehensive enough to capture all such vital information as functionality. They do not provide for capture of different levels of literacy. The NALMIS software has some weaknesses. For example, it does not allow capture of multiple responses to a question, data entry of villages with similar names, does not facilitate tracking of each transaction in the system, and inadequate security features.</p> <p>There are a number of operational challenges which include the limited capacity of literacy instructors to fill the data collection instruments, lack of computers at some sub counties and districts, and absence of a mechanism for data validation. The other challenge is that data entry is not regular due to inconsistencies related to frequency of submission.</p>	<p><input checked="" type="checkbox"/> <input type="checkbox"/></p>
<p>1.6 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.</p>	
<p> </p>	

2. Policy: political commitment to adult education and adult literacy

2.1 Does your country have laws, legal regulations or other public policy measures/initiatives with a primary focus of supporting lifelong learning, adult education and adult literacy? Please name them, giving the year in which they were enacted and adding documentation/evidence, if possible.

	Yes	No	<i>If Yes: name of legal/policy instrument and references (add as many lines as needed)</i>	Year
Lifelong learning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Uganda Constitution	1995
Adult education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The Government White Paper on Education	1992
Adult literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The (draft) National Adult Literacy Policy	2012

2.2 Which target groups of learners do current national adult education and/or adult literacy policies address? Examples could include women, youth, indigenous peoples, minority linguistic/ethnic groups, migrants, individuals with disabilities, rural residents, prisoners and others (please specify). Which age groups are targeted? What is the size of the target group?

	<i>Specific target groups, including age range (add as many lines as needed)</i>	<i>Total number of individuals in the group</i>
Adult education Adult literacy	Targets those interested in improving their life and work knowledge, skills and competencies Youths and adults of 15 years of age and above	data not available 2 million by 2016

2.3 Has your country set any goals and deadlines that national policy/ies in adult education and/or adult literacy are expected to reach? If yes, please specify the goal and, if applicable, relevant timeframe.

	Yes	No	<i>Specify goal</i>	<i>Specify timeframe</i>
Adult education	<input type="checkbox"/>	<input type="checkbox"/>	Empowering communities to access information and effectively participate in the development. Specific objectives are: Upgrade and make the National Adult Literacy Management Information System fully operational by 2013 Provide a community responsive adult literacy service to 2,000,000 adult literacy learners especially the poor and disadvantaged populations by 2016 Strengthen the capacity of adult literacy implementers at all levels for improved service delivery by 2016	
Adult literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>		

	<p>Mobilize support and commitment for adult literacy at community, Local governments, National and International Levels by 2016</p> <p>Strengthen coordination and management of adult literacy Programmes by 2016</p> <p>Strengthen collaboration and partnerships among adult literacy stakeholders at all levels by 2014</p>	
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2.4 Does your country have a policy on the language of instruction in adult education?	Yes	No
	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please provide a brief explanation and references in the space below including when it was put in place:</i></p> <p>The adult literacy programmes in the country are delivered in the local languages of the learners.</p>		

2.5 Does your country have a policy framework to recognise, validate and accredit non-formal and informal learning?	Yes	No
	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please provide a brief explanation and references in the space below, including when this policy framework was put in place:</i></p> <p>The Business Technical Vocational Education and Training (BTJET) Act, 2008 provides for recognition and validation of technical and vocational competencies acquired outside the formal system. However, the framework to recognise and accredit reading, writing and numeracy competencies is yet to be formulated. The draft Adult Literacy policy provides for the development of the national adult literacy qualifications framework.</p>		

2.6 Have action plans been formulated or updated since CONFINTEA VI (December 2009) at national or sub-national level?	Yes	No
Adult education	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please provide a brief explanation and references:</i> In the National Development Plan (NDP) 2010-2015, Government makes a commitment to develop and implement a National Non-Formal Skills Development Programme with a major focus on developing the lower and middle cadre skills in the country targeting especially youth and women.</p>		
Adult literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please provide a brief explanation and references:</i> The National Action Plan for Adult Literacy (NAPAL) 2011 – 2016 with the theme “Deepening Adult Literacy for socio – economic transformation” was developed to consolidate the achievements of National Adult Literacy Strategic Investment Plan (NALSIP) 2002-2007 and address the challenges faced in its implementation.</p>		

2.7 Have adult education and adult literacy been included in other national plans/strategies?			
Adult education:	<i>Mark all that apply</i>	<i>Timeframe</i>	<i>References</i>
National Development Plan	<input checked="" type="checkbox"/>	2010-2015	Ministry of Finance, Planning and Economic Development
Poverty Reduction Strategy Paper	<input type="checkbox"/>		
Education strategy	<input checked="" type="checkbox"/>	2004-2015	Ministry of Education and Sports
Skills development (including vocational education and training) strategy	<input checked="" type="checkbox"/>	2013-2022	Ministry of Education and Sports
Education For All Fast Track Initiative (EFA FTI) Education Sector Plan	<input type="checkbox"/>		
Sustainable development strategy	<input type="checkbox"/>		
<i>Other (specify in the space below)</i>	<input type="checkbox"/>		
Adult literacy:	<i>Mark all that apply</i>	<i>Timeframe</i>	<i>References</i>
National Development Plan	<input checked="" type="checkbox"/>	2010-2015	Ministry of Finance, Planning and Economic Development
Poverty Reduction Strategy Paper	<input type="checkbox"/>		
Education strategy	<input type="checkbox"/>		
Skills development (including vocational education and training) strategy	<input type="checkbox"/>		
Education For All Fast Track Initiative (EFA FTI) Education Sector Plan	<input type="checkbox"/>		
Sustainable development strategy	<input type="checkbox"/>		

<i>Other (specify in the space below)</i> Social Development Sector Investment Plan	<input checked="" type="checkbox"/>	2011-2016	Ministry of Gender, Labour and Social Development
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2.8 Have adult learners and/or adult literacy learners been involved in discussions about your policy and or plans?

	Yes	No	<i>Specify policy/plan (add as many lines as needed)</i>	<i>References</i>
Adult education	<input type="checkbox"/>	<input type="checkbox"/>		
Adult literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	National Action Plan on Adult Literacy The draft Policy on Adult Literacy	Ministry of Gender, Labour and Social Development Ministry of Gender, Labour and Social Development

If Yes, please elaborate how they have been involved.

The adult literacy learners were actively involved in the development of National Action Plan on Adult Literacy (NAPAL) and the draft National Adult Literacy policy. They organized their own meetings to generate input in the drafts and also participated in stakeholders' meetings. They have developed an advocacy strategy and a learners' charter.

2.9 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

3. Governance: governance and cooperation in adult education and adult literacy

3.1 Please list the names of organisations, institutions or agencies that are involved in planning, implementing and evaluating policies for adult education and adult literacy. Please mark/tick the level(s) at which they operate (national, sub-national).

Governmental:

<i>Institution (add as many lines as needed)</i>	<i>Geographical scope (mark all that apply)</i>		<i>Is it involved in the implementation of programmes/courses? (mark all that apply)</i>	
	National	Sub-national	On adult education	On adult literacy
Ministry of Gender, Labour and Social Development	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Ministry of Education and Sports	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ministry of Health	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ministry of Agriculture	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ministry of Water and Environment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Electoral Commission	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Uganda Human Rights Commission	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Local Governments	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Uganda Peoples' Defense Forces	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Uganda Prison Service	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Office of the President	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Non-Governmental:

<i>Institution (add as many lines as needed)</i>	<i>Geographical scope (mark all that apply)</i>		<i>Is it involved in the implementation of programmes/courses? (mark all that apply)</i>	
	National	Sub-national	On adult education	On adult literacy
National Adult Education Association	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Literacy and Adult Basic Education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Uganda Adult Education Network	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Adventist Development and Relief Agency	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Literacy Network for	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Uganda				
World Vision	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hunger Project	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Actionaid Uganda International	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.2 Is there any entity at national level responsible for ensuring the coordination of adult education and/or adult literacy activities?	Yes	No
Adult education	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>If Yes, please provide name and contact details:</i>		
Adult literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>If Yes, please provide name and contact details:</i> Ministry of Gender, Labour and Social Development, P.O. Box 7136 Kampala, Tel +256 414 347 854/5		

3.3 Does the national government conduct specific actions intended to facilitate cooperation among the different stakeholders in...	Yes	No
...adult education?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>If Yes, please indicate what activities are undertaken and/or which frameworks are in place and provide references:</i>		
...adult literacy?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please indicate what activities are undertaken and/or which frameworks are in place and provide references:</i></p> <p>Adult literacy stakeholders engage in a number of collaboration activities aimed at strengthening coordination, collaboration and quality assurance. The government, under the leadership of the Ministry of Gender, Labour and Social Development in collaboration with NGOs/FBOs as well as umbrella network of organizations implementing adult literacy programmes carry out joint activities. Some of those activities include but not limited to joint planning meetings, formulation and development of policies, action plans and guidelines. Often there are collaborative arrangements for conducting varied events such as international literacy day, learners' week, national conferences and symposia.</p>		

3.4 Does the national government provide capacity-building to ensure that the different stakeholders are able to participate in policy and programme development, implementation and evaluation in...	Yes	No
...adult education?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>If Yes, please indicate what activities are undertaken and provide references:</i>		
<p>Public universities and other higher institutions of learning provide professional courses in the field of adult learning and related disciplines. There are also a number of incidental capacity-bulding initiatives by different government departments and agencies aimed at improving the professional and insitutional capacity of practitioners.</p>		
...adult literacy?	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please indicate what activities are undertaken and provide references:</i></p> <p>To enhance capacity building, one of the strategies in NAPAL skills developmental for adult literacy service providers. These include literacy instructors, trainers and managers as well as adult learners associations. It is envisaged that there shall be a national resource team able to address wide of learning needs of different categories of human resource engaged in the implementation, management and evaluation of adult literacy. The specific skills areas include, curriculum and materials development, planning, resource mobilization and management skills advocacy, participatory monitoring and evaluation. Besides this, adult learners associations and literacy instructors' networks to be established and or strengthened, shall be equipped with skills in community dialogue, project and enterprise identification, resource mobilization, and management, entrepreneurship and participatory monitoring and evaluation of adult literacy activities.</p>		

3.5 Do local communities play a role in the planning, implementation and evaluation of programmes in ...	Yes	No
<p style="text-align: right;">...adult education?</p> <p style="text-align: right;">...adult literacy?</p>	<input type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>

3.6 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

4. Financing: investment in adult education and adult literacy

4.1 Data on public expenditure provided in this questionnaire should refer to actual expenditure. If actual expenditure is not available, please provide budget allocation.

Please indicate which data are reported:

<i>Actual expenditure</i> <input type="checkbox"/>	<i>Budget allocation</i> <input checked="" type="checkbox"/>
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4.2 Please indicate the name of the currency used for reporting:

US Dollar

4.3 Please indicate the monetary unit used in the following tables:

<i>Units</i> <input type="checkbox"/>	<i>Hundreds</i> <input type="checkbox"/>	<i>Thousands</i> <input type="checkbox"/>	<i>Millions</i> <input checked="" type="checkbox"/>
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4.4 What was the overall public expenditure on education and training in the financial years ending in 2009 and 2010 (in nominal local currency)?⁴

	<i>Amount (2009)</i>	<i>Amount (2010)</i>	<i>Source</i>
<i>National government</i>	45,147,391	51,736,087	Ministry of Education and Sports
<i>Sub-national governments</i> ⁵	no data	no data	
<i>Total</i>			

4.5 Are equivalent figures on the financial contributions to adult education by the following agents available?

	<i>Amount (2009)</i>	<i>Amount (2010)</i>	<i>Not available</i>
<i>National government</i>			<input checked="" type="checkbox"/>
<i>Sub-national governments</i> ⁵			<input checked="" type="checkbox"/>
<i>Civil society organisations</i>			<input checked="" type="checkbox"/>
<i>Donors/international aid (not loans)</i>			<input checked="" type="checkbox"/>
<i>Private companies</i>			<input checked="" type="checkbox"/>
<i>Learners/households</i>			<input checked="" type="checkbox"/>

4.6 Are equivalent figures on the financial contributions to adult literacy by the following agents available?

	<i>Amount (2009)</i>	<i>Amount (2010)</i>	<i>Not available</i>
<i>National government</i>	1,391,304	1,391,304	<input type="checkbox"/>
<i>Sub-national governments</i> ⁵			<input checked="" type="checkbox"/>
<i>Civil society organisations</i>			<input checked="" type="checkbox"/>
<i>Donors/international aid (not loans)</i>			<input checked="" type="checkbox"/>

⁴ Include both current and capital expenditure on education and training directly allocated to educational institutions as well as transfers and payments to students (scholarships, grants or loans for tuition fees and/or living expenses) and the private sector. Exclude expenditure other than for educational institutions (e.g. general administration at ministry level). If the information is not available, please provide the best possible estimates. In any case, attach a detailed explanation on how this amount was computed and possible anomalies (elements not covered, etc.).

⁵ Control for the potential double-counting effect of transfers across different government levels.

<i>Private companies</i>			<input type="checkbox"/>
<i>Learners/households</i>			<input type="checkbox"/>

4.7 Have new mechanisms or sources of funding for adult education and adult literacy been introduced since CONFINTEA VI (December 2009)?	Yes	No
<i>If Yes, please provide a brief description:</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

4.8 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

5. Participation: youth and adults' access to, and participation in, education and literacy programmes

5.1 Please indicate the areas of learning that are addressed by different organisations. Identify target groups (for example women, youth, indigenous peoples, minority linguistic/ethnic groups, migrants, individuals with disabilities, rural residents, prisoners and others) and if information and communication technologies (ICTs) are used.

Public sector organisations	<i>Mark all that apply</i>	<i>Target group(s)</i>	<i>Use of ICT</i>
<i>Literacy (reading, writing, numeracy)</i>	<input checked="" type="checkbox"/>	non-literate adults and youths of 15 yrs +above	<input type="checkbox"/>
<i>Vocational (technical, income-generation-related)</i>	<input checked="" type="checkbox"/>	early school leavers	<input type="checkbox"/>
<i>Life skills and/or health issues</i>	<input checked="" type="checkbox"/>		<input type="checkbox"/>
<i>Use of information and communication technologies</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Official/local languages</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Foreign languages</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Human rights/civic education</i>	<input checked="" type="checkbox"/>	All citizens from 18 yrs +	<input type="checkbox"/>
<i>Liberal education/personal growth (i.e. artistic, cultural)</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Other</i> <i>(please provide a brief description below:)</i> Continuing Education and Professional Upgrading offered universities	<input checked="" type="checkbox"/>		<input type="checkbox"/>

Private companies	<i>Mark all that apply</i>	<i>Target group(s)</i>	<i>Use of ICT</i>
<i>Literacy (reading, writing, numeracy)</i>	<input checked="" type="checkbox"/>	non-literate employees	<input type="checkbox"/>
<i>Vocational (technical, income-generation-related)</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Life skills and/or health issues</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Use of information and communication technologies</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Official/local languages</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Foreign languages</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Human rights/civic education</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Liberal education/personal growth (i.e. artistic, cultural)</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Other</i> <i>(please provide a brief description below:)</i>	<input type="checkbox"/>		<input type="checkbox"/>

Civil society or non-governmental organisations	<i>Mark all that apply</i>	<i>Target group(s)</i>	<i>Use of ICT</i>
<i>Literacy (reading, writing, numeracy)</i>	<input checked="" type="checkbox"/>	non-literate youths and adults	<input type="checkbox"/>
<i>Vocational (technical, income-generation-related)</i>	<input checked="" type="checkbox"/>		<input type="checkbox"/>
<i>Life skills and/or health issues</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Use of information and communication technologies</i>	<input type="checkbox"/>		<input type="checkbox"/>

<i>Official/local languages</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Foreign languages</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Human rights/civic education</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Liberal education/personal growth (i.e. artistic, cultural)</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Other (please provide a brief description below:)</i>	<input type="checkbox"/>		<input type="checkbox"/>

5.2 Are there surveys on provision and demand?		
On adult education On adult literacy	Provision	Demand
	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input checked="" type="checkbox"/>
<i>Please provide references or attach reports that may have been produced with the information generated by these surveys (if any).</i>		

5.3 Please list which languages are used for the provision of literacy programmes. Indicate if learning materials are available in the respective language. <i>(add as many lines as needed)</i>		<i>Mark if language of learning materials</i>
Luganda		<input checked="" type="checkbox"/>
Runyankore-Rukiga		<input checked="" type="checkbox"/>
Runyoro-Rutoro		<input checked="" type="checkbox"/>
Luo		<input checked="" type="checkbox"/>
Ateso		<input checked="" type="checkbox"/>
Kumam, Lugbara, Lukhonzon, Samia-Lugwe, Lugwere, Ngakarimojong, Lebthru, Lugbara, Swahili, English, Kakwa, Madi, Kuku, Alur, Kupsabiny, Dhopadhola. In addition, Lumasaba		<input checked="" type="checkbox"/>

5.4 List and describe briefly any key challenges related to implementing literacy classes in languages other than the official/dominant language(s).
The adult literacy learners mention that they cannot sustain the newly acquired literacy skills as they do not apply such skills in their day to day lives. They also complain that they cannot use their newly acquired literacy skills to communicate with government officials who always use English language in official communication (especially written communication).

5.5 Have the languages in which literacy programmes are offered changed since the UNLD mid-term review in 2006?	Yes	No
	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>If Yes, please provide a brief description and references:</i>		
One of the changes is that new languages were added after developing adult literacy materials in these languages. The new languages are Samia-Lugwe, Ngakarimojong, Swahili, Kakwa, Madi, Kuku, Alur and Kupsabiny		

5.6 At what administrative levels are literacy learning materials developed and who is involved in the process?

	<i>Mark all that apply</i>	<i>Are local communities involved?</i>	
		<i>Yes</i>	<i>No</i>
<i>National level</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>Sub-national level</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide references or attach documents on local community participation:

The material development is done at national level but the process is consultative and involves communities, district level personnel, language boards, training institutions including Universities and civil society agencies, National Curriculum Development Centre (NCDC) and specialist in the field of adult education and literacy.

5.7 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in 5.1 to 5.6. Pay particular attention to innovative practices and services for marginalised groups.

5.8 Does the government collect information on the following items...?	<i>Mark all that apply</i>
Enrolment in adult education programmes (other than literacy programmes)	<input type="checkbox"/>
Attendance in adult education programmes (other than literacy programmes)	<input type="checkbox"/>
Completion of adult education programmes (other than literacy programmes)	<input type="checkbox"/>
Enrolment in literacy programmes	<input checked="" type="checkbox"/>
Attendance in literacy programmes	<input checked="" type="checkbox"/>
Completion of literacy programmes	<input checked="" type="checkbox"/>
<i>If this information is available please attach the corresponding figures and documentation, or provide the references:</i> Ministry of Gender, Labour and Social Development 2011	

5.9 Does the government measure the learning outcomes of the following programmes...? (mark all that apply)				
	Only by teachers/facilitators	Standardised tests for statistical purposes	Standardised tests for certification purposes	Other
Adult education programmes (other than literacy)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Adult literacy programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>If this information is available please attach the corresponding figures and documentation, or provide the references:</i> Ministry of Gender, Labour and Social Development				

5.10 Are there differences between men and women in terms of their participation in adult education and/or adult literacy programmes?	<i>Mark all that apply</i>	
	Yes	No
Adult education	<input type="checkbox"/>	<input type="checkbox"/>
Adult literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>If yes: Who participates more?</i>	Adult education	Adult literacy
Women	<input type="checkbox"/>	<input type="checkbox"/>
Men	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>If there are differences: Have measures have been undertaken to address these differences in adult education/adult literacy programmes?</i>	Yes	No
Adult education	<input type="checkbox"/>	<input type="checkbox"/>
Adult literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>If measures have been undertaken please provide a brief description and references:</i>		

The National Adult Literacy Action Plan 2011/12 – 2015/16 has integrated strategies specifically attracting males to adult literacy programmes. Generally, adult education programmes target those who already have acquired some formal education and many women have for long been marginalised in the formal education system, thus making it difficult for them to participate. Gender advocacy efforts and introduction of Universal Primary Education (UPE) has more educational opportunities to women and thus are helping change the situation. In addition, many adult education programmes in Uganda are more vocational skills oriented and usually attract more men than women. This is also changing as women increasingly take on vocations traditionally popular among men.

5.11 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in 5.8 to 5.10. Pay particular attention to equity-related issues regarding access, participation and outcomes.

6. Quality: quality assurance

6.1 Do quality criteria for adult education and adult literacy exist in the following areas: curriculum, learning materials, facilitators' training, teaching/learning methodology and assessment of learning outcomes? If yes, please specify. Since when have they been in place?

Adult education

Area	Mark when quality criteria are in place	Indicate year when quality criteria were introduced	Specify quality criteria in place
Curricula	<input type="checkbox"/>		
Learning materials	<input type="checkbox"/>		
Facilitators' training	<input type="checkbox"/>		
Teaching/ learning methods	<input type="checkbox"/>		
Assessment of learning outcomes	<input type="checkbox"/>		

Adult literacy

Area	Mark when quality criteria are in place	Indicate year when quality criteria were introduced	Specify quality criteria in place
Curricula	<input checked="" type="checkbox"/>	developed in 1992 and reviewed in 2006	Functional Adult Literacy Curriculum
Learning materials	<input checked="" type="checkbox"/>	2011	Implementation Guidelines for the Social Development Sector Conditional Grants 2011/12
Facilitators' training	<input checked="" type="checkbox"/>		
Teaching/ learning methods	<input checked="" type="checkbox"/>		
Assessment of learning outcomes	<input checked="" type="checkbox"/>		

6.2 Are there pre-service and in-service training programmes for educators/facilitators for adult education and adult literacy? Please mark all that apply, considering provider and type of training programme.

Adult education				
Provider	Pre-service		In-service	
	Mark if yes	Typical duration (months)	Mark if yes	Typical duration (months)
Governmental institution	<input type="checkbox"/>		<input type="checkbox"/>	
University	<input type="checkbox"/>		<input type="checkbox"/>	
Private company	<input type="checkbox"/>		<input type="checkbox"/>	
Non-governmental organisation	<input type="checkbox"/>		<input type="checkbox"/>	
Adult literacy				
Provider	Pre-service		In-service	
	Mark if yes	Typical duration (months)	Mark if yes	Typical duration (months)
Governmental institution	<input checked="" type="checkbox"/>	2 weeks	<input checked="" type="checkbox"/>	5 days
University	<input type="checkbox"/>		<input type="checkbox"/>	
Private company	<input type="checkbox"/>		<input type="checkbox"/>	
Non-governmental organisation	<input checked="" type="checkbox"/>	2 weeks	<input type="checkbox"/>	

6.3 What is the average monthly remuneration (in nominal local currency) for a full-time educator/facilitator in the following programmes? (*academic year ending in 2010*)

Programme	Monthly average remuneration if available	Remarks/source
Adult education (excluding literacy programmes)		
Adult literacy	US\$2.00	Literacy instructors work on a voluntary basis. The remuneration paid is often dependent on availability of resources.

6.4 Have any initiatives been undertaken by the government concerning the working conditions of adult educators/facilitators/volunteers? Please mark if yes.

	Mark all that apply
Adult education	<input type="checkbox"/>
Adult literacy	<input checked="" type="checkbox"/>

6.5 Have the national or sub-national governments implemented monitoring and evaluation mechanisms? (If yes, mark all that apply)		
	Monitoring	Evaluation
Adult education	<input type="checkbox"/>	<input type="checkbox"/>
Adult literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>Please provide a brief description and references:</i></p> <p>There is the National Adult Literacy Management Information Services (NALMIS) for data collection, analysis and reporting. There is also support supervision and monitoring at different levels on a quarterly basis. Periodic reporting i.e. on a quarterly and annual basis. Review meetings at different levels. Dissemination and discussion of evaluation studies and needs assessment surveys.</p>		

6.6 Have the national or sub-national governments commissioned studies in order to inform policy and programme design and implementation since 2009?	
	<i>Mark all that apply</i>
Lifelong learning	<input type="checkbox"/>
Adult education	<input type="checkbox"/>
Adult literacy	<input checked="" type="checkbox"/>
<p><i>If one or more of the boxes is marked, please provide a brief description and references:</i></p>	

6.7 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

7. CONFINTEA VI follow-up: additional activities

7.1 Please indicate which activities have been implemented as a follow-up to CONFINTEA VI and the implementation of the *Belém Framework for Action*.

	<i>Mark if taken place</i>
Advocacy events (conference, forum, etc.)	<input checked="" type="checkbox"/>
Media campaigns	<input checked="" type="checkbox"/>
Publications (booklets, leaflets, posters, etc.)	<input type="checkbox"/>
Creation of committees to streamline adult education and adult literacy	<input type="checkbox"/>
Adult Learners Week/Learning festivals	<input checked="" type="checkbox"/>
Creation of learners' networks and/or fora	<input checked="" type="checkbox"/>
Translation of the <i>Belém Framework for Action</i> into the national language	<input type="checkbox"/>
Presenting the <i>Belém Framework for Action</i> to parliament	<input type="checkbox"/>
Elaboration of a funding plan	<input checked="" type="checkbox"/>
Development of a national roadmap for the implementation of the <i>Belém Framework for Action</i>	<input type="checkbox"/>
Other (<i>please specify below</i>)	<input type="checkbox"/>

7.2 Is there any innovative experience in adult education and/or adult literacy that has been developed in your country since 2009 (CONFINTEA VI) that could be instructive for other countries? If yes, provide a brief description and references.

We have reached out to Uganda Peoples' Defence Forces (UPDF) and Uganda Prison Services.

7.3 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

8. The United Nations Literacy Decade (2003-2012): specific activities under the framework of the UNLD after the mid-term review in 2006

8.1 Which specific advocacy initiatives/ activities for youth and adult literacy have been undertaken in your country in the last five years? Please rank the frequency/intensity and results or impact of such advocacy work.

	Frequency				Results			
	very frequent	often	hardly	never	excellent	good	modest	no results
Advocacy events (conference, forum, etc.)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Media campaigns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Publications (booklets, leaflets, posters, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify below)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8.2 Have there been specific initiatives/ activities in support of...?

	Yes	No
... women and girls?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>If yes, please provide a brief description and references:</i>		
... other excluded/ under-represented/underprivileged groups?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>If yes, please provide a brief description and reference:</i> NAPAL has specifically targeted marginalized groups such as people with disabilities, fisher-folk, and refugees		

8.3 How would you rate the impact of the UN Literacy Decade in helping to boost your advocacy efforts for literacy?

It has been extremely helpful <input type="checkbox"/>	It has helped a lot <input checked="" type="checkbox"/>	It has helped a little <input type="checkbox"/>	It has not helped <input type="checkbox"/>
<i>If your answer is different from "it has not helped", please provide below a brief explanation and examples of advocacy efforts, commenting on their degree of success:</i>			
The UNLD has helped a lot in raising the profile of adult literacy in Uganda through the annual themes through which International literacy Days are celebrated. Linkages have been established between literacy and gender, health, empowerment and sustainable development.			

8.4 Have literacy policies changed in your country in the last five years?	Yes	No
	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>If yes, please specify how they have changed below and provide evidence.</i>		

8.5 Have your literacy targets changed over the last five years?	Yes	No
	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>If yes, please provide below a brief explanation:</i>		
has improved by reaching out to new target groups such as fisher-folk, urban dwellers, UPDF		

8.6 What are the country's current capacity-building needs in literacy and what are the obstacles and challenges in meeting them?
<p>Limited theoretical, conceptual and pedagogical competence at different levels of adult literacy programme design and implementation is a major capacity-gap. Both state and non-state actors at national, district and at the service delivery points need specialised and relevant capacity enhancement interventions to improve the planning and management of adult literacy programmes. At the macro level, there is a great need to build insitutional capacity to design and implement a comprehensive assessment / qualification framework; to undertake research and documentation for informing policy and practice; to undertake a consistent, coordinated and evidence-based advocacy strategy to strengthen and nurture national commitment and political will for adult literacy.</p> <p>Inadequate financial resources is the most pronounced obstacle. Limited resources undermine access and quality which in turn affects the overall visibility of outcomes hence the perpetual negligible financing of adult literacy education.</p>

8.7 What are the major challenges for your literacy programme/s regarding planning and implementation, administration, monitoring and evaluation?
<p>The lack of a comprehensive adult literacy policy framework to streamline and guide the design and implementation of adult literacy programmes is the most outstanding challenge. Relying on unpaid adult literacy instructors whose competence and motivation to help adults learn is a matter of serious concern. Limited male involvement, lack of evidence based studies to back up the contribution literacy makes to development, limited commitment from both central and local government and international agencies all combine to impede progress.</p>

8.8 Are there other obstacles or major challenges in increasing efforts in literacy?
Which of these areas, or other areas, requires further research?

Clarification of concepts in adult literacy, current methodological debates in adult literacy, research on participation gender disparities, delineating the contribution adult literacy makes to development, the use of ICT in adult literacy .

8.9 What are the prospects for sustaining efforts in literacy beyond 2013, and which steps does your government plan to take in this regard?