



THE REPUBLIC OF UGANDA

National Action Plan for Adult Literacy (NAPAL) 2011/12 - 2015/16

*Deepening Adult Literacy for Socio-economic
Transformation*

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List of Abbreviations and Acronyms

ADRA	Adventist Development and Relief Agency
AL	Adult literacy
ALP	Adult Literacy Programme
CHAI	Community HIV and AIDS Initiatives
CSOs	Civil Society Organisations
EFA	Education for All
EWLP	Experimental World Literacy Programmes
FABE	Family Basic Education
FAL	Functional Adult Literacy
FBOs	Faith Based Organisations
ICEIDA	Icelandic International Development Agency
IEC	Information Education and Communication
INFOBEPP	Integrated Non-formal Basic Education Pilot Project
LGs	Local governments
MAAIF	Ministry of Agriculture, Animal Industry and Fisheries
MDGs	Millennium Development Goals
MGLSD	Ministry of Gender, Labour and Social Development
MoES	Ministry of Education and Sports
MoH	Ministry of Health
MoLG	Ministry of Local Government
MoWE	Ministry of Water and Environment
MTEF	Medium Term Expenditure Framework
NAADS	National Agricultural Advisory Services
NALMIS	National Adult Literacy Management Information System
NALSIP	National Adult Literacy Strategic Investment Plan
NAPAL	National Action Plan for Adult Literacy
NDP	National Development Plan
NFAL	Non-formal Adult Learning
OPM	Office of the Prime Minister
PEAP	Poverty Eradication Action Plan
PWDs	Persons with Disabilities
SDIP	Social Development Sector Investment Plan
SDS	Social Development Sector
UNESCO	United Nations Educational Scientific and Cultural Organisation
UNICEF	United Nations Children's Fund
UPE	Universal Primary Education

Foreword

The Government of Uganda has implemented a number of development programmes aimed at improving the social and economic status of the people. These efforts have led to significant progress in economic growth, reduction in poverty levels, improved health indicators, increased enrollment in primary education and increased adult literacy. Human progress and development plays a critical role in sustaining the gains in the social development so far achieved.

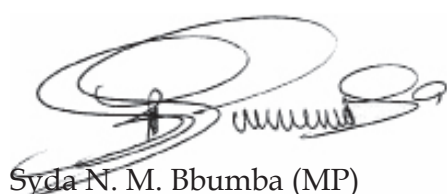
The Government recognizes the important role that literacy plays in improving the human development indices in Uganda. The Government has been implementing the National Adult Literacy Strategic Investment Plan (NALSIP) 2002/03 - 2006/07. The NALSIP led to the expansion of the implementation of Adult Literacy Programme throughout the country. Adult literacy service delivery was decentralized to districts and partner civil society and faith based organizations. This laid the foundation by instituting structures and processes in planning management and delivery of adult literacy service. Growth in resource envelope was realized which resulted in modest achievement of targets.

The National Action Plan for Adult Literacy (NAPAL) has been developed to address the gaps and challenges that still exist as well as emerging needs of adult learners. This Plan, covering the period 2010/11 - 2014/15 is in line with the overall national planning framework - the National Development Plan. The framework developed will guide in collaboration with all partners interventions at different levels.

Specifically, the NAPAL is purposely to; enhance national commitment towards adult literacy, address existing gaps and challenges, spell out national priorities, objectives and targets in line with international education for all goals. The Plan shall among other things be used by the Ministry of Gender, Labour and Social Development (MGLSD) to negotiate the scope for and use of investment in the programme, guide all stakeholders and actors in the design, development and implementation of programmes/plans as well as activities and finally strengthen partnerships, coordination & collaborators among actors. The Action Plan is a national strategy whose successful implementation and achievement of targets is the collective responsibility of all stakeholders and service providers.

Whereas the MGLSD staff spearheaded the development of this action plan, I would like to recognize the invaluable support, contribution of other key partners and all stakeholders in Government ministries, departments and agencies, local governments, civil society and Faith Based Organisations towards the development of this Plan.

I am most sincerely grateful to Icelandic International Development Agency (ICEIDA) for their generous financial support not only for this process but also for literacy service delivery in the country.



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Minister for Gender, Labour and Social Development

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Executive Summary

Uganda puts high priority on education of its people in pursuit of national social and economic development. Adult literacy has over the last two decades received increasing support from Government, development partners and civil society. These contributed to the implementation of the National Adult Literacy Strategic Investment Plan (NALSIP).

Current practices and trends in adult literacy

Over the last decade there has been a shift in adult literacy focus from literacy skills to literacy use, that is, literacy as a social practice. In response to this many organisations have been experimenting with different approaches that are informed by the new theoretical focus that is currently informing the organisation of adult literacy programmes. A few of these include literacy in fisheries, literacy for small scale and micro-enterprises and family literacy.

Achievements and challenges of the National Adult Literacy Strategic Investment Plan 2002/03 -2006/07

The National Adult Literacy Strategic Plan (NALSIP) 2002/3 - 2006/7 provided a strategic direction for provision of adult literacy services in the country. The implementation of adult literacy services was decentralised to districts. The strategic plan increased financing of adult literacy both from the Government of Uganda and development partners.

The target of reaching 1,200,000 adult learners was surpassed. The quality of learning has been improved as a result of training adult literacy personnel, development of guidelines, training curriculum and manuals as well as production of instructional and learning materials in several local languages. Building Public-Private Partnerships during the process of planning and implementation especially in the development of materials, training, and policy advocacy contributed towards improving the programme. The knowledge and skills of adult literacy facilitators/instructors and community development workers involved in the programme have been improved. This has heightened the demand for higher level training for adult literacy learners and instructors.

Despite these achievements several constraints hamper the delivery of adult literacy services. There is under funding of the programmes both by central and local governments and most development partners have not prioritised adult literacy in their development agenda. Instructors are inadequately trained and not remunerated leading to high turnover. Production and distribution of instruction and learning materials is inadequate. Support supervision and monitoring is not well attended to.

The National Action Plan for Adult Literacy (NAPAL) 2011/12 - 2015/16

The National Action Plan for Adult Literacy has been developed to consolidate the achievements of NALSIP, expand access to and improve quality of adult literacy services. The development of NAPAL involved wide participation of key stakeholders in adult literacy. It is based on the recommendations of the various studies on adult literacy. NAPAL is cognisant of the National Development Plan (NDP), the overall planning framework guiding the national development process, as well as the Social development Sector Investment Plan 2 (SDIP).

The plan is focused on improving functionality of and access to quality adult literacy services through enhancing capacity of implementers; strengthening coordination and management, and collaboration and partnerships.

The NAPAL is hinged on six strategic objectives. These are: to upgrade and make National Adult Literacy Management Information System fully operational; providing a community responsive adult literacy service to 2,000,000 adult learners especially the poor and disadvantaged populations; strengthening the capacity of adult literacy implementers at all levels; mobilizing support and commitment for adult literacy at levels, strengthen coordination and management of adult literacy programmes and strengthen collaboration and partnerships among adult literacy stakeholders at all levels.

Implementation of NAPAL

During the implementation of NAPAL, efforts will be made in ensuring that different stakeholders play their roles effectively. A major focus will be promotion of skills development and training for adult literacy instructors, trainers and managers at all levels. Innovative approaches already being tried will be used for diversification of adult literacy to help adults develop literacy skills and practices in different contexts by developing new strands of 'literacies' so as to reach the yet un-reached. These shall involve designing context specific literacy programmes for different categories of adult learners so as to make it very attractive to learners in different regions.

Support supervision and monitoring

One of the challenges of implementing adult literacy programmes has been inadequate supervision and monitoring at all levels. This created a gap in provision of technical support and monitoring progress of activities and their effects. Planned investments will be geared to strengthening monitoring and evaluation system and capacity. One of the strategies is to establish Regional Adult Literacy Support Units.

Financing the NAPAL

The major challenge for implementing adult literacy programme was under funding, with only about 15% of NALSIP funded under government budget. Attempts were made to mobilize additional funding – project support, from development partners.

The resources required for the delivery of adult literacy services is based on costs most likely to achieve the desired result. When the costing is compared with the ceiling provided in the National Development Plan to finance adult literacy services, there is a gap. It is important therefore to mobilize additional resources from development partners to achieve the goals and targets in NAPAL.

1.0 Introduction

1.1 Background

Access to basic education by all people – young and adults - is a fundamental human right. The ability to read, write and calculate and use these skills to improve personal and community livelihoods is part of poverty eradication processes. Uganda puts high priority on education in its plans and strategies for poverty eradication and development, making it the sector with one of the highest budgetary allocations. The country embarked on the implementation of Education for All in line with the international Education for All (EFA) goals as set in Dakar in 2000, in which the government plays a major role through formal education for children and youth as well as adult literacy for youth and adults. Whereas the main government focus has been on Universal Primary Education, with recent extension of interest in secondary education, attention has also been given to the other aspects of education including adult literacy.

Adult literacy has over the last two decades received increasing government, development partners and civil society interest through several developments, including:

- a) Evaluation of the Functional Adult Literacy (FAL) Programme in Uganda in 1999 that revealed the effectiveness and cost-effectiveness of the programme and made significant recommendations for its improvement and consolidation for better results
- b) Development and adoption of the National Adult Literacy Strategic Investment Plan (NALSIP) in 2002 and inclusion of its budget under the privileged Poverty Action Fund (PAF) raising the government budgetary allocation for FAL by over five times
- c) Inclusion of FAL as an important component for community empowerment and mobilisation in the Government's Social Development Sector Strategic Investment Plan 2003 - 2008
- d) Inclusion of adult literacy as a key priority and strategy in the eradication of poverty as spelt out in the Poverty Eradication Action Plan (PEAP) 2004.
- e) Process review of Functional Adult Literacy programme in Uganda (MGLSD, 2006) that highlighted the need for redesigning, deepening and diversifying adult literacy programmes with a view to increasing accessibility to and quality of adult literacy services.
- f) The NDP has prioritised access to quality non formal literacy and numeracy services as a strategy to ensure effective community mobilisation and participation in development initiatives.

1.2 Situation analysis

The welfare indices for the majority of Ugandans have increased steadily over the past two decades. The number of Ugandans who are below the poverty line (unable to meet their basic needs) declined from 56% in 1992 to 38% in 2003 and 31% in 2006 and further to 24.5% in 2010 (UNHS, 2009/10).

The Uganda National Household Survey report 2009/10 showed that the literacy rates for adults aged 18 years and above increased from 69 percent (80% males and 58% females) in 2005/06 to 71 percent in 2009/10 (81% males and 61% females). In absolute terms this translates to 8.9 million adults who are still non-literate. Furthermore, the proportion of household members aged 15 years and above who did not have formal education, reduced from 20 percent (28.2% female and 10.5 % male) in 2005/06 to 17 percent (9.8% male and 24.1% female) in 2009/10. However, there were wide regional disparities. Northern region had the highest proportions of persons with no formal education of 22.2%, followed by Western region with 21.9%. Central and Eastern regions had lower proportions at 10.3% and 20.3% respectively. In all regions the females were more likely to have no formal education than males.

Learning is a lifelong process which begins at birth and continues throughout one's life. Similarly, the effect of being non-literate is present throughout the entire life cycle (UNESCO, 1990). Literacy status has consequences in education of children, poverty, health and hygiene, social integration and cohesion. Children who lack informed and stimulated families, communities, health services and education among other things miss crucial development opportunities. Non-literate parents have low expectations from education, are less committed to and involved in the schooling of their children due to the opportunity costs. This results in their children performing poorly, repeating classes, completing school with no skills and even dropping out of school because they will also have less value to education. On the other hand literate parents are more likely to help their children improve their school performance, follow up their children learning process, ensure children attend school daily and have adequate school requirements.

Literacy improves productivity and reduces income gaps. Education is one of the determinants of individual income because it improves access to market information and better distribution of incomes. Being literate adds value to a person's life¹. Literacy can be instrumental in the pursuit of development at personal, family and community levels, as well as at micro-levels of nations.

Non literate persons or those with low levels of literacy, tend to have difficulty in acquiring health messages and practising health seeking behaviours in their daily life. Non literate mothers are more likely to adopt inadequate nutritional and hygiene practices, less likely to seek preventive measures like immunisation services resulting in high costs to health care system as well as high morbidity and mortality. This leads to prevalence of nutrition related and communicable diseases. Likewise, non literate women lack awareness and practices of sexual and reproductive health. This increases the likelihood of sexually transmitted infections; high incidence of early pregnancies (50% among girls with no education compared to 15% for those with secondary education) and unplanned families (only 9.1% of non literate women use any modern contraceptive method compared to 17.2% of those with primary education) (UDHS, 2006).

Adults who are non literate are less aware of their rights and duties in society, suffer from low self-esteem, are less autonomous and have less ability for critical reflection. Non literate persons have limited knowledge of, and access to, their rights to social participation in all matters that affects them. Women especially rarely have the autonomy to individually and collectively participate in various activities at home, workplace and in the community.

Uganda believes in education as the engine of positive change and development. To sustain Uganda's gains in the different sectors and pull up those areas that are lagging behind, education is an essential tool that must be accessed by all. This National Action Plan for Adult Literacy (NAPAL) will chart the way forward for an important component of education targeting those who are making an immediate impact on the running and development of Uganda.

1.3 Current practices in adult literacy

Over the last decade there has been a shift in adult literacy provision focus from literacy skills to literacy use. In response to this many adult literacy service providers have been experimenting with different approaches that are informed by the new theoretical focus that currently informs the organisation and delivery of adult literacy programmes.

¹ The Unesco, 2006. EFA Global Monitoring Report.

In many years, adult literacy learning was primarily focused on using indigenous languages – mother tongue – as medium of instruction and learning. Over time as adult learners got enlightened, this is giving way to English and Swahili considered languages of power. While the target group was previously dominated by rural communities the focus is widening to include more people in the urban communities as well as institution based adult learners such as those in the army and prison inmates.

There are a number of best practices in adult literacy. However a few examples are mentioned here below:

- The Functional Adult Literacy (FAL) - learning literacy and numeracy skills embedded in the literacy practices the adults learners are engaged in their every day life. It promotes learning embedded in the literacy practices of individual or family livelihoods as well as social development –group formation and civic awareness. Some of these include literacy in fisheries – Beach Management Units (BMUs); literacy for small and micro-enterprises –small business class (SBC) and literacy for pastoral communities.
- Family Adult Basic Education (FABE) is hinged on the need to increase parental awareness of the value of education and their roles towards children’s education as well as creating favorable educational practices that encourage a link between school learning and community indigenous knowledge and practices. Introductory sessions are held for parents at the start of joint learning sessions. It equips parents with parenting, literacy and numerical skills, and sensitizes them on their roles and responsibilities in children’s education. This not only enhances community support and involvement in school work, but also actively engages parents within the learning system so that they can appreciate the importance of keeping their children in school.

1.4 Achievements of and Challenges to the Implementation of the National Adult Literacy Strategic Investment Plan (NALSIP)

The National Adult Literacy Strategic Plan (NALSIP) 2002/3 – 2006/7 was developed in 2002 and its goal was to contribute to increasing people’s access to information and participation in self, community and national development. The objectives of NALSIP were aimed at addressing the four pillars of PEAP namely; rapid and sustainable economic growth and structural transformation, good governance and security, increased ability of the poor to raise their incomes and enhanced quality of life of the poor (MGL&SD, 2002). The target was to reach a total of 3,500,000 adult literacy learners countrywide after five years thus making a 50% improvement of adult literacy levels. The Social Development Sector Plan (SDIP) 2003, however, revised this target to 1,200,000 adult literacy learners taking into consideration the sector resource envelope.

1.4.1 Achievements of NALSIP

The following achievements have been recorded:

- i. In terms of access, by 2006/07, the programme had 8644 classes in 77% of the sub counties and 100% of the districts. The total number of adult learners who had benefited from the programme was 1,234,887 which represent 35% of the original target set by NALSIP, but 103% of the revised target in line with the resource envelope set by SDIP. This is a major achievement considering that only 10% of the originally estimated budget was released each year. Table 2.2 over leaf shows adult learners enrolment and completion rates.
- ii. The process review and the monitoring reports quoted adult learners reporting acquiring and utilizing numeracy and literacy skills in their daily lives. Many learners testified that they are able to among other things sign visitors’ books, fill forms or registers, write and read confidential letters, read simple agreements and religious books and check their children’ books.

Table 2.1: Adult Literacy Learners Enrolment and Completion

Year	Enrolment			Number of learners who completed			Completion rate		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
2004/2005	64,491	174,807	239,298						
2005/2006	85,447	215,244	300,691	75,580	128,945	204,525	88%	60%	68%
2006/2007	92,879	212,648	305,526	60,527	143,805	204,332	65%	68%	67%
2007/2008	101,919	226,917	328,836	70,676	137,560	208,236	69%	61%	63%
2008/2009	107,947	220,194	328,140	49,236	121,955	171,191	46%	55%	52%

Source: FAL Statistical Abstract 2010, MGLSD

- iii. The quality of learning improved as a result of training adult literacy personnel, the development of a core curriculum, guidelines for continuous assessment and provision of training of Trainers Manual of Adult Literacy and other adult literacy materials. The knowledge and skills of adult literacy instructors and community development workers involved in the programme have been improved.

Table 2.2: Functional Adult Literacy Instructors

Year	Male	Female	Total
2004/2005	6,304	6,254	12,558
2005/2006	9,320	7,224	16,544
2006/2007	10,519	6,988	17,506
2007/2008	9,618	7,330	16,948
2008/2009	9,084	6,579	15,663

Source: FAL Statistical Abstract 2010, MGLSD

- iv. Building Public-Private Partnerships during the process of planning and implementation especially in the development of materials, training, and policy advocacy contributed towards improving the programme. Adult literacy programmes have attracted both financial and technical support from development partners such as United Nations Educational, Scientific and Cultural Organisation (UNESCO), United Nations International Children's Emergency Fund (UNICEF), German Adult Education Association (dvV international), Action Aid International, Adventist Relief and Development Agency (ADRA) and Icelandic International Development Agency (ICEIDA). Due to this adult literacy services have been able to reach hard to reach areas in the islands and pastoral communities.
- v. Adult literacy is being used as an entry point by other development programmes such as NAADS, Community Driven Development (CDD), civic education and District Livelihoods Support Programme (DLSP). These development interventions use adult literacy groups to reach the communities. This has motivated adult learners to continue participating in learning and enhanced their access to other programmes and services.
- vi. Establishment of a system for data collection, analysis, storage management, sharing and utilisation of information has been provided by developing a computerised Management Information System.
- vii. Needs assessment surveys have been conducted to identify the most felt learning needs. Consequently this informed development of adult learning and instructional materials – curriculum, training manuals, Primers, Follow up Readers in 16 local languages Swahili and English as well as beach management materials.

1.4.2 Challenges of implementing the NALSIP

The implementation of NALSIP was faced with the following challenges;

- i. Weak linkages between MGLSD and FAL implementers at district and sub county levels have resulted in poor coordination of the programme. There has also been poor coordination among other actors delivering adult literacy services and also with the ministry which is the lead agency.
- ii. Working with volunteers (instructors) has impacted negatively on the performance of the adult literacy programmes in Uganda.
- iii. Poor enrolment of male learners who tend to shy away from adult literacy classes.
- iv. Adult literacy is generally not a priority at district and sub county levels as per the policy brief issued by MGLSD in 2007.
- v. The NALSIP implementation hardly reached people with disabilities (PWDs), IDPS and hard to reach areas.
- vi. NALSIP has been inadequately funded over the years both at central and local government levels leading to low achievement of its goals and objectives.

1.5 The National Action Plan for Adult Literacy

The Government of Uganda has been implementing NALSIP 2002/03 -2006/07 which was guided by the Poverty Eradication Action Plan (PEAP) as the national planning framework between 1997 to 2008. Subsequently from 2010 the PEAP has been replaced by the National Development Plan (NDP) as the national strategic plan guiding the allocation of resources through the Medium Term Expenditure Framework (MTEF).

The National Action Plan for Adult Literacy (NAPAL) has therefore been developed in line with the NDP as a successor to the NALSIP, to guide all interventions in the adult literacy sub sector for the period 2011/12 to 2015/16. Based on the recommendations of the various studies on adult literacy¹, NAPAL is focused on improving access to, functionality and quality of adult literacy services through enhancing capacity of implementers; strengthening coordination and management, and collaboration and partnerships. The major recommendations include:

- Diversifying adult literacy from single programme to different delivery systems so as to help different adults develop literacy skills and practices in their specific contexts e.g. designing courses to attract men.
- Strengthening management and capacity of implementation for effective provision of adult literacy services
- Developing flexible, self directed and continuous learning opportunities taking into consideration the desires of those who wish to obtain formal qualifications.
- Enhancing incentives for literacy instructors to include opportunities for collaboration among themselves, continuing education and career development
- Implementing collaboration and partnerships arrangements so as to enrich adult learning and widen reach.

¹ The Process Review of Functional Adult Literacy programme in Uganda, 2006, the Needs Assessment and Baseline Studies for Functional Adult Literacy in the Fishing Communities of Bugiri and Busia districts, Evaluation of FAL in the islands of Kalangala and Mukono districts, Comparative study of the Malawi - Reflect programme and the Uganda - FAL programme, Evaluation of the SDIP I and other research findings on delivery of adult literacy services

The focus of NAPAL is therefore on: improving upon and ensuring full operation of NALMIS, developing a comprehensive monitoring and evaluation system, redesigning and deepening adult literacy programmes to suit changing needs of learners, and integrating ICT in literacy activities. Emphasis shall also be put on developing a qualification and accreditation framework, strengthening training for implementers at all levels; enhancing coordination, collaboration and partnerships among adult literacy stakeholders as well as mobilising support and commitment to adult literacy service at all levels.

1.6 The Process of developing NAPAL

The NAPAL has been formulated through an interactive and participatory process. It involved the key stakeholders in the adult literacy development and delivery. The process commenced in the third quarter of 2008 and completed in 2011. This was spearheaded by a Technical Team which drafted the plan and supervised by a Steering Committee composed of senior management of the Ministry of Gender, Labour and Social Development and representatives of institutions of higher learning, CSOs/FBOs and development partners, for quality assurance.

The process entailed an intensive strategic planning workshop with key stakeholders which carried out SWOT (strengths, weaknesses, opportunities and threats) analysis of implementation of adult literacy programmes. The Technical Team reviewed the report of the Process Review of the Functional Adult Literacy programme (2007), reports of Evaluation of Implementation of FALP in the islands of Mukono and Kalangala districts, data from the National Adult Literacy Management Information System, various monitoring and support supervision reports. Other studies that informed the process included Needs Assessment and Baseline Studies for FAL in the Fishing Communities of Bugiri and Busia districts.

The drafts were reviewed by the District Community Development Officers, representatives of civil society organisations and faith based organisations undertaking adult literacy programmes during the four regional consultation meetings. A group composed of the technical team and an editorial team consolidated the inputs from the consultative meetings. The final draft plan was discussed by the Steering Committee and approved by the Senior Management of the Ministry of Gender, Labour and Social Development.

1.7 The Structure of the National Action Plan for Adult Literacy

The NAPAL is presented in seven sections, and detailed annexes representing the objectives matrix and programme implementation plan as follows:

Section 1 describes the development of adult literacy in the Uganda context and highlights the situation of adult literacy in the country. Section 2 situates NAPAL in the Social Development Sector Investment Plan2 (SDIP 2), as well as the overall national development framework, the NDP. It relates the plan to the international commitments, current practices and trends in adult literacy. It further highlights the achievements and challenges of the NALSIP.

Section 3 presents the strategic framework of the plan and describes in details the NAPAL strategic objectives envisaged to be accomplished over the plan period. It also relates the out puts and the activities to realise the objectives, as well as analysis of risks and mitigation measures.

Sections 4 to 6 describe implementation strategies for delivering the plan as well as analysis of risks and mitigation measures; monitoring and evaluation, and programme sustainability; while section 7 outlines the costs and financing of the plan. The annexes presents, the strategic framework and objectives matrix detailing outputs and activities and the programme implementation plan over the NAPAL period.

2.0 The Policy Context

The NAPAL is in line with the national policy and planning frameworks as well as the international commitments and covenants.

2.1 National Policy and Planning Framework

The National Development Plan (NDP) Base for Adult Literacy

In 2008, Uganda's longstanding planning framework, the Poverty Eradication Action Plan (PEAP) expired. This has been replaced by the National Development Plan (NDP) 2010/11 – 2014/15 as Uganda's overarching planning framework. In NDP, the Government highlights seven most binding constraints, some of which have a bearing on input of adult literacy and lifelong learning, as explained in Table 2.1 below. Adult literacy programme, for which NDP specifically provides for in paragraphs 503 and 669, offers much learning that is relevant to addressing aspects of the constraints.

The NAPAL is therefore aligned to the NDP which outlines broad public sector interventions especially the focus on increasing household incomes and promoting equality; increasing access to quality social services and enhancing human capital development. Some of the constraints identified by NDP which have a bearing to adult literacy are:

Table 2.1: Some of the NDP binding constraints with a bearing on adult literacy

Summary of the constraint and its causes	Contribution of Functional Adult Literacy
<p><i>Constraint 1: Weak public sector management and administration</i> This constraint arises from the way the systems are set up, the capacity and approach of the actors in the systems and the weak participation by the citizenry. All these causes require urgent application of new learning. Sustained provision of appropriate learning would build the capacity of the managers and administrators, while citizen awareness through civic education would enhance participation and enable citizens to demand better public sector management and administration</p>	<p>Functional Adult Literacy addresses this constraint especially through the raising of civic awareness among the citizens and providing them the literacy tools for more effective participation and ability to demand for better public sector management and administration.</p>
<p><i>Constraint 3: Inadequate quantity and quality of human resource</i> In the analysis by NDP this constraint is linked, among others, to quality issues in the education system, low school completion rates and limited capacity in the vocational and technical training institutions. The issues of education quality and low completion rates call for complementary and remedial adult education, while limited institutional capacity for vocational and technical training can be supplemented by non-formal and continuing training.</p>	<p>Functional adult literacy addresses this constraint by providing “second chance” and complementary education. In S 503 the NDP specifically addresses the constraint to sustainable population growth consisting of low levels of education and lack of skills by proposing an intervention to: “<i>Improve Functional Adult Literacy programmes especially for the rural poor through redesigning the adult literacy curriculum</i>”</p>

<p>Constraint 5: Gender issues, negative attitudes, mind-set, cultural practices and perceptions</p> <p>The issues in Constraint 5 are all educational issues. The gender issues analysed in the NDP require new learning for a more positive attitude towards women and gender-based roles and practices in society. Similarly, negative attitudes, mind-sets and perceptions change through learning. The learning should be undertaken not by children for the future, but by adults who sustain that situation.</p>	<p>The Functional Adult Literacy provision in Uganda uses a curriculum that addresses issues in Constraint 5. Indeed evaluations of the programme (1999 and 2006/7) have revealed that FAL has contributed notably to redress the gender imbalance and modernise the thinking and some practices of those who have benefited from the programme.</p>
<p>Constraint 6: Low application of science, technology and innovations</p> <p>According to NDP analysis, global competitiveness is dependent on technological capacity, which relates to astituteness and competences of firms and productive enterprises to access, apply, adapt and deploy technical knowledge to gain competitive advantage. Technical knowledge, if not yet attained, is accessed through learning and it is also learning that will enable firms and productive enterprises to adapt, deploy and apply the technical knowledge to gain competitive advantage. Literacy opens the way to further learning and acquisition of technical knowledge.</p>	<p>To deal with high adult illiteracy figures of more than 4.5 million people (2.9 million women, 1.6 million men), NDP in 669 proposes as a strategy: <i>Improve the functionality and accessibility of quality non-formal literacy and numeracy services; with the intervention to expand Functional Adult Literacy Programmes (FAL) to reach all villages and increase adult enrolment and training. Besides these NAPAL proposes to diversify adult literacy to include ICT based learning to address the information technology gap among the adult learners</i></p>

Source: Adapted from the National Development Plan: 2010/11 -2014/15

Social Development Sector Investment Plan 2

The NAPAL is based on the Social Development Sector Investment Plan 2 (MGLSD, 2011). One of the strategies proposed by SDIP 2 is to promote community mobilisation and empowerment. Among the functional skills are literacy skills that have direct bearing on people's productivity and their capacity to plan and benefit from socio-economic opportunities. One of the five priority areas of SDIP 2 is community mobilization and empowerment and expanding adult literacy to cover the country. Providing literacy skills to adults contributes to increased level of community empowerment and participation of individuals, households and communities in development process.

Increasing access to and quality of adult literacy programs will be a strong foundation for reducing gender inequalities, increasing people's livelihood skills, increasing poor peoples' ability to adopt to and actively get involved in government programs and enabling poor individuals and households to fight poverty.

Education Sector Strategic Investment Plan

Though falling under another sector and emphasising formal education, the ESIP (2004-2015), recognises the high school dropout rates especially at the lower levels of UPE (before the pupils attain literacy). NAPAL also acknowledges the fact that the assessment of pupils' performance shows alarmingly low rates of mastery of literacy and numeracy. This combination shows the need and justification for adult literacy for those who drop out of school before attaining numeracy and literacy.

Other policies

NAPAL also relates to the Uganda Gender Policy 2007, the National Youth Policy 2001, the Uganda National Culture Policy 2006, the Equal Opportunities policy 2006, National Policy on Internally Displaced Persons' 2004, the National Policy on Disability 2006 and National Policy for Older Persons 2009.

2.2 International commitments

There are various international commitments to literacy which Uganda is signatory to. These were taken into consideration when developing the NAPAL

The Belem Framework for Action

The sixth International Conference on Adult Education, (CONFINTEA VI) held in Belem, Brazil in 2009 adopted the Belem Framework for Action which emphasized that literacy is a prerequisite for personal, social, economic and political empowerment. Governments therefore committed to redouble efforts to ensure the achievement of existing adult literacy goals and priorities, as enshrined in Education for All (EFA), the United Nations Literacy Decade (UNLD) and the Literacy Initiative for Empowerment (LIFE); and reaffirmed the four pillars of learning as recommended by the International Commission on Education for the Twenty-first Century, namely learning to know, learning to do, learning to be and learning to live together.

The framework calls upon member states to develop literacy programs that are relevant, adapted to learners' needs and lead to functional and sustainable knowledge, skills and competence of participants empowering them to continue as lifelong learners whose achievement is recognised through appropriate assessment methods and instruments; focusing literacy actions on rural populations, especially on women, as well as highly disadvantaged persons including minorities and prisoners. It further calls upon member states to plan and implement continuing education, training and skills development beyond the basic literacy skills supported by an enriched literate environment.

United Nations Literacy Decade, 2003-2012

The launch of the United Nations Literacy Decade in 2003 and coordinated by UNESCO recognises literacy as crucial to the acquisition of essential life skills for all - children, youth and adults that enable them to address the challenges they face in life. Literacy is a necessary step in basic education, which is an important means for effective participation in society and economy. The declaration proposed a "renewed vision for literacy" and provides a platform and an impetus for achieving the goals of Dakar Framework for Action.

The Declaration contends that literacy for all should address the needs of individuals, the family, literacy in the workplace and community, in line with the goals of economic, social and cultural development of all people. To this end, effective achievement of Literacy for All can only be realised when it is planned and implemented within the local contexts related to personal and social life, as well as ensuring gender equity and equality, fulfilling learning aspirations of local communities and groups of people.

The Dakar Framework for Action on Education for All

The World Conference on Education for All, Dakar 2000 renewed commitment to EFA and postponed the deadline for achieving EFA goals until 2015. The Dakar Framework stressed that the 'heart of EFA lies at the country level' and obliged Governments to ensure that EFA goals and targets are reached and sustained. States should, therefore, strengthen or develop national plans by 2002 to achieve EFA goals and targets no later than 2015. In relation to adult literacy, it focused on ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, equitable access to basic and continuing education for all adults and improving quality and ensuring excellence so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

The Dakar Framework committed UNESCO, the lead agency in education, to co-ordinate and mobilizes all partners at national, regional and international levels to complement the efforts of national governments, multilateral and bilateral funding agencies, non-governmental organizations and the private sector as well as broad-based civil society organizations.

To achieve the Dakar Framework on Education for All Goals, the following strategies that are specifically useful to adult literacy education were adopted:

- a) To mobilise a strong national and international political commitment for Education for All, develop national action plans and enhance significantly investment in education
- b) Promote EFA policies within a sustainable and well-integrated sector framework clearly linked to poverty elimination and development strategies
- c) Ensure the engagement and participation of civil society in the formulation, implementation and monitoring of strategies for educational development
- d) Develop responsive, participatory and accountable system of educational governance and management
- e) Meet the needs of education systems affected by conflict, natural calamities and instability and conduct educational programmes in ways that promote mutual understanding, peace and tolerance, and that help to prevent violence and conflict
- f) Implement integrated strategies for gender equality in education which recognises the need for change in attitudes, values and practices
- g) Implement as a matter of urgency education programmes and actions to combat the HIV/AIDS pandemic

Millennium Development Goals - (MDGs 2000 -2015)

Another important international declaration was the United Nation Declaration from which the MDGs were derived. The MDGs represent a global partnership that has grown from the commitments and targets established at the world summits of the 1990s. Responding to the world's main development challenges and to the calls of civil society, the MDGs promote poverty reduction, education, maternal health, gender equality, and aim at combating child mortality, AIDS and other diseases. In designing the NAPAL, these international commitments were taken into account.

The Jomtien Declaration on Education for All

The World Conference on Education for All held in Jomtien, Thailand 1990 adopted the World Declaration on Education for All and the Framework for Action to Meet Basic Learning Needs. This was followed by Dakar 2000 that built on and consolidated Jomtien. One of the strategies of the decade was related to achieving and increasing adult literacy rates.

3.0 The Strategic Framework

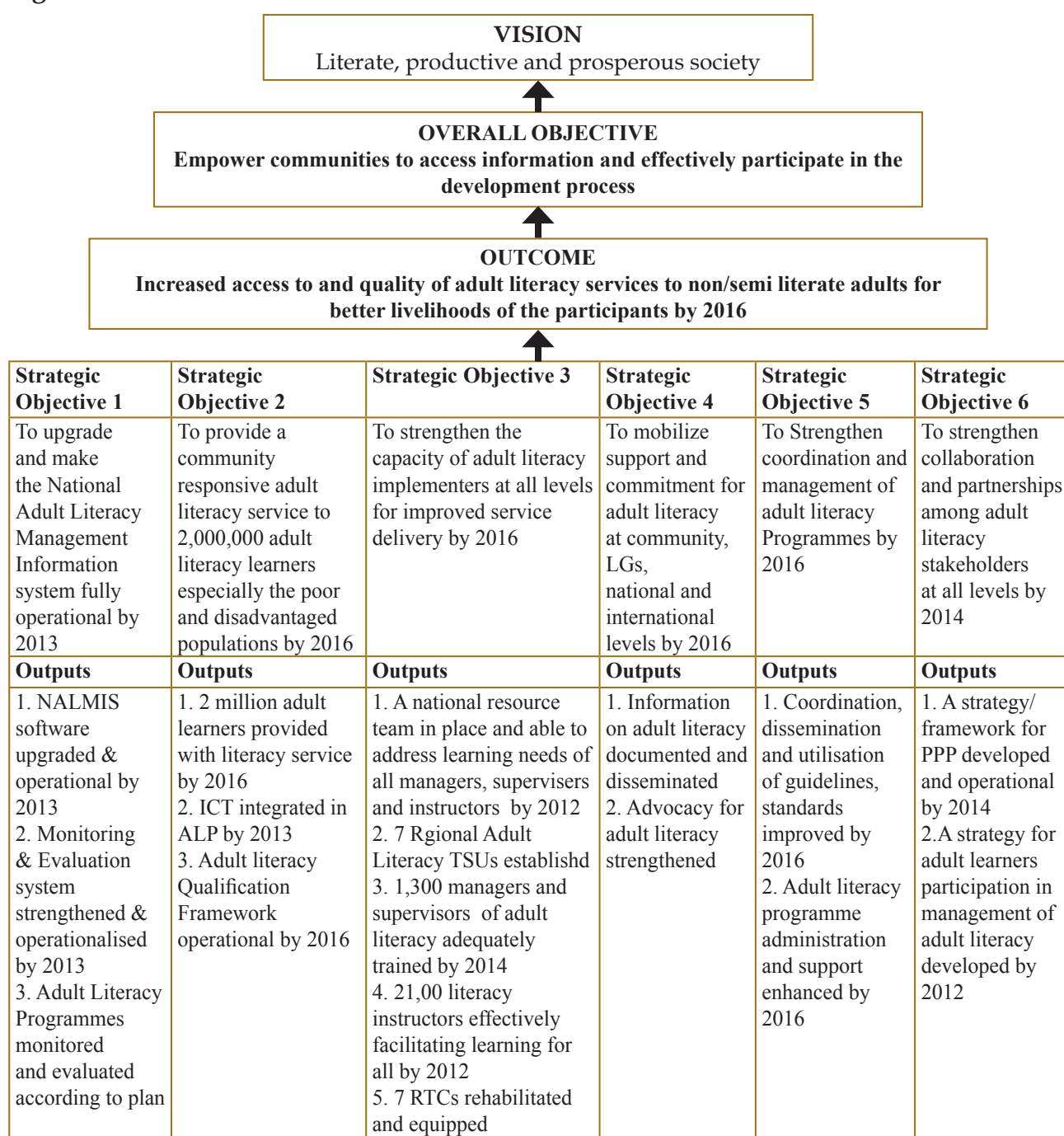
3.1 The Vision, Objective and Outcome

3.1.1 Vision: The vision of the plan is *'Literate, productive and prosperous society'*

3.1.2 Overall Objective: The overall objective of NAPAL is to *'empower communities to access information and effectively participate in development process.'*

3.1.3 Outcome: *"Increased access to and quality of adult literacy services to non/semi literate adults for better livelihoods of the participants by 2016"*

Figure 3.1: The Results Framework



3.2 Strategic Objectives, Outputs and Activities

Strategic Objective 1: To upgrade and make National Adult Literacy Management Information System fully operational by 2013

Information (reliable and consistent) is useful to ensure that needs of beneficiaries/target groups are adequately addressed, monitor progress of performance, and effects of interventions are measured and informed decisions are made. During the NALSIP period, a lot of efforts were put into establishing the National Adult Literacy Management Information System (NALMIS). As part of the effort, data collection instruments and guidelines were developed and disseminated; computer data capture and analysis system developed and disseminated and some staff trained on their usage.

However, the system is not yet fully operationalised. Data collection and reporting from districts is not regular and in some cases incomplete. Data analysis and dissemination/sharing of reports remain a challenge. The NALMIS requires strengthening to enable timely, complete and quality data collection, analysis, management, dissemination and utilization at all levels.

Outputs

The outputs under strategic objective 1 shall lead to realization of improvements in data collection, analysis, storage, management and reporting and dissemination. It shall also ensure effective implementation and management of programmes through enhanced support supervision, monitoring and evaluation. These outputs are:

Output 1.1 A NALMIS Soft ware upgraded and operational by 2013

- 1.1.1 Review existing data generation, collection, analysis, management and reporting system.
- 1.1.2 Upgrade and rollout NALMIS software for data capture, analysis, management and reporting.
- 1.1.3 Conduct trainings for national staff, district, and sub county and Adult Literacy Instructors on the NALMIS software and or data collection tools.
- 1.1.4 Equipping 112 districts and 23 Municipalities with computers for data capture, analysis, storage and management.
- 1.1.5 Produce and disseminate Annual Statistical Abstract for adult literacy.

Output 1.2: Monitoring and Evaluation (M&E) System strengthened and operationalised by 2013

Monitoring and evaluation of the NAPAL shall be an ongoing process. During the first one year of implementation, MGLSD will develop a more realistic monitoring and evaluation system with clearly defined indicators that will be the basis for regular collection and analysis of data on key process and output indicators at community, sub-county and district levels by all stakeholders.

Monitoring and evaluation will also focus on the extent to which NAPAL has produced lasting or significant changes, positive and negative, intended or unintended, in the lives of the target and their communities

- 1.2.1 Develop a comprehensive monitoring and evaluation system/strategy.
- 1.2.2 Carry out baseline study for M&E
- 1.2.3 Produce and disseminate M&E manual and guidelines to all key stakeholders
- 1.2.4 Train implementers on the M&E system

Output 1.3: Adult Literacy Programmes effectively monitored and evaluated according to plan.

Regular and appropriate supervision, monitoring and evaluation are useful to promote quality in service delivery effectiveness and efficiency, and assessing progress in performance. The process review report (2007) found out that supervision and monitoring of adult literacy programme is inadequate at all levels. Districts and Sub Counties cited financial constraints for inadequate supervision. At the national level, support supervision and monitoring remains a challenge too.

In order to ensure quality, efficiency and effectiveness in service delivery during the NAPAL period, there is need to provide regular, adequate and appropriate supervision, monitoring and mentoring. Comprehensive and effective support supervision and monitoring and evaluation shall be carried out during the plan period.

- 1.3.1 Develop monitoring and support supervision guidelines.
- 1.3.2 Carry out regular data collection, compilation, analysis and reporting (quarterly, bi-annually and annually) at all levels.
- 1.3.3 Conduct annual review of adult literacy programmes at all levels.
- 1.3.4 Conduct mid-term and final evaluation of the NAPAL.

Strategic Objective 2: To provide a community responsive adult literacy service to 2,000,000 learners especially the poor and disadvantaged populations by 2016

During the period of NALSIP (2002-2008) efforts were made to expand the provision of literacy service to every Ugandan who needed it. The process review 2006/2007 sought, among other things, to assess the extent to which the programme was responding adequately to the changing needs of the target group. The review recommended strengthening, deepening and diversifying adult literacy programme to cover the many different interests that participants bring to the programmes. Among other things, this NAPAL seeks to strengthen, deepen and diversify adult literacy services to all Ugandans who need it. Efforts shall be made to establish three classes per parish (3 village clusters)

The programmes NAPAL envisage shall be based on the understanding of adult literacy that has evolved in Uganda and emerging social uses based on the peoples diverse and changing needs and aspirations.

Outputs

The outputs under strategic objective 2 shall lead to a diversified adult literacy to be accessible within easy reach to all Ugandans who need it, particularly the poor and disadvantaged. Particular attention should be paid to the marginalised and those with special learning needs. The planned outputs are:

Output 2.1: Two million (2,000,000) Adult learners provided with community responsive adult literacy services by 2016

To achieve this out put in the spirit of decentralisation, each district shall be supported and strengthened to map out and document service providers. Existing learning centres (about 8,644) shall be supported and strengthened for more effective performance. Gradually, adult literacy centres shall be systematically increased to reach a density of 3 per parish (total of 14,000 centres in about 4,400 parishes) by 2016. Learner participation in adult literacy programmes shall be increased to 450,000 per year by 2013. At least 100 literacy drop-in centres shall be established in different parts of the country responding to but also stimulating demand.

The government has put in place a number of development programmes for example, NAADS, SACCOs but most often the intended target groups do not benefit from them due to inadequate knowledge and skills. Adult literacy programmes will be redesigned in such a way that it can enable them to acquire the necessary knowledge and skills to benefit from such development programmes. The NAPAL will link peoples learning and engagement to ongoing government and other development programmes. This would ensure that learning takes place in the context of what the learners are practising in their daily lives so as to improve their livelihoods. The knowledge acquired from adult literacy would therefore enhance the learners' participation in and benefits from these development programmes. Under this output the following activities shall be undertaken.

- 2.1.1 Undertake national assessment of adult literacy programmes development, training, management and partnership status and needs at all levels.
- 2.1.2 Undertake regional needs assessment studies to identify locality/district/zone, speciality and interest specific needs by March 2012
- 2.1.3 Redesign adult literacy programmes to respond adequately to major categories of needs and demands taking into consideration PWDs and other special interest groups.
- 2.1.4 Review and develop adult literacy curriculum against the findings of the learners' needs.
- 2.1.5 Produce guidelines for practitioners on the diversified literacy practices and specific interest group approaches.
- 2.1.6 Develop and distribute 12,000,000² adult literacy learning, instructional and other relevant materials that take into consideration people with special learning needs and those in special circumstances.
- 2.1.7 Support and strengthen existing 8,644 learning centres.
- 2.1.8 Establish new adult literacy learning centres to reach a density of 3 per parish (a total of 14,000)
- 2.1.9 Establish 100 'drop-in' learning centres
- 2.1.10 Conduct community dialogue, mobilization and sensitization meetings on adult literacy at all levels.

Output 2.2: Information Communication Technology (ICT) integrated in adult literacy programmes by 2013

In this information age, a lot of learning, communication and transactions of trade/business revolve around the use of ICT. ICT is entrenched in conducting distance learning for instructors, accessing extension and development messages, passing verbal and text messages to relatives, colleagues and friends, money transfers and remittances as well as knowing availability of markets and commodity prices. Some of the learners - and learners to be - are already using mobile telephones for communication and it would be important to make them engage in better use of these facilities for learning and other purposes. Most learners and instructors have the potential to use internet services and would be interested to acquire the know-how. These facilities already exist in forms of cellular telephones, adding machines/calculators, in telecentres around the country but are not being fully utilised due to lack of literacy skills in using them. The information from the learning needs assessments carried out under this strategic objective shall be used to develop appropriate learning programmes and relevant materials to be adopted at the various learning centres. Activities to be undertaken include:

- 2.2.1 Carry out a needs assessment/baseline study on ICT related aspects to inform programme design.
- 2.2.2 Design ICT based learning programmes
- 2.2.3 Develop ICT based learning materials
- 2.2.4 Train adult literacy instructors and supervisors on integrating ICT in adult literacy

³ Training manuals, Primers, Follow-up Readers, English For Adults and Instructors Guides and supplementary materials in various languages

Output 2.3: Adult Literacy qualification, accreditation and certification framework operational by 2016

The process of developing adult learning qualification and accreditation framework is ongoing. What has been realised is that it is neither possible nor desirable to try to develop a comprehensive qualification and accreditation framework at a go. It is therefore necessary to select aspects of the qualification and accreditation framework to push forward by 2014. The framework is expected to be in operation by 2016.

2.3.1 Develop Adult Literacy Qualification and Certification framework.

2.3.2 Train facilitators in developing level descriptors.

2.3.3 Print and disseminate Adult Literacy Qualification and Certification framework

Strategic Objective 3: To strengthen the capacity of adult literacy programmes implementers at all levels for improved service delivery by 2016

The success of any adult literacy programme largely depends on how well the personnel involved are performing their roles and functions. This performance is influenced by the attitudes, competences and motivation of the personnel involved in the planning, monitoring and implementation of the programme. There is therefore need to build the capacity of existing personnel as well as those who will be newly recruited.

Although NALSIP registered improvements in the training of adult literacy personnel and developing adult literacy materials, this training is still inadequate and focuses on FAL instructors while the demand for higher level training has increased. The personnel hardly have the capacity to assess the nature and scope of some special interest groups need for adult literacy programmes or satisfy the learning needs of different categories of PWDs. In addition, the process review recommended that managers and supervisors at national, district and sub county levels should receive specialized training that will make them effective at their different levels. Building the capacities of adult literacy programmes personnel at various levels will go a long way towards providing adult literacy service delivery that positively impacts on the lives of the diverse participants and contributes to their personal as well as community and national development. There is therefore need to develop the capacity of the current adult literacy instructors and those that will be recruited.

Outputs

The outputs are designed to enhance the capacity of the human resources to bring about effectiveness and efficiency in the provision of adult literacy services as well as ensuring that it contributes to the realization of the national goal. The capacity building through training and retraining is expected to result into having managers, supervisors and facilitators at various levels with ability to deal with trends, developments, opportunities and challenges at the international, national and local levels; optimize the positive benefits from public – private partnerships built during implementation of the NALSIP as well as strengthening the commitment to adult literacy programmes at national, district and sub county levels. The personnel at various levels need to have the necessary knowledge and skills to be able to strengthen and nurture links between MGL&SD and adult literacy programmes implementers at district and sub county levels and between MGL&SD, line ministries and other stakeholders. The personnel’s capacity to raise resources and carry out monitoring and evaluation need to be strengthened so as to improve service provision. The adult literacy programmes implementers need to be empowered to provide adult literacy programmes that is able to address the diverse needs of adult literacy programmes participants in different circumstances including PWDs so as to empower them to participate in personal and community development processes. The following are the planned outputs:

Output 3.1: A national resource team in place and able to address the learning needs of all managers, supervisors and adult literacy instructors by 2012

The process review of FAL revealed that the quality of the adult literacy programmes largely depended on the training of the personnel involved. The needs of the learners keep changing and the training has to adapt so as to keep pace and enhance the performance of the facilitators, managers and supervisors at various levels. The training should also be able to cater for the recent development in the conceptualization of adult literacy, the linkage between diversities among the learners, regions, gender and other considerations. Appropriate curricula and training methodologies for trainers of trainers and instructors have to be developed. The activities shall involve the following:

- 3.1.1 Carry out two learning needs assessments of the national resource team, Regional Adult Literacy Support Units, and district trainers in order to identify the training gaps and develop appropriate training interventions.
- 3.1.2 Develop appropriate curricula and materials for the national resource team, Regional Adult Literacy Support Units and the district adult literacy programmes trainers according to the needs identified from the needs assessments
- 3.1.3 Conduct initial and refresher trainings of the national resource team and district trainers of adult literacy programmes.
- 3.1.4 Conduct initial and refresher training of national resource team on integrating PWD concerns in adult literacy programmes
- 3.1.5 Conduct mid-term review and evaluation of the performance of the nation resource team, regional facilitators and district training teams
- 3.1.6 Establish a forum for national resource team to share experiences and exchange ideas.

Output 3.2: Seven (7) Regional Adult Literacy Technical Support Units established to coordinate and provide technical support to adult literacy programmes in districts and sub counties by 2014.

The linkage between the Ministry and the implementers has been noted to be weak. The process review report (2007) found out that supervision and monitoring of adult literacy programme is inadequate at all levels creating a gap in technical support and supervision which affects quality of access. With the increase in the number of districts which is un-matched by staffing at the Ministry headquarters, there is need to establish regional support units to bridge the gap. The Regional Adult Literacy Support Units will contribute towards making adult literacy context specific so as to make it very attractive to learners in different regions. These support units will utilise the Rural Training Centres spread all over the country. The following activities shall be implemented.

- 3.2.1 Develop guidelines for Regional Technical Support Units
- 3.2.2 Provide regular support supervision and monitoring of adult literacy activities in the districts within their respective regions
- 3.2.3 Coordinate training, planning, implementation and management of adult literacy programmes in their regions

Output 3.3: 1300 managers and supervisors of adult literacy adequately trained at all levels to effectively manage and provide technical support to implementers by 2014

Effective planning, implementation and management cannot be realized without properly trained managers and supervisors at various levels. This will necessitate the development of a variety of appropriate curricula for various levels of managers and supervisors, appropriate materials and training strategies. The following activities shall be implemented:

- 3.3.1 Develop appropriate curricula and materials for managers and supervisors at national, district and sub county levels according to the needs identified in the assessment
- 3.3.2 Train the managers and supervisors on planning, supervision, mobilising resources and managing adult literacy programmes
- 3.3.3 Train adult literacy programme managers in developing appropriate interventions responding to the needs and interests of adult learners with special needs.
- 3.3.4 Train teams to develop locality-focused and thematic adult literacy programmes in a participatory manner with the target groups
- 3.3.5 Train/retool adult literacy managers and supervisors in situational and interest group specific adult literacy programme implementation

Output 3.4: 21,000 Adult Literacy instructors effectively facilitating learning for all categories of adult learners and managing adult literacy centres by 2012.

Various adult literacy programmes evaluations and needs assessment survey reports (MGLSD 2007 & 2008, ICEIDA 2006) revealed that the training of adult literacy instructors was inadequate in terms of duration and content. And yet the success of adult literacy programmes relies heavily on the performance of the instructors. Adequate numbers of adult literacy instructors including those specifically trained to handle PWDs will be trained. They will also be equipped with the knowledge and skills that will enable them link adult literacy with other development initiatives in their communities. The current curricula and materials will be revised to suit the current challenges and demands. The following activities shall be implemented:

- 3.4.1 Develop appropriate curricula and training materials for adult literacy instructors according to the needs identified in the needs assessments
- 3.4.2 Capacity building for adult literacy instructors through initial and refresher training in all the districts.
- 3.4.3 Develop appropriate kits for the adult literacy instructors
- 3.4.4 Establish and or strengthen adult literacy instructors' associations in each district
- 3.4.5 Develop and implement adult literacy instructors' incentives scheme

Output 3.5: 7 Existing Rural Training Centres rehabilitated and equipped to offer continuous training and support to the Regional Adult Literacy Support Units and adult literacy instructors by 2012.

The Regional Adult Literacy Support Units will contribute towards making adult literacy context specific so as to make it very attractive to learners in different regions. These support units will utilise the Rural Training Centres but unfortunately these require rehabilitation. The proposed activities are as follows:

- 3.5.1 Carry out an institutional assessment to establish current status and needs of the Rural Training Centres
- 3.5.2 Renovate and equip the centres with necessary facilities
- 3.5.3 Establish mechanism for managing the centres

Strategic Objective 4: To mobilize support and commitment for adult literacy programmes at community, LGs, National and International Levels by 2016.

One of the five priority areas of SDIP 2 is community mobilization and expanding adult literacy to cover the country. Providing literacy skills to adults contributes to increased level of community empowerment and participation of individuals, households and communities in development process. To contribute to the achievement of this key priority area, there is a strong need to

mobilise support and commitment at local and central government levels. This is crucial as local governments are now responsible for service provision at the local and community levels.

In line with the Local Government Act (Cap 243), the local governments should be able to mobilize, allocate and utilize resources optimally for the implementation of adult literacy programmes, mobilize and sensitise communities to participate in adult literacy programmes, network and collaborate with all other stakeholders, coordinate and provide support supervision to adult literacy programmes and perform all the other services that are required for the success of adult literacy programmes in their areas of jurisdiction. Getting the support and commitment of the local and community leaders is therefore very important for the success of NAPAL. To ensure that this objective is achieved the following outputs and activities will have to be realised.

Outputs

To ensure the smooth implementation of the NAPAL in a decentralised system of governance, there is need to secure the support of the different levels of governance. This is to be achieved through raising the level of government support at all level of governance through the documentation and dissemination of adult literacy programmes activities, carrying out advocacy. The following are the planned outputs:

Output 4.1 Information on adult literacy documented and disseminated

Despite the fact that a lot of activities are carried out and achievements realised during implementation of adult literacy services, not enough information is generated about what is being done. For that reason, only a few key stakeholders such as policy makers get to know the benefits of the adult literacy programmes. This makes it difficult to influence policy makers to allocate requisite resources for the implementation of adult literacy programmes. In addition, there is inadequate research, documentation and dissemination of information which hinders effective planning and management of adult literacy services. In order to capture experiences and improve information sharing among stakeholders for effective service delivery and generation of innovations, the following interventions shall be undertaken.

- 4.1.1 Conduct research on adult literacy priority areas
- 4.1.2 Develop, update and maintain adult literacy Website.
- 4.1.3 Document and publish significant findings and experiences including policy briefs on adult literacy.

Output 4.2 Advocacy for adult literacy strengthened

Once information are documented and disseminated appropriately, the same information can also be used to create awareness and advocate for policy support and implementation. This will also facilitate resource mobilisation for adult literacy programmes in addition to securing commitment and support for adult literacy service provision at all level (community, local governments', national and International). To ensure effective advocacy the following activities shall be undertaken:

- 4.2.1 Develop adult literacy advocacy strategy
- 4.2.2 Develop Information Education and Communication (IEC) materials for advocacy
- 4.2.3 Organise International Literacy Days and week celebrations including graduation ceremonies for adult learners to publicize adult literacy activities
- 4.2.4 Conduct media publicity and advocacy for adult literacy programmes (radio, print and electronic media)

Strategic Objective 5: To Strengthen Coordination and Management of Adult Literacy Programmes by 2016

During the NALSIP period, the roles and responsibilities of the centre and districts were defined. The responsibility for service delivery was delegated to the districts with the functions to plan, budget, implement, manage, coordinate, supervise and monitor performance. Despite these achievements, there is still inadequate coordination among the actors at different levels. NAPAL shall ensure effective coordination among key actors at all levels, enhance capacity for planning and resource mobilization, implementation and support supervision and monitoring.

Outputs

The outputs under the strategic objective 5 shall lead to realization of improvement in coordination among stakeholders and actors, dissemination and utilization of guidelines and standards, effective implementation and management,

Output 5.1: Coordination, dissemination and utilization of guidelines for implementation of adult literacy programme improved by 2016

Interventions by various actors are currently not well coordinated and guided. Providers of adult literacy with exception of a few, tend to operate without due regard to other actors. This leads to duplication of efforts in certain areas, while leaving other areas under-served or without service. This plan therefore needs to streamline operation of actors, harmonize standards and recognize and take advantage of complementary roles played by other sectors in promoting adult literacy.

- 5.1.1 Establish adult literacy coordination mechanisms at all levels.
- 5.1.2 Develop, produce and disseminate guidelines to facilitate effective implementation of adult literacy programmes by all service providers

Output 5.2: Adult literacy programme administration and support strengthened by 2016

- 5.2.1 Procure transport facilities, office equipment, utilities and consumables
- 5.2.2 Service maintain and repair programme motor vehicles and office equipment
- 5.2.3 Paying contract staff salaries and allowances.

Strategic Objective 6: To strengthen collaboration and partnerships among Adult Literacy Programme stakeholders at all levels by 2014

In the NDP Government of Uganda commits itself to public private partnerships in implementing the proposed interventions, particularly in the core projects (NDP, 2010). Adult literacy programmes shall rely on these public private partnerships. This move will increase coverage, efficiency, effectiveness and equity in the delivery of the services and is premised on the understanding that similar partnerships elsewhere in the world and locally have yielded good results. This objective aims at strengthening the collaboration between the government, CSOs and FBOs and the private sector in delivering adult literacy programmes in Uganda. Adult learner's participation in planning, management and evaluation of adult literacy programmes is key to successful service delivery.

Outputs

The outputs of this strategic objective aims at further strengthening of public-private partnership in the provision of adult literacy services. It shall build on the experiences of NALSIP and establish mechanisms and guidelines for the various actors to this effect.

Output 6.1: A Strategy / framework for strengthening public-private partnership in the implementation of adult literacy programme developed and fully operationalised by 2014

The Government of Uganda has encouraged partnership in service delivery with CSOs, FBOS and the private sector. Public – private partnerships has been developed in some sectors better than others. Although public - private partnership was provided for in NALSIP, it was not fully implemented as planned, which among other things, provided for out sourcing some adult literacy services by contracting NGOs, adult education training institutions and consultancy firms to provide services.

Based on the experiences of NALSIP, appropriate strategies and guidelines will be developed for collaboration among the different service providers and partnership in the promotion and implementation of adult literacy programmes. The following activities shall be undertaken to strengthen the partnerships further.

- 6.1.1 Develop guidelines on public-private and public-public partnerships in adult literacy
- 6.1.2 Popularize the strategies and guidelines for promoting different forms of partnerships
- 6.1.3 Conduct joint review meetings at all levels
- 6.1.4 Share adult literacy information, ideas and experiences through a variety of fora

Output 6.2: A strategy for adult learners' participation in the management of adult literacy programmes developed and operational by 2012

During the NALSIP period the Uganda Literacy and Adult Learners Association (ULALA) participated in many adult literacy programmes development and management activities. However, most of the roles that had been specified for learners were not adequately developed and implemented. This output is designed to strengthen learner participation in the management of adult literacy programmes. This will be done through the following activities:

- 6.2.1 Establish and support learners associations at all levels.
- 6.2.2 Provide technical assistance to learners' associations at all levels
- 6.2.3 Involve adult learners' associations in planning, management and evaluation of adult literacy activities.

4.0 Implementation Strategy and Risks to Success

The Ministry of Gender, Labour and Social Development is the lead agency in the implementation of the adult literacy programmes. The implementation of adult literacy programmes like it was during the NALSIP period shall continue to be based on partnership between central, local governments and civil society organizations and faith based organizations, community based organizations, adult education training institutions, adult learners and instructors. Besides these the NAPAL takes into consideration the environment risks to successful implementation.

The implementation of NAPAL will build on and consolidate the achievements of NALSIP and as well address the challenges that to a great extent affected its successful implementation.

4.1 Implementation Strategy

4.1.1 Capacity building

The plan shall promote skills development and training for adult literacy instructors, trainers and managers at all levels. Besides the proposed regional technical support units shall be strengthened and utilised to provide support to implementers and managers in the respective regions.

4.1.2 Quality assurance

Quality standards for delivery of adult literacy services shall be developed to guide all implementers. All activities will be subjected to constant quality assessment, for conformity with standards and continuous improvement. Regular visits shall be made to all districts and partners implementing adult literacy programmes as a standard measure. The MGLSD will undertake partner and stakeholder review meetings to assess progress and make necessary adjustments. Information generated from these reviews will help the partners to improve their reports and to inform programming and decision making. A review of the NAPAL shall be conducted at the end of the first two and half years of the NAPAL to inform interventions in the second half.

At the end of the NAPAL period, the MGLSD shall with expertise from external consultants, conduct terminal evaluation to assess the extent to which the Plan achieved the set objectives, standards and how far it contributed to the achievement of the goal.

4.1.3 Resource mobilization

During this strategic period a proactive resource mobilization strategy will be adopted. One way of ascertaining adequate resources is to develop independent and collaborative proposals to potential funders as well as linking the adult literacy programmes to other sectors ministries. Enhancing advocacy at all levels and among key stakeholders in adult literacy through results based monitoring and evaluation to inform decision making.

4.1.4 Public -private and public - public Partnerships

The MGLSD is currently working with and will continue to work with the following categories of partners:

- **Strategic partners** are intended for joint mobilization of resources, operations, advocacy, networking and research

- **Collaborating partners** are mainly duty bearers such as line ministries, local governments and government agencies. The objectives of collaborative partners are participation in the planning and budgeting, provision of technical support and monitoring and evaluation
- **Implementing organizations** are mainly CSOs, NGOs, FBOs, and Religious Institutions) which are responsible for direct service provision to the local communities/adult learners.

4.1.5 Innovative approaches to adult literacy

The Process Review (2006/07) recommended diversification of adult literacy to help adults develop literacy skills and practices in different contexts by developing new strands of 'literacies' so as to reach the yet un-reached. Some innovations are already being tried in some areas by CSOs and development partners, e.g. REFLECT, family literacy, small business literacy, beach management unit literacy. To encourage adoption of new innovations and approaches, guidelines will be developed and availed to practitioners on the diversified literacy practices and specific interest group approaches to adult literacy.

4.1.6 Creation of Regional Technical Support Units

The Regional Adult Literacy Support Units will contribute towards making adult literacy context specific so as to make it very attractive to learners in different regions. These support units will utilise the Rural Training Centres. These shall also enhance technical support supervision to implementers in their respective regions.

4.1.7 Designing context specific adult literacy programme to meet demands of various categories of learners

The NALSIP recognized the special learning needs of certain sections of our communities in adult literacy provision like the fisher-folk, pastoralists and persons with disabilities (PWDs). The Process Review report (2006/07) noted that some strides have been made in accessing especially the fisher-folk and pastoral communities to adult literacy programmes through project support from development partners. However the particular needs of persons with disabilities have not been specifically addressed and therefore call for special attention in this plan period. The NAPAL will ensure that appropriate learning programmes are designed to suit the needs of PWDs and to enhance access to literacy service provision to fisher-folk and pastoral communities, and minority ethnic groups, men, among prison inmates and the army.

4.2 Risks to Success and mitigation measures

Table 4.1: Risks to Success of NAPAL and mitigation measures

Risks	Potential Impact	Strategy for mitigation
Further economic slow down	Decrease in funding opportunities	Partnership/ coalition with bigger NGOs Changing the communication strategy
Changing donor priorities	Decrease in funding opportunities for Adult Literacy	Constant consultation and dialogue with donors. Diversification of funding sources for adult literacy
Changing Government funding priorities	Decrease in funding opportunities for Adult Literacy	Dialogue with Ministry of Finance, Planning and Economic Development and NPA for increased funding for Adult Literacy from the national resources.
Non Compliance with donor requirements	Loss of funding and donor black listing	Management reporting. Strict adherence to mandatory reporting. At times make key performance indicators aligned with key risk indicators.
Inflation risk	Loss of value of money, and we may not reach the targeted number.	Try and make budgets putting into consideration an increase in inflation effects.
Partnership risk	May not reach our expected objectives satisfactorily	Strengthening our partnership model and developing a model for risk management.
Market risk (presence of other service providers (NGOs) who seem to be competing among themselves and with Government)	Competition for funding; duplication of efforts	Remaining doing what we can do better and economically
Expansion risk (ambitious programming)	May lose the programme quality and donor confidence	Expand with proven models, being strategic and avoiding ambitious expansions.
Insecurity and disarmament in especially Karamoja region	Reluctance to deliver adult literacy service in the region; Community members becoming reluctant to cooperate with anyone from outside	The MGLSD will work with the UPDF involving already trained trainers among them and the Human Rights Desk in propagating the general awareness of human rights and protection, among the military in the disarmament process and providing security during implementation process.
Adversarial stakeholders especially men	Intended beneficiaries (adult learners) not participating in learning programs as expected	Design specific programmes and strategies for attracting, motivating and retaining men in adult literacy learning programmes.

5.0 Monitoring and Evaluation

Monitoring and evaluation of the NAPAL shall be an ongoing process. During the first one year of implementation, MGLSD will develop a comprehensive monitoring and evaluation system with clearly defined indicators that will be the basis for regular collection and analysis of data on key process and output indicators at community, sub-county and district levels by all stakeholders.

Monitoring and evaluation will also focus on the extent to which implementation of the Plan has produced lasting or significant changes, positive and negative, intended or unintended, in the lives of the target and their communities. Using the Global impact monitoring Model, the following five dimensions of change will be considered namely:

- Changes in the lives of learners and their communities;
- Changes in policies and practices affecting learners' lives;
- Changes in learners' participation and active citizenship;
- Changes in civil society and communities' capacity to support adult literacy.

A midterm review meeting will be held together with partners and other stakeholders to review the progress of the NAPAL implementation. Towards the end of the project the five dimensions of change as stated in the global impact monitoring framework will be used to monitor changes that have taken place in the lives of the learners. There shall be an evaluation of the NAPAL at the end of the five years by competent internal and external evaluators. The M and E processes will be participatory in nature involving the communities, the learners, partners and staff of MGLSD as well as external evaluators. The evaluation will generate a documentation of good practices and the lessons learnt throughout the NAPAL period from which future programme design informed.

5.1 Reviewing Annual Plans and updating the NAPAL

The NAPAL document will be revised after the mid- term review to incorporate learning from the review if adjustments in operational plans are justified.

5.2 Bi-annual, Quarterly and/or Monthly Reporting

Bi-annual narrative reports shall be a standard requirement for all implementers of Adult literacy programmes. The reports, based on the monitoring model above will be prepared in respect to progress made, challenges, lessons learnt, best practices realised and future plans in place. All these will be prepared and shared with all stakeholders and sectors as per the agreed upon reporting requirements.

On an annual basis, the MGLSD shall produce statistical abstracts on adult literacy programmes being implemented country wide to track the progress of implementation and realization of outputs.

5.3 Sharing of information/networking

The MGLSD shall work closely with partners - civil society/faith based and government actors to rally support around issues of adult literacy and its contribution to socio-economic transformation. The Ministry will maintain good relationship with current key actors in Adult Literacy (UN agencies like UNICEF, UNESCO and development partners like ICEIDA, as well as international and local NGOs like dvv international, Action Aid, ADRA, LABE, etc, District Local Governments, and other stakeholders.

The MGLSD shall maintain a very active collaboration with the Office of the Prime Minister (OPM), Ministry of Local Govrtnment (MoLG), Ministry of Agriculture, Animal Industry and Fisheries) (MAAIF), Ministry of Water and Environment (MoWE), Ministry of Education and Sports (MoES) and Ministry of Health (MoH) for information sharing on a regular basis to ensure complementarity and inclusion of adult literacy as part of their respective strategic frameworks

6.0 Sustainability Mechanisms

The NAPAL shall address the issue of sustainability in three areas: continuity of the services and good practices demonstrated under the NAPAL, financial sustainability and programme sustainability.

6.1 Continuity of learning

On continuity of services, lifelong learning and good practices, the plan is to focus on building adequate capacity among duty bearers and other stakeholders so that they can continue with the ideals of the programmes. The following shall specifically be emphasized and explored during the course of implementing the NAPAL:

- Community participation in planning, implementation, monitoring and evaluation to ensure ownership.
- Revitalizing local structures (e.g. adult literacy Committees or committees responsible for community mobilisation)
- Linking with other development programmes, namely NAADS, Micro finance institutions, electoral commission, etc.
- Ensuring that a bigger percentage of the costs benefiting the adult literacy classes.

At all levels of programmes development and management, participation of all stakeholders including local communities, local leaders, agency staff and the learners themselves will ensure local ownership and sustainability.

6.2 Financial sustainability

With regard to financial sustainability, MGLSD will ensure that funding is available for the agreed period of the NAPAL to ensure the necessary level of support for activities. Specifically, focus shall be on;

- Dialogue with Ministry of Finance, Planning and Economic Development and National Planning Authority on increasing funding for the programme
- Developing a funding strategy that shall form the basis for fundraising
- Establishment of a Taskforce/programme development team charged with fundraising and responding to various calls for proposals.
- Donor Involvement/ stakeholder involvement (basket fund for adult literacy)

6.3 Programme sustainability

Programmes sustainability shall be ensured through a number of actions and approaches;

- Co - funding by local governments, and community contributions
- Increased professionalization of literacy instructors.
- Use of instructors as key/community resource persons in non literacy programmes as facilitators.
- Transforming of adult literacy classes into Community Based Organizations (CBOs) to benefit from other development programmes.
- Promoting literacy practices in wider local community and enriching local literacy environments e.g. community information boards, display of LG grants, contracts, etc.

An advocacy plan will be made and different advocacy actions implemented and monitored during the plan period. Referral linkages with existing service providers will be established to pave way for gradual passing of control and management of programs to the partners and the community.

7.0 Costing and Financing

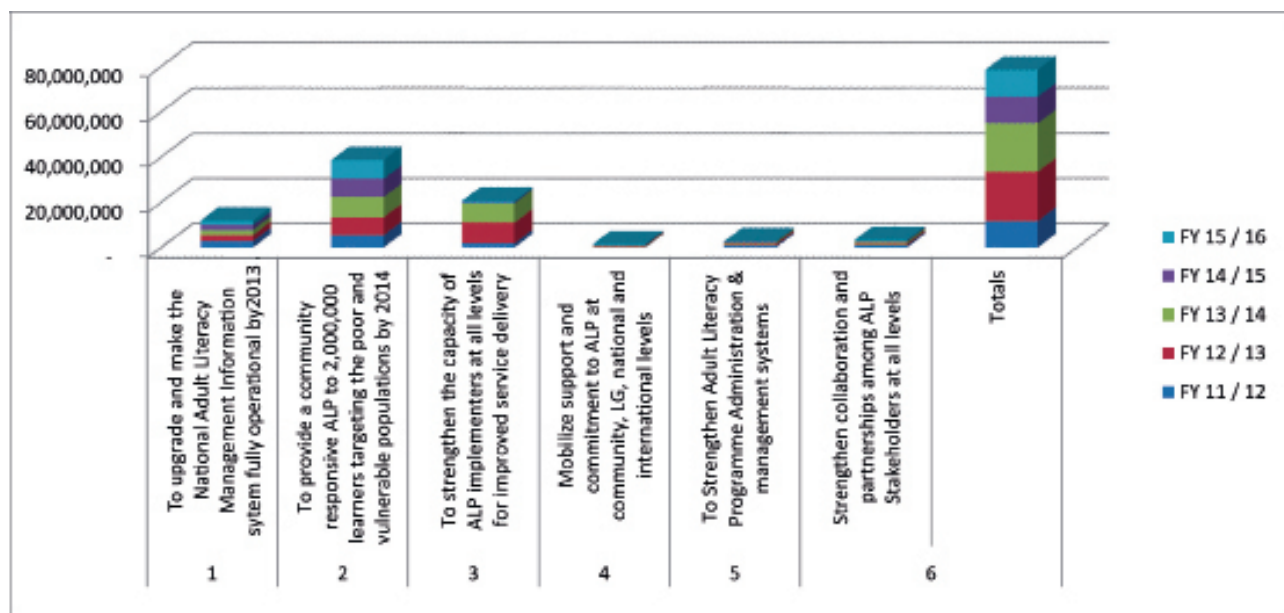
The budgetary implications of the National Action Plan for Adult Literacy are summarised in the table below.

The National Action Plan for Adult Literacy will over the five year period cost Uganda Shillings 79 Billion. The costs during the first year of the programme, costs are projected to be low due to preparatory activities dominating the implementation of the programme. As the actual provision of the literacy building services take off in the subsequent years, the cost of the programme doubles and remains at that level throughout the mid term period of the Plan and lowers again at the end as most activities are wound up.

Table 7.1: COSTS OF THE NATIONAL ACTION PLAN FOR ADULT LITERACY (NAPAL)

Strategic Objective		ANNUAL BUDGET in Uganda Shillings' 000					Total
		FY 11 / 12	FY 12 / 13	FY 13 / 14	FY 14 / 15	FY 15 / 16	
1	To upgrade and make the National Adult Literacy Management Information System fully operational and functioning by 2013	2,943,751	2,754,060	2,213,560	2,107,900	2,061,610	12,080,881
2	To provide a community responsive ALP to 2,000,000 learners targeting the poor and vulnerable populations by 2014	5,405,821	7,963,198	8,782,020	8,119,770	8,348,520	38,619,329
3	To strengthen the capacity of ALP implementers at all levels for improved service delivery	1,797,336	9,142,584	8,445,238	517,127	631,112	20,533,397
4	Mobilize support and commitment to ALP at community, LG, national and international levels	90,331	374,868	298,597	405,157	298,697	1,467,650
5	To Strengthen Adult Literacy Programme Administration & management systems	741,261	853,291	610,855	170,855	171,661	2,547,923
6	Strengthen collaboration and partnerships among ALP Stakeholders at all levels	841,147	823,688	923,688	523,688	523,688	3,635,897
Totals		11,819,646	21,911,689	21,273,958	11,844,497	12,035,288	78,885,076

Figure 7.1: Budget Contribution of each Strategic Objective



The relative contribution of each strategic objective is illustrated in the figure above. It is clear that the lion share of the largest share budget is accounted for by strategic objectives 2 and 3. These are the objectives with direct links to delivery of service to the key beneficiaries, i.e the adult learners.

The financing of the budget will be derived from the resources currently available to the service providers in the sector. These include those funded from the GoU Consolidated fund, those financed by Donor both local and foreign. Any gaps realised will then be highlighted to receive priority attention when additional resources are being mobilised.

The Action Plan provides a frame work that will guide action by the various players in a stream lined manner to improve efficient application of resources and achieve maximum positive impact on the literacy levels of the nation.

Annex 1: National Action Plan for Adult Literacy Logframe Matrix

Narrative Summary	Objectively Verifiable Indicators (OVIs)	Means of verification (MOVs)	Assumptions/ Risks
<p>Overall Objective</p> <p>Empower communities especially the disadvantaged to access information and effectively participate in the development process.</p>	<ol style="list-style-type: none"> 1. Proportion of community members utilising written information in social, political and economic matters 2. Proportion of community members sex, age, disability, region and wealth quintile, participating in development activities, by sex, PWDs and age 3. No. of community members in decision making positions¹ by sex, disability and age 4. Adult literacy rate by sex, PWDs, age and region 	<ul style="list-style-type: none"> • Special studies • Monitoring and evaluation reports • UBOS Survey Reports (UNHS, UNSDSR) 	<ul style="list-style-type: none"> • Donor and government policy will be supportive • Other development programmes will complement adult literacy • Continued commitment of all stakeholders • There will be security and political stability
<p>Outcome</p> <p>Increased access to and quality of adult literacy services to non/semi literate adults for better livelihoods of the participants by 2016</p>	<ol style="list-style-type: none"> 1. Proportion of adult literacy participants utilising the skills of reading and writing in improving their everyday livelihood activities 2. % of adult literacy participants accessing government services e.g. health, agriculture, child education, environmental improvement, microfinance 3. % of adult literacy participants actively participating in social and political activities e.g. LCs, Churches, elections 4. % of adult literacy participants using literacy skills for interpersonal communication, social interaction and personal development 5. Enrolment rates by sex, PWDs, age and region 6. adult literacy completion rates by sex, PWDs, age, course / level and region 7. % of learners passing adult literacy exams by sex, PWDs, age and region 8. Learner: Primer ratio 9. Instructor: Learner ratio 10. %age of trained adult literacy instructors and nature of training 	<ul style="list-style-type: none"> • UBOS Survey Reports [UNHS, UNSDSR] • NALMIS reports • Adult literacy M&E Reports • CIS reports • Special studies 	<ul style="list-style-type: none"> • Communities will have positive attitudes towards adult literacy learners • Stakeholders are committed at all levels • A conducive political environment will prevail in the region • There will be no natural hazards/ disasters

¹ e.g. Local Government Councils, Health Management Committees, Water User Committees, School Management Committees, Parish Development Committees

Annex 2: NAPAL Objectives, Outputs and Activities Matrix

Strategic Objective 1: To upgrade and make the National Adult Literacy Management Information System is fully operational by 2013 (Result: Adult literacy management information system providing complete, reliable and timely information to all key stakeholders)			
Outputs	Objectively Verifiable Indicators	Means of verification	Assumptions
1.1 NALMIS Soft ware upgraded and fully operational by 2013	<ul style="list-style-type: none"> - NALMIS reviewed, upgraded and rolled out to districts - Adult literacy managers, supervisors and instructors trained in NALMIS by end of 2013 - Annual NALMIS data collected, analysed and reports produced 	<ul style="list-style-type: none"> Consultant reports Copies of software and data instruments Training reports Copies of periodic reports 	Competent expertise is available Managers and implementers embrace the management information system
1.2: Monitoring & Evaluation System Strengthened and operational by 2013	<ul style="list-style-type: none"> - M&E strategy & plan developed & operational - Support supervision guidelines developed and disseminated - Key stakeholders trained in M&E system/framework 	<ul style="list-style-type: none"> M&E plan document Guidelines documents Workshop reports 	
1.3 Adult Literacy Programme effectively monitored and evaluated according to plan.	<ul style="list-style-type: none"> - No of field supervision and monitoring carried out periodically - No of Adult literacy programme reviews & evaluation studies carried out - Programme learning events conducted 	<ul style="list-style-type: none"> Supervision and monitoring reports Review and evaluation reports Reports of learning events 	Adequate resources committed to monitoring and evaluation Culture of inbuilt monitoring and evaluation practice adopted
Activities	Objectively Verifiable Indicators	Means of verification	Assumptions
Output 1.1: A NALMIS Soft ware upgraded and operational by 2013			
1.1.1 Review existing data generation, collection, analysis, management and reporting system	<ul style="list-style-type: none"> - consultant commissioned to review NALMIS - data collection instruments revised 	<ul style="list-style-type: none"> Agreement Revised data tools Review report 	Expertise available and committed
1.1.2 Upgrade and roll out NALMIS software for data capture, analysis, management and reporting	<ul style="list-style-type: none"> - upgraded software - NALMIS user training manual 	<ul style="list-style-type: none"> Districts and CSOs reports Copies of NALMIS manual 	Expertise available and committed
1.1.3 Conduct training for national, district and sub county users of NALMIS	<ul style="list-style-type: none"> - one national training conducted - 40 trainings conducted for district and s/county levels- 	<ul style="list-style-type: none"> Training reports 	Participants are trainable

Activities	Objectively Verifiable Indicators	Means of verification	Assumptions
1.1.4 Equip 112 districts and 23 Municipalities with computers for data capture, analysis and management	- No. of districts and Municipalities equipped with computers and accessories	Procurement records Distribution reports	Adequate funds available
1.1.5 Produce and disseminate Annual Statistical Abstract for adult literacy		Copies of abstracts Distribution reports/lists	Adequate time allocated to abstract production Information adequately provided
Output 1.2: Monitoring & Evaluation System Strengthened and operational by 2013			
1.2.1 Develop a comprehensive monitoring and evaluation system/ strategy.	- No of stakeholders consultative workshops held	Workshop reports, copies of draft M&E document	Adequate funds available
1.2.2 Conduct baseline study for M&E	-consultant procured - desk/field study carried out	Contract signed Baseline report	Funds and qualified personnel available
1.2.3 Produce and disseminate M&E manual and guidelines to key stakeholders	3 workshops conducted - No. of copies of guidelines published and disseminated	Reports Copies of guidelines	Taskforce members willing to work
1.2.4 Train implementers on monitoring and evaluation	- 7 regional M&E training workshops held	Training reports	
Output 1.3 Adult Literacy Programme monitored and evaluated according to plan.			
1.3.1 Develop monitoring and support supervision guidelines.	- No of meetings conducted - Guidelines produced	Copies of reports Distribution lists	Adequate time allocated to developing and production supervision guidelines
1.3.2 Carry out regular data collection, compilation, analysis and reporting (quarterly, bi-annually and annually) at all levels.	- No. of quarterly, bi-annual and annual monitoring and support supervision regularly conducted	monitoring and supervision reports	Staff committed and adequate funds are availed in time
1.3.3 Conduct annual review of Adult literacy Programmes at district and national levels.	- No of annual reviews conducted	performance reports produced and disseminated compilation of lessons learnt	Staff and funding committed to reviews
1.3.4 Conduct mid-term review(s) and final evaluations	- No of Evaluation studies conducted - No of Consensus workshops held	o Evaluation reports o Workshop reports	Adequate time and funding allocated

Strategic Objective 2: To provide a community responsive adult literacy service to 2,000,000 learners especially the poor and disadvantaged populations by 2016 (Result 2: Adult literacy services accessible to all Ugandans according to their needs within their three-village cluster by 2014)			
Outputs	Objectively Verifiable Indicators	Means of verification	Assumptions
2.1: Two million 2,000,000 adult learners enrolled and participating in adult literacy programmes by 2016	<ul style="list-style-type: none"> - No. of Community dialogue, mobilisation and sensitisation meetings on adult literacy conducted all over the country - Proportion of existing learning centres (about 8644) supported and strengthened for effective performance - Proportional increase in adult literacy learners centres systematically increased to reach a density of 3 per parish (total of 14,000 centres) by 2016 - No. of drop-in centres established in different parts of the country - No. of learning outcomes assessments studies carried out 	<p>Reports of meetings, supervision and monitoring</p> <p>Electronic database of adult literacy learning centres</p> <p>Database of learner statistics</p> <p>Learning outcomes assessment reports</p> <p>Annual statistical abstracts</p>	<p>community interest in adult literacy sustained</p> <p>Existing learning centres continue to operate</p> <p>community interest in adult literacy sustained</p> <p>Community interest in literacy drop in centres sustained</p> <p>Data adequately managed</p>
2.2: ICT integrated in the provision of adult literacy programmes by 2013	<ul style="list-style-type: none"> - ICT based learning programmes designed - ICT based learning materials developed - Implementers trained on of ICT based learning in adult literacy activities 	<p>Training reports on integration of ICT in literacy programmes</p> <p>Copies of ICT based learning materials</p>	<p>Availability of experts to link ICT and adult literacy learning</p> <p>Access to ICT by adult literacy learners</p>
2.3: Adult Literacy Qualification and certification framework operational by 2016	<ul style="list-style-type: none"> - Aspects of the qualification and accreditation framework to push forward by 2014 adopted after a series of consultations and studies - A national conference to adopt aspects of the framework held by 2014 - The adopted framework printed, disseminated and launched by 2014 - Adult literacy qualification and accreditation framework in operation by 2016 	<p>Write-up of selected aspects of the framework</p> <p>Conference report</p> <p>Copy of the adopted framework</p> <p>Launch activity report</p> <p>Monitoring reports</p> <p>Consultations and studies reports</p>	<p>Continued commitment to develop a qualification and accreditation framework</p> <p>Continued commitment to develop a qualification and accreditation framework</p> <p>Adequate resources available</p> <p>Framework accepted by different interested stakeholders</p>

Activities	Objectively Verifiable Indicators	Means of verification	Assumptions
Output 2.1: Two million (2,000,000) adult learners enrolled and participating in adult literacy programmes by 2016			
2.1.1 Undertake a national assessment of adult literacy development, training, management and partnership status and needs at all levels.	- No of studies on development of adult literacy training and management carried out	Assessment reports Consensus/dissemination reports	Availability of funding and expertise
2.1.2 Undertake regional needs assessment studies identifying locality/district/zone, speciality and interest specific needs by December 2012	- No of needs assessment studies conducted by July 2012 - Seven1 regional consultative/consensus workshops conducted by Dec 2012	Workshop reports Copies of document on different kinds of learning activities to be developed	Collaboration of all relevant stakeholders Availability of funding and expertise
2.1.3 Redesign adult literacy programme to respond adequately to major categories of needs and demands taking into consideration concerns of PWDs and other special interest groups.	- No. of workshop of experts held by Feb 2013 to develop outlines of the literacy learning to be undertaken No of outline programme documents produced by Apr 2013	Workshop report Copies of the 10 outline programme documents	Interest in diversifying FAL prevails Timely availability of funds
2.1.4 Review and develop adult literacy Curriculum	- No of curriculum review & development workshops conducted - No of programme development teams meetings held - No of instructional materials developed/produced by July 2013	Reports of materials revision workshops and meetings Copies of instructional materials	Commitment of different providers to revise the curricula and materials
2.1.5 Produce guidelines for practitioners on the diversified literacy practices and specific interest group approaches.	No. of Guidelines produced and distributed by July 2013	Copies of the guideline documents	Interest in diversifying FAL prevails
2.1.6 Publish and distribute 12,000,000 adult literacy instructional and other relevant materials that take into consideration people with special learning needs and those in special circumstances.	Quantities of various materials distributed by 2016	Distribution reports Literacy centre physical / field observation Procurement records	Interest in diversifying adult literacy Adequate resources available to produce the various materials

Activities	Objectively Verifiable Indicators	Means of verification	Assumptions
2.1.7 Support and strengthen existing 8,644 learning centres	<ul style="list-style-type: none"> - No of district rapid assessment studies documenting essential requirements of the learning centres conducted - No of essential requirements (by types) provided to all the centres by Dec 2015 	<p>Districts study reports Field observation of provision at the learning centres Records of requirements provided</p>	Existing learning centres continue to operate
2.1.8 Increase the establishment of adult literacy centres to reach a density of 3 per parish (a total of 14,000)	<ul style="list-style-type: none"> - No of district adult literacy plans drawn up per district No of adult literacy learning centres established per parish by Mar 2016 	Copies of district adult literacy development plans Reports/Observation of at least 3 adult literacy centres operating per parish	National commitment to adult literacy development persists
2.1.9 Establish 100 literacy drop-in centres as required	<ul style="list-style-type: none"> - No of Innovative models of literacy drop in centres developed to meet the different needs by Dec 2015 	Physical observation of innovative literacy drop in centres	Community interest in literacy drop in centres
2.1.10 Conduct community dialogue, mobilization and sensitization meetings on adult literacy at all levels.	<ul style="list-style-type: none"> - No of channel meetings held in each sub-county by Dec 2015 	Reports of channel the meetings held	Enhanced community interest in adult literacy
Output 2.2: ICT integrated in Adult Literacy programmes by 2013			
	<ul style="list-style-type: none"> - No of studies conducted - No. of consensus meetings held 	Needs assessment reports Reports of meetings	Availability of experts to link ICT and adult literacy learning Access to ICT by adult literacy learners
2.2.2 Design and develop ICT based learning programmes	<ul style="list-style-type: none"> - No of meeting held to develop ICT based learning programmes by June 2012 - No of guidelines for using ICT based learning in adult literacy activities developed and distributed by June 2012 	Workshop report Copies of guidelines Literacy centre monitoring	Availability of experts to link ICT and adult literacy learning Access to ICT by adult literacy learners
2.2.3 Develop ICT based learning materials	<ul style="list-style-type: none"> - No and types of ICT based learning materials developed by Dec 2012 - No. of materials development meetings held 	Copies of materials Reports of meetings	Availability of resources to develop and produce the materials Availability of expertise
2.2.4 Train adult literacy instructors and supervisors on ICT	No of trainings conducted on using ICT based learning in adult literacy activities by Dec 2013	Copies of guidelines Literacy centre monitoring	Access to ICT by adult literacy learners

Activities	Objectively Verifiable Indicators	Means of verification	Assumptions
Output 2.3: Adult Literacy Qualification and certification framework operational by 2016			
2.3.1 Develop Adult Literacy Qualification accreditation and Certification framework.	<ul style="list-style-type: none"> - Desk review on adult literacy qualification and accreditation framework by Mar 2013 - No of study visit on qualification and accreditation framework conducted by Jun 2013 - National expert workshop held by Dec 2013 - A national conference to adopt the framework held by Dec 2014 	Consultancy report Report of study visit Workshop report Conference report Copies of adopted frameworks	Availability of a specialist in developing an adult learning qualifications framework Continued commitment to develop a qualification and accreditation framework
2.3.2 Train facilitators in developing level descriptors.	No of Trainings conducted No of draft Level descriptors produced	Training workshop report Copies of level descriptors produced	Adequate resources available
2.3.4 Print and disseminate Adult literacy Qualification accreditation and Certification framework.	No of copies of QAF published and disseminated	Copies of QAF Dissemination reports	

Strategic Objective 3: To strengthen the capacity of ALP implementers at all levels for improved service delivery (Result 3: Adult literacy implementers at all levels ably performing their duties and roles for improved service delivery)			
Outputs	Objectively Verifiable Indicators	Means of verification	Assumptions
3.1. A national resource team in place and able to address the learning needs of all managers, supervisors and adult literacy instructors by 2013	No of national resource team trained to provide support to all trainers of adult literacy programmes. No of district adult literacy trainerseffectively conducting initial and refresher training to adult literacy of all categories of participants	Training workshop reports Training workshop reports Support supervision and monitoring reports	Timely release of funds Availability of specialists to carry out the trainings Commitment of district and sub county local governments Availability of specialists to carry out the training
3.2. Seven Regional Adult Literacy Technical Support Units in place and able to effectively train and provide technical support to adult literacy programmes at district and sub county levels by 2013	No of regional teams of 16 trainers each with capacity to provide training, technical and managerial support to adult literacy that addresses the diverse needs to different categories of participants	Training workshop reports Technical support and supervision reports Monitoring and Evaluation reports	Availability of specialists to carry out the training
3.3. 1,300 adequately trained managers and supervisors at all levels effectively manage adult literacy programmes and provide technical support to all implementers of ALP by 2013	No of national technical team trained and providing technical support in planning, monitoring and evaluating of adult literacy activities - proportion of adult literacy managers and supervisors able to develop quality plans and effectively manage adult literacy activities Proportion of LGs with quality adult literacy development plans and reports	Training curriculum for National trainers Training workshop reports Adult literacy plans Support supervision, monitoring and evaluation reports	Timely release of funds Availability of specialists to carry out the training Timely release of funds Commitment of district and sub county local governments Timely release of funds
3.4. 21,000 adult literacy instructors effectively facilitate learning for all categories of adult learners and manage three adult literacy learning centres per parish by 2013	- proportion of existing adult literacy instructors trained and effectively facilitating learning and managing adult literacy centres by 2013 - No of adult literacy instructors trained to effectively facilitate learning and manage new literacy centres by 2014 - No of instructors trained to effectively facilitate learning and manage at least 10 specialised adult literacy classes for different categories of PWDs - No of Instructors for “drop in centres”.	Training workshop reports M&E reports Training workshop reports supervision and monitoring reports Training workshop reports - Number of active adult literacy classes for PWDs	Timely release of funds Availability of trainers Timely release of funds Availability of trainers Commitment of central, local governments & organizations of PWDs Availability of specialized trainers

Activities	Objectively Verifiable Indicators	Means of verification	Assumptions
3.5.7 existing Rural Training Centres rehabilitated and equipped to offer continuous training and support for 10 Regional Adult Literacy Support Units and adult literacy instructors by 2014	No. of RTCs rehabilitated and equipped Proportion of TSUs providing support to instructors at RTCs	Procurement reports Physical field observation Support supervision and monitoring reports	Resources are provided timely
Output 3.1. A national resource team in place and able to address the learning needs of all managers, supervisors and adult literacy instructors by 2012			
3.1.1 Carry out two learning needs assessments of the national resource team, Regional Adult Literacy Support Units, and district trainers in order to identify the training gaps and develop appropriate training interventions.	No of needs assessment studies conducted No. of meetings held Consensus workshop held	Assessment reports Consensus/ dissemination reports	Requisite resources are available
3.1.2 Develop appropriate curricula and materials for the national resource team, Regional Adult Literacy Technical Support Units and the district trainers	- 2 workshops to develop appropriate learning content and appropriately structure curricula for each team held - No of curricular for regional and district trainers produced - No of adult literacy training materials for the regional and district trainers produced	Workshop reports Copies of Curriculum documents	Collaboration of all relevant stakeholders
3.1.3 Conduct initial and refresher training of national resource team and district trainers of adult literacy programmes.	No of training workshop conducted at national level and in each of the seven regions per year	Workshop reports	Availability of consultants/experts
3.1.4 Conduct initial and refresher trainings of national resource team on integrating PWDs concerns in adult literacy programmes	- No of trainings conducted at national and regional levels	Workshop reports	Availability of trainers Timely release of funds Commitment of would be trainees
3.1.5 Conduct mid-term review and evaluation of the performance of the national resource team, regional and district training teams	- No of studies conducted - No of consensus workshops held	Review and Evaluation reports	
3.1.6 Establish a forum for national resource and district training teams to share experiences and exchange ideas.	- No of reflection fora held - No of exchange visits between districts carried out - No of exchange visit between Uganda and other countries	reports of meetings Exchange visit reports Performance reports	Timely release of funds Availability of exemplary countries from whom the Ugandan programme can learn

Output 3.2: Seven Regional Adult Literacy Technical Support Units in place and able to effectively train and provide technical support to adult literacy programmes at district and sub county levels by 2012			
3.2.1 Establish Regional Technical Support Units	- Guidelines for TSUs developed and officers assigned responsibilities No of operational RTSUs - No of trainings for RTSU conducted	- Copies of guidelines - Training reports Supervision and monitoring reports	Personnel assigned willing to commit time and effort to operate the Units
3.2.2 Provide regular support supervision and monitoring of adult literacy activities in respective regions	- No of supervision and monitoring reports produced	Reports	Resources are adequately mobilised
3.2.3 Coordinate training, implementation and management of adult literacy activities in respective regions	- No of trainings conducted by RTSUs	Reports of trainings RTUs supervision and monitoring	Responsible personnel commit time to coordinate respective regions. Availability of resources to effect responsibilities
Output 3.3: 1,300 adequately trained managers and supervisors at all levels effectively manage adult literacy programmes and provide technical support to all implementers of ALP by 2012			
3.3.1 Develop appropriate curricula and materials for managers and supervisors at national, district and sub county levels according to the needs identified in the assessment	- Technical team commissioned to develop curricula for each level held - Training manuals and materials developed	Training curricular Copies of curricular for national TOF and a similar number of copies of curricular for regional and district trainers produced	Availability of adult education curriculum and material development experts
3.3.2 Train e managers and supervisors in planning, coordination, mobilization of resources and managing adult literacy programmes	- No of trainings conducted at all levels	Training reports	Availability of trainers and training funds
3.3.3 Train adult literacy programme managers in developing appropriate interventions responding to the needs and interests of adult learners with special needs.	No of training conducted at all levels Proportion of managers and supervisors trained	Copies of thematic programs developed Training reports	Availability of trainers and funds
3.3.4 Train teams to develop locality-focused and thematic adult literacy programmes in a participatory manner with the target groups	No of locality focused and thematic programmes developed No. of trainings conducted	Training reports	Availability of trainers and training funds

Output 3.4. 22,744 Adult literacy Instructors effectively facilitate learning for all categories of adult learners and manage 3 adult literacy learning centres per parish by 2012			
3.4.1 Develop appropriate curricula and materials for adult literacy instructors according to the needs identified in the comprehensive assessment.	- Technical team meetings to develop appropriate curricula and instructor's guides held in the first year -curriculum and training materials developed	Workshop and meeting reports Copies of curricula Copies of training materials	Availability of curriculum and materials development experts
3.4.2 Capacity building for adult literacy instructors through initial and refresher training in all the districts	- No of adult literacy instructors' trainings conducted per district - proportion of instructors trained annually - team commissioned to develop instructors kits - No and types of instructor's kits developed	Training reports M&E reports	Availability of trainers Timely release of funds
3.4.3 Develop appropriate kits for the adult literacy instructors	- team commissioned to develop instructors kits - No and types of instructor's kits developed	Copies of adult literacy instructors Kits Reports of meetings	Availability of adult literacy material developers and funding
3.4.5 Establish and or strengthen adult literacy instructors' associations in all districts	Guidelines for adult literacy instructors' associations developed No of functional adult literacy instructors' associations in place Training materials produced and disseminated	- Reports on performance of the Instructors' Associations Copies of guidelines M&E reports	The designated officer will be competent enough to facilitate the process Government will have the resources in time to facilitate Availability of organisational development experts/consultants
3.4.6 Develop and implement adult literacy instructors' incentives scheme	- Equipments and materials supplied to the Instructors Associations -No of Instructors' benefiting from career development programmes	- Records and reports of existing associations Records of materials and equipments Careers development plans and reports	Timely release of funds Cooperation among various institutions
Output 3.5: Seven existing Rural Training Centres rehabilitated and equipped to offer continuous training and support for 10 Regional Adult Literacy Support Units and adult literacy instructors by 2016			
3.5.1 Carry out an institutional assessment to establish current status and needs of the RTCs	Needs assessment conducted	Study report	Adequate resources are available
3.5.2 .Renovate and equip the centres with necessary facilities	No of RTCs renovated and equipped	Physical observations and reports	Adequate resources are available
3.5.3: Establish management mechanisms for running the centres	No of functional management structures	Reports of RTCs	Adequate resources are available

Strategic Objective 4: To mobilise support and commitment to ALP at community, LGs, national and international levels <i>Result 4: Commitment and support to ALP significantly improved all levels by 2012</i>			
Output	Objectively Verifiable Indicators	Means of verification	Assumptions
4.1 Information on adult literacy documented and disseminated	<ul style="list-style-type: none"> - A system for documenting and disseminating information about adult literacy programme in place by 12/2012 - Proportion of information relating the implementation of adult literacy collected processed and documented for appropriate dissemination - Information on adult literacy programme easily available at the click of a button - Annual work plan and operational plan reflect a clear arrangement for information documentation and dissemination - Proportion of Staff and financial resources for adult literacy programme allocated for documentation and dissemination of adult literacy programme information 	<p>periodic reports Monitoring and evaluation reports Consultancy reports Research and management reports Radio and print media scripts MIS data base accessibility Annual work plans</p>	<p>Capacity strengthened in documenting and dissemination of adult literacy information Adequate capacity to collect and document information available NALMIS is operational and functioning</p>
4.2 Advocacy on adult literacy programmes strengthened by 2013	<ul style="list-style-type: none"> - Assorted IEC materials on adult literacy programme - International Literacy Day celebrations commemorated annually - No of stakeholders meetings held adult literacy advocacy - Advocacy Strategy developed and distributed 	<p>Copies of the materials and reports Activity report Records of different media production</p>	<p>All stakeholders willing to participate Competent people are willing to prepare position papers</p>
Activity	Objectively Verifiable Indicators	Means of verification	Assumptions
Output 4.1 Information on adult literacy documented and disseminated			
4.1.1 Conduct research on adult literacy priority areas	<p>Research priorities documented by June 2012. No. of Research Projects completed by Sept 2015 No. of meetings held</p>	<p>Document of research priorities Research reports Dissemination reports reports of meetings</p>	<p>There will be committed people who see the value of conducting a good research project which can generate information that can be use to publicise the values of FAL at all levels of governance</p>

Activities	Objectively Verifiable Indicators	Means of verification	Assumptions
4.1.2 Develop, update and maintain a adult literacy link in the MGLSD website	No of appropriate information posted to the website by 2015/16 Maintain the website Keep updating the website with new information about the contributions, innovation and progress that are taking place in adult literacy.	The existence of the website with all the information about ALP published in it	Website will be regularly updated
4.1.3 Document and publish significant findings and experiences on adult literacy	Identified areas of documentation on adult literacy Studies carried out to document experiences on adult literacy	Reports on experiences on adult literacy published	Financing available
Output 4.2 Advocacy on adult literacy programmes strengthened by 2012			
4.2.1 Develop adult literacy programmes advocacy Strategy	No. of stakeholder meeting to agree on an advocacy strategy for adult literacy held by 2011 Summary of the advocacy strategy and disseminate it for use at all level of implementation (International, National, and Local levels)	Monitoring and evaluation report Meeting and Activity reports Studying the write up of the strategy	Financing of advocacy prioritised in the implementation of NAPAL
4.2.2 Develop Information Education Communication (IEC) materials for advocacy	No of advocacy materials (brochures, leaflets etc) printed and utilised strategically to stimulate interest in the contribution of adult literacy in development to attract support and commitment to adult literacy by 12/2010	Activity reports Monitoring and evaluation	Competent persons willing to develop materials
4.2.3 Organise International Literacy Day and week celebrations for adult learners to publicize adult literacy activities	International literacy days held annually until 2015/16 No of call for and selected papers for presentation during the international literacy days symposium annually	Activity report	There will be donors willing to support this activity every year
4.2.4 Conduct media publicity and advocacy for adult literacy programme through Theatre for development (TFD), print and electronic media	No of features articles & press releases on adult literacy published in print media No of Radio & TV talk shows hosted in local media houses	Activity report	- Financing available

Strategic Objectives 5: To strengthen Adult Literacy Programmes Administration and management systems by 2013 (Result 5: Adult literacy programmes adequately provided with logistical support for effective delivery of services at all levels)			
Outputs	Objectively Verifiable Indicators	Means of verification	Assumptions
5.1 Improved coordination, dissemination and utilisation of guidelines for implementation of adult literacy programme	- Coordination mechanism at national, district and sub-county levels in place by end of 2012 Guidelines for coordination between different sectors and with LGs developed and adopted	Reports Copies of guidelines	Other sector ministries and LGs are willing to cooperate Sufficient resources available in time
5.2 Programme Administration and Support Enhanced	No. and types of Transport facilities and other logistics procured timely No. of Support staff paid regularly and timely	- Procurement records - Financial records	
Activity	Objectively Verifiable Indicators	Means of verification	Assumptions
Output 5.1 : Coordination, dissemination and utilisation of guidelines for implementation of adult literacy programmes Improved by 2012			
5.1.1 Establish adult literacy coordination committees at national, district, sub-county, parish and village levels	- 3 workshops conducted by end of 2011 - draft implementation guidelines documents produced	Workshop Reports Copies of guidelines	Funds are available
5.1.2 Develop, produce and disseminate guidelines to facilitate effective implementation of adult literacy programmes by all providers	- 7000 guidelines printed and distributed by end of 2011 - dissemination seminars conducted in all districts	Printed copies of guidelines Records of distribution Dissemination reports	Guidelines developed in time
5.1.3 Hold adult literacy programme review meetings at national, district and sub county levels	- No. of Annual review meetings conducted - District and sub county quarterly review meetings conducted	Annual review reports Quarterly review reports	Funds available in time
Activities	Objectively Verifiable Indicators	Means of verification	Assumptions
Output 5.2: Programme Administration and Support enhanced by 2013			
5.2.1 Procure of motor vehicles, office equipment, utilities and consumables	No. and types of transport facilities and equipment procured	Progress reports, LPOs and inventory of equipment Distribution reports	Funds adequately provided
5.2.2 Service and maintain of programme motor vehicles and office equipment	No of vehicles and equipment in good working condition	Periodic reports of repairs/servicing/maintenance	
5.2.3 Payment of contract staff salaries and allowances	No of staff paid timely	Payslips	No major change in project staffing policy

Strategic Objective 6: To Strengthen collaboration and partnerships among adult literacy programmes stakeholders at all levels by 2014 (Result: Adult literacy key stakeholders effectively engaged in realistic collaboration and partnerships at all levels)			
Outputs	Objectively Verifiable Indicators	Means of verification	Assumptions
6.1 A Strategy / framework for strengthening public-private partnership in the implementation of adult literacy programmes developed and fully operationalised by 2014	A strategy for partnership in adult literacy developed and adopted Guidelines for partnership implementation developed and adopted No of PPP Strategy document and guidelines disseminated and publicised No of Joint review and planning meetings undertaken annually Initiatives of CSOs and other government actors adopted by MGLSD to enrich and widen adult learning - No of meetings held for sharing of Information among partners	Public - private Partnership strategy document - copies of guidelines for PPP - reports of review meeting independent studies	Government and the civil society organisations will be willing to work in harmony at all levels. Civil society/ Faith based organisations will be ready to open up and work with government in the implementation of adult literacy at all levels
6.2 A strategy for Adult Learners' participation in the management of adult literacy programmes developed and implemented by 2012	No of meetings conducted to develop strategy and guidelines No of Learners' associations receiving technical and material support for participation in adult literacy programmes management proportion of Learners participating in adult literacy management at all levels	Policy documents Case studies documenting learners participation Records of learners association at district level Reports from districts and CSOs/FBOs Independent studies	Learners will have strong representation at national level to lobby for support and active involvement in planning, designing policies and implementation
Activities	Objectively Verifiable Indicators	Means of verification	Assumptions
Output 6.1: A framework for strengthening public-private partnership in the implementation of adult literacy programmes developed by 20132			
6.1.1 Develop guidelines on private-public and public-public partnerships in adult literacy programmes	No of meetings conducted to develop strategy and guidelines No of draft strategy and guidelines produced	Reports of meetings Copies of PPP guidelines	Donors will support the partnership strategy
6.1.2 Popularize the strategies and guidelines for promoting different forms of partnerships	PPP strategy and guidelines disseminated and included in publicity and advocacy	Copies of advocacy materials Advocacy reports	Freedom of speech will continue to prevail

Activities	Objectively Verifiable Indicators	Means of verification	Assumptions
6.1.3 Hold national and district level joint review meetings to develop periodic adult literacy implementation plans and strategies	No of Joint review and planning meetings held annually	Partners report to the annual review and planning meeting on the tasks implemented	Government policy on ppp does not change
6.1.4 Share adult literacy information, ideas and experiences through a variety of fora	No of relevant reports and publications shared regularly No of forums held involving Partners whenever appropriate	Reports Testimonies by the civil society partners and government Interviews with CSOs	Member partners t will maintain the spirit of developing and nurturing the partnerships.
Output 6.2 A strategy for Adult Learners' participation in the management of adult literacy programmes developed and implemented by 2012			
6.2.1 Establish and support adult learners' associations at all levels	No of Guidelines for establishment of learners' associations developed and disseminated proportion of adult learners' associations in place and functional	Consultative workshop reports Reports from districts and partners	will continue to coordinate the partnerships
6.2.2 Provide technical assistance to learners' associations at all levels	No of adult learners' associations provided with technical assistance and by type	Reports from learners associations, districts and partners	Adequate resources are available and partners are committed
6.2.3 Involve adult learners' associations in planning. Management and evaluation of adult literacy activities at all levels	No of adult learners' associations actively participating in management and evaluation of adult literacy activities	Reports from adult learners' associations, districts and partners	Adequate resources are available and partners are committed

Annex 3: National Action Plan for Adult Literacy Plan of Operation

NATIONAL ACTION PLAN FOR ADULT LITERACY (NAPAL) PLAN OF OPERATIONS (2011/12-2015/16)- 5 YEARS

Activity No	Detail	DESCRIPTION	COSTS '000					TOTAL COST '000
			2011/12	2012/13	2013/14	2014/15	2015/16	
Objective 1	By 2014 the National Adult Literacy Management Information System is fully operational and functioning for decision making		2,943,751	2,754,060	2,213,560	2,107,900	2,061,610	12,080,881
Output 1.1	A NALMIS Soft ware upgraded and operational by 2012		572,623	586,160	177,000	177,000	27,000	1,222,424
1.1.1	Review existing data generation, collection, analysis, management and reporting system		18,464					18,464
1.1.2	Upgrade and rolling out NALMIS software for data capture, analysis, management and reporting		9,800					9,800
1.1.3	Conduct training for national, district and sub county users of NALMIS		317,359	309,160				309,160
1.1.4	Equipping 112 districts and 22 Municipalities with computers for data capture, analysis and management		200,000	250,000	150,000			750,000
1.2.5	Produce and disseminate Annual Statistical Abstract for adult literacy		27,000	27,000	27,000	27,000	27,000	135,000
Output 1.2	Monitoring & Evaluation System Strengthened and operationalised by 2012		435,948	240,000	-	-	-	675,948
1.2.1	Develop a comprehensive monitoring and evaluation system/ strategy.		87,455					87,455
1.2.2	Carry out baseline study for M&E		108,493					108,493
1.2.3	Produce and disseminate M&E manual and guidelines to key stakeholders		140,000	140,000				280,000
1.2.4	Train implementers on M&E system at all levels.		100,000	100,000				200,000
Output 1.3	Adult Literacy Programme monitored and evaluated according to plan.		1,935,180	1,927,900	2,036,560	1,930,900	2,034,610	9,865,150
1.3.1	Develop monitoring and support supervision guidelines.							
1.3.2	Carry out regular data collection, compilation, analysis and reporting (quarterly, bi-annually and annually) at all levels.		1,868,500	1,864,020	1,868,500	1,868,500	1,868,500	9,338,020

1.3.3	Conduct annual review of Adult literacy Programmes at district and national levels.	66,680	63,880	63,880	62,400	61,930	318,770
1.3.4	Conduct mid-term review and terminal evaluation of adult literacy Programmes		104,180	104,180		104,180	208,360
Objective 2	To provide a community responsive ALP to 2,000,000 learners targeting the poor and vulnerable populations by 2014	5,405,821	7,963,198	8,782,020	8,119,770	8,348,520	38,619,329
Output 2.1	Two million 2,000,000 Adult learners provided with community responsive adult literacy services by 2014	4,957,031	7,856,630	8,719,095	8,104,520	8,348,520	37,985,796
2.1.1	Undertake a national assessment of adult literacy programmes development, training, management and partnership status and needs at all levels.	82,379					82,379
2.1.2	Undertake regional needs assessment studies to identify locality/district/zone, speciality and interest specific needs by March 2011	337,790					337,790
2.1.3	Redesign adult literacy programmes to respond adequately to major categories of needs and demands taking into consideration needs of PWDs and special interest groups	46,923					46,923
2.1.4	Review and develop adult literacy curriculum against the findings of the learners' needs	35,254					35,254
2.1.5	Produce guidelines for practitioners on the diversified literacy practices and specific interest group approaches to adult literacy	214,110	107,055	107,055			428,220
2.1.6	Develop and distribute 2,000,000 adult learning, instructional and other relevant materials	3,224,110	6,349,110	7,849,110	7,742,055	7,742,055	32,906,440
2.1.7	Support and strengthen existing 8,644 learning centres	860,000	880,000				1,740,000
2.1.8	Establish new adult literacy centres to reach a density of 3 per parish (a total of 14,000)		300,000	450,000		450,000	1,200,000
2.1.9	Establishing 100 'drop-in' centres		64,000	156,465	206,000		426,465
2.1.10	Conduct community dialogue, mobilization and sensitization meetings on adult literacy at all levels	156,465	156,465	156,465	156,465	156,465	782,325
Output 2.2	ICT integrated in Adult Literacy programmes	206,487	40,368	62,925	-	-	309,780
2.2.1	Carry out a needs assessment/baseline study on ICT related aspects to inform design of the programme	39,321					39,321

2.2.2	Design and develop ICT based learning programmes	60,111							60,111
2.2.3	Develop ICT based learning materials	107,055							107,055
2.3.4	Train adult literacy instructors and supervisors on integrating ICT		40,368	62,925					103,293
Output 2.3	Adult Literacy Qualification and Certification framework operational by 2013	242,303	66,200	-	15,250	-	631,112	15,250	323,753
2.3.1	Develop Adult Literacy Qualification and Certification framework.	119,724							119,724
2.3.2	Train facilitators in developing level descriptors.	122,580	66,200						188,780
2.3.3	Publish and disseminate of the qualification framework				15,250			15,250	15,250
Objective 3	To strengthen the capacity of ALP implementers at all levels for improved service delivery	1,797,336	9,142,584	8,445,238	517,127	631,112	631,112	517,127	20,533,397
Output 3.1	A national resource team in place and able to address the learning needs of all managers, supervisors and adult literacy instructors by 2013	710,292	61,298	284,738	61,298	255,812	255,812	61,298	1,277,910
3.1.1	Carry out two learning needs assessments for the national resource team, Regional Adult Literacy Support Units, and district trainers to identify the training gaps	95,528							
3.1.2	Develop appropriate curricula and materials for national resource team, and district AL trainers	191,457							191,457
3.1.3	Conduct initial and refresher training of the national resource team and district trainers of adult literacy programmes	403,318							403,318
3.1.4	Conduct initial and refresher training of national resource team on integrating PWDs concerns in adult literacy programmes	19,989	19,989	19,989	19,989	19,989	19,989	19,989	99,945
3.1.5	Conduct mid term and final evaluation of the performance of the national resource team and district trainers		41,309	235,823	41,309	235,823	235,823	41,309	554,264
3.1.6	Establish a forum for national resource team and district trainers to exchange ideas and experience sharing			28,926					28,926
Output 3.2	7 Regional Adult Literacy Technical Support Units in place and able to effectively coordinate and provide technical support to adult literacy programmes at district and sub county levels by 2012	254,765	125,300	125,300	125,300	125,300	125,300	125,300	755,965
3.2.1	Develop guidelines for the regional technical support coordination	21,000							21,000
3.2.2	Provide regular support supervision and monitoring of adult literacy programmes in the respective regions								-

3.2.3	Coordinating trainings, implementation and management of adult literacy programmes in their regions	233,765	125,300	125,300	125,300	125,300	734,965
Output 3.3	1,300 adequately trained managers and supervisors at all levels to effectively manage and provide technical support to all implementers of ALP by 2012	349,750	68,712	-	-	-	418,462
3.3.1	Develop appropriate curricula and materials for managers and supervisors at national, district and sub county levels according to the needs identified in the comprehensive assessment	180,597					180,597
3.3.2	Train the managers and supervisors in planning, coordination, monitoring, supervision, mobilization of resources and managing adult literacy programmes	69,153					69,153
3.3.3	Training adult literacy programme managers in developing appropriate interventions responding to the needs and interests of adult learners with special needs.		68,712				68,712
3.3.4	Training teams to develop locality-focused and thematic AL programmes in a participatory manner with the target groups	100,000					100,000
Output 3.4	21,000 AL instructors effectively facilitating learning for all categories of adult learners and manage three adult literacy learning centres per parish by 2013	80,529	8,527,274	8,035,200	330,529	250,000	17,223,532
3.4.1	Develop appropriate curricula and materials for AL instructors according to the needs identified in the needs assessments (see strategic objective 2).	80,529			80,529		161,058
3.4.2	Capacity building for adult literacy instructors through initial and refresher training in all the districts		7,785,200	7,785,200	-	-	15,570,400
3.4.3	Develop appropriate kits for the AL instructors		492,074				492,074
3.4.4	Establish and or strengthen adult literacy Instructors' Association in each district		250,000	250,000	250,000	250,000	1,000,000
3.5.6	Develop and implement adult literacy instructors' incentives scheme						-
Output 3.5	7 existing Rural Training Centres (RTCs) rehabilitated and equipped to offer continuous training and support to the Regional Adult Literacy Support Units and adult literacy instructors by 2012.	402,000	360,000	-	-	-	762,000

3.5.1	Carrying out an institutional assessment to establish current status and needs of the RTCs	21,000								21,000
3.5.2	Renovate and equip the RTCs with necessary facilities	360,000	360,000							720,000
3.5.3	Establish mechanisms for managing the RTCs	21,000								21,000
Objective 4	Mobilize support and commitment to ALP at community, LG, national and international levels	90,331	374,868	298,597	405,157	298,697	405,157	298,697	405,157	1,467,650
Output 4.1	Information on adult literacy documented and disseminated	7,831	109,537	109,537	109,537	109,637	109,537	109,637	109,637	465,079
4.1.1	Carrying out research on adult literacy priority areas	7,831	83,000	83,000	83,000	83,000	83,000	83,000	83,000	339,831
4.1.2	Developing, updating and maintaining adult literacy website/ web-site link	19,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	67,000
4.1.3	Documenting and publishing significant findings and experiences on adult literacy		14,537	14,537	14,537	14,637	14,537	14,637	14,637	58,248
Output 4.2	Advocacy for AL strengthened	82,500	265,331	189,060	189,060	189,060	189,060	189,060	189,060	915,011
4.2.1	Develop adult literacy advocacy strategy		21,000							21,000
4.2.2	Develop Information Education Communication (IEC) materials for advocacy		55,271							55,271
4.2.3	Organise International Literacy Day and week celebrations including graduation ceremony	82,500	82,500	82,500	82,500	82,500	82,500	82,500	82,500	412,500
4.2.4	Conduct media publicity and advocacy for adult literacy programmes(Radio, print and electronic)		106,560	106,560	106,560	106,560	106,560	106,560	106,560	426,240
Objective 5	To Strengthen Adult Literacy Programme Administration & management systems	741,261	853,291	610,855	170,855	171,661	170,855	171,661	171,661	2,547,923
Output 5.1	Coordination, dissemination and utilization of guidelines, standards and other adult literacy related information improved by 2011	335,046	233,350	-	-	-	-	-	-	568,396
5.1.1	Establish adult literacy coordination mechanisms at all levels									-
5.1.2	Develop, produce and disseminate guidelines to facilitate effective implementation of adult literacy programmes by all providers	335,046	233,350							568,396

Output 5.2	Adult literacy programme administration and support strengthened by 2012	406,215	619,941	610,855	170,855	171,661	1,979,527
5.2.1	Procuring of motor vehicles, office equipment, utilities and consumables	248,007	461,733	452,647	12,647	13,453	1,188,487
5.2.2	Servicing and maintenance of programme motor vehicles and office equipment	124,608	124,608	124,608	124,608	124,608	623,040
5.2.3	Paying of contract staff salaries and allowances	33,600	33,600	33,600	33,600	33,600	168,000
Objective 6	Strengthen collaboration and partnerships among ALP Stakeholders at all levels	841,147	823,688	923,688	523,688	523,688	3,635,897
Output 6.1	A Strategy / framework for strengthening public-private partnership in the implementation of adult literacy programme developed and fully operationalised by 2013	61,159	109,700	109,700	109,700	109,700	499,959
6.1.1	Develop guidelines on private-public and public-public partnerships in AL	28,559					28,559
6.1.2	Popularize the strategies and guidelines for promoting different forms of partnerships	32,600					32,600
6.1.3	Conduct Joint Review meetings at all levels	81,500	81,500	81,500	81,500	81,500	407,500
6.1.4	Share adult literacy information, ideas and experiences through a variety of fora	28,200	28,200	28,200	28,200	28,200	141,000
Output 6.2	A strategy for adult Learners' participation in the management of adult literacy developed and operational	779,988	713,988	813,988	413,988	413,988	3,135,938
6.2.1	Establish and support adult learners' associations at all levels	177,000	92,500	92,500	92,500	92,500	547,000
6.2.2	Providing technical assistance to adult level learners' associations at all levels	528,988	528,988	628,988	228,988	228,988	2,144,938
6.2.3	Involve adult learners associations in planning, management and evaluations of adult literacy activities	74,000	92,500	92,500	92,500	92,500	444,000
	TOTAL BY FINANCIAL YEAR	11,819,646	21,911,689	21,273,958	11,844,497	12,035,288	78,885,076

² The 7 regions are (clockwise on the map): West Nile, Mid- Northern, North Eastern, Eastern, Central, South Western, Mid-Western



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