



THE REPUBLIC OF UGANDA

MINISTRY OF GENDER, LABOUR AND SOCIAL DEVELOPMENT

INTEGRATED COMMUNITY LEARNING FOR WEALTH CREATION (ICOLEW) PROGRAMME

ICOLEW IMPLEMENTATION GUIDELINES



DVV International

September, 2020



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Foreword

Uganda has made remarkable progress in education and literacy over the years. This has been achieved through various education and adult literacy programmes geared towards ensuring all Ugandans, men and women, irrespective of age and disability are provided with learning opportunities. Despite these efforts, a sizeable proportion of our population are still non-literate. Adult illiteracy rate for population aged 10 years and above was 28 percent (male 23 percent and female 32 percent) in 2014. This shows that over 6.3 million women and men were illiterate. There were more non-literate population in rural areas (32 percent) than urban areas with 15 percent. The situation is aggravated by limited skills to support livelihoods at household level. In partnership with German Adult Education Association (DDV International). These Implementation Guidelines for the Integrated Community Learning for Wealth Creation (ICOLEW) Programme seek to improve adult literacy in Uganda.

The ministry of Gender, Labour and Social Development in partnership with German Adult Education Association (DDV International) has piloted the Integrated Community Learning for Wealth Creation Programme in the four districts of Mpigi, Iganga, Namayingo and Nwoya with support from the German Adult Education Association (DVV). The lessons from the pilot phase informed the development of these guidelines. This comprehensive integrated programme strives to address the needs of adult learners by imparting literacy and numeracy skills, and livelihood skills for socio-economic empowerment. The programme components will be achieved through a multi-sectoral and multi-departmental approach using the existing service delivery structures.

The Implementation Guidelines provide systematic implementation modalities including governance and partnerships, technical and management processes, monitoring and evaluation and financing.

These guidelines have been developed through a consultative process and are expected to guide all stakeholders in the implementation of the ICOLEW Programme.

I therefore call upon all stakeholders across sectors, development partners, civil society and faith - based organisations, to work in partnership and implement ICOLEW so as to ensure lifelong learning opportunities for all.



James Ebitu
Ag. PERMANENT SECRETARY

Acknowledgement

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The Ministry is indebted to the German Adult Education Association (DVV International) Uganda Country Office for supporting the entire process of developing these ICOLEW Programme Implementation Guidelines. Special thanks to Mr. Kyebakola Caesar the Country Director DVV International-Uganda and Mr. Kifampa Joseph the Technical Expert.

On behalf of the Ministry I wish to express gratitude towards the District Local Governments of Mpigi, Namayingo, Iganga and Nwoya, the Pilot Districts of the ICOLEW Programme from which many lessons were drawn to enrich the Guidelines. My great recognition is particularly extended to the District ICOLEW Coordination Committees of the pilot districts who participated actively in implementation of the pilot from which invaluable inputs into this guideline were drawn.

The development of the Guidelines would not have been possible without the generous contributions and tireless efforts provided by the staff of the Department of Community Development and Literacy. I would like to especially commend Mr. Everest Tumwesigye (Commissioner, Community Development and Literacy), who led and coordinated the team, Mr. Ejoru Alphonse (Assistant Commissioner for Literacy), Ms. Kyaringabira Imelda (Principal Literacy Officer/National ICOLEW Coordinator), Ms. Akello Harriet (Principal Literacy Officer), Ms. Naluwende Lydia (Senior Community Development Officer) and Mr. Wetaya Paul (Senior Community Development Officer).



Everest Tumwesigye
COMMISSIONER, COMMUNITY DEVELOPMENT AND LITERACY

Abbreviations and Acronyms

CAO	Chief Administrative Officer
CBSD	Community Based Services Department
CCT	Centre Coordinating Tutor
CDO	Community Development Officer
CSO	Civil Society Organization
CEG	Community Empowerment Group
CLC	Community Learning Centre
DIC	District ICOLEW Coordinator
DVV	German Adult Education Association
FAL	Functional Adult Learning
GAP	Group Action Plan
ICOLEW	Integrated Community Learning for Wealth Creation
LC	Local Council
LG	Local Government
MGLSD	Ministry of Gender, Labour and Social Development
NDP	National Development Plan
PDC	Parish Development Committee
PWDs	Persons with Disabilities
SAS	Senior Assistant Secretary
SITAN	Situation Analysis
UNESCO	United Nations Educational, Scientific and Cultural Organization
VAP	Village Action Plan
VSLA	Village Saving and Loans Association

Definition of Concepts

Adult Learner	A person above the age of 15 years who is enrolled in an adult learning and education programme
Community Empowerment Group (CEG)	A group of up to 30 adult learners living in the same village and participating in the ICOLEW Programme
Community Empowerment Group Facilitator	A person selected by the village and assigned by the Sub County Chief and is responsible for the adult learning process and the implementation of the ICOLEW programme components in the CEGs
Andragogy	The methods and principles used in adult education
Integration	Concerned with the processes required to ensure that the various programme activities are coordinated properly with input from relevant sectors and departments
Community Learning Center (CLC)	The CLC is a one stop center based at the Parish level for continuous education and lifelong learning as well as delivery of other services. The CLC is community owned and services may include; adult literacy and numeracy, library, health promotional services, community meetings, training, demonstration grounds, sports, Information Communication technology (ICT)
The LAMP Scale	LAMP stands for Literacy Assessment and Monitoring Programme.. LAMP is specifically designed to provide adult literacy practitioners with the information required to effectively plan and implement literacy programmes by measuring literacy levels.

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1.0 Introduction

The Integrated Community Learning for Wealth Creation (ICOLEW) is a programme as well as a learning approach, designed to integrate literacy and numeracy with livelihoods and life skills. It is geared towards stimulation of demand and sustenance of continuing and lifelong learning as well as application/use of acquired knowledge, skills and attitudes for holistic human and community development.

The Ministry of Gender, Labour and Social Development is the lead agency in the implementation of ICOLEW. As a lead agency, the Ministry is responsible for policy development, developing guidelines for implementation, coordination of actors, setting standards, capacity development, providing support supervision, and monitoring and evaluation

1.1 Background

The Government of Uganda recognizes that education is an important aspect of human capital development. Article 30 of the Constitution 1995 provides that All persons have a right to education. The National Development Plan (NDP) II identified human capital development as one of the fundamental enablers for socio-economic transformation of the country to achieve middle income status by the year 2040. However, a substantial proportion of Ugandans are not fully participating in the development process due to high rates of illiteracy among other constraints. Although there has been a steady increase in the literacy rates from 54 percent in 1992 to 72.2 percent in 2014 (increase of 18.2 percent) a significant population of youth and adults are still illiterate. According to the Population and Housing Census report, over 6.3 million Ugandans, majority of who are women, are still illiterate (UBOS, 2016).

Low adult literacy levels and inadequate functional skills, poor reading culture and knowledge that hampers effective decision making, participation in development initiatives, access to essential services and household income earning ability. Illiteracy among individuals is attributed to different but inter-related causes, the most common being: inter-generational, difficult economic conditions/poverty, mindset, high fertility and population, geographic factors and child violence.

Low levels of literacy have perpetuated ignorance, belief in myths, apathy and resistance towards Government programmes such as immunization against preventable diseases, misuse of insecticide treated mosquito nets; lack of ownership of Government programmes, projects and infrastructure being vandalized while communities looking aside. There are negative and backward attitudes to development initiatives geared towards poverty eradication and general erosion of societal moral fabric is taking root, where positive living, work ethics and collective good and integrity are fast fading, as well as high dependency syndrome.

Amongst the various programs, the Ministry of Gender, Labour and Social Development (MGLSD) is committed to this cause through the implementation of the Integrated Community Learning for Wealth Creation (ICOLEW) Programme to address the learning needs of the youth and adults. The implementation of the Integrated Community Learning for Wealth Creation Programme (ICOLEW) shall involve various stakeholders at national (macro), higher and lower local governments (meso) and community levels (micro). The Guidelines provides direction to ensure quality, standards and harmonized implementation of the programme by all partners at all levels.

1.2 Purpose of the Guidelines

The guidelines provide a set of standards and procedures for local governments and non-state actors who are implementing or intend to implement ICOLEW. The guidelines provide principles that have to be adhered to for quality assurance in the delivery of the programme for all service providers.

1.3 Goal and Objectives

1.3.1 Goal

The programme goal is to empower youth and adults with no or limited literacy and numeracy skills to participate in the development process.

1.3.1 Specific Objectives

- i) To enhance adult learners' literacy and numeracy skills and their application for socio-economic transformation
- ii) To improve infrastructure for integrated adult and lifelong learning
- iii) To strengthen the institutional capacity to deliver the programme

1.4 Expected Outcomes

- i) Increased demand and uptake of continuous and lifelong learning among community members.
- ii) Optimized service delivery by Government and non-government actors
- iii) Improved incomes and quality of life among adult learners and their households community members.
- iv) Improved community involvement and participation in the development process.
- v) Communities adopt improved skills across the life spectrum.

1.5 Target beneficiaries

The program shall target the following categories of people:

- i) Youth and adults with no or limited literacy and numeracy skills with special focus on:
 - a) FAL learners/ Graduates
 - b) women
 - c) People with disabilities
 - d) Older persons
 - e) Prisoners
- ii) People in hard to reach areas e.g the fisher folk and pastoralists
- iii) Unskilled youth and adults
- iv) School drop outs and semi-literates
- v) Armed forces
- vi) Refugees and migrants
- vii) The Indigenous communities

1.6 Scope and area of operation

The programme will cover all the current 135 districts of Uganda including Kampala capital City Authority and the cities of Arua, Gulu, Jinja, Mbarara, Fort Portal, Masaka and Mbale in a systematic, planned and phased manner..

1.7 Mode of programme delivery

The programme shall be delivered at village level through organized groups of between 25- 30 adult learners called Community Empowerment Groups (CEGs). Each CEG group shall be managed by a trained facilitator supported by the program supervisors and managers at various levels. These will undertake a two years learning cycle. Learning will be based on local problems, issues and needs as well as national development agenda. Instructions will be conducted in a local language spoken by majority of people in an area.

2.0 Programme Principles

The implementation of the Programme shall take into consideration the following principles:

(i) Equal access for all

Equal learning opportunities shall be made accessible to all groups especially women, youths, older persons, persons with disabilities, pastoral communities, persons with special learning needs, fisher folk communities, indigenous communities, displaced communities, refugees, migrants and people under special circumstances like prisoners and armed forces.

(ii) Learner centeredness

The learner shall be the central focus of all aspects of the programme implementation. The involvement of learners in determining what they want to learn and how to learn shall be a primary requirement.

(iii) Participation

There shall be full involvement of the communities and adult learners, male and female, People with Disabilities (PWDs), older persons and other marginalized groups in all aspects of the programme including; planning, implementation, resource mobilization and Monitoring and Evaluation (M&E).

(iv) Gender responsiveness

There shall be deliberate efforts to address issues that affect women and men, girls and boys during programme implementation.

(v) Self-Concept/Andragogy

There shall be acknowledgement of the uniqueness of individual adults as self-directing and independent learners who must be treated with respect in conformity with their socio-economic and cultural status in society.

(vi) Partnership

There shall be recognition of the important roles and contribution by government and non-government actors in the implementation of the programme. This principle will ensure cooperation, networking, collaboration and coordination at all levels of implementation.

(vii) Multi-sectoral linkages

There shall be deliberate effort to promote intra and inter-sectoral linkages at all levels of government for effective and efficient service delivery.

(viii) Decentralized service delivery

The programme shall uphold implementation within the decentralized system of governance. The local governments shall be responsible for programme implementation while central government shall be responsible for policy guidance and oversight.

(ix) Empowerment

The programme shall focus on enhancing people's capacity to take charge of their own development. Emphasis will be on enabling them to have the ability to initiate and implement action plans.

(x) Human rights based

The promotion and protection of the right to education shall be upheld at all times by duty bearers and right holders. The duty bearers shall provide and the right holders shall have the obligation to uptake adult education services.

(xi) Needs based

The programme implementers shall at all-times pay attention to the peculiar needs and circumstances of the adult learners while at the same time linking to the national agenda.

(xii) Experiential learning

Adult Learners shall be encouraged to draw lessons from their life experiences and knowledge in the learning process.

(xiii) Adaptability

The programme shall promote innovations to cope with the ever changing needs and technological circumstances.

(n) Social inclusion

The programme shall ensure inclusion of categories of people who are vulnerable and marginalized such as the poor, older persons, persons with disabilities, pastoralists, fisher folk, minority ethnic groups, refugees, and those in conflict and disaster affected areas.

3.0 Programme Components

The ICOLEW Programme has five components, namely:

- i) Literacy and numeracy acquisition and enhancement;
- ii) Vullage Savings and Loans Association;
- iii) Livelihoods and business development skills support;
- iv) Community Learning Centres (CLCs); and
- v) Institutional capacity strengthening support.

3.1 Literacy and Numeracy acquisition and enhancement

This component contextualizes literacy and numeracy acquisition based on learner's needs and national development agenda. These needs shall be identified through baseline studies, needs assessment and situation analysis exercises. The needs identified shall be used to develop learning units which shall guide the learning process.

3.2 Village Savings and Loans Associations (VSLAs) Promotion

This component shall support learners to organize themselves into and strengthen their savings and loans association as vehicles for investments. Training in VSLA management shall be extended to all organized and registered groups. VSLA shall promote group solidarity and cohesion while embedding literacy, numeracy and financial literacy skills within the programme component activities. VSLA shall mobilize member resources (time, ideas, savings) and build a loan portfolio for investments in productive ventures.

3.3 Livelihood and Business Skills Development Support

This component shall promote the development of marketable livelihoods skills that can enable them create opportunities for generating households' income so as to improve communities socio-economic well-being in a sustainable manner. Learners shall be provided with hands on training in market-oriented livelihoods/trades identified by themselves with support from subject matter specialists at the district and lower local governments. Special preference will be for green economic livelihoods with bias on optimization of value addition and self-employment. The component will also provide Entrepreneurship/Business development skills and make follow-up support to promote growth and development of their enterprises.

3.4 Community Learning Centers (CLCs)

This component shall support activities to establish, strengthen, equip and professionally manage CLCs as local institutions for knowledge and skills transfer and application by programme beneficiaries and the wider community. CLCs shall serve as a one stop service delivery point where community members can access an array of extension/out reach services from different sectors, as well as community hubs for skills acquisition and practice for improved livelihoods.

3.5 Institutional Capacity Strengthening and Support

This component shall support the strengthening of systems and structures for provision and coordination of services at various levels of programme implementation. Focus shall be put on human resource development, coordination and management structures, support supervision and technical backstopping in planning, budgeting, monitoring and evaluation as well as provision of requisite equipment for programme implementation.

4.0 Implementation Procedures

The programme shall be implemented based on the following procedures;

- i) Orientation of Stakeholders to the programme
- ii) Training of trainers
- iii) Community entry, mobilization and sensitization

- iv) Selection and training of facilitators
- v) Situation analysis
- vi) Selection and enrolment of learners
- vii) Learning environment
- viii) Learning process
- ix) Establishment of Leadership and Management Committees
- x) Development and use of learning and instructional materials
- xi) Learner Assessment
- xii) Establishment of Community Learning Center
- xiii) Facilitators monthly meetings
- xiv) Support supervision, monitoring and evaluation

Details of the implementation procedures is highlighted below:

4.1 Orientation of stakeholders on the programme

Orientation meetings shall be conducted for stakeholders at national, higher and lower local government levels. The purpose of these orientation meetings is to raise awareness and seek for commitment and support towards programme implementation. At national level and higher local government levels, the Ministry of Gender, Labour and Social Development (MGLSD) shall take lead while at lower local government level, the Community Based Services Department (CBSD) shall take charge.

4.2 Training of Trainers

Relevant staff at Meso level shall be selected to be trained as trainers of trainers. A Training of Trainers (TOT) shall be organized and conducted by the master trainers for a minimum of 14 days.

4.3 Community entry, mobilization and sensitization

The lower local governments shall organize sensitization meetings at village level. At this meeting, community members shall be informed about the programme and seek their participation. The community is expected to nominate at least three potential facilitators per village based on the nomination criteria (see Annex 1)

4.4 Selection, training and motivation of Facilitators

i) Selection

Each Community Empowerment Group (CEG) shall have one facilitator selected out of the three nominees. A panel comprised of the Community Development Officer, District ICOLEW Coordinator and the District Community Development Officer shall be constituted at the lower local government to interview and select the best nominee based on the selection criteria. (see Annex 2)

ii) Training of facilitators

Facilitators shall undertake a mandatory 15-days initial training to build their skills and capacity to facilitate adult learning. The facilitators shall be trained by program managers and supervisors at meso levels with support from the national level where necessary. The

facilitators shall also undergo a five-day refresher training at least once a year to address any skills gap that may arise during programme implementation.

iii) **Letter of engagement**

After successfully undergoing training, the Senior Assistant Secretary (SAS)/Town Clerk shall issue a letter of engagement for the facilitator spelling out terms of reference. (see Annex 3)

iv) **Facilitators motivation**

Facilitators shall be provided with a monthly stipend of not less than 50,000 (fifty thousand UGX). Funds for the monthly stipend shall be generated from different sources, including but not limited to government, civil society organizations and part of the interest accrued from the VSLA. Facilitators shall form an association at the lower local level and manage their own VSLA.

4.5 **Situation Analysis (SITAN)**

This shall entail the communities coming together to identify issues affecting them through a participatory process; generate a baseline with a view of systematically addressing the issues through action plans. The SITAN shall provide a basis for material development, service delivery, assessment and evaluation of the programme. (see Annex 4) The facilitator shall conduct SITAN supported by the program supervisor and managers.

4.6 **Selection and enrolment of adult learners**

Learning in ICOLEW Programme is voluntary. The facilitators with support of local leaders and supervisors shall mobilize community members and register all individuals who shall have expressed interest in the programme. The registered members shall be subjected to pre-assessment (see annex 5) in order to identify their literacy and numeracy levels. On the basis of the pre-assessment results, a final list of learners (25 -30) shall be generated.

4.7 **The learning environment**

i) **Learning site**

Learning shall be carried out at a facility considered suitable and convenient by the learners, facilitator and the community. (see Annex 6) for learning site selection criteria). Where education and religious institutions exist, learners shall utilize these facilities. Where learning shelter is desired, construction shall be the responsibility of the community, with support from the local governments, CSOs and private sector.

ii) **Sitting facilities**

The learners, the village leadership and the Local governments (LGs) shall work out ways of providing adequate sitting facilities.

iii) **Materials**

The LGs shall provide necessary instructional materials to facilitators that shall among others include; chalk boards, dusters, chalk, Books and Registers.

iv) Literate environment

The facilitator with the support of the supervisors and sector experts shall provide supplementary materials in appropriate languages to promote lifelong learning.

4.8 Learning process

The ICOLEW Learning process shall follow the reflect approach using the PRA methodology (see Annex 7). Learning shall be based on the issues affecting the community and the national development agenda as laid out in the National Functional Adult Literacy Curriculum.

The facilitators shall endeavor to establish the learners' expectations and objectives at the beginning of the learning cycle. Based on the pre-assessment, learners shall be grouped according to their literacy and numeracy levels based on Literacy Assessment and Monitoring Programme (LAMP) and Numeracy Scales so as to enable multi-level learning.

The learning cycle shall take two years covering total minimum participation time of 624 contact hours (3 hours per day for 2 days in week). A learner who shall not have adhered to the minimum of 24 consecutive contact hours (8 consecutive meetings - one month) shall be considered a drop out. There shall be no replacement of learners one month after the start of the learning cycle.

Adult learners shall participate in planning for their literacy and numeracy sessions, venue and time of the sessions. They shall actively participate in the implementation of group and village action plans (GAPs & VAPs) to address problems/issues affecting the group and community as well as CLC activities.

Facilitators shall prepare lesson plans prior to the learning session. Learners shall provide their own writing materials (e.g exercise books, pens, and pencils e.t.c) Learners shall be graduated at the end of the learning cycle.

Implementers shall collaborate with the local leaders to ensure creation of appropriate learning environment for adult learners as well as establish linkages and networks between adult learners and other development interventions.

4.9 Leadership and Management Committees

i) Community Empowerment Group (CEG) Leadership Committee

The Learners shall elect from amongst themselves, the Community Empowerment Group (CEG) Leadership Committee. The Committee shall include the Chairperson, Treasurer, Secretary, Mobilizer and 3 other executive members. The CEG leadership committee shall be responsible for all CEG activities including VSLA, group enterprises, VAPs and GAPs among others.

The facilitator shall mentor the group Secretary for the first one year, after which the Secretary shall work independently.

Elections shall be conducted for new members after every two years. Each member on the leadership committee shall serve for only one term to allow other group members opportunity to participate in and develop leadership skills.

ii) Community Empowerment Group (CEG) Management Committee

The Local council (LC1) Executive Committee of the village/Cell where the CEG is located shall constitute the CEG Management Committee. The CEG Management Committee shall oversee the operations of the CEG leadership committee, facilitator and participation of learners in the group.

4.10 Development and use of Learning and Instructional Materials

Learning under ICOLEW program shall be based on locally developed, adapted or adopted materials taking into consideration the learners needs and their specific context. The materials include the following; Facilitator guide/Learning units (See Annex 11), Supplementary and locally available materials.

Factors to consider in materials development

The development of instructional materials shall take the following into consideration:

- a) Standards and quality (capacity building at all levels)
- b) Cost effectiveness
- c) Relevance (educational goals, curriculum, learners' needs and situation)
- d) Language used by majority of the people in a given geographical location
- e) Learner's participation.

4.11 Learner Assessment

There shall be a system of measuring the learning achievements of learners which shall include baseline, continuous, periodic and summative assessment.

There shall be a system of measuring the learning achievements of the learners continuously and periodically. (See Annex 9). Continuous assessment shall be undertaken throughout the learning process to check the learning progress. Periodic assessment shall check learning progress on a quarterly basis. Summative assessment shall measure learning achievements at the end of the learning cycle (See Annex 10). Assessment records shall be maintained for each adult learner.

Assessment shall be conducted by facilitators supported by the Community Development Officers and subject matter specialists (Agricultural Officers, Veterinary Officers, Health Assistants e.t.c) as explained below:

- i) Pre-assessment** shall be conducted to get baseline profile of each learner at the time of enrollment. Pre-assessment of learners shall include data on learner's literacy, numeracy and livelihood skills at entry. Results of literacy and numeracy skills shall be used as a basis for grouping learners. The learners' profile shall be used as benchmark for monitoring and evaluation. (see annex 8)
- ii) Continuous assessment** of learners shall take place during the entire learning process based on the learning units and session plans to monitor progress. The learners shall continuously conduct self-assessment to monitor achievement in regard to their learning objectives and ensure that they complete the learning cycle. Number games, word games and PRA tools can be used.

- iii) **Periodic assessment** shall be conducted quarterly based on the LAMP/Numeracy scale to monitor learning progress of individual learner. (See Annex 9)
- iv) **Summative assessment** shall be conducted at the end of the learning cycle to determine learning achievements of individual learner using the summative assessment tool. (See Annex 10).

4.12 Community Empowerment Group Facilitators' Monthly Meetings

Facilitators shall hold monthly meetings under the guidance of the Community Development Officer (CDO) supported by CLC coordinator as a Secretary. (See Annex 13) The purpose of this meeting shall be to review monthly progress, discuss challenges, emerging issues and forecast planned activities.

4.13 Support Supervision, Monitoring, and Evaluation

There shall be routine and periodic monitoring and support supervision by the programme supervisors and managers at all levels. Support supervision, monitoring and evaluation shall be carried out through meetings, progress reports, performance reviews, field visits, mid-term review and end of term evaluation (See Annex 12)

5.0 Community Learning Centres

Community Learning Centre (CLC) is a one stop center for continuous education and lifelong learning as well as delivery of other extension/outreach services. CLC will be based at the parish level for ease of access by the community. The community shall identify existing suitable structure and or sites for the establishment of CLC. The day to day operations of a CLC shall be supervised and coordinated by a CLC Coordinator. A lower local government will assign one of its established staff, preferably the Parish Chief of the host parish, to perform the duties of CLC Coordinator.

Management of a CLC shall be vested in the Community Learning Centre Management Committee (CMC) comprised of nine (9) members as follows: 6 representatives selected from among members of the Parish Development Committee (PDC); the Centre Coordinating Tutor (CCT), Representative from the Civil Society Organization (CSO) and the CLC Coordinator as Secretary to the Committee. The Community Development Officer (CDO) and extension staff of the lower local government shall be ex-officio members.

Activities/programmes of the CLC shall include among others: adult literacy and numeracy classes, library and information services, health outreach/promotional services, community meetings, training, demonstration grounds, sports, cultural and recreation activities, marketing as well as home and village improvement campaigns and ICT services among others. Local leaders and users of the CLC shall be responsible for its operation, protection and maintenance. *(For detailed information refer to Community Learning Centre guidelines).*

6.0 Implementation Framework

6.1 National Level

At the National level ICOLEW Programme shall be co-coordinated by the Ministry of Gender, Labour and Social Development. At Ministry level the Permanent Secretary shall be the overall in-charge and Accounting Officer of the ICOLEW programme. At administrative level

the ICOLEW Programme shall be housed in the Department of Community Development and Literacy, managed by Commissioner, Community Development and Literacy and coordinated by the National ICOLEW Coordinator.

The Ministry, through the Department of Community Development and Literacy, shall provide the policy framework and the overall supervision of the ICOLEW programme according to principles, roles and approaches given in these guidelines. This shall be done in close collaboration with other stakeholders namely: line ministries, local governments, civil Society and faith-based organizations, private sector, Institutions of Higher Learning, Literacy instructors/facilitators, adult learners, communities and development partners.

6.2 District and Sub county

- i) At the District level the Chief Administrative Officer (CAO) shall be the overall in-charge and Accounting Officer of ICOLEW Programme. The program shall be housed in the department of Community Based Services, managed by the District Community Development Officer and coordinated by a Senior Community Development Officer assigned as District ICOLEW Coordinator (DIC).
- ii) At the Sub-county level, the Sub-county Chief shall be the overall in-charge and Accounting Officer of ICOLEW Programme and assisted by a sub-county Community Development Officer who is the technical implementer and supervisor of the Programme.

6.3 City, Municipal and Town Council

- i) In the case of City Authority, City Council or a Municipality the Executive Director/Town Clerk shall be the overall in-charge and Accounting Officer of ICOLEW Programme. Below him/her is a Director of Gender and Community Based Services/Principal Community Development Officer who is assisted by Community Development Officer, who coordinates ICOLEW programme. In divisions of the City Council or Municipality the Divisional Principal Assistant Town Clerk or Assistant Town Clerk shall be the overall in-charge and accounting officer of ICOLEW programme assisted by a Community Development Officer who is technical implementer and supervisor of the programme.
- (ii) In the case of a Town Council the Town Clerk shall be the overall in-charge and Accounting Officer of ICOLEW programme. Below him/her is a Senior Community Development Officer who implements and supervises ICOLEW programme.

7.0 Roles and Responsibilities of Stakeholders

In order to streamline the implementation of ICOLEW Programme and minimize duplication, different stakeholders shall have clear roles and responsibilities as outlined below:

- i) **Ministry of Gender, Labour and Social Development**
 - (a) Overall direction of ICOLEW implementation nationwide;
 - (b) Policy formulation and development;
 - (c) Resource mobilization;
 - (d) Provide implementation guidelines;
 - (e) Set standards and quality control;

- (f) Establish a qualification framework;
- (g) Establish a Management Information System Unit;
- (h) Publicity and Advocacy;
- (l) Plan and budget for ICOLEW programme;
- (k) Provide support supervision to local governments and other stakeholders;
- (l) (m) Monitoring and evaluation;
- (n) Networking and coordinating with other stakeholders;
- (o) Research and documentation;
- (p) Advise Ministry of Finance Planning and Economic Development on ICOLEW matters;
and
- (q) Lobby and Advocate for ICOLEW programme.

ii) Other line Ministries

- (a) Provide supplementary materials;
- (b) Participate in development of curriculum and qualification framework;
- (c) Support to CEGs in technical areas;
- (d) Contribute resources towards ICOLEW programme;
- (e) Participate in monitoring and evaluation of ICOLEW programme;
- (f) Participate in inter-sectoral committee fora; and
- (g) Lobby and Advocate for ICOLEW programme.

iii) District Local Councils

- (a) Mobilization and allocation of funds to the ICOLEW planned activities;
- (b) Mobilization and sensitization of communities on ICOLEW
- (c) Approve recruitment of staff e.g. CDO, Extension staff e.t.c
- (d) Monitoring and supervising of the ICOLEW programme;
- (e) Promote inter-sectoral linkages and integration;
- (f) Facilitate exchange visits for adult learners within and outside the district;
- (g) Provide incentives to the facilitators;
- (h) Develop Ordinances ;
- (i) Approve plans and budgets of ICOLEW activities; and
- (j) Lobby and Advocate for ICOLEW programme.

iv) Chief Administrative Officer (CAO) or Town Clerk shall

- (a) Be chief accounting officers of funds for ICOLEW activities;

- (b) Be principal signatory for district ICOLEW funds;
- (c) Liaise with the social service sectoral committee on ICOLEW activities;
- (d) Approve and release ICOLEW funds for implementation
- (e) Identify and assign a competent CDO to take charge of ICOLEW activities;
- (f) Monitor ICOLEW funds and activities;
- (g) Report to district local government council on ICOLEW activities;
- (h) Provide overall supervision of ICOLEW programme
- (l) Mobilize resources;
- (m) Mainstream/Link ICOLEW with other development programmes; and
- (n) Lobby and Advocate for ICOLEW programme.
- (o) development of ICOLEW learning materials and provision of supplementary materials

v) District Community Development Officer (DCDO) / Municipal Principal Community

Development Officer (PCDO)

- (a) vote controller to the department account;
- (b) Supervision of the implementation of ICOLEW activities;
- (c) Incorporates the ICOLEW work plan and budgets in the Community Based Services sector plans and budgets;
- (d) Recommends the release of funds for ICOLEW planned activities;
- (e) Monitor ICOLEW funds and activities; and
- (f) Publicize and advocate for ICOLEW programme support.

i) District ICOLEW Coordinator (DIC)

- (a) Planning and budgeting for ICOLEW;
- (b) Coordinates ICOLEW activities in the district;
- (c) Formulation of budgets and work plans from ICOLEW;
- (d) Compiling periodic narrative and financial reports (monthly, quarterly and annual);
- (e) Provide monitoring and support supervision of the programme;
- (f) Support training of facilitators
- (g) Ensure periodic and continuous assessment of adult learners;
- (h) Initiate and organise periodic planning and review meetings

vii) Community Development Officers

- (a) Planning and budgeting for ICOLEW;
- (b) Coordinates ICOLEW training programme;
- (c) Initiate and participate in the mid-term review ICOLEW programme exercises;
- (d) data collection, entry and management of information.
- (e) Plan for Facilitators' incentives;
- (f) Ensuring availability of ICOLEW materials and equipment in the district;
- (g) Support supervision of CEG groups;
- (h) Linking ICOLEW programme with other programmes in community based service sector and other sectors;
- (i) Ensuring that ICOLEW activities are integrated into the existing work plans and budgets;
- (j) Requisition of funds for planned ICOLEW activities from CÁN;
- (k) Ensuring advocacy for ICOLEW; and
- (l) Coordinate needs assessment and baseline exercises;
- (m) Participate in materials development
- (n) Publicity and advocacy for ICOLEW at lower Local Government levels;
- (o) Plan and organize Facilitators Monthly meetings;
- (p) Monitoring and Evaluation;

viii) Sub-Counties/ Divisions and Town Councils

- (a) To ensure support of other extension workers to facilitate in ICOLEW classes;
- (b) Management Information Services (MIS); data collection, entry and management of information.
- (c) Provide incentives to ICOLEW supervisors and facilitators;
- (d) Identification of learners needs;
- (e) Approve and release funds for ICOLEW activities;
- (f) Make reports on ICOLEW activities/programmes;
- (g) Accountability for ICOLEW funds;
- (h) Publicity and advocacy for ICOLEW activities in the sub-county;
- (i) Integrate ICOLEW into other sub-county development activities;
- (j) Identification of learning needs;
- (k) Procurement and distribution of materials/resources;
- (l) Resource mobilization and allocation;
- (m) Monitoring and Evaluation; and
- (n) Accountability and Reports.
- (o) Procurement of sitting facilities
- (p) Plan and carry out exchange visits

ix) Parish Development Committees

- (a) Management of community learning centres,
- (b) Carry out planning and mobilise resources
- (c) Monitoring and evaluation;
- (d) Provide appropriate support to the facilitators;
- (e) Reporting;
- (f) provide supervision for CEG management committee

x) Village Councils

- (a) Identify eligible adult learners;
- (b) Support facilitators/learners;
- (c) Visiting ICOLEW CEGs;
- (d) Participate in Situation analysis exercises;
- (e) participate in CEG Management;
- (f) Identify and encourage PWDs to participate in adult learning; and
- (g) Support establishment of learning sites for CEG

xi) Facilitator

- (a) Conduct Situation analysis exercises;
- (b) Register and enroll adult learners;
- (c) Plan and Conduct learning;
- (c) Act as a secretary to the CEGs in the first year;
- (d) Link CEG with the village council executives and parish development committees;
- (e) Advocate and lobby for ICOLEW programme;
- (f) follow up the learners in their homes;
- (g) Carry out learner assessment
- (h) Liaise with CDO to link CEGs to subject matter specialists
- (i) Documentation and reporting;

xii) Households/Communities

- (a) Encourage and support learners; and
- (b) Encourage PWDs to participate in adult learning.
- (c) Support implementation of VAPs and GAPs
- (d) Participate in CLC activities
- (e) Adopt new technologies and best practices

xiii) Institutions of learning

- (a) Give technical support in the area of research and training;
- (b) Developing of supplementary materials for ICOLEW;
- (c) Provide support in policy formulation and development; and
- (d) Management Information System (MIS). data collection, entry and management of information.

- xiv) **Development Partners**
- (a) Advise government on policy matters;
 - (b) Mobilize resources (Human/Financial) for implementation of the programme;
 - (c) Integrate ICOLEW in their activities;
 - (d) Provide technical skills in ICOLEW and professionalize ICOLEW;
 - (e) Publicize ICOLEW activities;
 - (f) Promote networking between local and international programmes and service providers
 - (g) Support programmes and innovations for adult learning
 - (h) Monitor and evaluate ICOLEW activities; and
 - (i) MIS.
- xv) **Civil Society Organizations and Faith based organizations**
- (a) Resource mobilization;
 - (b) Mobilize communities to participate in the programme
 - (c) Training of implementers;
 - (d) Monitoring and evaluation;
 - (e) Data collection and reporting and dissemination
 - (f) Advocacy and lobbying for increased allocation of resources;
 - (g) Research and documentation.
 - (h) Collaborate and coordinate with government in the implementation of the programme
- xvi) **Private Sector**
- (a) Provide training;
 - (b) Invest in ICOLEW;
 - (c) Provide opportunities to learners to practice and implement Income generation skills from ICOLEW CEGs:
 - (d) Provide an avenue for the workers to benefit from ICOLEW programme: and
 - (e) initiate research, documentation and dissemination on best practices
- xvii) **Facilitator's Associations**
- (a) Organize monthly meetings and make reports;
 - (b) Organize inter-CEG visits;
 - (c) Link CEGs with extension workers
 - (d) Make project proposals for support:
 - (e) Promote peer support and mentoring
 - (f) Organize literacy weeks, days, demonstrations and shows e.t.c.;
 - (g) Lobby and advocate for ICOLEW;
 - (h) organize their own VSLA and initiate Income Generating Activities
 - (i) Monitor and evaluate;
- xviii) **Learners' Associations/CEG**
- (a) Mobilize their fellow learners to enroll in ICOLEW;
 - (b) Mobilize resources;

- (c) Advise on organizing and planning ICOLEW activities;
- (d) Assist to maintain discipline within learners;
- (e) Lobby and advocate for ICOLEW;
- (f) Organize and participate in exchange visits;
- (g) Initiate Income Generation Activities;
- (h) Contribute and participate in decision making in ICOLEW activities; and
- (i) Participate in monitoring and evaluation.
- (j) Promote savings culture amongst the members
- (k) Promote group investments; social enterprise
- (l) Participate in CLC activities
- (m) Participate in development and implantation of VAPs and GAPs

Table 1: ICOLEW Implementation, Coordination and Management Structures

Level	Committee	Composition	Roles
National	Inter-Ministerial Technical Committee	MGLSD, MoFPED, MoES, MOH, MAAIF, MOTIC, MOWE, OPM, MoLG, OP (manifesto desk), OWC	<ul style="list-style-type: none"> • Oversight role • guidelines and standards, • resource mobilization, • M&E • Advocacy and lobbying • mentoring LGs
District	District Technical Planning committee	CAO, Heads of Departments	<ul style="list-style-type: none"> • Resource mobilization, • Planning and budgeting, • Linkages/ integration, • Support supervision, Monitoring and Evaluation, • ensuring compliance standards • materials development • provision of supplementary materials • Capacity building of facilitators, supervisors, extension workers.
Sub County/ division/ Town Council	Sub County Technical Planning Committee	SAS, CDO, Extension Staff, Parish Chief, Sub Accountant	<ul style="list-style-type: none"> • integration of ICOLEW Programme activities the sub-county plans and budgets, • sensitization of communities • identification of learning sites and CLCs • training, advising and support supervision of CEG facilitators. • Material development • Monitoring and evaluation • Registration of CEGs

Level	Committee	Composition	Roles
Parish	Parish Development Committee	Parish Chief, LCII Chairperson, LCI Chairpersons, Representatives from villages (man and woman)	<ul style="list-style-type: none"> • mobilization of learners, • management of the CLCs, • supervise CEG management committee • monitoring • situation and needs assessment, • follow up on learners attendance, • conflict resolution, • networking and linkages
	CLC management committee	Parish Chief, Facilitators, Extension Staff, CDO	<ul style="list-style-type: none"> • develop CLC programmes • mobilize resources • supervise, monitor and evaluate CLC activities • assess community needs • lobbying and advocacy for support • networking and linkages with service providers • ensuring community involvement • develop work plans and budgets
Community	CEG Management Committee	LCI Chairperson, Opinion leader, Woman Representative, and Facilitator	<ul style="list-style-type: none"> • Oversight • Supervise Facilitator • Follow up learners • Monitor implementation of GAPs and VAPs • Conflict resolution • Support loan recovery
ICOLEW CEG	CEG leadership committee	Chairperson, Vice Chairperson, Secretary, Treasurer and 3 Committee members (1 male 2 female)	<ul style="list-style-type: none"> • Learner mobilization, • peer support, • management of VSLAs, • linking the class to extensions through CDO, • follow up implementation of GAPs and VAPs • mobilizing support for motivation of the facilitator and; • Ensuring conducive learning environment.

ANNEXES

Annex 1: Identification and Selection of Facilitators

Adult Literacy Facilitators shall be identified by community members, including would be adult learners themselves. At least four persons (men and women) ordinarily resident in the village shall be nominated by the community as potential Facilitators. Names of nominees shall be forwarded to the sub county that will select the most suitable candidate.

(i) Criteria for Nomination of CEG Facilitator

The community shall be guided by the following to nominate potential Facilitators:

- a) An adult (male or female) of 18 years and above
- b) Has a minimum qualification of Senior.4 or its equivalent;
- c) Well known in the community
- d) Exemplary with high moral integrity
- e) Willingness to volunteer
- f) Resident in the community
- g) Experience in facilitating adult literacy

(ii) Criteria for Selection of CEG Facilitators

In the selection of CEG Facilitators, the panel of interviewers shall be guided by the following criteria to select the most suitable candidate from among the nominees:

- a) Has presented evidence of verified O-Level Certificate or its equivalent
- b) Evidence of residence in the community
- c) Willingness to be a Facilitator expressed in the Application Letter
- d) Does not have any other engagement in the community
- e) Has effective communication skills
- f) High level of self confidence
- g) Past experience in voluntary work

Annex 2: Letter of Engagement for Facilitators

Ref.....

Date:.....

Mr/Mrs.....

.....

.....

LETTER OF ENGAGEMENT AS A FACILITATOR FOR THE INTEGRATED COMMUNITY LEARNING FOR WEALTH CREATION (ICOLEW) PROGRAMME

This is to engage you as the ICOLEW Facilitator for.....

.....group.....village for the period starting.....

to..... You are expected to perform the following roles and responsibilities:

- a) Conduct learning for literacy and numeracy
- b) Prepare Session/Lesson Plans for learning activities
- c) Prepare materials required for learning
- d) Source for supplementary materials
- e) Arrange for study visits and other adult education activities
- f) Support the management of the VSLA activities
- g) Guide development of the GAPs and VAPs and oversee implementation process
- h) Manage the attendance registers and follow-up learners
- i) Carry out continuous and quarterly learner assessment and keep proper records
- j) Ensure proper use of learning units
- k) Schedule for subject matter specialist to visit CEG as need arises during the learning unit
- l) Prepare monthly reports for CEGs to CEG Management and the CDO
- m) Attend Monthly Facilitator Meetings

During your time of service as a facilitator, you will be provided with a monthly allowance of 50,000/= (Fifty Thousand Uganda Shillings only) that will be paid based on your commitment to the work and timely availability submission of reports. You will be directly supervised and supported by the CEG Management Committee.

.....

SENIOR ASSISTANT SECRETARY

Annex 3: Situation Analysis Tool

Conducting Situation analysis	<ol style="list-style-type: none"> 1. The facilitator in conjunction with the local leaders shall mobilize their respective communities to carry out the Situation analysis of each village 2. Facilitators with the help of PRA tools, shall guide the process of discussion and consensus building to generate information and issues of concern to the community 3. All the village members should be encouraged to participate in providing information irrespective of level of education, gender, age, disability, economic/ social status and religion 4. In order to maximize participation/discussion and not to miss out information, the facilitators are encouraged to divide the community members according to the following social subgroups (interest groups) Young people, men, women, young men, young women, old men and old women. 5. In the interest/sub-social groups, encourage contribution of all the members in order to reduce on biases. 6. The facilitator should hand over the process of facilitation e.g. he/ she should allow a member of the community to take over the construction or drawing of a map. But the facilitator should guide- hands off but ears and eyes on 7. Use PRA tools and formats provided to generate information from the community. Use of locally available materials is encouraged. The information should then be transferred to the Flip chart and A4 paper. 8. The facilitator using the PRA tools developed should ask as many questions as possible to enhance better understanding of the issues at hand. (He/ she should use the 5 Ws – where, when, what, which and why and 1 H-how). 9. After identifying the different issues in different groups, he/ she should bring/ converge the different groups together in to one meeting to agree upon and prioritize the issues 10. The facilitator should lead the community members into prioritizing the identified community issues 11. The facilitator should ensure that all the issues in order of priority are listed in the issues matrix <p>NB The facilitator should ensure that by the end of the process, data/information in the following areas is captured: Health, Education, Agriculture, Water and Sanitation, Income Sources/levels and expenditure patterns</p> <ol style="list-style-type: none"> 12. Using the information generated/consensus built, the facilitator should guide the community to develop a Village Action Plan (VAP) 13. The process of generating information should be completed only 2 weeks after completion of the initial training of facilitator 14. The CDO is expected to work closely with the community to implement/ take action on some issues in the village action plan while referring some issues to the sub-county, district and other service providers 15. The supervisors shall support the facilitators during the PRA process at community level. 16. The CDO should also oversee the overall situation analysis process
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Situation Analysis Data Collection Format

SN.	Information Category	Sample Probing Questions	PRA/Data Collection Tool
1.	<p>Socio-Economic Status (wealth and well being of households in the community and economic infrastructure)</p> <ul style="list-style-type: none"> -Sources of income, types of expenditure -Market access & prices -Social activities -Land ownership, access, control and use -Household land size and land under crops -Capital and asset base (money and material possessions) -Characteristics of the rich and poor 	<ul style="list-style-type: none"> • How many people live in this village? How many are men, how many are women on average? • How many households are there in this village? • Which resources are found abundant and which are scarce? • Which of these resources are over exploited? • Which of these resources are under exploited? • What are the sources of income in your village? • What do people in your village spend their income on? • What market opportunities do exist for produce/products in and outside the village? • How do people in this village spend their leisure time? • What land ownership/tenure systems exist in your village? • How do people in this village access financial services? • Which valuable assets/properties do people in this village own? (What are owned by either women or men separately & what are owned jointly by both?) • Who is defined as rich in this village and why? How many are men, how many are women • Who is defined as poor in this village and why? How many are men, how many are women 	<p>I. Resource map</p>
2.	<p>Social Cultural Status</p> <ul style="list-style-type: none"> -Cultural beliefs, norms and practices 	<ul style="list-style-type: none"> • What are the common cultural beliefs, norms and practices in your community • How do they impact on people's lives in relation to; education, child upbringing, security, marriage institution, health, roles and responsibilities of both men and women 	<p>II. Resource map</p>

SN.	Information Category	Sample Probing Questions	PRA/Data Collection Tool
3.	<p>Agriculture (Crop and Animal Husbandry)</p> <ul style="list-style-type: none"> -Types of crops and varieties grown for consumption and sale -Production: quantity, quality -Type and varieties of livestock -Productivity of livestock -Animal & crops diseases control practices -Access to market 	<ul style="list-style-type: none"> • What types of crops do you grow in your village for consumption and sale? • What type of livestock do you keep in your village? • How productive are the above two? • What are the common pests and diseases affecting crops and livestock in your community? • What strategies have you used to overcome pests and diseases? • How available are markets for crop and livestock products? • What are the post harvest handling practices in this village? • What are the food processing facilities and practices in this village? 	<p>III. Resource Map</p>
4.	<p>Health</p> <ul style="list-style-type: none"> -Common and frequent occurrence of diseases in the community -Use of preventive and curative measures of common diseases -Health service providers in the community -Accessibility to health services 	<ul style="list-style-type: none"> • Which diseases are common amongst people in this village? • Which diseases frequently occur in this village and why? • When do diseases occur most? • How do people of this village treat diseases when they occur? • Who are the health service providers in this village and how accessible are they? (distance and service) • What is the general state of household hygiene and sanitation in this village? 	<p>IV. Mobility map</p>

SN.	Information Category	Sample Probing Questions	PRA/Data Collection Tool
5.	<p>Education</p> <ul style="list-style-type: none"> -Availability of institutions, centres or facilities of learning (schools, vocational and technical institutes) -Attendance by girls, boys, women and men -Enrolment and completion of learning cycles -Literacy levels 	<ul style="list-style-type: none"> • Which institutions, centres or facilities of learning do exist in this village? E.g. pre-primary, primary schools, secondary schools, tertiary institutions, technical colleges, FAL centres and other places for community learning. E.g apprenticeship? • Which type of learning does each mentioned above provide? • What are the criteria for enrolment in these institutions, centres and facilities? • How long is the learning cycle in these institutions, centres and facilities? • What is the average attendance by sex? (men, women, girls and boys) • On average, how many people are unable to count, read and write in this village? 	<p>V. Mobility Map</p>
6.	<p>Water and Sanitation</p> <ul style="list-style-type: none"> -Types of water points and sources - Water storage facilities - Uses of water in the community - Availability of pit latrines and waste management options - Hand washing facilities in households/homesteads -Availability of drying racks, lines and other facilities (clothes, dishes, food-stuff) in households 	<ul style="list-style-type: none"> • Which types of water sources do you have in this village? • How is water stored by households' in this village? • What are the different ways in which water is treated or made clean and safe for domestic use in this village? • What are the different uses of water in this village? • What do you consider good sanitation practices in this village? • On average how many households have latrines, drying racks and hand washing facilities, separate kitchen from main house and separate animals/bird house? 	<p>VI. Mobility Map</p>

SN.	Information Category	Sample Probing Questions	PRA/Data Collection Tool
7.	Environment Status -Sources of energy for cooking and lighting -Types of natural resources	<ul style="list-style-type: none"> • What forms of energy do people use for cooking and lighting? • Which one is the most popularly used and what effect does it have on the environment? • What natural resources exist in this village? • How are they utilised and by who? Men or Women. • What are the effects of over utilisation of these natural resources to the environment? 	VII. Resource map
8.	Food and nutrition security -Types of nutritious foods available in the community -Post harvest handling and storage of food stuff -Food preservation methods or practices -Food consumption and balancing diets -Marketing (buying and selling) of food produce	<ul style="list-style-type: none"> • What types of food, (including fruits, grains and vegetables) are grown for home consumption in this village? • Which other types of food exist in this community e.g. eggs, milk, fish, chicken, goat, pork and beef? • On average, how many households in this village have kitchen/vegetable/backyard/veranda gardens? • How is harvested food transported, laid out to dry and stored by the people in this village? • What are the different ways used by the people in this village to keep food from rotting over a long period of time? • How do people in this village ensure food is safely stored from vermin, pests, dust and dirt or any other foreign substances? • How many meals do people consume per day? • What food items are included in daily meals in your households? • Which foodstuffs are commonly bought from the market to supplement meal items at household level? 	VIII. Resource Map

SN.	Information Category	Sample Probing Questions	PRA/Data Collection Tool
9.	<p>Service providers</p> <ul style="list-style-type: none"> -Skilled Artisans -Community organisations by categories -Entertainers -Herbalists -Police -Extension Services -Lower Local Government services 	<ul style="list-style-type: none"> • Are there any local artisans, entertainers and herbalist in this village? If yes, which skills and services are they engaged in? • Which community groups/organisations do exist in this village – formal or informal? And what purpose do they serve? • What type of services do you receive from the police, extension workers, and local government chiefs? 	<p>IX. Mobility Map</p>
10.	<p>Housing and other household assets</p> <ul style="list-style-type: none"> -Types of houses by materials of walls & roofs -Cooking utensils, materials and equipments -Seating, sleeping and transport facilities -Communication facilities/technology (radio, TVs, mobile phones...) 	<ul style="list-style-type: none"> • What types of houses (by roof, wall and floor materials) exist in this village? Give numbers of each type on average. • What household assets do people in this village commonly own? Who owns which assets (men or women or jointly)? • How do people in this village send and receive messages from within and outside this village? 	<p>X. Resource Map</p>

SN.	Information Category	Sample Probing Questions	PRA/Data Collection Tool
11.	Gender equality in community empowerment -Gender roles in community and households -Leadership and decision making -Gender Based Violence	<ul style="list-style-type: none"> • How are leadership positions distributed among men and women in this village? • In which ways do men and women contribute to the progress of this village? • Who is responsible for making decisions in the households – men or women or both jointly? • What is the workload of men and women and children in this village? • What are the common forms of violence against men, women and children in this village? 	XI. Daily Routine/ Profile chart

Annex 4: Selection and Enrolment of Learners

Participation in ICOLEW programme is voluntary and it is the responsibility of LGs to mobilise communities, identify, register and enroll adult learners. Interested community members who meet eligibility criteria shall be registered. Registered individuals shall be subjected to pre-entry assessment to determine their literacy and numeracy levels and prioritise potential adult learners to be enrolled. The registration of participants of the ICOLEW Programme Community Empowerment Groups (CEGs) should follow the criteria below:

- (i) Participants should voluntarily choose to join and participate in the learning process.
- (ii) Participants should be aged 15 years and above, non-literate (those who missed out of
- (iii) school), dropped out of school or relapsed into illiteracy
- (iv) Registration of participants shall be open to all eligible persons in the village
- (v) Participants registered shall be those interested in acquiring a livelihoodskill
- (vi) e.g. trade, agro based skills, carpentry and wood work and small scale cottage industries besides literacy and numeracy.
- (vii) Participants in the community empowerment group should be willing to voluntarily
- (viii) participate in the group saving and loan association (VSLA)
- (ix) Members of the Community empowerment groups should participate in the development
- (x) and implementation of VAPs
- (xi) The facilitator should ensure that participants are registered in the registration book
- (xii) Participants should participate in planning for their literacy classes (location of class, time
- (xiii) of attendance, choosing the instructor, etc).
- (xiv) The registered potential participants later undergo the pre-entry assessment using the
- (xv) LAMP scale to determine their literacy and numeracy levels.

Criteria for selecting CEG participants for Enrollment

- i) All those who score 0, 1 and 2 at literacy and numeracy scales
- ii) Must be willing to learn

Annex 5: The Literacy Assessment and Monitoring Programme (LAMP) scale

The **Literacy Assessment and Monitoring Programme (LAMP) Scale**. It was developed by UNESCO and came into use in 2003. LAMP is specifically designed to provide adult literacy practitioners with the information required to effectively plan and implement literacy programmes. To do so, LAMP measures levels of literacy, which can be summarized as:

Table 2: The Lamp Scale

Level of Literacy	Abilities/Literacy Skills	Guiding question/examples
Beginners		
Entry	Cannot recognize, read or write letters	Write/read any letter you know.
1	Can recognize, read and write letters and syllables	Write all letters of the alphabet. Join them to make meaningful syllable.
Intermediate		
2	Can recognize, read and write familiar words	Write your name.
3	Can recognize, read and write new words	Write the name of another group member.
4	Can recognize, read and write sentences Can use a group of sentences to make new meaningful sentences	Write a sentence on the importance of learning
Advanced		
5	Can recognize, read and write passages Can use a group passages to make meaningful story	Write a paragraph about one memorable event you experienced.

Numeracy scale		Abilities/Numeracy Skills	Guiding question/s (Examples)
Level of Numeracy	Beginners		
Entry	<p>Count numbers up to 10; Recognize, read and write numbers up to 10 Add and subtract single digit numbers up to 10; Interpret +, -, and = Cannot recognize, read write or count numbers Recognize and differentiate currency denominations; Describe measurements in terms of length, width and heights of items; Describe weight, capacity and use direct comparisons for weight and capacity of common items;</p>	<p>Count the number of adult learners in the CEG Write any number you know Pick the correct numbered flash card from a collection Work out number of children less girls Write down telephone number Mention the correct mathematical symbols from a list</p>	
1	<p>Count reliably up to 50 Can recognize, read, write, order and compare numbers up to 100; Add and subtract two digit whole numbers Multiply single digit whole numbers; Use and interpret correctly +, -, x, to perform calculations; Read, write and compare fractions (halves and quarters) of quantities of items; Read, understand and record time displayed on a clock; Read, estimate, measure and compare length, distance, weight and capacity using standard units (e.g meters, kilometer, kilogram, litre);</p>	<p>Count number of women attending class today Write your age. Identify the date today on a calendar Arrange a jumbled sequence of numbers in order Calculate total of men and women learners in attendance Estimate equal portions of bread to share in a family Half price, ½ price, ¼ kilogram, quarter kilogram, half an hour, ½ an hour Reading different time display on a wall clock, mobile telephone, wrist watch Take measurement of common items in a home and market</p>	
	Intermediate		

Level of Numeracy	Abilities/Numeracy Skills	Guiding question/s (Examples)
	Beginners	
2	<p>Can count, read, write, order and compare numbers up to 1000; Add and subtract three digit whole numbers; Multiply two digit whole numbers by single digit whole numbers; Divide two digit whole numbers by single digit numbers; Use and interpret +, -, x, ÷ and = to perform calculations; Read, write, understand and perform calculations using common fractions (e.g. $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{10}$, $\frac{1}{5}$.) and decimals up to two decimal places; recognize, read, write and perform calculations using the four major arithmetic signs (+, -, x and ÷) Perform calculations of cost of more than one item and change from transaction in whole numbers; Add and subtract sums of money to nearest decimal place; Extract simple numerical information from lists, tables; Make numerical comparisons from lists and tables; Construct simple representations using numbers on lists, tables & charts;</p>	<p>If a kilogram of salt costs 100 shillings, how much will 4 kilograms cost?</p>
3	<p>Read, write, order and compare large numbers (thousands); Add and subtract four digit whole numbers; Multiply and divide whole numbers by 10 and 100; Can perform and write calculations using fractions and decimals Add, subtract, multiply and divide decimals up to two places; Find simple percentage parts of quantities, percentage increase or decrease; Add, subtract, multiply and divide sums of money and record; Read, measure, calculate and record time in 12-hour clock; Read, estimate, measure and compare length, distance, weight, capacity and temperature using standard units and instruments; Add and subtract common units of measures; Convert units of measure in the same system; Extract information from lists, tables, charts and bar graphs; Present simple numerical information on lists, tables, e.t.c;</p>	<p>If the interest rate on a loan per month is 5% per month and you take a loan of 50,000. How much interest will you pay on a monthly basis?</p>

Level of Numeracy	Abilities/Numeracy Skills	Guiding question/s (Examples)
	<p>Beginners</p>	
	<p>Advanced</p>	
<p>4</p>	<p>Perform calculations with large numbers; Can use numbers and calculations to make a shopping budget Can use numbers and calculations to keep record of their day to day transactions Read, write, order and compare common fractions and mixed numbers; Add, subtract, multiply and divide decimals up to three places; Multiply and divide decimals by 10 and 100; Find percentage parts of quantities and measurements; Recognize and use equivalencies between common fractions, percentages and decimals (e.g 50% = 1/2, 0.25 = 1/4); Work out simple ratios/percentages Read, write, order and compare simple percentages, and understand simple percentage increase and decrease; Perform calculations with large sums of money Estimate, measure and compare temperature; Perform calculations with standard units of measure; Extract simple data from tables, diagrams, charts and bar graphs Collect, organize and represent simple data in tables, charts, diagrams and bar graphs;</p>	<p>Make a budget of your weekly expenditures on food and other supplies like paraffin, soap, etc</p>

Annex 6: The Ideal Learning Site

Introduction

The ideal learning environment is one that optimizes well - being, reflects a positive learning culture/ethos that make learning exciting, stimulating and a welcoming place. This is the first step towards effective and productive learning. An ideal learning environment varies from person to person, but considering these six factors helps one to create a suitable study environment: location, 2) Atmosphere, 3) Size of Structure, 4) Tools and Equipments, 5) A Literate Environment and 6) Sanitation.

1. Location

An ideal learning environment should be accessible and neutral to all adult learners. Accessibility here means an affordable distance taking into consideration the age, physical capabilities as well as responsibilities of the adult learners. If the site is far from the participants, they will not attend or inconsistently do so. Neutral in the sense that no one feels biased being in that place regardless of their social, cultural and economic status or religious belief. For example, if majority of participants are Muslims, they will not feel comfortable learning from a church and vice versa

2. Physical Atmosphere

Consider the following factors to consider are:

a) Noise – learning is more effective in a quiet place even though some participants prefer a soft background ambient noise. Consider a site that has no noise or as minimal noise as possible

b) Lighting – harsh bright light is often unpleasant, while soft, ambient light can put you to sleep. Try to find a happy medium between the two to create the atmosphere that seems comfortable for learning.

c) Temperature – while you cannot often control the temperature of the site or room, try to find a place with a fairly consistent temperature. A place that has trees around the hall is recommended because it provides alternative learning venue when inside is too hot.

3. Size

The size of the hall or its alternative has to match the number of adult learners. Whereas too much space can be flexibly managed, too small rooms mean that adult learners will be squeezed and that will affect their concentration and eventually learning. So, a medium room size is recommendable.

4. Tools and equipment

The site should support setting up tools and equipment such as furniture, writing boards, and other tools to support learning. One with a store for keeping the same or having lock devices is highly recommended.

5. A Literate Environment

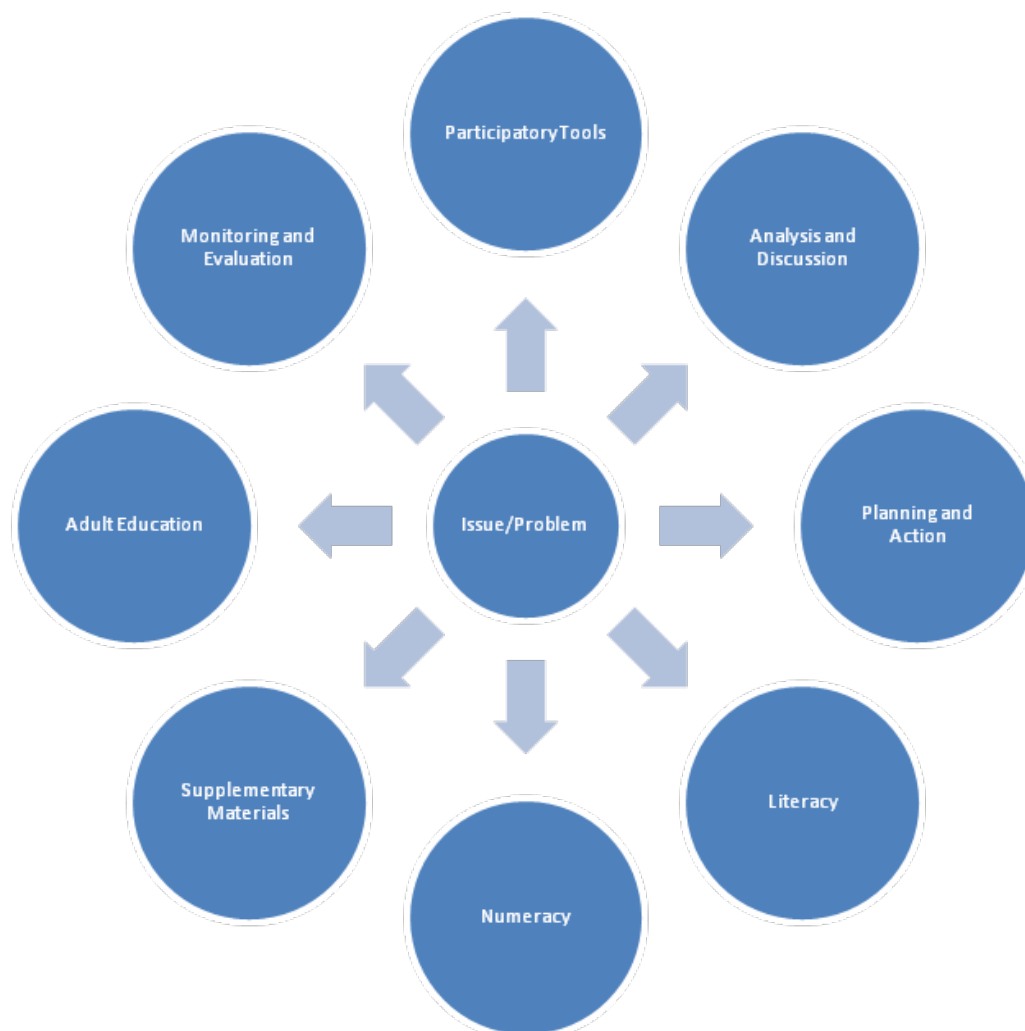
The selected venue should support a literate environment. The presence of structures that can support display of posters, flash cards or a talking environment is highly recommended.

6. Sanitation

An ideal learning site should be located in a clean environment, fully supported by sanitary facilities like urinals, toilets, hand washing facilities, and a well maintained compound. Some of these facilities can be used as model sites that can be replicated in adult learners' homesteads.

Annex 7: ICOLEW Learning Process

The overall ICOLEW learning process adopts the participatory steps and tools of Reflect as described below;



Issue/Problem

Learning under ICOLEW rotates around an issue/problem affecting the community. The issue/problem that be adopted from those prioritized during situation analysis. For example, low maize yield.

Participatory Tools

The Facilitator uses PRA tools such as; a problem tree, community map, cause and effect tree among others, to assist learners to visualize the problem and understand it current situation, causes and effects so as to generate workable solutions.

Analysis and discussion

The facilitator uses probing questions to get to the depth of the problem. He/she ensures that such questions are informative, analytical and action oriented. He/she must use the logic of 5Ws and 1H

Planning and action

The community suggests practical solutions to their own identified issue/ problem and summarise their outcomes in a table below;

Action	By Who	Date and time	inputs

Literacy

From the issue/problem, PRA tool, probing questions or the action plan, the facilitators identifies key literacy tasks that improve the literacy competencies of learners.

Numeracy

From the issue/problem, PRA tool, probing questions or the action plan, the facilitators identifies key numeracy tasks that improve the numeracy competencies of learners.

Supplementary reading materials:

The learners are encouraged to have more than just an exercise book. The facilitator, supervisors and sector experts mobilise other reading materials e.g newspapers, posters, magazines, religious books etc) for learners to practice reading, writing and numeracy and creating a literate environment.

Adult Education

Apart from the day today learning in the class, other adult education sessions include experts talks, study tours to farms, markets, hospitals, other successful groups, and business centers.

Monitoring and Evaluation

Baseline survey, on entry assessment shall be done using the LAMP scale, quarterly assessment, and final assessment and accreditation of learners (see guidelines on assessment)

Annex 8: Baseline Assessment Guide

The LAMP Scale and Numeracy Scale only provides information on literacy and numeracy levels of learners. In order to document the social and economic profile of adult learners prior to commencement of the learning process, it is therefore important to conduct a baseline assessment. This captures individual adult learners background information, the reasons for joining the community empowerment group as well as their daily literacy and numeracy needs/uses in the community.

Component	Guiding questions	Score
<p>Literacy and Numeracy <i>(Priority is given to those aged 15 years and above who never attended formal school at all and those who stopped in P5 and below).</i></p>	<p>1. Have you ever enrolled in school? (Yes=0 No = 1) If yes, what class did you stop? P1 – P5 1 P6 – P7 0 S1- S4 0 S5 – S6 0</p> <p>2. How old are you? 14 years and below = 0 15 years and above = 1</p> <p>3. Competences (Refer to LAMP/Numeracy Scale) Reading Writing Numerating *Scoring: Below level two = 1. Above level two = 0</p>	
<p>VSLA (Consider those more active in savings)</p>	<p>1. Are you aware of any existing VSLA in the village? (Yes or No)</p> <p>2. Do you belong to any VSLA in the community? (Yes or No)</p> <p>If yes:</p> <ul style="list-style-type: none"> • What is the name and location of that group? • How much do you save and how often? • Have you ever borrowed from the VSLA? • How accessible are loans in your group? • How is money kept in the group? <p>3. If not belonging to any existing VSLA, why?</p>	
<p>Livelihood Skills Training <i>(priority is given to those unskilled/untrained but are willing to be trained in the above)</i></p>	<p>1. Which of the following skills would you be willing to learn? <i>(Tick the desired area of training)</i> (Any choice of the categories listed below give=1, If none give =0)</p> <ul style="list-style-type: none"> • Value chain agro based (apiary, piggery, poultry, kitchen gardening, food processing, commercial farming) • Cottage industry (candle making, soap making, tree planting) • Recycling of waste materials (briquettes making) • Hand crafts making (environmental friendly) <p>2. Do you have any prior knowledge in any of the skills above? (Yes=0 no =1)</p> <ul style="list-style-type: none"> • If yes, where, when and how were you trained? 	

Component	Guiding questions	Score
<p>Business Skills Training <i>(priority is given to those who have businesses of more than 100,000 investment)</i></p>	<p>1. Are you involved in any business in the community?</p> <ul style="list-style-type: none"> • With no business (3) • With petty business (2) • With small scale business (1) • Which business and why did you choose it? • How much do you earn from the business on a monthly basis? • How do you manage your business (record/book keeping, source of capital/finance, stock taking and handling management,) • Are you aware of any business opportunities in your community? 	
<p>Community Development <i>(Priority is given to those more active participants)</i></p>	<p>1. Are you involved in any community work in your village? (Yes or No)</p> <p>Participation in;</p> <ul style="list-style-type: none"> • Clearing roads/pathways • Protecting water sources • attending village meetings & school meetings • Contributing materials and money for construction of schools, learning centers, churches, health centers and burial groups <p>If no, why?</p>	

Annex 9: Continuous Learner Assessment Guide

Guidelines for continuous assessment of learners

Introduction:

Upon joining the CEGs, the facilitators organize the first few meetings to collect baseline data on each of the learners. During these meetings, the facilitator subjects all entrants to a set of tasks, questions and observations to determine their literacy and numeracy levels. Using the baseline results, learners are graded according to their competences using the LAMP Scale. One thing that can't be avoided in adult learning is a situation where participants in the same group are at different proficiency levels. This can show right at the start of group formation processes, where enrolled participants are at different proficiency levels or progressively show up during the course of learning.

The learners are then engaged in a learning process under multi - level learning approach.

Multi - level learning is the process of facilitating one primary concept to a class allowing for varying outcomes for an individual participant or a small group of participants.

Under multi - level learning, Learners are engaged in learning activities that allow them to function at their level of ability yet are challenged at their zone of proximal development to continue growing and learning.

Basing on the baseline results, continuous assessment is conducted throughout the learning process to assess progress of the learners to measure in - level progression and progress across the different levels.

What is continuous assessment?

This is a series of activities that are carried out regularly and recorded to measure the changes taking place (knowledge, skills and competences) in literacy, numeracy and functionality throughout the learning cycle.

The grading is done basing on the set literacy and numeracy competencies (using LAMP SCALE)

Why conduct continuous assessment

The main objective of conducting Continuous assessment is to measure if learning is taking place. The process supports the learning by helping both learners and facilitators and programme managers to measure learning progress in the best way possible

Assessment is done in - level and across levels to measure if learning is taking place within the learning units, after units and after the different levels of the LAMP scale.

The assessment goes beyond the literacy and numeracy skills but covers also the functional skills/ application of the knowledge in the day to day lives of learner's livelihoods and life-skills.

Competences to be assessed

These are capabilities, abilities, skills, attitudes, proficiencies, know - hows and experiences that learners have acquired throughout the learning process.

These competencies are embedded within the adult learning curriculum and learning and instructional materials

The different components of learning i.e. reading, writing, numeracy, LST/BST, VSLA and functionality/knowledge application are all carried out to achieve the underlying competencies

Area	Competences to assess
Reading	<ul style="list-style-type: none"> i. Handling of reading materials ii. Recognizing and reading letters iii. Reading syllables, words, sentences, paragraphs, passages and stories iv. Pronunciation of letters, syllables and words v. Proper interpretation of punctuation
Writing	<ul style="list-style-type: none"> i. Ability to write legibly ii. Ability to write letters, syllables, words, sentences, paragraphs, passages and stories iii. Neatness of hand writing iv. Correct spellings v. Proper use of punctuation vi. ability to finish the assessment in the time allocated (speed used in writing)
Numeracy	<ul style="list-style-type: none"> i. Ability to recognize and write numbers correctly ii. Ability to count iii. Ability to recognize, read and write arithmetic signs and symbols iv. Proper use of arithmetic signs and symbols v. Ability to recognize place values vi. Ability to solve sums involving carrying and borrowing vii. Ability to solve sums involving addition of 2 or more numbers viii. Ability to solve sums involving subtraction of one number from another ix. Ability to solve sums involving multiplication of a number by another number x. Ability to solve sums involving division of a number by another number xi. Ability to solve sums involving two or more operations xii. Ability to solve practical problems involving mathematical problems
Application/ Functionality	<ul style="list-style-type: none"> i. Ability to read and interpret sign posts, posters, notices and labels ii. Ability to read newspapers, bibles and other publications (real text materials) iii. Ability to write letters iv. Ability to fill forms e.g. application forms, bank forms, etc v. Ability to write minutes, application letters, agreements and contracts vi. Ability to keep records for the day to day income, expenditure and savings vii. Ability to follow and act upon instructions given on materials for day to day use viii. Ability to interpret written instructions and prescriptions ix. Evidence of use of acquired knowledge and skills to improve on their quality of life in areas such as agricultural production, food security and nutrition, water, sanitation and hygiene, family health, complete homestead, environmental conservation practices, improved household incomes, supporting children’s education, among others x. Ability to exercise civic rights and responsibilities

Area	Competences to assess
LST/BST	<ul style="list-style-type: none"> i. LST skills acquired from the trainings ii. utilization of the skills acquired iii. practices after skills training iv. BST skills acquired v. IGAs/enterprises engaged in vi. Utilization of literacy and numeracy in selected enterprises vii. utilization of grant viii. Ability to keep proper records of the IGAs
VSLA	<ul style="list-style-type: none"> i. culture of savings (cumulative savings) ii. Access to loans from VSLA iii. Loan utilization iv. Utilization of literacy and numeracy skills in VSLA
Application/ Functionality	<ul style="list-style-type: none"> i. Ability to read and interpret sign posts, posters, notices and labels ii. Ability to read newspapers, bibles and other publications (real text materials) iii. Ability to write letters iv. Ability to fill forms e.g. application forms, bank forms, etc v. Ability to write minutes, application letters, agreements and contracts vi. Ability to keep records for the day to day income, expenditure and savings vii. Ability to follow and act upon instructions given on materials for day to day use viii. Ability to interpret written instructions and prescriptions ix. Evidence of use of acquired knowledge and skills to improve on their quality of life in areas such as agricultural production, food security and nutrition, water, sanitation and hygiene, family health, complete homestead, environmental conservation practices, improved household incomes, supporting children's education, among others x. Ability to exercise civic rights and responsibilities

How is continuous assessment done?

Assessment is in form of different activities by learners themselves and facilitators

1. **Language games:** Games should be used as a break from 'work' and as relaxation, as well as reinforcing technical literacy skills. The aim of language games is to make learners feel comfortable with manipulating written language. Fast pace games are recommended – both for fun, and to help participants increase their speed in writing and reading. The facilitator should introduce the activities in an informal way that does not remind the adult learners of primary school.

The facilitator should only introduce and use games which are appropriate for the socio-economic and linguistic context of the learners.

a) The mother word

This game is suitable for all stages/levels of the learners

Skills it assesses: writing**How to use it: -**

Pick a long word which is largely made up of syllables already covered, and write it on the blackboard. Give the learners a time limit of 5–10 minutes, and ask them to write down as many words as possible, using the letters of the mother word. At the end of the time period, learners can read out the words they have, or swap exercise books to get more ideas for words. Learners can either state the total number of words they wrote to the whole group or write the total number of words in their exercise book

b) Syllable soup

This game is suitable for learners in early Stages of learning /beginners only

Skills it assesses: Reading**How to use it: -**

Divide the group into two teams, and lay the syllable cards covered so far in the course (for instance from the key words on the graphics) on the ground. Make two or three cards for common syllables. The two teams can take it in turns to make words; one person making a word and the rest of the team helping. After holding up the cards, they are returned to the soup. Each card used correctly to make up a word earns two points (so that long words get more points), and an incorrect card loses two points. One learner from each team keeps the score on the blackboard. The game ends when learners cannot make any more words.

c) Sentence soup

This game is suitable for learners after the first two or three months of the course.

Skills it assesses: reading, writing and addition**How to use it: -**

This is played in the same way as Syllable Soup, except that whole words, drawn from units covered, are written on the cards (including small linking words), and whole sentences are made by each team. Each word earns 10 points, and incorrect or incomplete sentences lose fifty points.

d) Word Search

This game is suitable for later stages / intermediate and advanced learners

Skill it assesses: reading**How to use it: -**

Draw a big square and divide it into little squares e.g. 8 x 8. Write words which the learners can read into the square; trying where possible to choose words from one category, such as names of crops (after doing a Crop Matrix); common illnesses; place names from local sign posts. Fill in all the remaining blank squares with random letters. This must be

prepared beforehand and written on the blackboard very clearly. See example below. Ask the learners to look at the letter square on the blackboard and search for words. Tell them which category they are from. They can write these words in the back of their exercise books. Weaker learners (or those with bad sight) can work in pairs. When most learners have found the words, ask them to read out a list – which the facilitator (or a learner) writes them on the blackboard for everyone to read.

e) Memory (also known as pairs)

This game is suitable for all stages of learning

Skill it assesses: quicker reading

How to use it: -

For this game you need to make a set of cards in pairs with words, phrases or sentences that the learners have already covered. Lay the cards face downwards in the centre of the group. Ask learners in turn to pick up two cards and show them to the whole class, before replacing them. The aim is to remember the position of different cards and to pick up a matching pair. The learner who picks up a pair keeps it by her/his side and the winner is the learner with the most pairs at the end of the activity. Variations can be made according to the needs of the learners in recognizing word shapes, matching picture card and word, speed reading of two halves of a sentence or phrase and so on.

f) Communication circles

This game is suitable for later stages/intermediate and advanced levels

Skill it assesses: writing

How to use it: -

Ask all the learners to write their name on a small piece of paper. Put all the names together and ask learners to pick out the name of one of their fellow learners at random. If they pick out their own name they have to swap their paper with someone else's. Every learner writes short letters or messages to the learner whose name they picked out, for two or three weeks. The facilitator acts as a message-bearer, distributing this secret mail amongst the circle. No-one should know who is writing to them. At the end of the period, the learners say whom they have been writing to, and compare letters!

g) Anagrams

This game is suitable for all stages of learning

Skill it assesses: writing

How to use it: -

Choose a new word that has been covered in discussion, written on the graphic etc. and is a word the learners might use. Mix up the letters (making another word if possible!) and write it on the blackboard. For example, the following are all types of food or drink: osetmoat; noison; gabbecas; ereb.

Ask the learners to write the word correctly in their books. Give a time limit, and make sure one of the learners writes the correct word on the board.

h) True or False

- i) This game is suitable after two or three months of learning

Skill it assesses: reading

How to use it: -

Write several statements on large pieces of paper; making them either true or false. For instance: snakes eat mice... goats have five legs... water is dry... children like playing. Show them to the whole class very quickly, necessitating speedy reading. Ask the learners to decide if the sentence they have just read is true or false.

2. Number games

a) Bingo

This game is based on an old English gambling game.

The game is suitable for all learners who can write numbers 0 up to 30 and above

Skill it assesses: fast number recognition

Ask each learner to draw a rectangle on a piece of paper and divide it into nine boxes. Then, they should write in nine numbers between 1–30 (or 1–50, 1–100 as appropriate) at random. Read out numbers at random (repeating if necessary) and tick them off on a piece of paper in your hand. The learners tick them off in their own boxes. The first learner to tick off all nine numbers is the winner.

b) Memory for Numbers

This game is suitable for: all stages

This game is played in the same way as memory for language. The pairs of cards can be: written numbers 1 – 1,000,000; number and locally used equivalent (such as tally mark); simple sum and the answer (such as '9 – 3 =' and '6').

c) Sequencing

This game is suitable for all stages of learning

How to use it: -

Divide the group into two teams. Give a card to each learner with a number (45), time (9.30pm), date (5/11/94), month (January), year (1961) etc. written on it. Each team has to put its members in order as quickly as possible. The winner is the first team in correct order. This is a quick game, suitable for a warm up. As learners progress in numeracy, they can start by writing their own cards and then mixing them up. Similar games can involve giving learners single numbers and asking them to form themselves into a particular date (perhaps, of a famous event) as quickly as possible.

3. **Assignments:** Learners are given exercises in reading, writing and numeracy at the end of a session or a unit and the facilitator marks the exercise.
4. **Tests:** Learners are given tests in reading, writing and numeracy and after a session or a unit and the facilitator marks the tests and awards marks.
5. **Field visits:** The facilitator/supervisor or manager visits the learners' homes to follow up on how the learners have applied the knowledge.
6. **Peer review:** Learners follow up on one another to assess knowledge application in their day to day lives.

Annex 10: Summative Learner Assessment Guide

Introduction:

Upon joining the literacy classes initially, the facilitators subjects the new entrants to a set of tasks, questions and observations (baseline) to determine their starting level. After facilitating learning cycle of a period of 2 years, the facilitators shall subject the same learners to the same set of tasks, questions and observations to determine their level learning achievements and eventual graduation.

Objectives:

The main objective of summative assessment is to determine/measure the learning achievements attained by individual learners.

Tasks:

i.Literacy:

Sn.	Question	Answer
	Write letters of the alphabet in their order	
	Write your name	
	List the names of your children	
	Write the name of your facilitator	
	Write the name of your village	
	Write the name of the work you do to earn a living	
	Write a sentence on how you joined the ICOLEW group	
	What a paragraph about how learning in the ICOLEW group has helped you	
	Write a phrase about the causes of GBV in the household	
	Write a short story about how you keep your homestead clean on daily basis	

Grading for Literacy:

Learners shall be graded according to the competence levels identified in the LAMPSCALE and graduated with a certificate of competence showing the level attained.

Learners whose learning achievements are level 2 and below should be graduated with certificate as in 1 above. However, they should be advised to attend make up lessons at the CLC.

For all learners who enroll in the CEG and participate in the learning cycle of 2 years; they are expected to attain competences described in level 3 and above on the LAMPSCALE.

ii. Numeracy:

Sn.	Question	Answer
	Write numbers 0-100 in their order	
	Write the names of your children and their ages	
	Write the arithmetic signs	
	Perform the following calculations 9 + 7 =	
	Perform the following calculations 41 + 62 =	
	Perform the following calculations 500 + 750 =	
	List money denominations starting from small to big notes.	
	Write the figure of your monthly income	
	Generate a shopping list with a budget	
	If a kg of rice costs 4000/= how much would 50kgs cost?	

Grading for Numeracy:

Learners should be graded according to the competences identified in the Numeracy scale and graduated with a certificate of competence

Learners whose learning achievements are level 2 and below should be graduated with certificate as in 1 above. However, they should be advised to attend make up lessons at the CLC.

For all learners who enroll in the CEG and participate in the learning cycle of 2 years; they are expected to attain competences described in level 4 and above on the Numeracy scale.

iii. Knowledge application/Functionality:

Sn.	Question	Answer
	List the causes of low crop production	
	List steps of establishing a business	
	List the importance of protecting our environment	
	List the ways of generating income	
	List the importance of saving	
	List the importance of borrowing	
	List the steps of keeping our homesteads clean and free from diseases	
	List ways of preventing malaria	
	List the importance of keeping children in school	
	List the importance of keeping business records	

Note: Knowledge will be assessed using a checklist

CEG Participant’s livelihoods situation

Education level:

Sn	Guiding questions	Answer
	Have you ever enrolled in school? (Yes=0 No = 1)	
	Which class did you stop?	
	Have you successfully completed ICOLEW literacy and numeracy programme?	

VSLA:

Sn	Guiding questions	Answer
	Are you aware of any existing VSLA in the village?	
	How much did you save during your participation in ICOLEW VSLA	
	How much did you borrow during your participation in ICOLEW VSLA?	
	What did you invest your savings in?	
	What did you invest your loan in?	
	How much income did you make during your participation in ICOLEW VSLA?	
	What new assets did you acquire during your participation in ICOLEW VSLA?	
	Would you be willing to continue participating in ICOLEW VSLA?	

LST

Sn.	Guiding questions	Answer
	Which of the following new skills did you learn during your participation in ICOLEW?	
	Value chain agro based (apiary, piggery, poultry, kitchen gardening, food processing, commercial farming)	
	Cottage industry (candle making, soap making, tree planting)	
	Recycling of waste materials (briquettes making)	
	Hand crafts making (environmental friendly)	

BST

Sn	Guiding questions	Answer
	Which of the following business skills did you learn during your participation in ICOLEW?	
	Managing your business	
	Record/book keeping,	
	Source of capital/finance	
	Stock taking	

Enterprises

Sn.	Guiding questions	Answer
1.	Are you involved in any of these business types?	
	Group business/Social enterprises	
	Individual business/enterprise	
	Both group and individual enterprises	

Development Grants:

Sn	Guiding questions	Answer
	How much grants did your ICOLEW group receive from ICOLEW programme	
	How much grants did your ICOLEW group receive from other programmes	
	What did you gain from these grants?	
	Were the grants utilized effectively	
	Would you be willing to receive and utilize more development grants?	

Community Development:

Methodology:

1. FGD
2. Transect walk
3. Home visits
4. Village follow-up meetings

Sn	Guiding questions	Answers
	What GAPS and VAPs were implemented by the CEG and community	
	What role did you play in the implementation of the GAPS and VAPs	
	How have you benefitted from GAP and VAP implementation?	
	How did you participate in any of these community work/action plan set up by the ICOLEW group	
	What were the roles of other stakeholders in VAP and GAP implementation?	
	What challenges did you face during implementation and how did you solve them?	

Community Learning Centers:

Sn	Guiding questions	Answer
	Which of the following activities do you participate in from the CLC	
	Sports and recreation	

	VSLA	
	Early Childhood Development/nursery	
	Community sensitization	
	Immunization	
	Health outreaches	
	Demonstration for crops	
	Demonstration for animals	
	Library and information	
	Development group meetings	
	Literacy and numeracy classes	
12.	Any other programmes/ events at the center	

Annex 11: Structure of Learning Unit

Development of the facilitators guide shall follow the ICOLEW learning process as indicated below;

- Topic
- Problem/Issue,
- Introduction of the Unit
- Learning Objectives of the Unit
- Material Preparation
- Participatory Tool
- Analysis and discussion: Probing Questions
- Planning and Action
- Ideas for Literacy; Beginners, Intermediate, Advanced
- Ideas for Numeracy; Beginners, Intermediate, Advanced
- Supplementary Materials
- Adult Education
- Monitoring and Evaluation
- Documentation and Dissemination of Unit Materials

Development of the learning units shall go through the following stages:

- Situational analysis; (refer to Annex 3)
- Issues/problems identification
- Prioritization of issues/problems
- Preparation of the Units

Example of a Learning Unit

Topic: Household income and expenditure

Problem/issue: Low household income

Introduction

The Facilitator should briefly introduce the Unit for instance as;

According to the Situation analysis conducted in December, 2015, it was discovered that households in our village have low income. During this unit, we try to understand the problem of low household income and generate practical ways of how to collectively improve.

Unit Objectives

By the end of this unit, participants should be able to:

1. Recognize, read and write consonants k, l, m, n, p, q and r (level 0)
2. Recognize, read and write three to four syllable words (level 1)

3. Recognize, read and write triple consonant syllable words (level 2)
4. Recognize, read and construct phrases with punctuation (level 3)
5. Recognize, read, write and count numbers 10–50 (level 0)
6. Can recognize, read, write and perform calculations using the \times and \div signs on single digit numbers (level 1)
7. Read, write and work with percentages (level 2)
8. Perform budgetary calculations (level 3)
9. Demonstrate understanding of the major causes and effects of low household income.
10. Apply knowledge gained from the unit to improve their household income.

Materials required to deliver the unit

In order to facilitate this unit, the facilitator should use the following materials:

- Flash cards
- Small cards for drawing,
- Pens/pencils
- Note books
- Calculator
- Local materials for constructing PRA tools (ash, leaves, sticks, stones, sand, flowers and bricks)

Appropriate PRA tool

Use the income and expenditure tree to analyze the sources of household income and areas of expenditure.

Steps to construct the income and expenditure tree:

- Draw a trunk of a tree and write low household income
- Ask the participants about the sources of income and plot them on the roots. Each root represents one source. Participants chose a symbol to represent each source
- Ask the participants to identify the major sources of household income and thicken the roots on the tree
- Ask the participants to identify the household expenditure areas and plot them on the branches. Each expenditure is represented by one branch.
- Participants choose a symbol to represent each expenditure area.
- Ask the participants to identify the major expenditure areas and thicken the branches.
- The facilitator should transfer the tree to his/her note book

Note to the facilitator:

The facilitator should hand over the stick to one of the participants to lead the process of constructing the tool. He/she takes on the role of the moderator and recording of proceedings. However he/she gets back the stick as soon as the tools have been constructed and start probing questions on the different parts of the tree one by one in an orderly manner.

Analysis and discussion

Probing questions: The Facilitator uses the following probing questions as well as his/her own

based on the actual tool used to encourage further discussion and deeper analysis of the problem/issue

1. **What are the major sources of household income in our village?**
2. **How do you spend your household income?**
3. **How reliable are these sources of income throughout the year?**
4. **How do you meet expenditure needs in times when there is no flow of income?**
5. **What can we do to ensure that we generate high and sustainable household income?**

Wrap up of the discussion

The facilitator should wrap up the discussion by giving the following key learning points on the issue/problem.

<p><u>Types of Viable IGAs:</u></p> <ul style="list-style-type: none"> • <p><u>Causes of low income:</u></p> <ul style="list-style-type: none"> • <p><u>Effects of low income:</u></p> <p><u>Best practices in income and expenditure</u></p>

NB: For details on questions asked and for further learning, the facilitator should invite the Commercial Officer to further advise the participants. Apart from Commercial Officer, role models and motivation speakers/counselors should be invited to mentor the participants.

Action planning

Use the action plan format provided below to guide participants to suggest key actions to generate high household income and reduce wasteful and un-productive expenditure.

Action	By Who	Date and time	inputs

NB: The action plan should be in the facilitators note book for guide in the follow-up

Ideas for Literacy

Literacy for level Zero

Identify a key word from the tool, topic, discussion or action plan that has at least 1 of the following consonants k, l, m, n, p, r and s. E.g. okulima (meaning 'farming' in Luganda)

Break the word into letters e.g. O-k-u-l-i-m-a

Isolate the consonants in the identified word e.g. k, l, m

Guide participant to practice reading and writing the isolated consonants

Identify other key words from the tool, topic, discussion or action plan to introduce the other four consonants from as many words as possible and follow the same steps above.

Literacy for Level 1

Identify the key word with three to four syllables from the tool, topic, discussions or action plan. E.g. okutereka (meaning “to save” in Luganda). Break the key word into two letter syllables. Create more two letter syllable from the broken word by attaching other vowels to each consonant e.g.

o – ku – te – re – ka

u – ka – ti – ri – ke

a – ke – to – ro – ki

e – ki – tu – ru – ko

i – ko – ta – ra – ku

Guide participants to use these syllables to form three to four syllable meaningful words. E.g. kitukakatako, katikitiki, okukutuka.

Literacy for Level 2

Construct a phrase with a three consonant syllables in at least 1 word from the tool, topic, discussions or action plan. E.g. okunywa omwenge kwavuwaza (meaning “poor feeding causes disease” in Luganda). Break the identified phrase into syllable. Create more syllables from the broken phrase by attaching other vowels to each consonant e.g.

o – ku – nywa – o – mwe – nge – kwa – vu – wa – za

u – ka – nywe – u – mwi – ngi – kwe – va – we – ze

a – ke – nywi – a – mwo – ngo – kwi – ve – wi – zi

e – ki – nywo – e – mwu – ngu – kwo – vi – wo – zo

i – ko – nywu – i – mwa – nga – kwu – vo – wu – zu

Guide participants to use these syllables to form meaningful words with triple consonant syllable. E.g. mwenyweze, nganywa, waganywa, okwenyweza, kanyweze

NOTE: The facilitator should introduce other triple syllable words even outside the main issue

Literacy for Level 3

Identify a key word from the tool, topic, discussions or action plan. E.g. akatale (meaning “market” in Luganda). Guide participants to use the key word to form and write punctuated meaningful phrases E.g. Akatale k’ebirime. Akatale weekali, Olina akatale?

Identify another key word(s) from the tool, topic, discussion or action plan to enable participants to construct more punctuated phrases.

Ideas for numeracy**Numeracy for Zero**

- Using information generated by the tool, the discussions or action plan, the Facilitator identifies some ideas for numeracy around numbers 10 – 30. E.g. how many days are in a month of April? The facilitator guides participants to practice reading and writing numbers 10 to 30.

NOTE: use a number chart to introduce number 10 – 30. While guiding participants to read, write and count these numbers, the facilitator should relate each number to the issue being discussed. E.g. How many days do eggs take to hatch? How many months are in a year?

Numeracy for Level 1

Using information generated by the tool, the discussions or action plan, the facilitator asks a questions requiring use of the \times and \div signs to perform single digit calculations.

E.g. Jjajja Nalule's hen laid 4 eggs per week for two weeks. He sold off the eggs to Katumba and Tamale in equal numbers.

1. How many eggs did Nalule's hen lay in two weeks?
2. How many eggs did Katumba buy from Jjajja Nalule?

Guide participants to practice reading, writing and use of the \times and \div signs in performing calculations.

Numeracy for Level 2

Using information generated by the tool, the discussion or action plan, the facilitator asks a question requiring use of the percentages. E.g. Mr. Kasolo practices agriculture on a 20 hectares piece of land. Of the 20 hectares, he grows eucalyptus trees on 10, maize on 4 hectares and coffee on 6 hectares. What is the percentage of land on which he grows coffee?

Guide participants to practice reading, writing and use of percentages in performing calculations.

Numeracy for Level 3

Using information generated by the tool, from discussion or the action plan, the facilitator asks a question requiring them to perform budgetary calculations. E.g. Mr. Kasolo earned Ugx 100,000 from selling his coffee. Has the following items to spend money on; treatment of a sick child, school fees for his daughter, Gomesi for his wife and saving for VSLA. Help Mr. Kasolo to draw a budget for his Shs. 100,000?

Guide participants to practice reading, writing and perform more budgetary calculations.

Supplementary materials

The facilitator should bring and use the following materials in the class:

- Posters
- Calendars
- Old news–paper cuttings (local language)
- Flash cards (vowel cards, letter cards, syllable cards)
- Number charts
- Stickers
- Brochures
- Budget formats
- Conversion tables
- Mathematical tables

Note: As participants get out of the class environment, encourage them to read real materials like posters, sign posters, talking compounds in schools, directions in hospitals that are related to income generation activities

Adult Education

The facilitator should organize activities that will engage the participants in further learning about generating high and sustainable household income e.g.

- Invite the Commercial Officer, motivational speaker, a progressive business owner among others to talk to the participants and answer questions for clarity on income and expenditure best practices (savings, investments).
- Organize a study visit for participants to see and learn more about income and expenditure best practices for demonstration and later application.

Monitoring and Evaluation

During and at the end of the unit, the facilitator should follow up participants to assess the extent of progress towards achieving the set objectives and agreed upon actions e.g.

- Give assignments to participants on literacy numeracy and knowledge on household income generation.
- Review VSLA records to identify individual participants saving and loan patterns.

Documentation and dissemination of Unit materials

- At every stage, the facilitator should record all processes and materials used during the unit.
- The participants should also copy all they have learnt during the unit in their exercise books
- The facilitator should keep records of individual participant's attendance, progression in learning (literacy, numeracy and knowledge in income and expenditure and application of the acquired knowledge.
- The facilitator should compile monthly reports and submit a copy of the report to the CDO and also keep a copy for his/her file.

Annex 12: Monitoring and Support Supervision Checklist

National Level Integrated Community Learning for Wealth Creation (ICOLEW) Programme Supportive Supervision Checklist

Descriptions of Categories/components and Characteristics of elements to be checked	Current Situation (elaboration)
Category 1: ICOLEW Governance – Coordination, Management and support to ICOLEW activities	
1.1. Presence and functionality of District ICOLEW Coordination Committee (DICC) (members, meetings held, decisions passed, support provided to STPC, monitoring Visits made, etc ...)	
1.2. Recruitment and motivation of ICOLEW programme facilitators (number, gender, training given, monthly allowances, other forms of motivation)	
1.3. Involvement of other Sectors and contributions made towards implementation of ICOLEW programme activities – integration (contributions made – name and specific inputs)	
1.4. Assignment of a Focal Person (District ICOLEW Coordinator) to coordinate the district ICOLEW functions (name, education, official designation, field of training given/required)	
1.5. Inclusion of ICOLEW activities in the district’s development plans and budget framework paper (specific activities, amount allocated)	
1.6. Involvement of other stakeholders in implementation of ICOLEW programme (type & quantity of resources/input by name/agency)	
Category 2: Material development – this covers learning and reading materials and guides development for different purposes	
1.1. The district uses an ICOLEW curriculum guide contextualized to local situation/learners’ needs	
1.2. Availability of facilitation materials/guides for facilitators	
1.3. Medium (language) of instruction of ICOLEW classes – appropriateness to learners’ background.	
1.4. Quality of learning units/contents - Preparation of current learning units/ contents – ‘sectoral integration’ and alignment with the livelihoods patterns and findings of the learners’ need assessment and prioritize issues	
1.5. Learning contents/units completed - (situation, units completed, revised, changed, etc through time?)	
1.6. Learning sessions/activities are based on the livelihood patterns of the target group.	
1.7. Use locally modified/adapted learning materials for specific time/duration	
1.8. Guides and bylaws (as required) developed for different users/partners	

Descriptions of Categories/components and Characteristics of elements to be checked	Current Situation (elaboration)
1.9. Availability and accessibility of locally produced reading materials.	
Category 3: ICOLEW Resource Persons (Training & capacity development) – this category includes initial ToTs, training of facilitators, refresher trainings, experiences sharing, supportive supervision (mentoring, coaching) and reflection of good creative approaches and challenges	
1.1. Number of ICOLEW Facilitators assigned (# by sex, names, qualifications, ...)	
1.2. Facilitators received initial & refresher trainings (#, duration, contents, trainers...)	
1.3. Lead facilitators received initial & refresher trainings (#, duration, contents, trainers...)	
1.4. District supervisors (TCC) received initial & refresher ToTs (#, duration, contents, trainers...)	
1.5. Technical Coordination Committee capacitated through ongoing processes	
1.6. Experience sharing visits among different ICOLEW groups, trainers and facilitators within and outside of their respective district and regions (#, duration, contents, trainers...)	
1.7. Practical mentoring and coaching by lead facilitators (those who play supervisory role)	
Category 4: ICOLEW actual learning environment & process	
1.1. Number of operational ICOLEW circles/groups (list/names, size/members, time started, etc...)	
1.2. Appropriateness of Learning centers – type, ownership, proximity to participants’ residence, adequacy of facilities and teaching-learning aids;	
1.3. Learning / meeting schedules of ICOLEW Circles/groups - hours, days/week, months/year,	
1.4. Enrollment of learners – total number of adults enrolled (by sex, centre and sub county)	
1.5. Drop-outs among learners (by sex, centre and sub county)	
1.6. Learners progress – promotion (acquired literacy and numeracy skill levels, outcomes, ...)	
1.7. Weekly lesson plan correlate with the facilitator guide (the methods, tools and assessment)	
1.8. Motivations and commitment of ICOLEW CEG participants (attendance/punctuality, participation during learning sessions; Warm/open discussion, smooth learning flow, mutual understanding and action taken among participants ...)	

Descriptions of Categories/components and Characteristics of elements to be checked	Current Situation (elaboration)
1.9. Technical support provided to ICOLEW programs by DTCC – what, how, frequency, result,...	
1.10. Adequacy of supervision support provided to Facilitators – who, frequency, method,	
1.11. Engaging Primary and potential partners - in planning, implementing and monitoring of ICOLEW activities	
1.12. Creating an environment that stimulates and demonstrates learning	
1.13. In case of ICOLEW graduates, are there supplementary reading materials?	
1.14. Learners’ engagement in the actual delivery of demand-driven ICOLEW	
1.15. Record keeping by Facilitators	
1.16. Motivation and satisfaction of Facilitators	
Category 5: Livelihoods Skill Training (LST) – Participants should be trained in preferred IGAs.	
1.1. The Market assessment (MA) document depicts identified feasible IGAs,	
1.2. ICOLEW participants are informed about the feasible IGAs and selected their preferred IGAs,	
1.3. The procedures of planning, preparation efforts and selection of trainers to provide actual LST	
1.4. Actual conduction of the LST – # of trained adults by each LST, SWOT, challenges, ...	
1.5. Outcomes of the LST – Any effort to utilize acquired livelihood skill area by learners.	
Category 6: Monitoring and Review/Evaluation – this category covers collection and documentation of learners baseline data; learners profile; learners’ progress assessment; sharing of reading materials (stories, folk tales...) produced by learners and facilitators	
1.1. Twenty ICOLEW groups, 20 Facilitators, 2 lead facilitators (each ICOLEW group with an average of 25 participants organized either in mixed, or separate groups	
1.2. Reading and learning centers established/community learning center	
1.3. Systematically organized ICOLEW participants profile file is available and availability of continuous assessment format in the file	
1.4. Practices written communication with ICOLEW groups within the same district and other model district ICOLEW groups	
1.5. Documents on (using different formats), activities of training, learners profile, attendance, participants progress, monitoring report, facilitators profile, creativity, case study...	
1.6. Technical and sub committee meetings minutes documented	

Descriptions of Categories/components and Characteristics of elements to be checked	Current Situation (elaboration)
1.7. Situational analysis report focusing on the profiles of targets groups, learning needs drawn from the livelihood patterns of the community and that of the target groups are available	
1.8. Functional participatory monitoring and evaluation system established	
1.9. Conducts learning assessment using variety of methodologies	
1.10. Reporting	
1.11. Peer learning of facilitators and review meeting of stakeholders	
Category 7: Financing and costing – this category covers financing ICOLEW program and costing of different program activities. It also includes structural /governance issues human resource allocation	
1.1. Availability of detailed participatory implementation action plan	
1.2. Availability of its own Unit cost calculations based on practical field experience	
1.3. Resource/budget allocation by local stakeholders (names, including communities; contributions of each entity,)	
1.4. Demonstrates its commitment by allocating budget for ICOLEW	
1.5. Budget absorptive capacity of ICOLEW programmes	
Category 8: Outcomes – this covers observable actions and activities of ICOLEW target groups demonstrate as a result of knowledge, skill and attitude obtained during the implementation period in different contexts	
1.1. ICOLEW participants demonstrate improved way of life (Income, basic hygiene, family planning, skill training based on market survey (on farm and off farm skills) ...)	
1.2. ICOLEW learning groups demonstrate actions on issues that affect their life and their respective community.	
1.3. Participants read, write and understand and perform based on written messages	
1.4. Any saving attempt – status and challenges, if any.	
Others – Check for any other important matters!	

Sub County CDOs' Support Supervision Checklist

Sub County: _____ CEG: _____ Date: _____

Descriptions of Categories/components and characteristics of elements to be checked	Current Situation (elaborate)
Category 1: CEG Governance – Management and support to ICOLEW activities	
1.7. Presence and functionality of a fully constituted CEG Management committee – minutes of meetings, interventions made etc.	
1.8. Presence and functionality of CEG leadership committee	
1.9. Guides and bylaws (as required) developed for the CEG and are functional	
Category 2: Material use – this covers teaching and learning materials and guides	
1.10. The facilitators' guide is contextualized to local situation/CEG participants' needs	
1.11. Availability of facilitation materials for facilitators	
1.12. Learning contents/units completed, revised or changed – (what is the situation?)	
1.13. Availability and accessibility of locally produced reading materials and those from other sectors.	
Category 3: ICOLEW actual learning environment & process	
1.1 Appropriateness of Learning centers – type, ownership, proximity to participants' residence, adequacy of facilities and teaching-learning aids;	
1.2 Learning/meeting schedules favourable to majority of CEG participants – meeting time, hours, days	
1.3 Enrollment of participants – total number of participants enrolled and attendance patterns (by sex)	
1.4 Drop-outs among participants (by sex). State reasons for the dropout	
1.5 Participants progress – promotion (acquired literacy and numeracy skill levels)	
1.6 Lesson plans correlate with the facilitator guide (the methods, tools and assessment)	
1.7 Motivations and commitment of ICOLEW CEG participants (attendance/punctuality, participation during learning sessions; Warm/open discussion, smooth learning flow, mutual understanding, group cohesion and action taken among participants ...)	

Descriptions of Categories/components and characteristics of elements to be checked	Current Situation (elaborate)
1.8 VAP activities implemented by CEG participants – how, results	
1.9 Technical support given/required from sector specialists e.g. health, agriculture, education, production (how, frequency, result)	
1.10 Record keeping by the facilitator e.g. attendance register, progression etc	
1.11 Motivation and commitment of the facilitator	
1.12 Peer learning practiced for both facilitator and participants	
1.13 Quality of facilitation (Knowledge of the learning process, unit, facilitation skills, documentation skills etc.)	
1.14 Medium (language) of instruction is appropriate to CEG participants' background.	
1.15 Records and use of participants' books	
1.16 Learning sessions/activities are based on the livelihood patterns of the target group.	
Category 4: Monitoring and Review/Evaluation – this category covers collection and documentation of CEG Participants baseline data; Participants profile; participants' progress assessment; sharing of reading materials (stories, folk tales...) produced by participants and facilitators	
1.1 The CEG participants organized either in mixed, or separate groups according to proficiency levels	
1.2 Quality of the learning center	
1.3 Systematically organized ICOLEW participants profile file is available and availability of continuous assessment data on file	
1.4 Written communication within the CEGs are practiced	
1.5 Availability and use of documents by the facilitator e.g. attendance register, participants progress, visitors' book among others	
1.6 Minutes of respective CEG meetings and resolutions passed and implemented	
1.7 Evidence of participatory monitoring practices within a CEG	
1.8 The facilitator continuously assess participants using appropriate methodologies	
Category 5: VSLA Management Practices	
1. Do members regularly attend meetings? (verify by checking attendance register and minutes of meetings and review resolutions made and implemented)	

Descriptions of Categories/components and characteristics of elements to be checked	Current Situation (elaborate)
2. Are the share-purchase/savings deposits regular?	
3. Is the Constitution (for example, payment of fines) respected?	
4. Is the leadership committee constituted according to regulations and guidelines?	
5. Is the leadership Committee fulfilling its role? (How often do they meet? Are there any minutes? What resolutions were made? How many are implemented?)	
6. Is there any confusion in the operation of the loan disbursement and repayment methods?	
7. Is there a loan approval committee? And how was it constituted?	
8. How many loan applications received? How many of these were approved and how many were not approved? What are the reasons for disapproval?	
9. In case of numerous outstanding loans, why are people failing to pay back loans on time?	
10. Are the passbooks being maintained properly and accurately and is the secretary providing an informative report on the state of the Association's finances?	
11. What types of disputes arise within the association and how are they resolved?	
12. Do the association members think they need technical support? If yes, what kind of support?	
<p>Category 6: Others – Check for any other important matters covering observable actions and activities of ICOLEW CEGs demonstrated as a result of knowledge, skill and attitude obtained during the implementation period in different contexts</p>	

Actions recommended: (those to the facilitators should be communicated immediately)

Suggested focus follow up areas: _____

Name of Supervisor (CDO) _____

Annex 13: Facilitators’ Monthly Meetings Guide

Introduction

Facilitators are among the key personnel in implementing ICOLEW programme. They carry out day today implementation of the programme at the community: conduct adult learning lessons; supervision of Village and Group Action Plans (VAPs & GAPs) working directly with the adult learners (community empowerment group participants) and linking CEGs to extension workers and other development initiatives. This magnitude of responsibility requires one to be well grounded in community development issues with both skill and will to act in that capacity.

The ICOLEW programme provides Facilitators with pre-service and in-service training as well as refresher training opportunities. In addition, continuous support supervision to the facilitators ensures that t they rise to the responsibility. One of such activities is the monthly facilitators meetings.

Relevance

Monthly facilitators meetings offer an opportunity for the programme to continuously assess the performance of the facilitators and to bridge performance gaps in a timely manner. Monthly meetings provide avenue for interactions with fellow facilitators and supervisors. To other programme stakeholders. offers an opportunity for addressing challenges (both social and technical), share experiences, best practices and communicate programme achievements.

Mode of the Meetings

For convenience and cost effectiveness, Facilitators from a particular sub county will meet together every last Friday of the month at the sub county headquarters or any other convenient venue. The sub county Community Development Officer has the responsibility for scheduling and communicating the schedule for the meeting as well as reporting on proceedings. The meetings shall be chaired by the Community Development Officer and attended by other departments at the sub county for integration purposes. The respective district authorities, MGLSD and other interested programme stakeholders will also be represented.

Key Items on the Agenda of the Facilitators’ Monthly Meeting

The meeting will follow the agenda below with flexibility and creativity:

Activity	Content	Method	Time required
Reporting	<ul style="list-style-type: none"> Key issues from individual facilitators monthly report (content, methods, observations, attendance, etc) 	Individual presentations	1hr 40 mins
Technical support	<ul style="list-style-type: none"> Analysis of major challenges experienced (job and content related) during the month, i.e delivering the content, working with forms and formats, CEG management, implementation of VAPs and GAPs Feedback from the CDO and/or Extension workers on challenging areas; 	Group work, group presentations, guided discussions Peer support Coaching	2hrs

Way forward	<ul style="list-style-type: none"> ✦ Reviewing and consensus on lesson plans; ✦ Administrative issues e.g distribution of instructional and learning materials, etc ✦ Acknowledgement of receipt of reports ✦ Approving lesson plans and other group activities 	Discussions	1hr 40 mins
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