



THE REPUBLIC OF UGANDA

MINISTRY OF GENDER, LABOUR
AND SOCIAL DEVELOPMENT

NON-FORMAL ADULT LEARNING AND COMMUNITY EDUCATION STRATEGY FOR UGANDA (NALCES)

2023/24-2027/28

AUGUST 2023

Ministry of Gender, Labour and Social Development

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Foreword

Government of Uganda recognizes education and literacy as an important aspect of human capital development for socio-economic transformation. Government's commitment to support all forms of education is provided for under Article 30 of the Constitution of the Republic of Uganda, 1995 (as amended) which guarantees all persons the right to education.

The National Adult Literacy Policy (2014) provides for the delivery of non-formal adult learning to the non-literate youths and adults. While the current National Adult Literacy Policy is due for review, this Non-Formal Adult Learning and Community Education Strategy (NALCES) actualizes the purpose of having a qualitative system of Adult Learning and Community Education that can trigger lifelong learning opportunities and skills for youth and adults and sustain inclusive community development.

This Strategy was developed through a vigorous stakeholder consultative process across key sectors, academia and the civil society and is comprehensive to offer diverse interventions for improvement of adult literacy rate and impartation of skills for sustainable development.

Under the Ministry of Gender, Labour and Social Development, this strategy will provide a mechanism for planning, implementation and evaluation of NALCE programmes, streamline coordination and collaboration between the different stakeholders as envisaged in the new programme-based planning approach of the NDP III.

I call upon all Adult Learning and Education stakeholders to embrace this Strategy to guide all efforts geared towards non-formal adult learning and community education for a literate, informed, productive, peaceful and knowledge society.



Hon. Nyirabashitsi Sarah Mateke (MP)

MINISTER OF GENDER, LABOUR AND SOCIAL DEVELOPMENT

Acknowledgement

On behalf of the Ministry of Gender, Labour and Social Development, I am delighted to present the National Non-Formal Adult Learning and Community Education Strategy. It is important for me to note that the development of this strategy is a result of the commitment, dedication and hard work of a team of technical officers of the Ministry of Gender, Labour and Social Development spearheaded by the Department of Community Development and Literacy.

I wish also to appreciate the Local Governments and Agencies that contributed to the development of this strategy. More specifically, I wish to recognize the efforts of the core inter institutional team comprising of Ministry of Education & Sports, Ministry of Finance Planning & Economic Development, Ministry of Local Government, Ministry of Agriculture, Animal Industry & Fisheries, Ministry of Health, Ministry of Water & Environment, Ministry of Trade, Industry & Cooperatives, Ministry of ICT & National Guidance, National Planning Authority, Uganda Bureau of Statistics, Academia and Civil Society Organisations.

Special appreciation goes to DVV International in particular for their financial and technical support towards not only the development of this strategy but also to Adult Learning and Education programming in Uganda.

In conclusion, I appeal to all stakeholders to embrace this National Non-Formal Adult Learning and Community Education Strategy in the delivery of Adult Learning and Education services in order to address high illiteracy, inadequate skills, negative mindset and poverty for the social economic transformation of Uganda.



Aggrey David Kibenge
PERMANENT SECRETARY

Abbreviations and Acronyms

ALE	Adult Learning and Education
ALESBA	Adult Learning and Education Systems Building Approach
BTVET	Business, Technical, Vocational Education and Training
CAO	Chief Administrative Officer
CBS	Community Based Services
CDD	Community Driven Development
CDO	Community Development Officer
CEGs	Community Empowerment Groups
CESA	Continental Education Strategy for Africa
CLCs	Community Learning Centres
CMMC	Community Mobilisation and Mindset Change
CMMCP	Community Mobilization and Mindset Change Programme
COVID	Corona Virus Disease
CSOs	Civil Society Organisations
DCDO	District Community Development officer
DIC	District ICOLEW Coordinator
DIT	Directorate of Industrial Training
DVV	German Adult Education Association
FABE	Family Basic Education
FAL	Functional Adult Literacy
GRALE	Global Report on Adult Learning and Education
HIV/AIDS	Human Immunodeficiency Virus / Acquired Immunodeficiency Syndrome
ICOLEW	Integrated Community Learning for Wealth Creation
LAMP	Literacy Assessment and Monitoring Programme
LGs	Local Governments
M&E	Monitoring and Evaluation
MDAs	Ministries, Departments and Agencies
MDGs	Millennium Development Goals
MIS	Management Information System
MoFPED	Ministry of Finance, Planning and Economic Development
MoGLSD	Ministry of Gender, Labour and Social Development

MTEF	Medium Term Expenditure Framework
NAADs	National Agricultural Advisory Services
NALCE	Non-Formal Adult Learning and Community Education
NALCEP	National Adult Learning and Community Education Policy
NALCES	Non formal Adult Learning and Community Education Strategy
NALIP	National Adult Literacy Policy
NCDC	National Curriculum Development Centre
NDP	National Development Plan
NIACE	National Institute of Adult and Continuing Education
NRM	National Resistance Movement
NUSAF	Northern Uganda Social Action Fund
PBB	Program Based Budgeting
PDM	Parish Development Model
PIAP	Programme Implementation Action Plan
PMA	Plan for Modernization of Agriculture
PRDP	Peace Recovery and Development Programme
QF	Qualifications Framework
SACAO	Assistant Chief Administrative Officer
SDGs	Sustainable Development Goals
SDS	Social Development Sector
STPC	Sub-county Technical Planning Committee
ToTs	Trainers of Trainers
TPCs	Technical Planning Committees
TWGs	Technical Working Groups
UBOS	Uganda Bureau of Statistics
UNEB	Uganda National Examinations Board
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UPE	Universal Primary Education
URSB	Uganda Registration Services Bureau
USE	Universal Secondary Education
USE	Universal Secondary Education
VSLAs	Village Savings and Loans Associations

Glossary

Adult Basic Education: The kind of education for adults, including provision of reading, writing, and numeracy skills, for the most basic level of learners with limited or no formal schooling. The minimum package of learning provided to an individual through stages of formal and non- formal education system to enable him/her be good and useful citizen in the community and society.

Adult Learning: Refers to the whole body of organised educational process, short or prolonged, that an adult learner requires for personal and community development.

Adult Literacy: Learning activities planned and organised for youth and adults, primarily to impart the ability to identify, understand, interpret, create, communicate and compute using printed and written materials. (Adopted from UNESCO International Expert Meeting on Literacy Assessment, Paris, June 2003).

Basic Education: The minimum package of learning (knowledge, skills and attitudes) provided to individuals through stages of formal and non – formal education system to effectively participate in their day to day activities.

Business Skills Training: Learning activities organised to promote entrepreneurship practices of individuals and communities.

Civic Education: It is the process of developing knowledge, skills, values and attitudes of individuals and communities to empower them to participate in governance processes so as to secure a world that is more just, peaceful, tolerant, inclusive and sustainable.

Community Education: An education process concerning itself with every aspect that affects the wellbeing of all citizens within a given community.

Continuing Education: Education undertaken by people who have had some contact with basic formal learning and want to further their education.

Digital Literacy: Knowledge and skills to use information and communication technology (ICT) appropriately in navigating the digital world.

Education: A process of acquiring knowledge, skills and change of attitudes.

Environmental Education: These are learning activities organised to promote awareness about the role of individuals and communities in sustainable natural resources utilization and management. It includes skills, values and attitudes required by individuals and communities to make a livelihood from the environment in a sustainable way.

Family Basic Education: A type of education that offers reading, writing, and/or oral language skills instruction for the whole family – both adults and their children together in joint learning sessions. It includes parenting education to adults so as to enable them appreciate the importance of education as a whole and their role in their children's upbringing and development.

Financial Literacy: The possession of the set of skills and knowledge that allows an individual to make informed decisions regarding management of their financial resources.

Formal Education: This is a structured system of learning carried out by educational institutions (formal school system). It is structured and progresses from one stage to another in systematic manner and ultimately leads to certification.

Functional Literacy: It is the practice of combining reading, writing and numeracy with techniques of livelihood skills development.

Health Education: A combination of learning experiences designed to increase knowledge, attitudes, skills and values to improve reproductive, environmental, physical, emotional, spiritual, social and intellectual health as well as sanitation and nutrition. This aims at enabling people to voluntarily change their behavior and make it conducive to health.

Integrated Early Childhood Development: This is the process of supporting children to acquire holistic opportunities for survival, education, participation and development. It starts from child's conception to eight years of age.

Intergenerational Literacy and Learning: It refers to learning activities and practices in the family that promote the development of literacy, numeracy, language and related life skills (UNESCO, 2022).

Knowledge Society: According to UNESCO, knowledge societies are about capabilities to identify, produce, process, transform, disseminate and use information to build and apply knowledge for human development. They require an empowering social vision that encompasses plurality, inclusion, solidarity and participation. ((UNESCO, n.d). The need for continuous learning is a general characteristic of the knowledge society and the capacity for each individual to learn throughout life is crucial.

Legal Literacy: Legal literacy programmes aim at empowering communities with increased knowledge of national and local laws, human rights and responsibilities.

Lifelong Learning: It is an ongoing, voluntary and self-motivated pursuit of knowledge for either personal or professional development and enhancement of individuals to improve their competitiveness, employability, social inclusion and active citizenship for all ages and professions. Lifelong learning includes formal, non-formal and informal learning.

Life Skills: Programmes and activities organised to impart abilities to better function in daily life and improve society (i.e. problem solving, critical thinking, effective communication, decision-making, creative thinking, interpersonal relationship, self-awareness building, empathy, and coping with stress and emotions).

Livelihood Skills Training and Development: Organised learning activities aimed at enhancing income generating activities, capabilities and acquisition of productive assets.

Life Wide Learning: All learning and personal development that emerges through activities in the multiple ever-changing real-life contexts and situations. It aims at fulfilling roles and achieving specific goals, continuously developing knowledge, skills, capabilities, dispositions and values within personal, civic, social and employment related contexts. It includes different kinds of learning not covered in classroom settings.

Non-formal Adult Learning: Learning of adults that may not lead directly to certification but is structured in terms of learning objectives, learning time and the role of the facilitator.

Non-formal Education: It is learning organized outside the formal school system.

Socio-Cultural Education: In this context, it refers to indigenous education which is transferred from generation to generation concerning values, languages, cultural practices, customs, traditions, norms, beliefs and social taboos that are responsible for shaping ones behaviour so as to fit in society.

Post-literacy. Learning activities designed to enable the new literates to sustainably engage in practices that make use of the literacy knowledge and skills previously acquired. Post-literacy is used for personal, family and community development as well as engagement in a continuous process of life-long and life wide learning.

Vocational Skills: Competencies gained towards becoming knowledgeable in a specific trade or profession.

Executive Summary

This Strategy expresses the vision of having a qualitative system of NALCE that can trigger learning for youth and adults and sustain inclusive community development. The Strategy is a result of ICOLEW process review, regular reports on ICOLEW that revealed that the environment in which NALCE was being implemented was not conducive as it was based on a narrow policy, lacked a strategy, had implementation guidelines that were not adequately disseminated and did not have a qualifications framework that gives learners alternative pathways for continuous and lifelong learning. In addition, there are no regulatory frameworks that specify punitive measures for non-compliance. With regard to the institutional arrangements, there are inadequacies in human resources to provide leadership and management, and that mechanisms and procedures for accountability, networking and collaboration need strengthening.

The findings further revealed the need for regular participatory planning, adequate budgets and resource allocation, a robust M&E and MIS and fully functional coordination processes. The technical processes need to ensure that curricular is localized and able to address the ever-changing learning needs of youth and adults, the programme design and methodology need to be those that can ensure effective facilitation and learning. There is also need to have personnel with adequate capacity to develop and implement interventions, appropriate teaching and learning materials to motivate adult learners and learner assessment that accurately measures progression.

This Strategy attempts to address the above bottlenecks with a view of improving and widening NALCE provision. The following are the objectives of the Strategy;

- i. To design an inclusive, equitable and sustainable quality NALCE programmes in a participatory manner.
- ii. To establish an assessment accreditation framework for promoting flexible alternative learning pathways for NALCE.
- iii. To strengthen governance, coordination structures and mechanisms for effective delivery of NALCE services
- iv. To promote evidence-based policy formulation, planning, budgeting and implementation of NALCE.
- v. To develop and strengthen the capacity of stakeholders for effective NALCE service delivery at all levels for effective lifelong learning.
- vi. To establish and operationalize an effective monitoring and evaluation system for NALCE.

A number of interventions to achieve the objectives across the broad spectrum of lifelong, life-wide and life-deep learning are proposed in this Strategy. These are;

- Establishment and upscaling of learning spaces for NALCE Programmes.
- Provision of gender responsive and inclusive appropriate learning materials
- Capacity development of facilitators and supervisors on special needs education.
- Enhancement of quality standards for inclusive, equitable and quality NALCE programmes
- Provision of alternative learning programmes for different categories and groups of learners
- Curriculum review
- Standardisation of learner assessment and certification
- Operationalisation of an equivalency framework for NALCE

- Strengthening existing governance and coordination structures and mechanisms
- Establishment of sustainable coordination structures and mechanisms for NALCE
- Strengthening of strategic partnerships and collaboration for NALCE
- Rationalisation of the existing staff establishment and structure for Community-Based Services in LGs
- Strengthening leadership for implementation of NALCE at all levels
- Inclusion of NALCE on the national scorecard for assessing performance of local governments
- Review and revision of the National Adult Literacy Policy to reflect the broader scope of NALCE
- Enhancement of quality assurance for NALCE service delivery
- Development and operationalisation of a Qualifications Framework (QF) for ALCE
- Enactment of NALCE legislation
- Mobilisation of resources for NALCE
- Development and dissemination of the research agenda for NALCE
- Capacity building for effective implementation of NALCE
- Establishment and operationalisation of a functional M&E framework
- Establishment and operationalisation of a robust MIS

The implementation arrangements shall include working groups at national level, local government and lower local government levels. It will also involve collaborations and, building and sustaining partnerships with stakeholders at all levels. Clear roles have been demarcated and allotted to the different stakeholders.

A financing mechanism on how resources for NALCE shall be mobilized has been spelt out. The mechanism also details how to use the resources efficiently and effectively as well as how to ensure financial sustainability.

It also lays emphasis on advocacy and communication Strategies that provides information on how advocacy and communication will be done. It provides avenues and ways through which advocacy and communication will be made and how the feedback will be used for improving delivery of NALCE programmes.

The Strategy includes a monitoring and evaluation framework that explains who monitors and evaluates, how it is done, when it is done, the tools to be used and how the data will be analysed, reported and utilized for decision making.

Implementation of the Strategy will be guided by principles such learner-centredness, needs based, the human rights-based approach, equity, participation and involvement, social inclusion, gender responsiveness, respect and dignity and adaptability. There will be respect for multi-sectoral integration, promotion of public – private partnerships, transparency and accountability and all decisions will be evidence based.

CHAPTER ONE: INTRODUCTION

1.0 Introduction

This section provides an overview of Non-Formal Adult Learning and Community Education strategy. It also articulates the need for non-formal adult learning and community education, multi-sector and agencies provision.

1.1 Background

Non-formal adult learning constitutes organised educational process outside the formal schooling, short or prolonged with a lifelong learning perspective, that youth and an adult learner requires for personal, community and society's development. It included adult literacy, vocational or livelihood skills and entrepreneurship development, as well as education for civic consciousness/active citizenship.

Adult learning and education is an essential component of the right to education and a prerequisite for accessing other human rights. Accessing youth and adults provision of non-formal adult learning and community education constitutes a critical undertaking for changing the lives of millions of people who have received little to no formal education. The inability to read and write at basic levels of proficiency and to actively participate in an increasingly literate and digitized world, engage in lifelong learning at community and world of work as well as for active citizenship is potentially a source of exclusion and a major barrier to their engaging more actively in political, social, cultural and economic activities.

In the fast-changing world, literacy and continuous non-formal adult learning allows people to be self-reliant and self-sufficient and adaptable to changes in society. It enables them to create, apply and spread new ideas and technologies which in turn increase labor productivity and incomes.

Furthermore, it helps build capacities of communities to assess their needs, identify options for addressing them, prioritise, leverage resources, and create sustainable solutions. Most importantly, the mindset changes that this Strategy catalyses, can contribute towards increasing demand and uptake of development programmes and services, demand for accountability from government and other development actors.

In spite of the importance of non-formal adult learning and education, in Uganda adults aged 18 years and above who are illiterate constitute 26.5 percent of the population and almost half of them (42.6%) are women. An estimated 10 million people in Uganda (6.3 million aged 10 years and above [male: 38.4% and female: 61.6%], 2.7 million aged 6 – 9 years) who have never attended school (UBOS, 2018). Large numbers of those who enroll drop out before attaining adequate literacy skills; many youth complete school without sustainable literacy competencies and need basic skills in reading, writing, numeracy and digital skills to learn-to-learn throughout life, acquire and utilize practical knowledge and skills for livelihoods, earning incomes, employability, in health and environment.

The Ministry of Gender, Labour and Social Development is the lead agency in the provision of non-formal adult learning and community education programmes in communities. However, there are other government ministries which also offer adult education including Ministry of Health, Ministry of Agriculture Animal Industry and Fisheries, Ministry of Trade, Industry and Cooperatives and Local Governments, Electoral Commission.

This Non-Formal Adult Learning and Community Education Strategy provides a framework for operationalizing the National Adult Literacy Policy 2014. It is intended to achieve the goal of promoting an inclusive and equitable quality non-formal education, provision of lifelong learning opportunities and skills to youth and adults, without leaving anyone behind. It builds on previous and ongoing

interventions in the non-formal adult learning and community education as well as the lessons learnt.

The strategy focuses on inclusion, equitable and sustainable quality provision, promotion of flexible alternative learning pathways, strengthening governance and coordination, evidence-based policy formulation, planning and budgeting, strengthening the capacity of adult educators and practitioners, and importance data collection, management and use.

1.3 The proces of developing the Non-formal Adult Learning and Community Education Strategy

The development of this Strategy was spearheaded by the Ministry of Gender, Labour and Social Development (MGLSD) through a participatory and consultative process. A Technical Working Group was constituted and held a series of meetings whose input resulted in the draft Strategy. Consultations were carried with representatives of the Inter-ministerial and Agency Steering Committee drawn from relevant government departments and ministries, institutions of higher learning and adult learning and education NGOs and the non-formal adult learning and education Stakeholders Forum.

CHAPTER TWO: LEGAL AND POLICY FRAMEWORK

2.1 The Legal Framework

2.1.1 National Level

Government's commitment to support all forms of education, including non-formal adult learning and community education, is enshrined in the Constitution of the Republic of Uganda (as amended). Objective XVIII the Constitution specifically directs the State to promote free and compulsory basic education. It also enjoins the State to "take appropriate measures to afford every citizen equal opportunity to attain the highest educational standard possible. Article 30 of the Constitution guarantees all persons the right to education.

The local government Act Cap 243 (as amended) provides for adult literacy as a tool for community development and therefore is one of the decentralized services. The Act puts the responsibility of basic education provision to the local governments and therefore, local governments are key partners in adult learning and education provision.

The Business, Technical, Vocational Education and Training (BTVET) Act (Uganda Government, 2008) also provides for the acquisition of vocational skills by youth and adults.

2.1.2 International

At international level, the Universal Declaration of Human Rights 1948 states that; "everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized". The norms and standards of international human rights law, requires such social order to involve compulsory universal education where the people are empowered to demand, claim, promote and protect their fundamental rights and freedoms.

2.2 The Policy Framework

2.2.1 National Level

The 1992 Government White Paper on Education recognised that adult learning and community education forms part of the broader education system. The importance of non-formal and community education was affirmed in White Paper which proposed strengthening of structures and systems for non-formal and adult education, improving quality and increasing coverage of adult learning and education programmes.

The main policy framework that influenced the development of the Strategy is the National Adult Literacy Policy (MoGLSD, 2014) that is the guide for adult literacy provision. The National Community Development policy provides for mindset change of communities so as to facilitate uptake of government development programmes and prepare communities to actively engage in development programmes as well as making development actors accountable for their actions.

This Strategy is also informed by other policies such as: National Youth Policy (2001), Uganda National Culture Policy (2006), National Equal Opportunities Policy (2006), National Policy on Disability (2006), Uganda Gender Policy (2007), National Policy for Older Persons (2009) and National Child Policy (2020).

2.2.2 Africa Regional Level

At Africa continental level, the Continental Education Strategy for Africa (CESA) as one of the means to meeting the African Union Agenda 2063 (CESA, 2016), calls on education sector players to own, adapt and make the SDGs compatible with African aspirations, and “reorient Africa’s education and training systems to meet the knowledge, competencies, skills, innovation and creativity required to nurture African core values and promote sustainable development at the national, sub-regional and continental levels” (CESA, p.7). The strategy recognises informal and non-formal education and training opportunities as providers of alternative modes of education to millions youth and adults and therefore advocates for their recognition by African policymakers.

2.2.3 International Level

At global level this Strategy responds to international instruments and conventions on adult learning and education and training, all of which put emphasis on education for all, importance of literacy, adult learning and life skills, equitable access to basic and continuing education as pre-requisite for personal, social, economic and political empowerment: Jomtien Declaration on Education for All (1990), the Hamburg Declaration on Adult Learning (1997), the Dakar Framework on Education for All (2000), the United Nations Millennium Development Goals (2000), and the Belem Framework for Action (2009), Marrakech Framework for Action 2022.

Sustainable Development Goals (SDGs) adopted by the United Nations in 2015. The 17 goals are universal and aim at ending poverty and creating a just, secure and prosperous world. This Strategy contributes directly to SDG 4 on quality education for all, particularly the outcome target 4.6 on achieving literacy and numeracy for all youth and substantial proportion of adults, both men and women by 2030 (UIS, 2022). The realisation of SDG4 also contributes to the achievement of the other SDGs, most notably for poverty eradication (SDG 1), health and wellbeing (SDG 3), gender equality (SDG 5), reduced inequality (SDG 10), inclusive, safe and resilient actors (SDG 11), climate action (SDG 13), peaceful, inclusive and free society (SDG 16)

2.3 Alignment of the NALCES to Planning Framework

The National Development Plan III is the overarching planning framework for Uganda. Non-Formal Adult Learning and Community Education Strategy and directly contributes to community mobilization and mindset change programme by increasing awareness, positively changing attitudes, norms, practices and behaviours, build capacities of communities to assess their needs, identify options for addressing them, prioritise, leverage resources, and create sustainable solutions, as well as increase demand and uptake of development programmes and services. It also contributes to the human capital development programme by providing foundation for building well educated, enlightened and healthy human resources, and to other programme areas by catalysing people to appreciate and participate in the country’s development agenda for transformation of the lives of the people and society.

This Strategy will contribute to the strategic direction of the Ministry of Gender, Labour and Social Development through enhancing effective mobilization of families, citizens and communities for national development. Realization of the strategy’s objectives will contribute to increase in: adult literacy rate, proportion of the population informed about national programmes, and proportion of households participating in development initiatives.

CHAPTER THREE: SITUATION ANALYSIS

3.0 Introduction

The section presents the status of the non-formal adult learning and community education situation including achievements, challenges and lessons learnt. The situation analysis informs the decisions regarding NALCE strategic direction.

3.1 Population dynamics

Uganda's population is at 37.7 million people (male 48 % and female 52%). The population is predominantly rural (75.5%) and 24.5% live in urban areas. The youth aged 18 years and above constitute 20.5% (male 44.2 and female 55.8%) while adult of 18 years and above are 45.3% (male 45.7% and female 54.3%). The literacy rate among persons aged 18 years and above was at 73.5% (male 77.7% and female 57.4%). Rural-urban disparities showed higher literacy rate in urban areas 86.7% (male 90.4% and female 83.7%) compared to rural areas 68.2% (male 77.1% and female 60.6%) (UBOS, 2018). Sub regional comparison show disparities in literacy rate with Kampala having the highest literacy rate 93.3% (male% and female %) and Karamoja lowest at 26.8% (male 37 % and female 20%), followed by Acholi 61.7% (male 79% and female 45.5%), Bukedi 64.3% (male 71.9% and female 57.7%) and Teso 66.1% (male 73.8% and female 59.3%).

There are approximately 10 million persons (6.3 million aged 10 years and above [male 38.4% and female 61.6%] and 2.7 million aged 6 – 9 years) who are not attending school, majority of whom are girls, ethnic minorities and persons with disabilities. In rural areas, 20% of the population aged 10 years and above have never been to school compared to 10% in urban areas. There is a high dropout of children in the formal school system which is confirmed by the low primary school completion rate at 52.67% (World Bank, 2017). According to Education and Sports Sector Annual Performance Report 2016/2017) the transition rate from primary to secondary school is still low at 35% (MoES, 2017) and those who do not continue to secondary schools easily relapse into illiteracy.

3.2 Past and ongoing Interventions

Government and development partners have made efforts to promote adult learning and education for out of school youth and adults with no or limited literacy and numeracy skills, as well as for promoting livelihood and life skills, entrepreneurship and vocational skills geared towards socio-economic transformation and wellbeing of citizens. Such efforts included adult literacy programme and literacy campaign under which Community Centres were established to promote community learning and education activities; the Functional Adult Literacy (FAL) programme implemented from 2000/01 to 2014/15 with emphasis on functional literacy i.e. integrating literacy and numeracy with practical knowledge and skills in subject matters such as nutrition, HIV and AIDS, hygiene and sanitation, environment, agriculture, small scale enterprise management and civic education. Programmes implemented by NGOs included Family Basic Education that fosters synergies between the formal and non-formal adult basic education by providing basic literacy and numeracy to parents so as to equip them with basic knowledge on school learning methods, strengthens their support to their children's education and learning as well as develop and improve parenting skills of the adult learners so as to facilitate effective communication between parents, children and teachers; REFLECT literacy programme that focused on raising civic consciousness among adult learners using reading and writing as entry points.

Currently the ministry is implementing the Integrated Community Learning for Wealth Creation (ICOLEW) project in 5 selected districts with a focus to enhance adult learners' literacy and numeracy skills, promote Village Savings and Loans Associations, improve livelihoods and business development skills, promote Community Learning Centres (CLCs) as one-stop hubs for delivery of services to

communities and strengthening institutional capacity for adult learning and community education service delivery.

3.3 Achievements

3.3.1 Increased adult literacy rate

There was an increase in adult literacy rate from 72.2% (male 77.4% and female 67.6%) in FY 2014/15 (UBOS, 2018) to 74% (male 81% and female 67%) in FY 2019/20 (UBOS, 2020)

3.3.2 Improved financial practices

Through the VSLAs, a culture of savings, borrowing and investing loans into productive activities has been inculcated. For instance, between 2016/17 and 2018/19, ICOLEW adult learners cumulatively saved Uganda shillings 740,332,700. The learners have also embraced the use formal banking institutions where the 80 CEGs have opened up group bank accounts.

MGLSD (2018) indicates that 80% of FAL classes have established VSLAs, and the establishment of such associations have resulted in increased access to micro-finance financial services by adult literacy learners. The same report notes that most of these FAL classes have evolved into Community Based Organizations whose key activities include savings and credit activities.

3.3.3 Emancipation of women and improved gender relations

Through NALCE, awareness on the rights of women among learners increased. This in turn has contributed to reduction in gender inequalities at household and community levels. Furthermore, participation in NALCE improved self-esteem and confidence of female adult learners. This ultimately led to increased participation in governance and decision making by female learners taking up elective community leadership as indicated in the Mid-term evaluation report for ICOLEW 2019.

3.3.4 Increased community participation in government programmes

Communities have been empowered through NALCE to sustainably respond to and participate in Government programmes. The evaluation report of the DVV International Project in Uganda (DVV, 2019), the Peer Review Report findings (MoGLSD, 2021) and the study tour of CLCs in Nwoya district revealed that adult learners had formed VSLAs and CEGs some of which were linked to the PDM. The testimonies given by the adult learners (two males and one female) from Muduuma and Kituntu sub-counties, Mpigi district, during the NALCE stakeholders consultative meeting held at Hotel Africana on 21st and 22nd March 2023 learners confirmed that CEGs were the key entry points for the PDM programmes. They also revealed that adult learners had increased their participation in government and other development programmes and were involved in savings and credit initiatives. The fact that two of them were reading main points from their notebooks suggests that they were ably utilizing the newly acquired reading, writing and numeracy skills. Additionally, the confidence with which both female and male participants spoke in the presence of urban and educated audience revealed that they had been empowered and could advocate for themselves and for the cause of adult learning and education.

3.4 Challenges in the provision of NALCE services

3.4.1 High illiteracy rate

Despite efforts to promote adult literacy, illiteracy rate among people aged 18 years and above stands at 27% (UBOS 2018). The increase in adult literacy rates has stagnated at a difference of 2% over the last few years. An estimated 10 million persons (6.3 million aged 10 years and above [male: 38.4% and female: 61.6%], 2.7 million aged 6 – 9 years) who have never attended school. In rural areas, 20% of the population aged 10 years and above have never been to school and in urban areas, it is 10%. There is a high dropout of children in the formal school system which is confirmed by the low primary school completion rate at 52.67% (World Bank, 2017); transition from primary to secondary school is low at 35% (MoES, 2017) and those who do not continue to secondary schools easily relapse into illiteracy.

Increasing poverty is a key contributor to illiteracy. Poverty levels increased from 19% in 2015/16, to 21.4% in 2018 (UBOS, 2018). Low levels of education and high poverty levels means that a large part of the population lacks functional skills to exploit economic opportunities (MGLSD 2014), thus contributing to the cycle of poverty and illiteracy.

3.4.2 Limited access to NALCE services

There is limited community development infrastructure to effectively deliver NALCE services. The 668 community development centres established by government in the 1970s for effective NALCE service delivery are now run down, dysfunctional, dilapidated. In order to effectively deliver NALCE services, learning spaces must be created. This calls for the rehabilitation of existing centres, construction of new ones and providing them with the necessary equipment and materials.

3.4.3 Limited equity and inclusion

There is limited male participation in adult literacy programmes. Access to adult literacy (FAL and ICOLEW) programmes is predominantly by women (76%) compared to men (24%) because of men's negative attitude towards non-formal adult education. The ALESBA Peer Review Report (2021) revealed that PWDs, specifically those with visual and hearing impairment, were not benefiting from NALCE services due to lack of specialised facilities and equipment. The same report revealed that ethnic minorities, refugees, pastoral, mining and fishing communities hardly benefited from NALCE services.

3.4.4 Limited capacity among NALCE educators

The capacity of NALCE facilitators especially at community level is inadequate as many adult literacy facilitators are not well trained (MoGLSD, 2014; MoGLSD, 2021). The NALCE facilitators receive limited initial and refresher training and therefore lack capacity to effectively facilitate learning. In the few instances where the training of literacy facilitators occurs, it lacks standardisation and there is no comprehensive curriculum that addresses emerging needs and concerns such as digital literacy, COVID-19 and Ebola. This situation is compounded by the fact that the facilitators are not paid and work on voluntary basis. They therefore don't stay for long and their high turnover overstretches the training opportunities available. The quality of training at community level is not harmonised and universities and other institutions of learning are not involved in this kind of training because their focus is at diploma and degree levels.

3.4.5 Non-recognition of learning achievements of graduates of non-formal adult learning

The certificates that are provided after completing non-formal adult learning programmes are not credited. As a result, the learning achievements of graduates are not recognized in the job market and cannot be used for carrier development or access to formal education. This is because there is no standardized qualification framework for NALCE. Additionally, the existing assessment bodies such as Directorate of Industrial Training (DIT), do not assess adult literacy skills.

3.4.6 Weak coordination mechanisms

Although coordination and cooperation between national, district, lower local governments, NGOs, universities, and other institutions is critical for NALCE service delivery, there is segmented and disjointed implementation of NALCE programmes across the country. The existing coordination structures such as inter-ministerial committees, linking government and CSOs at district level are largely nonfunctional. This leads to duplication of services and roles and limited strategic focus among the NALCE stakeholders.

3.4.7 Inadequate research, innovations and, information generation and management

There is limited evidence and data generation and management mechanisms to support innovation, policy and programming for NALCE. Data collection and management in the present system is largely manual, cumbersome, and therefore difficult to use or share with different stakeholders. The effect of the new MIS has not yet been felt because most stakeholders have not yet learnt how to use it. In addition, there are inadequacies in reporting and documentation on NALCE programmes such as irregular reporting and inadequate research data.

3.4.8 Inadequate financing of NALCE

ALCE is allocated less than 1% of the education budget (refer to Budget Framework Paper 2021/2022-2024/2025) which is below the recommended international benchmark of 6% the education budget. This is because of the inadequate Social Development Sector's (SDS) Medium Term Expenditure Framework (MTEF) budget ceilings. Inadequate funding may be attributed to low prioritization of NALCE by policy makers at all levels. This inadequate funding is coupled with limited support from the development partners, inadequate investment, and involvement of the private sector in NALCE programmes. The inadequate government funding is compounded by the low community contributions to NALCE programmes.

3.4.9 Weak partnerships and networking structures

There is no official body that represents all non-state actors that are active in NALCE. In addition, the partnerships between government and non-state actors are not formalized but are done on an ad-hoc and case-by-case basis. The partnerships that exist only occur around specific events and largely involve individuals instead of institutions.

3.5 Lessons Learnt

The following are the major lessons learnt from implementation of adult literacy programmes:

- The cross-sectoral and multi-sectoral nature of NALCE eases working together. It improves coordination and collaboration between the different government departments, agencies and other stakeholders thus contributing to improving service delivery. However, the mechanisms for coordination and collaboration are still weak and need strengthening.
- The ICOLEW programme that provides adult learning skills is well aligned to the Vision 2040, NDP III and the PDM. This alignment builds synergies and helps to make ALCE and PDM more successful.
- The link between NALCE, CLC, CEGs, VSLAs of the ICOLEW programme provides a robust vehicle to deliver the PDM pillars. However, there is need to strengthen adult learning component as a facilitator for other pillars of the PDM.
- The support to CLCs by the Local Governments, Lower Local Governments and communities is a sign that NALCE can be sustained at community level.
- The inadequacies in the legal and policy frameworks and absence of a strategy have made it difficult to successfully implement adult learning programmes.

It can be noted that a number of successes and challenges have been experienced regarding NALCE programmes. Attention should therefore be given to addressing the challenges and removing the blockages that hamper the successful provision of NALCE. The NALCE strategy will therefore improve and ease programming and promote access to NALCE programmes in communities.

CHAPTER FOUR: RATIONALE FOR THE NALCES

Despite the numerous efforts by both the state and non-state actors, there is still high illiteracy (28 percent) among adults (18 years and above). Numerically, 11,480,000 (male 2,296,000, female 9,184,000) Ugandans are non-literates and 39 percent of Ugandan households (over 3.5 million households and approximately 16 Million people) are still stuck in the subsistence economy and are characterised by high levels of poverty (UNHS 2019/20).

The subsistence households suffer from production inefficiency, low/negative productivity and limited resilience to shocks, all of which impacts their capacity to earn through own initiative. These households represent the most poverty-stricken, landless, vulnerable and unemployed Ugandans that are trapped in the vicious cycle of low income, low savings, and low investment.

Promoting the Non-Formal Adult Learning and Community Education would empower the non-literate and poverty stricken Ugandans to acquire foundational skills (learning to read, write, and calculate accurately), transferrable skills (project planning and management, savings and credit, hygiene and sanitation, rain water harvesting) and job specific/vocational skills (training in music, dance and drama, carpentry, tailoring, knitting, handicrafts, weaving, basketry, pottery, tourist guide). This would contribute to the vision of the Government through the Parish Development Model of uplifting the target households from subsistence economy to the money economy, where such a household is to earn shs 20 million per annum within 5 years, have minimum income to access basic human needs (of food, shelter, clothing, health, education, security, spirituality etc.), have assets necessary to generate adequate income and savings and have access to essential social services.

The study commissioned by World Bank on Livelihoods and Literacy skills and literacy training for better livelihoods: a review of approaches and experiences (World Bank, 2002) concluded that combinations of livelihood skills training and adult literacy education help improve poor people's livelihood.

Firstly, there is a widely noted "empowerment effect"-that learners acquire enhanced confidence and social resources which help them take initiatives to improve their livelihoods. Second, literacy and numeracy skills are a clear advantage in market transactions in the informal economy, and thus especially important for entrepreneurship. Thirdly, more productive agricultural or livestock practices result from learning new vocational skills. The reviewers hastened to add that these effects should not be seen as isolated but arising from complementary inputs. For example, not only are skills and market opportunity needed, but also access to credit. These conclusions also gained support from other reviews of adult education or about how people make ends meet in the informal economy (Oxenham et al, 2002).

The Non-Formal Adult Learning and Community Education Strategy is therefore significant and is envisaged to provide a framework to guide, promote, regulate and coordinate service delivery mechanisms to enable those youth and adults to access opportunities for basic and continuing literacy programmes as well as continuing education and life-skills programmes through non-formal learning system.

CHAPTER FIVE: STRATEGIC FRAMEWORK

5.0 Introduction

The strategic framework provides the strategic direction that NALCES offers to all stakeholders. It highlights the vision, mission, strategic objectives, the intended interventions and activities for achieving improved NALCE services to adults and youth in Uganda. The framework also spells out the guiding principles that shape the programmes to be implemented.

5.1 Vision

The vision for the strategy is “A literate, informed, productive, peaceful and knowledge society A literate, informed, productive, peaceful and knowledge society”.

5.2 Mission

To promote access to equitable, inclusive and quality NALCE for social economic transformation of Uganda.

5.3 Goal

The strategy aims to promote an inclusive and equitable quality non-formal education, provision of lifelong learning opportunities and skills to youth and adults, underpinned by science, technology and innovation.

5.4 Specific Objectives

The following are the specific objectives for the NALCES

- i. To design inclusive, equitable and sustainable quality NALCE programmes in a participatory manner.
- ii. To establish an assessment and accreditation framework for promoting flexible alternative learning pathways for NALCE.
- iii. To strengthen governance and coordination structures and mechanisms for effective delivery of NALCE services
- iv. To promote evidence-based policy formulation, planning, budgeting and implementation of NALCE.
- v. To develop and strengthen the capacity of stakeholders for effective NALCE service delivery at all levels for effective lifelong learning.
- vi. To establish and operationalise an effective monitoring and evaluation system for NALCE.

5.5 Strategic Interventions and Actions

In order to maximize the successes so far registered in the implementation of NALCE, address the challenges identified in the situation analysis and achieve the objectives of the strategy, a number of strategic interventions are envisaged. These interventions must address the needs of the youth and adult learners across the broad spectrum of lifelong, life-wide and life-deep learning as recommended by UNESCO. The strategic interventions and activities for each objective are indicated in the following tables.

Objective i: To design inclusive, equitable and sustainable quality NALCE programmes in a participatory manner.

Table 1: Interventions and Activities for objective (i)

Interventions	Activities
Establishment and upscaling of learning spaces for NALCE Programmes.	<p>Conduct situation analyses that go beyond literacy to include more components of learning and with the involvement of academia and other stakeholders.</p> <p>Conduct training needs assessments of learners</p> <p>Conduct curriculum review and update content</p> <p>Conduct curriculum validation</p> <p>Design new learning materials in a participatory manner and with the involvement of adult learners</p> <p>Translate existing materials written in English into local languages.</p> <p>Distribute learning materials to CLCs</p> <p>Develop appropriate digital learning materials with support from ICT specialists.</p> <p>Work with Uganda Registration Services Bureau (URSB) to obtain patent rights to NALCE learning materials</p> <p>Map of potential community learning spaces for NALCE.</p> <p>Establish and rehabilitate infrastructure to facilitate inclusion of all categories of learners</p>
Provision of disability appropriate learning materials	<p>Develop learning materials for different categories of persons with disabilities</p> <p>Distribute learning materials to learning centres serving persons with disabilities</p>
Capacity development of facilitators and supervisors on special needs education.	<p>Train facilitators and supervisors on special needs education</p>
Enhancement of quality standards for inclusive, equitable and quality ALCE programmes.	<p>Benchmark best practices in inclusiveness, equitable and quality provisions of NALCE anchored in international standards and good practices</p> <p>Conduct a survey to identify the accessibility of infrastructure to persons with disabilities</p>
Provision of alternative learning programmes for different categories and groups of learners	<p>Design curricula for alternative learning programmes for different categories of learners</p> <p>Develop teaching and learning materials for alternative learning programmes</p>

Objective ii: To establish an assessment and accreditation framework for promoting flexible alternative learning pathways for NALCE.

Table 2: Interventions and Activities for objective (ii)

Interventions	Activities
<p>Curriculum review</p> <p>Standardisation of learner assessment and certification</p>	<p>Constitute and facilitate multi-stakeholder technical teams to review NALCE curricula and update it to contain the various knowledge domains of NALCE.</p> <p>Develop descriptors that accurately measure knowledge and skills levels for certification.</p> <p>Benchmark local and international assessment systems in collaboration with Uganda National Examinations Board (UNEBC), DIT, National Curriculum Development Centre (NCDC) etc.</p> <p>Develop standards that guide NALCE providers</p> <p>Develop standardized learner assessment guidelines that accurately measure the knowledge and skills levels in NALCE</p> <p>Validate the assessment guidelines</p> <p>Print and disseminate the assessment guidelines</p> <p>Monitor compliance with the standards and guidelines to ensure that learning is correctly assessed.</p>
<p>Operationalisation of an equivalency framework for NALCE</p>	<p>Develop and process for approval an assessment, equivalency and accreditation framework that provides pathways for graduates of NALCE to different levels of formal education.</p>

Objective iii: To strengthen governance, coordination structures and mechanisms for effective delivery of NALCE services

Table 3: Interventions and Activities for objective (iii)

Interventions	Activities
Strengthening existing governance and coordination structures and mechanisms	<ul style="list-style-type: none"> Map of all ALE stakeholders at different levels Develop a joint action plan for planning Hold quarterly participatory planning and review meetings Conduct annual community consultative planning meetings to identify issues/problems Conduct periodic steering committee meetings Establish and facilitate NALCE governance and coordination platforms for stakeholders at all levels Conduct periodic Technical Planning Committee (TPC) and STPC meetings on NALCE issues Conduct periodic partnership fora at national, district and sub-county levels
Establishment of sustainable coordination structures and mechanisms for NALCE	<ul style="list-style-type: none"> Map all NALCE coordination structures and mechanisms for NALCE Establish coordination structures where none exist for proper coordination of NALCE provision
Strengthening of strategic partnerships and collaboration for NALCE	<ul style="list-style-type: none"> Facilitate networking of NALCE stakeholders at all levels of NALCE provision Carry out stakeholder mapping Hold stakeholder consultations Orient stakeholders on their roles and responsibilities Hold periodic coordination, planning and reviews meetings
Rationalisation of the existing staff establishment and structure for Community-Based Services in LGs	<ul style="list-style-type: none"> Conduct job analysis to assess workloads of officers in Community Based Services (CBS) in local governments Engage the relevant authority to approve the creation and/or filling of vacant positions in CBS at all local government levels
Strengthening leadership for implementation of NALCE at all levels	<ul style="list-style-type: none"> Sensitise political and other leaders to enlist their will and support for NALCE interventions Disseminate implementation guidelines, policy and strategy for NALCE Build the capacity of leaders at various levels of NALCE implementation
Inclusion of NALCE on the national scorecard for assessing performance of local governments	<ul style="list-style-type: none"> Develop performance assessment and sustainability tool for NALCE Lobby OPM to include NALCE on the assessment tool for LG programmes Disseminate the ALE assessment tool at Central and Local government levels Conduct periodic ALE performance assessment in LGs

Objective iv: To promote evidence-based policy formulation, planning, budgeting and implementation of NALCE.

Table 4: Interventions and Activities for objective (iv)

Interventions	Activities
<p>Review and revision of the National Adult Literacy Policy to reflect the broader scope of NALCE</p>	<p>Review the existing National Adult Literacy Policy (NALIP) to widen the scope to the broader aspects of NALCE</p> <p>Conduct stakeholder consultative workshops to generate proposals for a broader NALCE Policy.</p> <p>Develop a draft NALCE policy for Uganda</p> <p>Process approval of the draft policy.</p> <p>Submit the draft National Adult Learning and Community Education Policy (NALCEP) to MoFPED for certificate of financial implication/clearance</p> <p>Print and submit the draft policy to Cabinet for approval.</p> <p>Extensively disseminate the approved policy</p>
<p>Enhancement of quality assurance for NALCE service delivery</p>	<p>Establish standards for NALCE providers</p> <p>Print and disseminate to all implementing agencies the standards and implementation guidelines for NALCE</p> <p>Assess ALCE agencies for compliance</p> <p>Develop training content and career pathways for NALCE</p> <p>Develop competence standards for NALCE</p> <p>Enforce adherence to the NALCE standards</p> <p>Periodically review and update NALCE standards and programme implementation guidelines to address emerging needs</p>

Interventions	Activities
Development and operationalisation of a Qualifications Framework (QF) for NALCE	<p>Constitute a multi-sectoral technical team to spearhead the formulation of a QF for NALCE</p> <p>Conduct comparative studies</p> <p>Develop clear descriptors that allow systematic progression within the different literacy levels using UNESCO's Literacy Assessment and Monitoring Programme (LAMP) scale as a basis</p> <p>Develop a QF that is context specific to Uganda and which provides opportunities for different pathways for adult learners</p> <p>Hold consultative engagements for input and validation of the QF.</p> <p>Conduct QF dissemination engagements.</p>
Enactment of NALCE legislation	<p>Develop draft proposals for an NALCE Act by a technical team.</p> <p>Hold consultative meetings to generate consensus on different sections and clauses in the proposed NALCE Act.</p> <p>Applying for certificate of financial implications to the MoFPED</p> <p>Submitting the draft to Attorney General for review and re-drafting</p> <p>Tabling of the proposed NALCE Act by the Minister to parliament for enactment.</p> <p>Support LGs to develop bye-laws and ordinances</p>
Mobilisation of resources for NALCE	<p>Develop a resource mobilization strategy</p> <p>Engage stakeholders to allocate appropriate resources for NALCE</p> <p>Conduct resource mobilization campaigns</p>
Development and dissemination of the research agenda for NALCE	<p>Establish and operationalise a research committee for NALCE</p> <p>Establish a research, innovations and creativity system for NALCE</p> <p>Engage NALCE stakeholders and students of universities and tertiary institutions to conduct research on topical issues identified in the process of implementation</p> <p>Create fora for dissemination and dialogue on research reports and use the findings to inform NALCE policy and service delivery</p>

Objective v: To strengthen the capacity of stakeholders for effective NALCE service delivery at all levels for effective lifelong learning.

Table 5: Interventions and Activities for objective (v)

Interventions	Activities
Capacity building for effective implementation of NALCE	<p>Profile required capacities for implementing NALCE</p> <p>Conduct capacity needs assessment.</p> <p>Identify and select stakeholders for training</p> <p>Develop capacity building action plan for the different categories of stakeholders (Policy makers, Managers, Implementers, Facilitators, Learners) in a participatory manner.</p> <p>Conduct training of master trainers, ToTs and literacy facilitators and supervisors at all levels according to the capacity building action plan.</p>

Objective vi: To establish and operationalize an effective monitoring and evaluation system for NALCE.

Table 6: Interventions and Activities for objective (vi)

Interventions	Activities
Establishment and operationalisation of a functional M&E framework	<p>Periodically update M&E framework</p> <p>Hold quarterly technical working groups for M&E</p> <p>Conduct quarterly monitoring and support supervision</p> <p>Conduct regular data sharing amongst stakeholders</p>
Establishment and operationalisation of a robust MIS	<p>Train stakeholders on how to use the MIS</p> <p>Conduct regular data collection and analysis for evidence-based decision making</p> <p>Produce bi-annual NALCE statistical abstract</p> <p>Update MIS software periodically</p> <p>Procure and distribute MIS hardware and software equipment</p> <p>Conduct tooling and equipping of MIS users</p>

5.6 Guiding Principles

Human Rights Based Approach

The promotion and protection of the right to education, specifically adult learning and community education, shall be upheld at all times. Communities shall be empowered to know and claim their rights and demand accountability from duty bearers and institutions implementing NALCE. The rights holders shall have the obligation to uptake NALCE services.

Equity

Fairness and justice shall underpin the provision of NALCE services across different demographic categories of adult learners from different geographical locations.

Needs Based Approach

NALCE service providers shall be responsive to the peculiar needs, concerns and circumstances of adult learners.

Participation and Involvement

Target groups, communities and duty bearers shall be actively involved to participate and make decisions in the design, implementation, monitoring and evaluation of NALCE interventions at all levels.

Social Inclusion

The voices and abilities of marginalised groups shall be taken into consideration in NALCE programming. Deliberate actions shall be taken to ensure non-discrimination and equal access for all categories of young people and adults; the poor, older persons, persons with disabilities, pastoralists, fisher-folk, minority ethnic groups, underserved communities, refugees and migrants to ensure that they benefit from NALCE services.

Learner Centred

Learners shall be at the centre of learning processes. Service providers shall value the knowledge, skills and experience of learners, as well as ensure learners have responsibility and control in making decisions that affect their learning. NALCE implementers shall only play a facilitating role to enable adult learners to identify their needs, priorities and design possible solutions for which they assume responsibility for their own learning.

Respect and Dignity

Adult learners shall be treated with respect and their dignity shall be upheld irrespective of their age, sex, social, cultural and economic status.

Gender Responsiveness

There shall be deliberate actions to address gender bias and discrimination resulting from social attitudes and practices, economic status, culture and vulnerabilities that affect boys and girls, men and women and to promote gender equity. Implementers of all NALCE programmes shall be supportive of women's and men's learning needs and concerns so as to promote the enrolment and retention of all learners.

Adaptability

Innovations and creativity that cope with the new and emerging learning needs and instructional methodologies shall be central in NALCE service delivery.

Multi-sectoral Integration

A multi-sectoral integration approach that promotes intra and inter-sectoral linkages shall be employed at all levels of government, for effective and efficient service delivery. This will help to accommodate the complex and multi-dimensional nature of NALCE.

Promotion of Public Private Partnership

Various forms of Promotion of Public Private Partnership (PPP) shall be encouraged and promoted in the implementation of this strategy.

Transparency and Accountability

There shall be joint and regular planning, implementation, reporting, monitoring, evaluation and information sharing among stakeholders at all levels. Learners shall be involved in review meetings to improve quality of NALCE services.

Evidence Based

Decisions and actions in NALCE service delivery shall be driven from empirical data, analysis, evaluation and learning.

CHAPTER SIX: IMPLEMENTATION ARRANGEMENTS

6.0 Introduction

Effective implementation of this strategy will depend on the robustness of the NALCE institutions, collaboration and coordination, sufficient and qualified human resources, effective leadership and management, proper accountability mechanisms and procedures, as well as partnership and networking structures. The institutions, structures and mechanisms should effectively be operational at national, local governments, and community levels.

6.1 National Level Leadership and coordination

The MoGLSD shall take a leading role in the implementation of this strategy. As the lead agency the ministry shall coordinate implementation in partnership with other government ministries, departments and agencies and other entities listed below in accordance with their mandates. The department of Community Development and Literacy that is responsible for community mobilization and empowerment shall take lead in coordinating the implementation of the strategy.

Implementation of the Strategy shall follow the institutional framework conceived under NDP III Programme Approach, that is the Programme Working Group and Technical Working Committee as explained below. In addition, there shall be an Inter-ministerial and Agency Steering Committee and NALCE Stakeholders' Forum to coordinate thematic issues related to non-formal adult learning and community education.

6.1.1 Community Mobilisation and Mindset Change Programme Working Group

The Community Mobilization and Mindset Change (CMMC) Working Group shall play a key role in the implementation of the strategy and NALCE programmes at national level. It shall bring together and coordinate all actors, both government and non-state, that contribute to Community Mobilisation and Mindset Change, with the aim of achieving common results. Among other things, the Working Group shall:

- Ensure broad stakeholder consultations on key non-formal adult learning and community education issues and harmonise stakeholder positions.
- Review non-formal adult learning and community education programme implementation plans to ensure alignment with the Strategy, the National Development Plan and the Manifesto of the ruling government.
- Approve non-formal adult learning and community education projects for inclusion in the Public Investment Plan.
- Coordinate inter-ministerial and agency budget allocations for Non formal Adult Learning and Community Education to ensure transparency and accountability.
- Identify key non-formal adult learning and community education outputs and performance targets, both annually and in the medium term.
- Monitoring and evaluation of Non formal Adult Learning and Community Education Strategy interventions

6.1.2 Community Sensitization and Empowerment Technical Working Committee

The technical working committee representative of all institutions under the Community Sensitisation and Empowerment sub-program, shall ensure adequate attention to strategic issues on non-formal adult learning and community education thematic area. The Technical Working Committee shall therefore report to the CMMC Programme Working Group and its role shall be as follows:

- Formulate non-formal adult learning and community education plans, programmes and performance targets for consideration by the CMMC Programme Working Group.
- Develop position papers on non-formal adult learning and community education for consideration CMMC Programme Working Group.
- Monitor the implementation and highlighting issues of non-formal adult learning and community education as the sub-component programme areas of the Programme Implementation Action Plan (PIAP), for Community Mobilisation and Mindset Change Programme Working Group for consideration.
- Ensure implementation of Program Based Budgeting (PBB) for proper alignment to the NDP III.
- Ensuring that consultations are carried out between line ministries, external and internal stakeholders on matters relating to the programme.
- Examine and review of programme related policies and plans, reviewing past performance, emerging policy issues and future spending pressures.
- Identifying key outputs and programme performance targets, both annually and in the medium term.
- Prepare semi-annual and annual reviews and reports

6.1.3 NALCE Inter-ministerial and Agency Steering Committee

A National Inter-ministerial and Agency Steering Committee shall be established to operate under the leadership of the Ministry of Gender, Labour and Social Development to ensure cross-sectoral/ government and non-state actors commitments to actions and accountability on implementation of NALCE Strategy and programmes. The Steering Committee shall be the coordinating body where all actor in the implementation of programmes/projects under the Strategy shall report to ensure there is coordination of shared actions, effective utilisation of resources and accountability.

Coordinate the provision of non-formal adult learning and community education service at all levels.

Hold joint planning and review of non-formal adult learning and community education programmes.

- Undertake resource mobilization and allocation for NALCE programmes.
- Contribute to the development and dissemination of guidelines, standards and policy non-formal adult learning and community education.
- Advocate and promote the principles of non-formal adult learning and community education in all relevant sectors.
- Facilitate learning and networking among non-formal adult learning and community education actors at all levels.

6.1.4 NALCE Stakeholders Forum

There shall also be a NALCE Stakeholders Forum comprising of all stakeholders and it will shape and harmonise NALCE provision in the country.

- Provide the platform for knowledge sharing on the delivery of NALCE in Uganda.
- Develop and encourage just, accountable, innovative and effective partnerships nationally, regionally and locally.
- Identify major challenges and make recommendations for considerations in policy development.
- Contribute and mobilise resources for NALCE Programmes
- Undertake advocacy and lobbying for NALCE.
- Shape the research agenda to strengthen the case for NALCE among relevant ministries and agencies

- Contribute to the development of curriculum and qualifications framework.
- Monitoring & evaluation of NALCE Programmes
- Promote synergies and networking amongst NALCE stakeholders

6.2 Local Governments

At local governments level, the districts, cities and municipal authorities and lower local governments, shall take responsibilities for implementation of the strategy in line with the decentralization policy, Local Government Act Cap 243 and the City Authorities Act. The Technical Planning Committees (TPCs) shall ensure effective implementation at local government level.

District, City and Municipal local governments

The district local governments, City and Municipal Councils will be responsible for the implementation of the Strategy at local government levels. The technical planning committees at the respective local governments will prioritise, plan for and incorporate the plans into Annual workplans and budgets, implement and report on actions in the strategy to the Ministry of Gender, Labor and Social Development.

Sub-county and Division level

At lower local governments levels implementation of the strategy will be coordinated by the sub-county/division authorities and reports submitted to the District/City/Municipal Authorities. The sub-county/division technical planning committees will prioritise, plan, implement and report on activities to the district and City /Municipal councils.

At the community level, Community Learning Centres (CLCs), Village Savings and loans Associations (VSLAs), and learners' circles/groups, shall take the leading role in implementation of the Strategy. The Parish Chief and Facilitators shall guide and support adult learners and communities to develop and implement their group and community action plans and report to the lower local governments.

6.3 Stakeholders, Roles and Responsibilities

In order to successfully implement the NALCE strategy, the working groups shall work harmoniously with other institutions and partners, and these shall carry out their roles and responsibilities. The responsible partners include; relevant central government MDAs, local government, CSOs and development partners, academia, private sector, religious institutions, cultural institutions, media, learners and facilitators/educators. The responsible partners, especially training institutions, have to play their roles to help adult learners who complete their training to transition to formal education if they so wish. The roles of different stakeholders are as follows;

Central Government

- i. Policy development
- ii. Development of NALCE programme implementation guidelines
- iii. Provision of human resource
- iv. Funding and resource mobilization
- v. Capacity development
- vi. Monitoring and support supervision
- vii. Advocacy and lobbying
- viii. Coordination and networking
- ix. Technical support
- x. Popularisation of NALCE programmes

Different government ministries and MDAs shall perform specific roles as shown in the following table:

Table 7: Roles and responsibilities of different NALCE stakeholders

Institutions	Roles and Responsibilities
Central Government Ministries	
Ministry of Gender, Labour and Social Development	<ul style="list-style-type: none"> • Developing and disseminating plans and guidelines to operationalize the NALCE policy. • Developing regulations and standards for quality assurance. • Research, documentation and dissemination of NALCE policy. • Mobilisation and allocation of resources for NALCE • Monitoring, evaluation and review of ALCE policy implementation. • Spearheading development of NALCE qualification and accreditation framework in collaboration with relevant authorities • Establishment of networking, collaboration and coordination mechanisms amongst stakeholders. • Building the capacity of stakeholders to mainstream issues of NALCE in their policies, programmes and plans. • Adopting innovative approaches to meet contemporary learning needs. • Monitoring and evaluating contribution of NALCE programme towards the achievement of national and international development goals
Office of the Prime Minister	<ul style="list-style-type: none"> • Supervision and ensuring sector Ministries implement activities related to their sector mandates. • Monitoring and evaluation of performance of NALCE policy implementation and impact on realisation of national development goals.
Ministry of Finance, Planning and Economic Development	<ul style="list-style-type: none"> • Ensure that adequate resources are secured and made available to sector ministries for the NALCE policy and programme implementation. • Monitoring and evaluating contribution of NALCE programme towards the achievement of national and international development goals
Ministry of Education and Sports	<ul style="list-style-type: none"> • Granting permission for the adult learners to access and utilise UPE and USE classrooms and other appropriate infrastructure during school holidays. • Promoting adult literacy as an integral part of Education for All. • Monitoring and evaluation of the contribution of NALCE towards the achievement of Universal Primary Education (UPE) and Universal Secondary Education (USE) goals.
Uganda Peoples' Defense Forces Uganda Police Force Uganda Prisons Services	<ul style="list-style-type: none"> • Developing and implementing NALCE plans and programmes for the armed forces and their families in line with the policy. • Planning and allocating resources for the implementation of the NALCE programmes for armed forces and their families. • Capacity building of officers, women and men for effective implementation and management of NALCE programme • Collaboration with the MoGLSD and other key actors on technical matters of NALCE

Institutions	Roles and Responsibilities
Ministry of Health	<ul style="list-style-type: none"> • Leading in the development of relevant messages for inclusion into the NALCE curriculum and materials. • Integrating NALCE in health promotion and education activities and services, especially community health out reaches. • Encouraging health workers to link with CLCs on community health outreach programmes. • Monitoring and evaluating the impact of NALCE on the health services outcomes.
Ministry of Agriculture, Animal Industry and Fisheries	<ul style="list-style-type: none"> • Developing messages for economic empowerment of NALCE programme beneficiaries. • Organising agricultural competitions for learners. • Provision of agricultural extension services to CLCs for transfer of knowledge, skills and appropriate technologies to learners. • Monitoring and evaluation of impact of NALCE programme on the sector outcomes.
Tourism, Trade and Industry sector	<ul style="list-style-type: none"> • Coordinating the gathering, processing and dissemination of market information to adult learners • Involving adult learners in savings and cooperative activities • Formulation of guidelines on community tourism for integration in NALCE activities. • Promotion of entrepreneurship among adult learners.
Other Ministries, Departments and Agencies	
	<ul style="list-style-type: none"> • Development and implementation of national and sector-specific strategies and plans in line with the NALCE policy and strategy. • Planning and allocating resources for the implementation of NALCE programmes in line with their mandates. • Capacity building of staff involved in NALCE programmes. • Collaborating with the MoGLSD on matters of mainstreaming concerns of adult learning in their programmes. • Participating in the inter-sectoral coordination frameworks • Sensitisation and mobilisation of public participation in NALCE programmes • Mobilisation and allocation of resources for implementation of adult learning and community education within their mandates. • Undertaking research and documentation on contribution of NALCE to sector outcomes and impact. • Monitoring and evaluation of impact of NALCE to sector development.
UBOS	<ul style="list-style-type: none"> • Carrying out surveys/research on the impact of NALCE programmes on literacy rates, mindset of communities and socio-economic transformation, including social security, productivity, livelihoods, health, governance and leadership as well as uptake of development interventions.

Institutions	Roles and Responsibilities
Civil Society Organizations & Development Partners	<ul style="list-style-type: none"> • Resource mobilization • Capacity building • Participation in the development of NALCE policies • Development and implementation of innovative projects and programmes • Lobbying and advocating for adequate allocation of resources for NALCE • Monitoring and support supervision • Identification and mobilisation of adult learners into NALCE programmes
Academia	<ul style="list-style-type: none"> • Conducting research • Training • Curriculum design • Popularising NALCE • Advocacy and lobbying • Resource mobilisation
Private Sector	<ul style="list-style-type: none"> • Resource mobilization • NALCE service delivery • Capacity building • Advocacy • Programme development • Provision of support services
Religious Institutions	<ul style="list-style-type: none"> • Non formal NALCE service delivery • Community mobilization • Advocacy • Provision of space for learning • Participation in the development of Non formal NALCE policy proposals • Popularizing non-formal NALCE programmes
Cultural Institutions	<ul style="list-style-type: none"> • Community mobilization and sensitization • Resource mobilization (land, finances, materials & equipment) • Provision of space for NALCE learning • Advocacy for NALCE • Monitoring • Ethical guidance
Media	<ul style="list-style-type: none"> • Popularising NALCE programme • Advocacy for NALCE • Mobilisation of resources • Mobilisation of all stakeholders

Institutions	Roles and Responsibilities
Local Governments	<ul style="list-style-type: none"> • Identification and training of facilitators • Planning and allocating resources for NALCE implementation • Formulation of bye-laws and ordinances on NALCE • Mainstreaming NALCE issues in development plans • Monitoring the implementation of NALCE programmes • Promotion of multi-sectoral integration • Coordination of NALCE stakeholders at their level • Formulating policy proposals for NALCE • Development of NALCE materials
Facilitators & Educators	<ul style="list-style-type: none"> • Identification and training of adult learners • Assessment of learners and monitoring learners' progress • Developing and implementing innovative activities • Curriculum development • Development of learning units and materials • Linking adult learners to other service providers • Carrying out training needs assessment for learners • Research and documentation
Adult Learners	<ul style="list-style-type: none"> • Participation in NALCE programmes and activities • Contributing to facilitator motivation • Participating in designing NALCE programme • Completing the learning cycle • Providing feedback on NALCE services • Application of the knowledge and skills acquired from the NALCE programmes • Mobilisation of resources and materials for NALCE implementation • Community mobilization

CHAPTER SEVEN: **ADVOCACY AND COMMUNICATION IN NATIONAL NON-FORMAL LEARNING AND COMMUNITY EDUCATION**

7.0 Introduction

The success of the implementation of NALCES shall depend on the active participation of all stakeholders that include duty bearers and beneficiaries. This participation shall require effective advocacy and communication and there is need to develop a specific strategy to enhance this effectiveness.

7.1 Purpose of Advocacy and Communication in NALCE

The purpose of communication and advocacy in NALCE is to create awareness and ownership of the NALCE at all levels, build visibility and credibility for the NALCE and its advocates, disseminate widely the content, mindset and orientation of the strategy, foster the implementation of the strategy, and to help mobilise resources for the successful implementation of the strategy.

7.2 Implementation of the advocacy and communication mechanisms

In the NALCES implementation stage, communications and advocacy components shall be properly budgeted for in order to achieve NALCES objectives by raising public awareness, and changing perceptions and, eventually changing behaviours of the people. By employing solid communication techniques, the strategy shall better appeal to people's emotions to move them to action and connect with them in the language they understand. By utilising communication to and fostering social mobilisation towards change, it is hoped that communications and public advocacy shall help drive progress towards NALCES outcomes and build ownership of NALCE interventions in Uganda.

Providing communication and advocacy shall focus on social mobilisation, i.e., engaging the wider public about this strategy, with a view to convincing decision makers to take action. There shall also be behaviour change communication that involves calls to engage the public or adult learners and communities to participate in lifelong interventions and activities.

7.3 Forms of advocacy and communication mechanisms

Advocacy and communication mechanisms shall take the form of;

1. Digital platforms, including social media channels such as Twitter, Facebook and WhatsApp.
2. Media engagement with local, regional and global news outlets, in particular print and broadcast media.
3. Community dialogues, workshops, meetings, documentaries and advocacy videos.
4. Identification and engagement of NALCES Champions.
5. Translation of the NALCES advocacy materials into the local languages and transcribe them into Braille.
6. Engagement with telecommunication companies to spread advocacy messages far and wide and also provide other relevant support.

CHAPTER EIGHT: FINANCING MECHANISMS AND COSTING

8.0 Introduction

Sufficient budget and resource allocation is necessary for effective implementation of NALCE programmes at all levels. Therefore, central government, local governments, civil society, development partners, private sector, communities and other stakeholders have a responsibility to raise sufficient resources to enable NALCE personnel perform their duties. The budget should facilitate the procurement of equipment and materials, capacity building, planning, implementation and evaluation processes, collaborations, networking and advocacy efforts.

8.1 Financing the Strategy

A number of strategies and approaches will be employed to mobilise resources to finance the implementation of the identified interventions. The Ministry will:

- i. Engage Ministry of Finance, Planning and Economic Development, Parliament, and other key MDAs that implement non-formal adult learning and education related interventions, to boost its financial resources.
- ii. Strengthen expenditure tracking and accountability to ensure effective utilisation of the available resources.
- iii. Mobilise stakeholders to develop a resource mobilization strategy to support NALCE programmes. The financial resources mobilised should be able to support the implementation of all the interventions to achieve the objectives of the strategy.

The financing mechanisms will tap into the private sector and CSOs to support NALCE programmes.

8.2 Strategic Actions of Mobilising Partners to Finance the Strategy

The following are the strategic actions that will be rolled out to mobilise partners in order to finance the strategy:

- i. Developing fundable proposals supporting NALCE activities.
- ii. Negotiating for funding and increased resource allocation for NALCE programmes.
- iii. Raising awareness about the importance of adult learning and community education to increase commitment and responsiveness among stakeholders.
- iv. Mainstreaming adult learning and community education issues in other relevant MDAs at national and local government levels.

8.3 Strategies for Ensuring Efficiency in Resource Use

The Ministry will deploy a number of cost-cutting strategies to efficiently deliver NALCE strategic interventions. These measures include the following:

- Joint reviews, planning, budgeting and monitoring across MDAs and Ministry partners to enhance synergies and avoid duplication of efforts.

- Developing an NALCE Monitoring and Evaluation plan to track progress of NALCE interventions.
- Developing a robust Management Information System for Adult Learning and Community Education to track service delivery by all NALCE stakeholders.
- Ensuring professional development of NALCE managers and educators.

8.4 Sustainability Mechanisms

To ensure that NALCE programmes are sustained, effort shall be made to ensure that;

- NALCE activities are integrated in planning and budgeting units in the central, lower local governments and administrative units.
- VSLAs are strengthened to become self-sustaining.
- CLCs and CEGs are well equipped to facilitate continuous learning and capacity building.
- Stakeholder scope is widened to increase the resource base for NALCE.
- Government structures are optimally utilised in the implementation of NALCE programmes.
- Peer learning shall be promoted to facilitate the adoption of innovative practices by communities.
- Favourable policies, laws and byelaws are formulated to encourage participation, cooperation and collaboration between the different NALCE stakeholders.

8.5 Cost of Implementing the NALCES

8.1 The cost over the five-year period for implementing the NALCES is UGX 44,097,252,200 as detailed below:

Table 8: Cost of Implementing the NALCES

Objective	Intervention	Cost over five years in U shs					Total
		Y1	Y2	Y3	Y4	Y5	
	Establish and upscale learning spaces for NALCE Programmes	2,330,226,000	2,330,226,000	2,555,612,000	2,555,612,000	2,555,612,000	12,327,288,000
Design inclusive, equitable and sustainable NALCE programmes	Provision of inclusive appropriate learning materials	89,628,000	0	0	0	0	89,628,000
	Provision of alternative learning programmes for different categories and groups of learners	0	512,718,000	0	0	512,718,000	1,025,436,000
Establish an assessment and accreditation framework for promoting flexible alternative learning pathways for NALCE	Review and implement a comprehensive Adult Learning Curriculum	25,757,000	25,757,000	25,757,000	25,757,000	25,757,000	128,785,000
	Standardization of learner assessment and certification	0	123,945,000	225,386,000	349,331,000	225,386,000	924,048,000

		Cost over five years in U shs					
Objective	Intervention	Y1	Y2	Y3	Y4	Y5	Total
Strengthen governance, coordination mechanisms for effective delivery of NALCE services	Establish NALCES coordination mechanisms	6,460,976,000	6,460,976,000	7,142,384,000	681,408,000	681,408,000	21,427,152,000
	Establishment of strategic partnerships and collaboration forum	4,527,210,800	0	0	0	0	4,527,210,800
	Rationalization of the existing staff and structure for Community-Based Services in LGs	0	123,945,000	123,945,000	0	0	247,890,000
Promote evidence-based policy formulation, planning, budgeting and implementation of NALCES	Policy briefs, research guidelines, research publications developed & disseminated	0	294,851,000	51,514,000	294,851,000	0	641,216,000
	Capacity building for effective implementation of NALCE with focus on ICOLEW	251,176,800	251,176,800	251,176,800	0	0	753,530,400
Strengthen the capacity of stakeholders to deliver NALCES for effective lifelong learning	Awareness and Advocacy Strategy Implemented	0	640,000,000	0	0	0	640,000,000

Objective	Intervention	Cost over five years in U shs					Total
		Y1	Y2	Y3	Y4	Y5	
Establish and operationalize an effective monitoring and evaluation system for NALCE	Monitoring and Evaluation framework developed	273,013,600	273,013,600	273,013,600	273,013,600	273,013,600	1,365,068,000
Total		13,957,988,200	11,036,608,400	10,648,788,400	4,179,972,600	4,273,894,600	44,097,252,200

CHAPTER NINE: MONITORING AND EVALUATION

9.0 Introduction

The implementation of this Strategy requires effective Monitoring and Evaluation (M&E) and putting in place streamlined feedback mechanisms. This section therefore illustrates how progress on the implementation of the National Non-Formal Adult Learning and Education (NALCE) Strategy will be tracked. It also defines the roles of the stakeholders as well as the monitoring and evaluation undertakings to be conducted by stakeholders. M&E is a means by which the improvement or lack of improvement of the interventions can be demonstrated.

9.1 The Monitoring and Evaluation Framework

The M&E framework specifies the M&E systems and functions that shall be undertaken at all levels to enhance accountability and effectiveness of programme interventions. The overall goal of monitoring and evaluation is to track and demonstrate realisation of results emanating from implementation of this strategy. It will also provide feedback on the performance of Adult Learning and Community Education in Uganda. Effective implementation of the interventions recommended will require periodic assessment of both output and outcome indicators outlined in the M&E matrix at the various levels of Government.

Tracking of results will form part of the quarterly and annual performance reports. This will in turn lead to critical assessment of the strategic objectives on a regular basis at all levels of decision making. The assessment will focus on the following expected outcomes; increased adult literacy rates, informed and active citizenry and uptake of development interventions, improved gender equality in participating and benefitting from all development interventions, and, increased subsistence household incomes. Each of the objectives shall have key performance indicators, means of verification (MoV) and frequency of data collection.

9.2 Monitoring and Evaluation Responsibilities

State and non-state actors implementing adult learning and education programmes in Uganda have a shared responsibility to track the implementation of the strategic interventions presented in this strategy. They will rely on this strategy to develop their respective annual work plans by adopting and adapting the strategic interventions and evaluations to assess the achievement of results to facilitate decision-making aligning them to the overall NDP III planning framework.

Institutions on the other hand will monitor the outcomes generated by their respective organizations and further inform strategic decisions. The overall results of this strategy shall be monitored by tracking indicators based on the achievements of the state and non-state actors. Strengthening M&E Coordination through inter-ministerial steering committee will be prioritized to enable effective monitoring and evaluation of the strategy.

The main responsibilities of the inter-ministerial steering committee in regard to M&E will be to:

- i. Develop a reporting template and other ministerial M&E instruments.
- ii. Receive reports, analyse, summarise and consolidate and forward them on a timely basis to management as per specific deadlines.
- iii. Develop mid-term, end term and any other ad-hoc evaluations; and report on performance.

9.3 Data Collection, Maintenance and Management

Standardised tools will be developed to enable implementers to have comparable aggregation and comparison of data from different sources. Data based on outcome indicators will therefore be collected using secondary sources, studies and national surveys whereas input, process and output data will be collected using program level reports. The responsible M&E technocrats will validate the data collected at each level to ensure completeness, consistency and reliability. Institutions will be given the necessary support in generating and disseminating the monitoring and evaluation reports.

During the implementation of the strategy, attention will be paid to;

- a) Tracking the implementation of scheduled activities;
- b) Ascertaining whether resources earmarked for the implementation of the scheduled activities suffice and are delivering what was planned;
- c) Assessing whether the planned outputs and expected results are being realised;
- d) Assessing whether the institutional capacity in terms of logistics, human resources and financial resources are propelling the institution towards realisation of its mission and strategic objectives;
- e) Establishing whether there are any un-anticipated challenges that might have cropped up and seek best ways to address them.

The routine monitoring process shall entail the following;

- a) Quarterly technical support supervision
- b) Monthly planning and review meetings
- c) Quarterly performance reviews
- d) Regular Technical Working Group meetings
- e) Regular and periodic stakeholder review meetings and annual institutional performance reviews

9.4 Data Collection and Evaluation

Evaluation of the strategy will be done to analyse the short and long-term effects of NALCE as well as trends in specific programmes. There are three types of evaluations that will be undertaken during the implementation of NALCE life period, namely;

- a) Ex-ante evaluation;
- b) Mid-term review; and
- c) End term evaluation

Ex-ante evaluation: An assessment will be conducted to make projections and determine whether implementation of the strategy will lead to improvements in NALCE service delivery.

Mid-Term Evaluation: A mid-term review of NALCE will be undertaken by examining implementation progress at all levels. The data generated will be used to reengineer the programmes in order to achieve the objectives set in the strategy in a timely manner.

End term Evaluation: At the end of the strategy life period, an evaluation shall be undertaken to ascertain the level of achievement and help in designing future activities of the strategy.

Evaluation of major programmes and projects coordinated by institutions contributing to NALCE will be supported. External evaluators will be outsourced to facilitate this process. The evaluation criteria will include; effectiveness, efficiency, relevance, sustainability and impact.

9.5 Monitoring and Evaluation Reporting Responsibilities

The reporting mechanisms are critical for the success of interventions as they inform timely decision making and enhance accountability. Unfortunately, the sector has been largely dependent on manual reporting systems. In addition, CSOs do not share reports with government regularly. Therefore, the existing MIS for NALCE shall be strengthened to make it robust and able to facilitate timely and comprehensive information. Effective communication mechanisms will be developed to enhance communication between the different levels of central and local governments as well as between the different stakeholders, both within the country and outside.

At lower local government levels, the responsible reporting officer shall be the Senior Assistant Chief Administrative Officer (SACAO). This officer shall receive reports from the CDO who will have received reports from facilitators and CLC coordinators and consolidated them into one report. This report shall be submitted to the CAO through the DCDO.

At the district local government level, the reporting officer shall be the Chief Administrative Officer. This CAO shall receive the reports from the DCDO who will have consolidated all the reports received from the sub-counties, town councils and municipalities in the district.

At national level, the responsible officer is the Permanent Secretary, MGLSD, who will receive reports on NALCE from the Commissioner, Community Development & Literacy. The Commissioner shall consolidate all reports from the districts into national report on NALCE and ensure it is shared with the Community Mobilisation and Sensitisation Technical Working Committee and CMMC Programme Working Group.

Table 9: NALCE Results Framework and Monitoring and Evaluation Matrix

Strategic Objectives	Key Performance Indicators	Means of Verification (MoVs)	Frequency of Data Collection
<p>Objective 1: To design inclusive, equitable and sustainable quality NALCE programmes in a participatory manner</p>	<p>No. of CLCs established No. of learning sites in place Proportion of parishes with CLCs No. and type of learning materials in place No. of materials made accessible to PWDs No. of facilitators and ToTs that have been trained on special needs education No. of NALCE programmes designed and implemented Quality of CLCs, learning sites, learning materials, educators and learners</p>	<p>Records Reports Learning materials</p>	<p>Quarterly Bi-annual Annually</p>
<p>Objective ii: To establish an assessment and accreditation framework for promoting flexible alternative learning pathways for NALCE</p>	<p>No. of curriculum review meetings conducted Reviewed curriculum with clear competences & skills Assessment & accreditation framework in place Assessment tools in place No of certified NALCE Programmes in place Quality of the curriculum, assessment & certification framework, and approved equivalency framework</p>	<p>Reports Curriculum document Assessment tools Programme catalogues Assessment & certification framework</p>	<p>Annually</p>

Strategic Objectives	Key Performance Indicators	Means of Verification (MoVs)	Frequency of Data Collection
<p>Objective iii: To strengthen the governance and coordination structures and mechanisms for effective delivery of NALCE services</p>	<p>Satisfaction with quality of governance & coordination structures and mechanisms</p> <p>Frequency of joint planning and review meetings held at all levels</p> <p>No of functional coordination structures in place</p> <p>No. and category of coordination meetings held at all levels</p> <p>No. of publicity and advocacy events held</p> <p>No. and type of advocacy materials in place</p> <p>Percentage of positions filled</p> <p>Percentage of LGs ranking high on NALCE implementation</p> <p>No of partnership & networking events organized</p>	<p>Reports</p> <p>Minutes</p> <p>Attendance lists</p> <p>Site visits</p>	<p>Quarterly</p>
<p>Objective iv: To promote evidence-based policy formulation, planning, budgeting and implementation of NALCE.</p>	<p>Improvements made in policy formation, planning, budgeting and implementation</p> <p>No. of policy briefs developed & disseminated</p> <p>NALCE research agenda in place</p> <p>No. of publications on NALCE developed & disseminated</p>	<p>No of policy briefs developed</p> <p>No of plans developed</p> <p>Number of quality researches conducted</p> <p>Research reports</p> <p>Publications</p>	<p>Annual</p>

Strategic Objectives	Key Performance Indicators	Means of Verification (MoVs)	Frequency of Data Collection
<p>Objective v: To develop and strengthen the capacity of stakeholders for effective NALCE service delivery at all levels for effective lifelong learning.</p>	<p>Capacity building strategy in place No. of tailor-made courses designed for NALCE practitioners at different levels No. and category of NALCE agencies trained No. of capacity building workshops held No. category and quality of tools, equipment and materials provided</p>	<p>Training Reports Attendance lists Training manuals and guidelines Inventory list Goods delivery notes Goods receiving notes</p>	<p>Annually Annually</p>
<p>Objective vi: To establish and operationalize monitoring and evaluation system for NALCE.</p>	<p>M&E system in place MIS data collection tools in place MIS system established No. of reports generated and disseminated No. of monitoring & support supervision visits conducted</p>	<p>Reports generated from the system Functional MIS system MIS training manual Minutes of meetings</p>	<p>Annually Quarterly</p>

Conclusion

This National Non-Formal Adult Learning and Community Education Strategy is designed to strengthen the Adult Learning and Community Education system in ways that will facilitate and increase its contribution to the realisation of the development goals of the country in line with NDP III and Vision 2040. The strategy is based on lessons learned from implementing adult learning programmes over the years as well those drawn from the global landscape. The specific objectives and interventions are well aligned to Uganda' development agenda and aspirations. It is hoped that the strategy will contribute to raising awareness regarding the importance of NALCE in development, advocate for more visibility and mobilisation of both national and external partners and resources for NALCE.

The successful implementation of the strategy will provide the country with the necessary human capital to drive community development. It will also contribute to social cohesion and inclusivity, and empower both the implementers and beneficiaries, ultimately improving their capacity and competitiveness in the knowledge economy. This will ultimately contribute to strategy's vision of 'A literate, informed, productive, peaceful and knowledge society'.

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