



UGANDA NATIONAL ADULT LITERACY POLICY



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Foreword

Adult literacy as an aspect of education for all is a fundamental human right. Literacy is an essential right of every individual, regardless of age, sex, disability, ethnicity or creed, to education and a means to achieving other human rights. The need to provide adult literacy and eradicate illiteracy among all young people and adults as well as provide them with skills for better livelihoods is of great concern to Uganda. Adult literacy is important for acquisition of knowledge and skills, particularly for those who missed the opportunity of benefiting from the formal school system and are now as a result outside the framework of formal education system.

Government recognizes literacy as one of the important factors for accelerating development and social transformation of our society. Available evidence shows that literacy is a means to other forms of development. Literacy is essential for eradication of poverty, economic development and prosperity, as well as social and political advancements. Literacy expands people's choices, gives them more control over their lives, increases their ability to participate in society and enhances self-esteem and confidence. It is for this reason that Government put in place strategies and interventions to provide adult literacy services. There is also a conducive environment for other actors, to promote adult literacy like institutions of learning and development partners; and enable civil society and faith based organisations to complement Government's efforts using diverse innovative approaches.

Over the years, adult literacy services have been provided in an atmosphere devoid of coherent and systematic framework to guide different actors as well as approaches used in delivery of adult literacy services in the country. As a result there were limitations in access by some would be adult learners, fragmentation of efforts as well as variations in standards leading to duplication of services, wastage of resources, compromised quality of services and diminution of impact

The Uganda National Adult Literacy Policy aims at providing a framework for providing diverse literacies that address the different development concerns, problems and meet life-long learning needs of all young people and adults at home, in community and workplaces. It emphasises promoting rights to learning, acquisition of skills, positive attitudes and mind set through people centred and experiential learning. It shall guide the overall provision of adult literacy service in Uganda in line with Education for All goals.

The process of developing this policy has been highly consultative involving participation from a wide spectrum of stakeholders. I recognise the invaluable support and contribution that they accorded the Ministry in the development of this policy.

This policy is yet another milestone in Government's determination and commitment to promote the right of every citizen to information, knowledge and skills. I therefore call upon all stakeholders to complement Government's efforts in ensuring education for all citizens and operationalise this framework for sustainable development of this country.



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Abbreviations and Acronyms

EFA:	Education for All
CSOs:	Civil Society Organizations
FABE:	Family Basic Education
FAL:	Functional Adult Literacy
FBOs:	Faith Based Organizations
HIV/AIDS:	Human Immune Virus/Acquired Immune Deficiency Syndrome
MDGs:	Millennium Development Goals
MGSLD:	Ministry of Gender, Labour and Social Development
MIS:	Management Information System
NDP:	National Development Plan
NGOs:	Non-Governmental Organizations
NFAL:	Non-Formal Adult Learning
PEAP:	Poverty Eradication Action Plan
REFLECT:	Regenerated Freirean Literacy through Empowering Community Techniques.
SDIP:	Social Development Investment Plan
SDS:	Social Development Sector
UNESCO:	United Nations Education, Science and Cultural Organization
UPE:	Universal Primary Education
WLEP:	World Literacy Experimental Programme

Glossary of Terms

In the context of this policy:

Adult learner: Refers to a person who is 15 years and above undertaking a literacy and numeracy learning instruction / sessions in a community setting

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

Adult Literacy: The ability of adults to read, write and count with understanding in daily life.

Quality standards: Standards, which, if attained, meet the needs of Adult learners and enable them to realize their rights

Quality adult literacy: This refers to the ability to meet the needs and interests of adult learners in terms of appropriateness, acceptability, accessibility and sustainability of literacy services.

Adult Basic education: Education for adults in 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 or citizen through stages of formal and non- formal education system to enable him/her be good and useful in the community and society.

Civil Society Organizations: agencies that are neither fully for profit nor State run.

Continuing Education: Is a type of education undertaken by people who have had some contact with basic learning formally.

Development Partners: Refers to international, bi-lateral national and local agencies that advocate and support financially or otherwise for development initiatives.

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

Family Basic Education: family literacy programs offer literacy (reading, writing, and/or oral language skill) instruction for the whole family – both adults with literacy needs and their young children together in a joint learning session. In addition, parenting education is offered for adults. It is aimed at engaging parents in the learning system with their children so as to enable them appreciate the importance of education as a whole, and their role in children’s education.

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, which ultimately leads to certification.

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

Marginalization: the situation of being left at the periphery in accessing opportunities, resources and services

Non-formal Adult Learning: Learning of adults that may 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 policy refers to indigenous education which is transferred from generation to generation concerning values, languages, cultural practices, customs, beliefs and social taboos that are responsible for shaping ones behaviour so as to fit in society.

REFLECT: This is an acronym standing for *Regenerated Freirean Literacy through Empowering Community Techniques*. As an approach to literacy, it involves community members in the development of the literacy lessons through activities related to

their development needs. It combines both the literacy process and the empowering process through people-centered development.

Literacy Instructor: refers to those who facilitate learning (teachers) in adult literacy classes.

1.0. INTRODUCTION

1.1. Background

In the context of Uganda, adult literacy is education that takes place outside the formal education system and is organized to provide knowledge and practical livelihood skills to the beneficiaries. It includes acquisition of knowledge, skills and attitude change for employment, home and community management and improved livelihoods. It may lead to certification, although the certificates awarded may or may not be accredited. The evolution of adult literacy in Uganda is traceable from the 19th century with the coming of foreign traders and missionaries, who introduced it to meet their political, social, economic and evangelistic goals. It expanded after the Second World War to cater for the needs of ex-service men and heads of families in basic literacy, cash crop production skills, social welfare and health education.

After Uganda attained independence in 1962, Government identified literacy as one of the important factors for accelerating development. In 1964, a National Literacy Campaign which emphasized reading, writing and arithmetic was launched. Subsequently, Government established community centres, Rural Training Centres and Farm Institutes at community, sub county and district levels where learning and sharing experiences as well as best practices would take place. However, these efforts collapsed in the 1970s' and 1980s'

In 1992, Government revived adult literacy with particular emphasis on functional adult literacy. The Functional Adult Literacy (FAL) Programme has been expanding in a planned, systemic and controlled manner to cover the whole country. In addition, Government recognises the key contribution by other actors in the provision of adult literacy services. For this reason Government has put in place a conducive environment for other actors, especially civil society and faith based organisations to provide adult literacy services using diverse approaches.

Currently, adult literacy services in Uganda are mainly delivered through Functional Adult Literacy (FAL) and Regenerated Freirean Literacy through Empowering Community Techniques, (REFLECT) approaches. To some extent, conventional and family basic education (FABE) approaches are being used in a few communities.

Functional adult literacy is an approach that emphasizes the integration of basic literacy and numeracy with functional skills and empowers neo-literates to use the skills for improving their livelihoods and wellbeing. It also emphasizes experiential learning and covers topics of practical interest to the learners such health, HIV and AIDS, hygiene and sanitation, environment, agriculture, small scale enterprise management and civic education. While the REFLECT approach uses Participatory Rural Appraisal (PRA) within adult literacy to strengthen the capacity of the beneficiaries to communicate by whatever means appropriate or relevant to them. It is an ideological approach which emphasizes problem solving by providing a framework for creative thinking and active participation of learners to consider a common problem and find solutions.

Apart from literacy and numeracy, the FABE approach aims to equip parents with basic knowledge on school learning methods and strengthen their support to meet the educational needs of their children. It also seeks to develop parenting skills of the adult learners and improve the communication skills between parents, children and teachers. The approach tries to foster synergies between the formal and non-formal adult basic education by supporting parents to interact freely with their primary school-going children through reading and writing together.

However, all the above initiatives have been implemented in a policy vacuum. Therefore, this Policy intends to guide all actors in delivery of adult literacy services in the country.

2.0 SITUATION ANALYSIS

2.1 Adult Literacy rate

According to the Population and Housing Census of 2002 as well as the Household Surveys conducted thereafter, in 2002/03 and 2005/06, the adult illiteracy rate in Uganda had stagnated at about 30%. The Uganda National Household Survey (UNHS) of 2009/10 reveals that the adult illiteracy rate for the population aged 18 years and above in Uganda slightly improved to 29%. The Household Survey report further reveals that 39% of adult women (5.5 million) in the country are illiterate, compared with 19% of men (1.4 million), implying that the adult illiteracy rate of women is more than double that of men.

The majority of the illiterates (93%) live in rural areas and only 7% in urban areas (UBOS, 2002). There is wide regional disparity in illiteracy rates with Central Region having the lowest adult illiteracy rate of 17%, Western Region having 29%, Eastern Region with 32% while northern region has the highest rate of 36%.

Disparity in illiteracy is also evident among the vulnerable and marginalized groups. It is estimated that nearly 64.7% of the persons with disabilities (PWDs) above 13 years of age have not completed primary school. The high levels of illiteracy among PWDs increase their vulnerability and dependence on other people due to limited chances of engaging in gainful activities to support themselves (UBOS, 2010).

A gender gap in illiteracy levels also exists among older persons. Eighty percent (80%) of older women compared to 41% of older men have never been to school (UBOS, 2010). Inadequate literacy and numeracy skills affect older persons' access to information, usually communicated in the written word. Their participation in development initiatives is therefore hampered.

The literacy situation among ethnic minorities is worse than other population groups in the country. For instance, among the Batwa

59.1% have never been to school, 38.1% had primary while only 4% possessed functional adult literacy. In another report, carried out by the African International Christian Ministry in 2008, 80% of the Batwa men did not know how to read and write, while 90% of the female did not know how to read and write. (AICM, 2010).

2.2 Literacy and Development

There is ample evidence that literacy significantly contributes to other forms of development. Literacy is essential to the reduction of poverty, economic development, and to democracy. The Education for All (EFA) Global Monitoring Report of 2009 reiterated that literacy expands people's choices, gives them more control over their lives, increases their ability to participate in society and enhances self-esteem.

Illiteracy is an impediment to economic and social empowerment. The map of illiteracy corresponds with the map of poverty. The UNHS 2009/10 reveal that where literacy rate is lower, poverty rates are higher. Although the incidence of income poverty in Uganda has on average reduced to 24.5 %, Northern region which had the lowest literacy rate (62%) also records the highest incidence of poverty at 46.2%, showing that the likelihood of poverty goes up as literacy levels go down. Low levels of education and lack of functional skills hampers the poor from exploiting available economic opportunities. Existing interventions and anti-poverty programmes have largely benefited literate sections of the population. According to Agriculture Sector Development Strategy and Investment Plan (DSIP) 2010/2011- 2014/2015 about half of the households in Uganda and 57.8% of the families in rural areas have continued to depend on subsistence agriculture mainly due to illiteracy and limited skills (MAAIF, 2010).

The possession and utilization of literacy skills brings fundamental empowerment to the individual. It enables citizens to read, write and count as well as exercise their obligations, entitlements and freedoms. The 1999 evaluation of adult literacy programmes and

the 2006 process review of the national Adult Literacy Strategic Investment Plan (NALSIP), report that new adult literates said that attending literacy classes enabled them to contribute to decisions in the public sphere (MGLSD and World Bank 1999; MGLSD, 2006). The link between attainment of literacy and livelihood outcomes such as more incomes, improved food security, increased well-being and more sustainable use of natural resource base have been reaffirmed by both sector-specific and general studies. For instance, according to the 1999 evaluation of adult literacy programs in Uganda, participants reported improvement in household income as one of the benefits of being literate.

Literacy attainment has a big multiplier effect on education and the health development of households. It is widely accepted that more literate parents raise more literate children. Literate mothers are known for playing an active role for the healthy development and education of children. Increased education for mothers is associated with significant decline in infant mortality and improved child health as well as better reproductive health practices. The 2006 UNHS report reveals that while 83 out of 1,000 infants born to women with basic education die within a year of birth, 104 of the same number born to mothers without basic education die. While 17.2% of literate women with primary education use modern contraceptive methods, only 9.1% of non literate women take advantage of family planning services.

Literacy as a communication tool is increasingly gaining recognition as a crucial factor of production, health and education. The ability to read and write strengthens the relationships and communication between individuals involved in the production and distribution of goods and services. While at work, industrial relations and overall performance can be improved when employees use their workplace literacy skills to send and receive instructions and feedback. The digital revolution is continuously narrowing the geographical distance between communities and nations, markets and social services. A cellular phone text message or an email message as a form of communication is for example defying costs

and other logistical impediments to bring individuals closer for improved production, productivity and marketing.

It is widely acknowledged that the failure to tackle illiteracy helps to perpetuate gender inequality and other forms of injustices. Literacy as a right is an essential part of the right of every individual to education and a means to achieving other human rights. It is often the poorest, most socially excluded and least literate individuals, especially women, PWDs and minority ethnic groups whose rights are violated by those with more power. Inability to read, write and calculate keeps such people from knowing what they are entitled to, how to demand it, limits their ability to participate politically in society and denies them a voice.

2.3 Access to quality adult literacy services

The adult literacy services in Uganda target youth from 15 years of age and adults who either dropped out of primary schools or completely missed the opportunity to acquire formal education. Over the last decade, the services have been expanded to cover all the districts in Uganda.

Despite the expansion, many people in need of the adult literacy services still face challenges of access. Currently, only 7% of the illiterates have access to adult literacy services (1999 evaluation report on adult literacy in Uganda). Whereas adult literacy programmes are implemented in all districts of the country not all villages are covered. In addition, where the services exist; not all sections of the population access them. These include the ethnic minorities, fisher folk, and pastoralists, inmates in prisons, as well as plantation, factory and industry workers.

The non responsiveness of the adult literacy services to the peculiar needs and circumstances of potential learners further hampers access by the PWDs particularly the blind, the deaf and deaf-blind. There is also gender disparity in access to literacy services. Whereas there has been higher enrolment from women who comprised 67% of the adult learners in 2009/10, men constituted only 33%

of the adult literacy programme participants (MGLSD, 2010). Experience has shown that in order for adult learners to master literacy and numeracy skills, the learning should be conducted in local languages. Currently, the literacy services are delivered in a few local languages with well developed instructional materials. Most local languages lack orthographies and this makes it difficult to develop instructional materials in those languages. This affects the rate at which they acquire, sustain and use the literacy skills in their everyday lives.

The capacity of the duty bearers to plan for, manage and deliver literacy services also affects the level of access. Policy and management personnel at various levels have limited skills to provide specialized support for implementation of adult literacy programmes. Some of the front line personnel such as instructors are either ill trained or not trained at all to deliver quality adult literacy services.

From the time adult literacy was introduced in Uganda, the programmes have relied on voluntary instructors to run the literacy classes. The demand by these instructors for facilitation and motivation has not been addressed. This has led to high attrition rate among the instructors and collapse of many literacy classes. Consequently, many adult learners who had enrolled have dropped out.

Inadequate infrastructure hinders learners from acquiring and practising their literacy skills as well as continuing with lifelong learning. There are only 29 libraries, 22 community libraries, 6 Tele- centres, 10 Rural Training Centres, 365 community centres and village halls for providing information services to the public (NDP 2010). Even where the community centres exist, they are used for other purposes and the libraries lack appropriate materials for neo- literates.

Although different actors complement government in delivery of adult literacy services, access by potential adult learners is limited by inadequate coordination of service providers.

The initiatives are often fragmented and limited both in scope and coverage. Inconsistencies by various actors in conforming to the set standards compromise the quality of adult literacy services. These un-coordinated efforts lead to duplication of services, wastage of resources and diminution of impact.

2.4 Linkage with other sectors

Currently, there is no system to recognize prior learning, accredit and equate knowledge, skills and competencies attained by adult literacy learners to enable them continue with adult education and training. Certificates awarded under the adult literacy programmes are not officially recognized as representing the competencies achieved by an adult learner.

Equating the learning achievements of adult learners with other learners at different levels of the formal system of education would facilitate recognition of their competences and enable them to continue with education and training at different levels as well as compete for employment.

3.0 LEGAL AND POLICY FRAMEWORK

This Policy is set within the framework of the Constitution of the Republic of Uganda, the National Development Plan and Regional and the International Conventions and Declarations.

3.1 The Legal framework

Objective XVIII of the Constitution of the Republic of Uganda 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”. Furthermore, Article 30 of the Constitution guarantees all persons a right to education. The Adult Literacy Policy seeks to achieve this objective by providing basic education to non-literates, semi-literates and those who drop out of school at lower primary level of education.

Under the Local Government Act, adult literacy is a tool for community development and therefore is one of the decentralized services. 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”. According to the norms and standards of international human rights law, such an international social order involves compulsory universal education where the people are empowered to demand, claim, promote and protect their fundamental rights and freedoms.

3.2 The Policy Framework

The National Development Plan (NDP) (2010/2015), is the national planning framework of Government that provides a medium term strategy for economic development and poverty reduction. The NDP guides the identification of priorities, allocation of resources, as well as the assessment of progress of Government development programmes. Through its facilitative role, adult literacy will greatly

contribute to the achievement of NDP goals.

This policy is also consistent with other relevant national policies such as the National Resistance Movement (NRM) manifesto 2011/2016, Uganda Gender Policy (2007), National Equal Opportunities Policy (2006), National Policy For Older Persons (April 2009), National Policy on Disability (2006), National Orphans and Other Vulnerable Children's Policy (2004), National Youth Policy (2001), Uganda National Culture Policy (2006), National Child Labour Policy (2006), National Policy on HIV/AIDS and the World of Work (2006) and the draft National Community Development Policy (2014).

At international level, this policy is in conformity with the Jomtien Declaration on Education for All (1990), the Hamburg Declaration on Adult Learning (1997), the Dakar Framework Education for All (2000), the United Nations Millennium Development Goals (2000), and the Belem Framework for Action (2009). All these instruments put emphasis on education for all, importance of literacy, adult learning and life skills, equitable access to basic and continuing education as a pre-requisite for personal, social, economic and political empowerment.

4.0. RATIONALE

Adult literacy as an important element of basic education is a fundamental human right. It is an indispensable means for effective participation in the social, economic and political spheres of life. Literacy is a key to sustainable development, peaceful co-existence and stability within and among communities. Adult literacy provides opportunities for those who missed out in the formal education, to acquire and upgrade skills for the existing as well future development needs. The global and national socio-economic changes demand that individuals acquire and renew their knowledge, skills and values throughout their lives.

Quality basic education equips learners with literacy skills for life and further learning; literate people are better placed to access continuing education opportunities; literate parents are more likely to send their children to school; and literate communities are better empowered to meet development challenges of the time. Creating literate environments and societies is one of the essential means for achieving the goals of eradicating poverty, reducing child and maternal mortality, achieving gender equality and ensuring sustainable development, peace and democracy.

Although government has demonstrated commitment and progress towards meeting the EFA goals (consisting of six goals), attention and resources has been focused mainly on improving formal education – particularly universal primary and secondary education. This disproportionate focus is at the expense of ignoring millions of youth and adults who have either never attended school or dropped out before mastering literacy. In order to achieve all EFA goals there is, therefore, a need for 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.

The National Development Plan, Uganda's national planning framework, commits government to the overriding priority of tackling poverty. Reduction in poverty levels and gaps can further be accelerated with concerted and deliberate efforts to reduce the illiteracy rate among the disadvantaged and vulnerable persons and groups. This policy shall provide framework for tackling illiteracy among the different groups.

Uganda is a state party to various international and regional declarations, conventions and commitments made by international community to basic education for all people to which it has to deliver on. It is the right of all citizens to benefit from education that meets their basic learning needs to know, to do, live together and to be what they desire (UNESCO, 2000). This enables people to exploit their potential as well as develop personalities for the improvement of their own lives, communities and transformation of society as a whole. As such government has an obligation to ensure that there are policies and programmes geared towards the achievement and sustainability of the goals and targets.

Currently, there are various actors implementing adult literacy using different approaches. The policy shall provide a framework for coordination of programmes and resources as well as monitoring and evaluation of adult literacy services.

5.0 TARGET GROUP

The policy will target Youth and Adults of 15 years and above with special emphasis on girls and women-those who missed formal education and those who dropped out at lower levels of formal education and have relapsed into illiteracy. This policy will also target communities with special learning needs such as persons with disabilities, the elderly, pastoralists and fisher-folk.

6.0 VISION, MISSION, GOAL AND OBJECTIVES

6.1 Vision

A literate, informed and productive society

6.2 Mission

Promoting literacy and life skills for better livelihoods

6.3 Goal

To improve adult literacy rates for individual, community and national development

6.4 Policy Objectives

The objectives of this policy are to:

- i) To increase equitable access to adult literacy services for all non-literate adults as a right.
- ii) To enhance the quality and professionalism in provision of adult literacy service.
- iii) To promote non-formal skills development for better livelihoods.
- iv) To provide a framework for effective coordination and partnership in the delivery of adult literacy services.

7.0 GUIDING PRINCIPLES

This policy shall be implemented in line with the following principles:

7.1 Human Rights based Approach

The promotion and protection of the right to adult literacy shall be upheld at all times by duty bearers and right holders. The duty bearers shall provide and the rights holders should have the obligation to uptake adult literacy services. Those who may not desire to uptake adult literacy services shall be encouraged to do so.

7.2 Needs Based Approach

This principle calls for responsiveness of the adult literacy services providers to the peculiar needs and circumstances of potential learners.

7.3 Participation and Involvement

This principle recognises the of importance community and adult learners involvement in identification of community learning needs, development of instructional and learning materials, resource mobilisation and management. This policy shall ensure that communities take control of and participate in decision-making, implementation and monitoring and evaluation at all levels.

7.4 Social Inclusion

There are certain categories and groups of people who are vulnerable and marginalized such as the poor, older persons, persons with disabilities, pastoralists, fisher-folk, minority ethnic groups, refugees and those in conflict and disaster prone areas in provision of services. This policy shall ensure that the voices and abilities of all people are taken into consideration and put in place deliberate actions to ensure equal access for all categories of

young people and adults to participate in and benefit from adult literacy services.

7.5 Learner centred

Adults have many reasons for joining adult literacy programmes. Their input is important in the learning process in order to meet their goals. This policy shall promote active participation of learners in the learning process, value knowledge, skills and experience of learners, as well as ensure learners have responsibility and control in making decisions that affect their learning. The service providers shall only play a facilitating role to enable adult learners to identify their needs, priorities and possible solutions for which they assume responsibility for their own learning.

7.6 Respect and dignity

Learners are adults and shall be treated with respect. Their voices should be heard and the methods of facilitating their learning should benefit them irrespective of age, sex, social, cultural and economic status.

7.7 Gender responsiveness

Promotion of gender responsiveness demands commitment to the development of attitudes and behaviours that incorporate gender awareness and analysis in the delivery of adult literacy service. Deliberate actions in support of gender equality and removal of gender bias are necessary so as to address discrimination resulting from social attitudes and practices, economic status and culture. The policy shall ensure that implementers of all adult literacy programmes are supportive of women's and men's learning needs and concerns promote the enrolment and retention of all women and men.

7.8 Adaptability

The policy shall promote innovations to cope with the changing technological learning needs.

7.9 Experiential learning

Adults have accumulated a foundation of life experiences and knowledge that may include work-related activities, family responsibilities, and previous education. They need to connect learning to this knowledge/experience base. They shall be encouraged to draw from their experiences and knowledge in order to relate theories and concepts.

8.0 POLICY STRATEGIES

This policy shall be operationalised through a number of strategies including the following;

8.1 Capacity building

Capacity building shall involve enhancing the knowledge, skills and logistics required by literacy instructors, literacy supervisors and managers at all levels to strengthen delivery and utilization of adult literacy services.

8.2 Advocacy and lobbying

Advocacy and lobbying shall entail provision of information and seeking support and leadership necessary for delivering adult literacy services.

8.3 Research and documentation

Operational research shall be conducted to inform and improve policy implementation.

8.4 Strengthening public - private partnerships

Mechanisms shall be created to promote coordination and collaboration amongst government actors as well as between government and non government actors. Joint programmes and networks between various actors in delivery of adult literacy services shall also be promoted.

9.0 PRIORITY AREAS OF FOCUS AND INTERVENTIONS

This policy shall put emphasis on improving access to adult literacy services, enhancing quality of adult literacy service delivery, strengthening coordination, partnerships and management; research and development, linkages with formal education system as well as information management shall be prioritized.

9.1 Improving access to adult literacy services

This policy shall expand access to adult literacy services to reach all potential adult learners in the country, taking into consideration special learning needs of disadvantaged groups. This shall be based on equal access to all potential adult learners irrespective of geographical location, sex, ethnicity, socio-economic status and disability. Provision of adult literacy services shall be tailored to adequately address the practical learning needs of learners to improve livelihoods, employment, addressing socio-economic challenges and poverty eradication. The primary language of instruction for adult literacy services shall be the mother tongue.

Specific interventions shall include;

- i) Designing alternative literacy programmes for different categories and groups of learners
- ii) Developing entrepreneurship and vocational skills training programmes
- iii) Promoting continuing literacy and lifelong learning programmes
- iv) Developing and promoting sports and recreation for the out of the school youths and adults
- v) Promoting literate environments through existing information centers and library services as well as local authors and publishers of supplementary reading materials

9.2 Enhancing quality of adult literacy services

The quality of adult literacy services largely depends on the needs of adult learners and society at large, quality of literacy instructors, professional development and support to literacy instructors, as well as provision of instructional and learning materials. This policy shall ensure capacity development of literacy instructors, development of quality standards and guidelines for service delivery without necessarily compromising flexibility, innovation and creativity.

The interventions shall include:

- i) Strengthening professional capacity and support for adult literacy practitioners
- ii) Responding to the learning needs of learners beyond basic literacy skills
- iii) Institutionalizing formal assessments of learners for recognition of learning experience and accreditation by other systems.
- iv) Collaboration with higher institutions of learning and vocational institutes so as to enrich adult literacy service provision.

9.3 Strengthening coordination, partnerships and cooperation in management of adult literacy services

Adult literacy service is provided and or supported by a diverse number of stakeholders. The stakeholders need to be coordinated in a systematic way not only to promote partnership and cooperation but also to avoid duplication of efforts at all levels. Partnerships and cooperation shall enhance sharing of information, resources as well as experiences.

The interventions shall include;

- i) Developing mechanisms for coordination and partnerships with various stakeholders at national and lower levels.
- ii) Promoting inter sectoral co- ordinations framework
- iii) Establishing public – private partnership among adult literacy services providers
- iv) Strengthening collaboration and cooperation among stakeholders in the implementation and management of adult literacy services;
- v) Encouraging networking and information sharing among different stakeholders;

9.4 Research and development

Research is vital for the development of adult literacy practice. It is important for documenting good practices, explore innovative approaches. Government shall put in place mechanisms for collecting, analyzing, documenting, dissemination and utilization of comprehensive research on adult literacy.

Key interventions shall:

- i) Developing a comprehensive priority research agenda on adult literacy
- ii) Building capacity and skills in research for better understanding of dynamics in adult literacy development
- iii) Promoting research in areas that have a direct or indirect bearing upon the development and implementation of adult literacy discipline and practice
- iv) Collaborating with higher institutions of learning with expertise to carry out research on adult literacy
- v) Conducting studies on effective adult literacy practices and approaches

- vi) Utilizing evidence generated by research in influencing and supporting policy and practice in adult literacy
- vii) Conducting regular rapid assessment on identified adult literacy challenges
- viii) Strengthening the National Adult Literacy Management Information System (NALMIS) for accessing information for decision making
- ix) Periodic documentation and dissemination of the statistical abstract on adult literacy

9.5 Linkages with other sectors/actors

Linking adult literacy services with other sectors/actors is critical for harmonization and enrichment of the quality of adult literacy service provision. Closer linkages among formal, non-formal and informal approaches used across sectors to learning shall be fostered to respond to the diverse needs and circumstances of adults. Mechanisms shall be put in place to recognise and equate prior adult learning achievements and competences with the formal education system.

Specific interventions shall include;

- i) Developing a framework for establishing inter-sectoral linkages for provision of adult literacy service
- ii) Developing qualifications and accreditation framework in collaboration with relevant stakeholders
- iii) Promotion of continuing education and lifelong learning among adult learners
- iv) Integrating adult literacy into other development programmes

9.6 New Learning Technologies

Information Communication Technology (ICT) have and continue to change the ways in which we create, store, distribute, and retrieve information and consequently the ways people learn, live, and

work. The pervasiveness of ICT presents not just an opportunity to exploit but a challenge in adult literacy. ICT can be used in a number of ways to support adult literacy and learning activities as well as social interaction, communicate development messages, access markets and transact trade and business. Learning how to use as well as learn with new learning technologies are important basic skills for life in the 21st century.

Interventions shall include:

- i) Designing appropriate adult learning programmes supported by new learning technologies for youth and adult learners
- ii) Promote expansion of access to community technology centers for effective learning and use of ICT skills
- iii) Integration of ICT in adult literacy curriculum, learning and instructional materials, assessment, and training of adult literacy service providers
- iv) Providing professional development and support to effectively integrate new learning technologies into adult literacy learning and instruction.

10.0 INSTITUTIONAL FRAMEWORK

Successful implementation of the Uganda National Adult Literacy Policy will depend on continuing buy-in, support and confidence of stakeholders. Stakeholders must participate and be constructively engaged at all levels of policy implementation. These include different government departments, development partners, private sector, civil society organisations, faith based organisations and other non-state actors. Government shall involve all stakeholders, as partners in implementation of the policy for continuous legitimacy. The policy delineates the roles of different stakeholders and takes cognizance of the decentralized framework for delivery of social services. The key stakeholders in the implementation of the policy and their roles and responsibilities include:

Institutions	Roles and Responsibilities
Central Government Ministries	
Ministry of Gender, Labour and Social Development	<p>The Ministry shall play a leading role in the implementation of the policy which shall include;</p> <ul style="list-style-type: none"> • Developing and disseminating plans and guidelines to operationalize the policy. • Developing regulations and standards for quality assurance. • Research, documentation and disseminate policy for implementation. • Mobilizing and allocation of resources • Monitor, evaluate and review the policy implementation. • Spearheading development and ensure implementation of adult literacy qualification and accreditation framework in collaboration with relevant authorities • Establish networking, collaboration and coordination mechanism amongst stakeholders. • Building the capacity of stakeholders to mainstream issues of adult literacy in their policies, programmes and plans. • Adopting innovative approaches to meet contemporary learning needs

Office of the Prime Minister	<ul style="list-style-type: none"> • Supervise and ensure sector Ministries implement activities related to their sector mandates • Monitor and evaluate performance of policy implementation and impact on realisation of national development goals
Ministry of Finance, Planning and Economic Development	<ul style="list-style-type: none"> • Ensure adequate resources are secured and made available to sector ministries for the policy implementation • To avail adequate and timely finances to ensure policy implementation • Monitor and evaluate contribution of adult literacy towards the achievement of national and international development goals
Ministry of Education and Sports	<ul style="list-style-type: none"> • Grant express permission for the adult learners to access and utilize UPE and USE classrooms and other appropriate infrastructure during school holidays • Promote adult literacy as integral part of Education for All • Monitor and evaluate contribution of adult literacy towards the achievement of UPE and USE goals

Ministry of Defense/ Uganda Peoples' Defense Force	<ul style="list-style-type: none"> • Develop and implement adult literacy plans and programmes for the armed forces and their families in line with the policy • Plan and allocate resources for the implementation of the policy priorities and programmes for armed forces and their families • Build capacity of officers, women and men for effective implementation and management of adult literacy programme(s) • Collaborate with the MGLSD and other key actors on technical matters in adult literacy
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Ministry of Health	<ul style="list-style-type: none"> • Lead in the development of relevant messages for inclusion into the adult literacy curriculum and materials • Integrate adult literacy in health promotion activities and services, especially community health out reaches • Encourage health workers to link with the literacy classes on community health outreach programmes • Monitor and evaluate impact of adult literacy on the health systems outcomes
Ministry of Agriculture , Animal Industry and Fisheries	<ul style="list-style-type: none"> • Develop messages for economic empowerment of adult learners • Identify and develop criteria for assessment of agricultural competitions and appropriate technologies • Provide extension services and disseminate appropriate technologies to learners • Organize agriculture competitions for learners • Encourage extension workers to use literacy classes for transfer of technology to learners • Monitor and evaluate impact of adult literacy on the sector outcomes

Tourism, Trade and Industry sector	<ul style="list-style-type: none"> • Coordinate the gathering, processing and dissemination of market information to adult learners • Involve adult learners in savings and cooperative activities • Formulate guidelines on community tourism for integration in adult literacy • Promote entrepreneurship among adult learners
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Other Ministries, Departments and Agencies	
	<p>Other line ministries, departments and agencies shall:</p> <ul style="list-style-type: none"> • Develop and implement national and sector- specific strategies and plans in line with the policy • Plan for and allocate resources for the implementation of the policy priorities in line with mandates • Build capacity of staff in programming for adult literacy. • Collaborate with the MGLSD on matters of mainstreaming concerns of adult learners. • Participate in the inter-sectoral coordination frameworks • Sensitise and mobilize public participation in adult literacy programmes • Mobilize and allocate resources for implementation of adult literacy at all levels • Undertake research and documentation on contribution of adult literacy to sector outcomes and impact • Monitor and evaluate impact of adult literacy to sector development

NCDC	<ul style="list-style-type: none"> • Develop competency based adult literacy core curriculum • Develop Qualifications and Accreditation Framework for adult literacy • Develop Assessment Framework for adult literacy • Provide technical support for development of instructional and learning materials
UNEB	<ul style="list-style-type: none"> • Develop assessment policy and make awards process • Spearhead development of standards and validation guidelines for awards to adult learners • Validate adult learning programmes and certify adult learning • Develop continuous assessment of adult learners
UBOS	<ul style="list-style-type: none"> • Carry out surveys/research on the impact of adult literacy 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.

Local Governments	
	<ul style="list-style-type: none"> • Plan and allocate adequate resources for implementation of policy • Ensure that adult literacy issues and concerns are mainstreamed in local development plans and programmes. • Mobilize and ensure funds are disbursed and utilized for delivery of adult literacy services. • Coordinate district stakeholders on matters of adult literacy. • Participate in policy design and priority setting. • Build capacity of stakeholders in implementation of adult literacy.

Civil Society Organizations (NGOs, FBOs and cultural institutions)	
	<ul style="list-style-type: none"> • Develop and implement innovative programmes, projects and activities that are affordable and sustainable in line with the national policy and plans. • Mobilize resources for implementation of adult literacy activities • Mobilize communities to participate and be involved in adult literacy activities • Collaborate, coordinate and co-operate with ministries, departments and agencies in matters of adult literacy service delivery. • Lobby and advocate for increased allocation of resources to adult literacy at community, district, national, regional and international levels. • Promote sharing of experiences and knowledge through coordination and networking. • Support and advocate for the participation of all the stakeholders. • Research, document, and disseminate information on adult literacy to improve service delivery • Initiate and implement adult literacy interventions which are in line with the policy.

Private Sector	
	<ul style="list-style-type: none"> • Develop and implement programmes and projects on adult literacy at workplaces in line with this policy and plan • Mobilise private sector finance and other resources for implementation of this policy at workplaces and in local communities • Support adult literacy interventions by other actors including investing in service delivery and infrastructure development. • Initiate research, documentation and development of complementary good practices for adult literacy programmes. • Provide opportunities for apprenticeship and study visits to adult learners • Provide grants and loans to adult learners for income generating activities.

Development Partners	
	<ul style="list-style-type: none"> • Mobilize international resources for the implementation of the policy • Support national and local initiatives in line with policy priorities and national plan. • Provide technical assistance/support for implementation of this policy and adult literacy programmes/projects. • Participate in policy lobbying and advocacy at regional and international. • Participate in monitoring and evaluation. • Promote networking between local and international adult literacy programmes service providers; • Participate in the formulation, planning and development of adult literacy programmes and projects.
Institutions of Learning	
	<ul style="list-style-type: none"> • Provide technical support to adult literacy programmes. • Train adult literacy practitioners and managers • Undertake research, documentation and dissemination on adult literacy.

Adult Literacy Instructors and Instructors'Associations

- Advocate for implementation of the policy.
- Mobilize and follow-up adult learners
- Create, maintain and sustain an enabling learning environment.
- Develop appropriate learning materials.
- Participate in core curriculum development.
- Participate in planning, implementation, management, monitoring and evaluation of adult literacy services provision.
- Link adult learners to other service providers.
- Participate in research and documentation of adult literacy activities.
- Mobilise and ensure proper management of resources for Literacy Instructors incentive schemes

Village and Parish Committees	
	<ul style="list-style-type: none"> • Initiate and implement adult learning programmes in their areas; • Participate in resource mobilization; • Develop and submit proposals for consideration by the local governments and other stakeholders; • Participate in policy advocacy and lobbying; • Participate in the identification of learning needs; • Participate in planning, implementation, management, monitoring and evaluation of adult literacy activities; • Participate in instructor's identification and selection; • Mobilize learners to attend adult literacy classes; • Monitor and ensure adult literacy materials and other resources are put to proper use; • Provide proper learning venues/shelters.

Learners and learners' organisations	<ul style="list-style-type: none"> • Mobilise community members to participate in adult literacy activities; • Participate in planning, implementation, management, monitoring and evaluation of adult literacy activities at all levels; • Contribute towards instructors' incentives/motivation and; • Ensure knowledge and skills acquired are translated into practice.
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11.0 MONITORING AND EVALUATION

Monitoring and evaluation of the policy shall be undertaken within the comprehensive government monitoring and evaluation framework. The Social Development Sector monitoring and evaluation system shall track progress of changes towards realization of policy process outputs, outcomes and impact.

11.1 Monitoring

There shall be routine and periodic monitoring of interventions and outputs as well as tracking progress towards realization of policy objectives and annual reports produced to inform policy implementation. Best practices and experiences shall be documented, shared and replicated in other areas to enhance accountability, efficiency and effectiveness. Learners will be involved in monitoring so as to promote participation and involvement.

The policy monitoring indicators shall include:

- Development of targeted programmes/interventions and guidelines
- Enrolment, completion and transition of adult learners
- Quality and professionalization of adult literacy service delivery
- Mechanisms for coordination, partnerships and management of adult literacy service delivery
- Availability of documented research and good practices
- Availability and utilisation of ICT for training, learning and instruction
- Literacy and numeracy skills of adult learners and neo-literates
- Livelihoods initiatives and life skills practices in communities

- Gender equality and equity awareness and measures to address imbalances
- Availability and utilization of new technologies

11.2 Evaluation

Evaluation shall assess the relevance, effectiveness and efficiency of policy implementation to inform further policy development. Amid-term review shall be carried out after four years of implementation and end evaluation conducted during the tenth year of the policy.

The policy outcome indicators to be evaluated shall include the following;

- Adult literacy rates
- Adoption of new technologies by adult learners and neo-literates
- Improved livelihoods and life skills among adult learners and neo-literates
- Participation in governance and leadership by adult learners and neo-literates

12 .0 FINANCING THE POLICY

This is a crucial government programme for promoting growth, employment and social transformation. Major funding for the policy will be through the Medium Term Expenditure Framework (MTEF). Other sources of funding shall be from development partners, civil society and faith based organizations, private sector as well as contributions by communities', adult learners and individuals.

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