

ICEIDA SUPPORT TO IMPLEMENTATION OF UGANDA FALP IN THE ISLAND SUB-COUNTIES OF MUKONO DISTRICT 2005-2009

EXTERNAL EVALUATION REPORT
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LIST OF ABBREVIATIONS AND ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
BFPs	Budget Framework Papers
ACAO	Assistant Chief Administrative Officer
CAAIP	Community Agricultural and Infrastructure Project
CAO	Chief Administrative Officer
CBS	Central Broadcasting Service
CDO	Community Development Officer
DCBS	Department of Community Based Services
DLG	District Local Government
EFA	English For Adults
FALP	Functional Adult Literacy Programme
GoU	Government of Uganda
ICEIDA	Icelandic International Development Agency
IGA	Income Generating Activity
LABE	Literacy and Adult Basic Education
LC	Local Council
MDGs	Millennium Development Goals
MoGLSD	Ministry of Gender, Labour and Social Development
NAADS	National Agricultural Advisory Services
NALMIS	National Adult Literacy Management Information System
NALSIP	National Adult Literacy Strategic Investment Plan
NDP	National Development Plan
PAF	Poverty Action Fund
PEAP	Poverty Eradication Alleviation Program
PIP	Project Implementation Plan
PIT	Project Implementation Team
PLA	Participatory Learning Approaches
PMT	Project Management Committee
PRA	Participatory Rural Appraisal
PSC	Project Supervisory Committee
PWD	Persons With Disabilities
SBC	Small Business Course
SWOT	Strengths, Weakness, Opportunities and Threats
TORs	Terms of Reference
UPE	Universal Primary Education

<i>Endandikwa</i>	Luganda word for 'start up capital'
<i>Fala</i>	Colloquial reference in Luganda for a fool or ignorant person
<i>Maleeto</i>	Indigenous word for exotic/improved boars on the islands
<i>Chapatti</i>	Wheat flour pan Cake

EXECUTIVE SUMMARY

BACKGROUND

The FALP in Mukono was the second Project of the Icelandic International Development Agency's (ICEIDA) involvement in the social sector in Uganda. It was premised on the cooperation between ICEIDA and the Government of Uganda that aims at strengthening the national Functional Adult Literacy Programme (FALP) by working in parts of the country that are not easily reachable by the national programme. The Project sought to support the already existing FALP, and specifically focussed on the needs of fishing communities. The choice of operating in the fishing communities stemmed from their remoteness and need for special intervention to facilitate access to services like adult basic education. The Project was also conceived as an expression of solidarity for Uganda's Island communities as Iceland, the development partner working through ICEIDA is its self an Island nation.

OBJECTIVES OF THE EVALUATION

The main objective of the consultancy was to assess the results of the cooperation of the Government of Iceland, through ICEIDA, with the Government of Uganda through the Ministry of Gender, Labour and Social Development (MGLSD) and Mukono District Local Government specifically the Department of Community Based Services (DCBS) from 2005 to 2009.

METHODOLOGY

A combination of participatory and desk review methods were used. Literature review included examination of the Project Document, Baseline Survey Report, Process Review Reports, Periodic Monitoring and Performance Review Reports, Relevant Policy Documents and Development/Investment Plans at National, District and Sub-county levels. In the field a wide range of participatory methods were used, especially basing on the PRA/PLA techniques. Twenty FAL classes sampled from three (Busamuzi, Bweema and Nairambi) of five Buvuma Islands were met and interviewed by the evaluation team. The team also interviewed key informants who included Village and Sub-county Chair Persons, Sub County Chiefs, Community Development Officers, FAL District Coordinator Mukono, Officials and various sector technical staff from Mukono District Local Government, Central Government and ICEIDA officials, as well as representatives of the Civil Society organisations involved in FAL.

FINDINGS

PROJECT PERFORMANCE AGAINST EVALUATION CRITERIA

Overall, Project performance was assessed on the basis of set criteria which included; Relevance, Effectiveness, Efficiency, Impact, Sustainability, Lessons Learnt, Institutional Capacity Building and Coverage. The assessment was by scores against a rating system as follows:

RATING SYSTEM		
SCORE	ASSESSMENT	CATEGORY
6	Highly Satisfactory	SATISFACTORY
5	Satisfactory	
4	Moderately satisfactory	
3	Moderately Unsatisfactory	UNSATISFACTORY
2	Unsatisfactory	
1	Highly Unsatisfactory	

Criteria adopted from the IFAD Evaluation framework

Using the above rating system, the evaluation team assessed the project against set criteria, both at design and implementation phases as follows:

ASSESSMENT OF PROJECT

No	Criteria	Design	Implementation
(i)	Relevance	6	6
(ii)	Effectiveness	5	5
(iii)	Efficiency	5	4
(iv)	Impact	3	4
(v)	Sustainability	3	3
(vi)	Lessons learnt	5	4
(vii)	Institutional capacity building	4	5
(viii)	Coverage of the project	6	6

The assessment of the design focussed on the Project Document. Given that FALP existed in Buvuma Islands prior to the ICEIDA supported Project, and further that it was in support of a national programme, NALSIP, the evaluation team sought to find out to what extent these contexts informed the Project's design.

RELEVANCE

The evaluation team found the FALP intervention to be relevant because it addressed the general condition of poverty which on the Islands is manifest by multiple casual factors which are intricate, multi dimensional and interconnected. The FALP was timely and to a measured extent responded to the needs of the community. The Project was also aligned to Uganda's FALP, The Poverty Eradication Action Plan (PEAP), Prosperity for All Programme,

Decentralisation and Gender Policies. It was also conceived within ICEIDA's overall development strategy of contributing to the achievement of the Millennium Development Goals, to which Uganda is also committed. The evaluation team found project relevance to be **highly satisfactory**.

EFFECTIVENESS

The target beneficiaries of the project were adults, 15 years and above. The intervention catered for adults who had never been through the formal educational system and those who dropped out at lower stages, before acquiring functional skills in reading, writing and numeracy. The project sought to cater for the needs of fishing communities by developing teaching and learning materials that take into account the characteristics and livelihoods of the majority Islanders. The evaluation team however found many cases of learners who had attained post primary/secondary level education up to senior four and in one instance a Certificate in Primary Education, which suggests that some of the learners enrolled already had numeracy and literacy skills prior to joining FAL.

A total of 247 individuals were identified, recruited and trained as FAL instructors. These were drawn from the villages of their habitual residence and selected by learners and local leaders. By the time of the evaluation 29 of the original group of instructors had dropped out of the program for reasons ranging from death, migration to loss of interest. All of these were replaced with new instructors.

A total of 245 FAL classes were established on the Island Sub Counties of Busamuzi, Nairambi, Bugaya, Bweema and Koome. The Program registered an average enrolment of 3,466 learners at any one time during the implementation period across the 5 sub counties on the Islands.

The project targeted 9600 adults for completion of FAL main course; the assessment of this output was based completion of proficiency tests for learners which were administered annually during the project implementation period. In total 5,097 learners sat proficiency tests out of whom 3,994 (78%) passed and were awarded Certificates. The evaluation team found project effectiveness to be **satisfactory**.

EFFECIENCY

Project efficiency was assessed in terms how economically resources were utilized to deliver the planned outputs and results. Overall, support worth Uganda Shillings two billion, six hundred and seven million, one hundred and seventy thousand (**2,607,170,000/=**) was provided between 2005 and 2009 for project related interventions by the development partner.

Measures put in place to ensure efficient utilisation of resources, operating at least cost to produce greater benefits and results included; use of public

facilities such as Churches and Community Centres as venues for literacy classes, use of the existing Sub-county extension staff in the trainings, and the assignment District and Sub-county staff to coordinate FALP without creating parallel structures is in itself cost saving. However, the evaluation team noted the generally higher costs of service delivery in Island localities, many of them scattered over a wide geographical area, thus increasing the transport costs and time needed to carry out activities especially when the lake waters are volatile. Against this backdrop, the evaluation team found project efficiency to be **moderately satisfactory**.

IMPACT

Although the programme intervention logic did not explicitly provide clear impact indicators, the evaluation team found that the FAL programme had tremendous impact on literacy and numeracy and ultimately poverty alleviation. The learners and the general community in the Island Sub-counties of Buvuma were not only equipped with basic literacy and numeracy skills but also exposed to business skills including calculation of profits and documentation of records, given an appreciation of a savings and investment culture and other wide but vital skills like writing wills.

FAL empowered the beneficiary communities to lobby government for issues of concern to the development of the Islands. Subsequently road infrastructure network on the Islands of Busamuzi and Nairambi were being graded and resurfaced under the Community Agricultural and Infrastructure Project (CAAIP).

There have been positive changes seen among individual learners embracing positive attitudes and general good conduct in the community. Improvements in community and household sanitation and hygiene, reduction in domestic violence among learner households, increased community cohesion and improved entrepreneurship among others were largely attributed to the FAL Programme.

The skills gained from FAL by learners have reduced their reliance on fishing as a predominant source of livelihood. Beneficiaries have now adopted additional economic activities such as arable farming and livestock rearing. It was however found that most of the livelihood activities of the learners were still at a very micro-scale and many learners made appeals for additional support to boost their efforts. In general however, the evaluation team rates the project impact as **satisfactory**.

SUSTAINABILITY

Assessment of sustainability focused on determining the likelihood of continued services towards and benefits from FALP in the Island Sub-counties

in event of withdrawal of external support. The evaluation team found a project exit plan in place, and stakeholders interviewed were confident of the continuity of the programme since it is anchored within government structures and development plans, and that key implementing partners/actors were mainly government employees and beneficiary community members.

The establishment of support structures like Village FAL Committees, Parish FAL Committees, and formation of a FAL Instructors' Association will in a way support the continuity of literacy efforts beyond the Project life-span. The FAL instructors are based in the community and will continue supporting the learners with additional support from Community Development Officers at Sub county level.

However, some Instructors intimated to the evaluation team, of potential challenges in continued running of FAL classes without the token monthly stipend of 30,000/= (USD 15) specially paid to them under the Project arrangement. The evaluation team rates project sustainability as **moderately satisfactory**.

LESSONS LEARNT

- The use of FAL Classes as entry-points for development programmes targeting community members is strategic and has a high potential for success as the targeted beneficiaries can apply the literacy and numeracy skills for improved livelihoods and empowerment. Clear examples include the NAADS Programme in Buvuma Islands where effective integration with FAL has been done and produced encouraging results by way of increased productivity;
- The integration of literacy with developmental skills training increases the capacity of learners to engage in self-help and collective socio-economic activities, such as managing income-generating projects and initiating community actions that address common challenges. Hence, literacy training paves the way for greater individual participation in processes of community development;
- In order to be effective, community-based literacy and development programmes must be developed and implemented in such a way as to avoid alienating learners from their contexts;
- Partnerships between Development Partners, Central and Local Governments can enhance the quality of service delivery in hard to reach areas;
- Working through government structures and alignment to local policies and programmes promotes national ownership and boosts prospects for sustainability;

- People who do voluntary work do it not because of the remuneration but because of the amount of support from their supervisors and personal commitment;
- The approach of provision of financial incentives to community resource persons is not a good practice as it is very dependent of external financial sources and therefore not sustainable. Voluntarism is not built on basic packages or emoluments but other motivating factors such as team building, identity, recognition, associations, technical support, and personal commitment.
- Special privileges and incentives that are not feasible within the mainstream government budget can be an important constraint to overall project sustainability
- FAL courses with a high potential to directly boost incomes such as English for Adults and Small Business Course are attractive to men

The evaluation team rates lessons learnt as **moderately satisfactory**.

INSTITUTIONAL CAPACITY BUILDING

The institutional capacity building by ICEIDA support which contributed to strengthening of FALP was at two levels;

- a) Enhancing the capacity of the implementation team through skills training. Project implementation staff, notably Cods and Instructors received various forms of training ranging from academic to performance enhancement for effective delivery of FAL.
- b) Hardware support – which included construction of buildings, tooling and re-tooling of the responsible department in terms of materials and other assets that enable it function effectively.

The evaluation team rates institutional capacity building as satisfactory.

COVERAGE

The FALP intervention was implemented in five Island Sub Counties of Mukono district namely, Nairambi, Busamuzi, Koome, Bweema and Bugaya. There are five CDOs and 257 Instructors in charge of FAL activities, with 236 active FAL classes (as of November 2008). Other structures supporting FAL include, Village FAL Committees, Parish FAL Committees, Sub County FAL

committees and District FAL committees with clear roles played by each of the structures.

Therefore in terms of coverage, FAL programme was able to reach all the targeted focus areas. The evaluation team rates project coverage **as highly satisfactory**.

CHALLENGES AND CONSTRAINTS

Various challenges and constraints were experienced during implementation of the ICEIDA support to implementation of Uganda FALP in the Island Sub-counties of Mukono district. The most important that emerged from the external evaluation exercise were;

- FAL delivery system not designed to handle multi-grade learning and diverse learners' individual needs;
- Inadequate appreciation of literacy as a development goal in its own right, especially by men;
- Lower involvement of men and persons with disabilities in FAL as learners;
- The involvement of multi-sector technical staff/ extension workers in the delivery of FAL was not institutionalized;
- Reliance on voluntarism for Instructors to deliver FAL yet they often handle multiple classes with complexities such as multi-grade learners for whom they were not adequately prepared;
- Inadequate local revenue to finance development projects;
- Unfavourable geographical terrain of Islands and a migratory population;
- Weak Management Information System on Literacy;
- Inadequate Shelter for Instruction; and
- Absenteeism and non regular attendance by learners.

CONCLUSIONS

- FAL is relevant for the communities in Buvuma Islands, Munono District, and Uganda in general, since its benefits percolate all development sectors and are critical in addressing the complex poverty challenges faced by communities especially in the Island Sub counties of Mukono district.
- FAL is critical for achievement of all MDGs and delivery on national priority programmes. Government cannot fully deliver on MDGs with a

significant proportion of the population being illiterate. Similarly, government programmes such as modernisation and commercialization of agriculture cannot fully achieve the intended objectives when the farmers are illiterate.

- o Implementation of ICEIDA support to implementation of Uganda FALP in the Island Sub counties of Mukono district was largely successful. There have been clear benefits acknowledged and highlighted by the ultimate target groups, and verified by the evaluation team, in line with the planned Project Objectives which implies that they (project objectives) were achieved.

RECOMMENDATIONS

Arising from the findings and analysis, the evaluation team puts forward the following suggestions for consideration by the different stakeholders: -

MoGLSD

1. Use consolidated funds for implementation of FAL and make it a priority area in the Sector with clearly defined and adequately funded budget lines.
2. Ensure that FAL is given prominence in the National Development Plan (NDP).
3. Institutionalize cooperation with academic training institutions e.g. MUK School of Adult Education with a view to designing a tailored and professional course on literacy
4. Develop a strategy to privatise SBC and EFA whilst retaining stewardship of FAL Main.
5. Work with MoES to develop formal curriculum for continuing formal education and introduction of a qualifications framework.
6. Review the learning materials and integrate current learners' needs and expectations (e.g. multiplication tasks in primers are limited to calculations up to 1000, yet learners engage in business deals worth several thousands and even millions of shillings). Additionally FAL should be enriched by introducing additional languages e.g. Swahili, French etc.
7. MoGLSD needs to partner with the Private Sector Foundation through its Business Development Services (BUDS) program and related agencies with a view of developing a Business Skills training package for hard to reach areas such as the Islands.
8. Enhance capacity of instructors during training to handle multi-grade learning and other aspects of literacy; proficiency tests need to suit the prior exposure of learners to literacy.

Mukono District Local Government

9. Bring on board multi-sectoral technical teams on the implementation team of FAL at the District Level this should include the sectors of; agriculture, health, fisheries, environment and community development.
10. Focus on localised community literacy needs. Different islands have different FALP needs. One size does not fit all. Because of the diverse nature of literacy, there is need for location specific learning based on environmental and contextual issues/ needs
11. Mainstream FAL in key sector investment plans and BFPs and establish an inter-sectoral planning, coordination and implementation mechanism at all levels (pool resources to ensure better motivation of instructors in view of the value of their work).
12. To further ensure community ownership and hence sustainability, the instructors association *BUKOFIA*, should be supported to take a pivotal role in the development and implementation of FAL programs on the Islands.
13. There is need to institutionalize and integrate sectors so that activities are included in work plans.

GoU

14. Expedite development of a national FAL Policy. As a matter of policy framework, it will also be essential to require financial institutions to extend banking and business development services to hard to reach areas to promote better savings.
15. Institutionalize FAL as the main entry point for accessing key national services e.g. NAADS and government led micro credit programs.
16. Some of the islands which have been beneficiary communities of FAL do not have any education infrastructure. There is a generation of 5-15 year-olds who have never had access to formal education due to lack of schools – these are future FAL candidates. This calls for urgent need to address this gap by establishment of UPE facilities on the islands that are not currently served.

ICEIDA

17. Future cooperation/ support between GOU and ICIEDA in the area of literacy should be refocused towards a sector specific approach.

CHAPTER ONE

INTRODUCTION

The Government of Iceland through the Icelandic International Development Agency (ICEIDA) and the Government of Uganda through the Ministry of Gender, Labour and Social Development and Mukono District Local Government have been working on implementing Uganda's FALP in the Island Sub counties of Busamuzi, Bugaya, Bweema, Nairambi and Koome Islands (Buvuma Islands). The cooperation aims at strengthening the national FALP by working in those areas of the country that are not easily reachable by the national programme. The national framework for FALP exists and ICEIDA has been contributing to strengthening the FALP on national and district level through piloting innovations and sharing of experiences.

1.1 The current FALP situation in Uganda

The current Functional Adult Literacy Program (FALP) in Uganda took off in 1992. At first the program was implemented in parts of the eight districts in Uganda (Apac, Hioma, Kabarole, Mbarara, Mpigi, Mukono, Iganga and Kamuli) but is now covering all the 56 districts. According to the FALP Annual Report 2000 the program targets the population of 15 and above that has little or no education as well as those who have relapsed into illiteracy, with special emphasis on women.¹ The experience has shown that women are the overwhelming majority of those who participate in the FAL programs or about 77% of the learners.

FAL is one of Government of Uganda (GOU) strategies in its Poverty Eradication Action Plan (PEAP), and is also supported as a component of the Poverty Action Fund (PAF). The FALP being implemented emphasizes the functional aspects of literacy and was designed to help people to be sensitized and aware of the true nature and reasons for their situation and problems, and how their conditions can be improved. Further the aim is to enable people to acquire practical knowledge and skills and the proper attitude to use these to improve their living conditions. Out of this an 'integrated' methodology was developed that involves more players than the teacher alone in the learning process, such as extension workers and others that have special knowledge of what is being learnt or the development issue at hand. The learning process aims at addressing issues that are already a part of the participant's life to help them to do those in a better way. To ensure this link to daily life, the approach aims at immediate application of

¹ Annual Report 2000, The Functional Adult Literacy Program; MoGLSD.

what is learnt in real life situations. Participants are also encouraged to take part in new activities, often associated with income generation.

1.2 Background to FALP in Mukono

The FALP in Mukono was the second Project of ICEIDA's involvement in the social sector in Uganda. It was premised on the cooperation between ICEIDA and the Government of Uganda that aims at strengthening the national Functional Adult Literacy Programme (FALP) by working in parts of the country that are not easily reachable by the national programme. The Project sought to support the already existing FALP, and specifically focussed on the needs of fishing communities.

The choice of implementing the FAL program in the fishing communities of Buvuma Islands stems from their remoteness and need for special intervention to access services, and from the fact that Iceland is basically a fishing nation and so has some understanding of the challenges facing those communities.

The project was commissioned in 2005 through to 2009. The Goal of the Project was to increase people's literacy levels, access to information and participation in self, community and national development.

1.3 Immediate Objectives of the FAL Project in Mukono

- To achieve a 50% improvement in levels of adult literacy in the Island sub-counties, and to promote functional knowledge, attitudes and practices among adult learners.
- To increase the capacity of the Department of Community Based Services (CBS) in Mukono District to deliver and implement FALP in the District.
- To strengthen the Functional Adult Literacy Programme (FALP) Management Information System for Mukono District as whole and on the islands specifically.
- To increase availability and accessibility of reading materials in local languages and English.
- To document lessons learned during the implementation process of the Project.

1.4 Objectives of the Evaluation

The main objective of the evaluation was to assess the results of the cooperation of the Government of Iceland, through ICEIDA, with the Government of Uganda, Ministry of Gender, Labour and Social Development (MGLSD) represented by the Department of Community Based Services (DCBS) in Mukono District from 2005 to 2009.

Specific Objectives

- a) To assess the extent to which the project objectives have been achieved
- b) To analyse the strengths, weaknesses, opportunities and threats (*SWOT*) of the existing partnership between ICEIDA and MGLSD;
- c) To assess the changes and results brought about by the cooperation within (Department of Community Based Services) DCBS in Mukono
- d) To assess the changes and results brought about by the cooperation among the project's direct beneficiaries;
- e) To assess the intervention of ICEIDA in the area of institutional capacity building
- f) To analyse the implementation processes and procedures applied.

1.5 Area and Target Group

The Consultancy was to target central and district levels stakeholders.

- Central level: Permanent Secretary and central organic units of MGLSD (Department of Community Development and Literacy) – Members of the Project Supervisory Committee (PSC), and training institutions (LBE);
- District level: DCBS Mukono District, office of the CAO and other relevant departments, including interviews with Directors, members of the Project Management Team (PMT), Project Implementation Team (PIT), beneficiary technical staff (CDOs) and direct beneficiaries:
- Sub-county level: Instructors and participants (learners) in Busamuzi, Bugaya, Bweema, Nairambi and Koome sub-counties.

1.6 Expected outcomes

It was expected that the consultancy would provide information on the impact of the existing partnership between ICEIDA and MGLSD through DCBS in Mukono District. The outcome of the consultancy should reflect the efficiency, effectiveness, impact, relevance, lessons learnt, and sustainability of the activities financed, starting from the following approach:

- a) Efficiency: Use of financial, material and human resources (e.g. access to, availability, state of the material donated; outcome of training and capacity building in relation to investment of funds).
- b) Effectiveness: assess how far the objectives of the partnership have been achieved, with stress on the changes in DCBS in Mukono District (at district and sub-county levels) in terms of institutional capacity, and improving the quality of life of the beneficiaries:

- c) Impact: positive and negative aspects of the project at institutional, group and individual levels;
- d) Relevance: whether the project corresponded to the priorities of MGLSD (policy of GoU, National Development Plan (NDP) and of the needs of the target group:
- e) Lessons learnt: Positive aspects that stand out in implementation of the Project. What was the main contribution of the partnership?
- f) Sustainability: whether the partners, MGLSD, DCBS in Mukono District and the beneficiaries will be able to continue the actions begun (stress on the risk factors) that is if the project has created long lasting changes in attitudes and condition, necessary for the continuation;
- g) Institutional capacity building: assess the strong and weak points of institutional capacity building and coordination mechanisms, with stress on the role of ICEIDA in technical advice and financial management: perception of the partners about the cooperation;
- h) Coverage of the Project: reflect on the areas included and the coverage of the project: indicate lessons learned.

CHAPTER 2

METHODOLOGY

A combination of participatory and desk review methods were used. Literature review included examination of FAL programme documents for the period 2005-2009, baseline survey reports, process evaluation, and progress reports (Please see References on Pg... for full list of documents reviewed).

This review enabled the evaluation team to gain a deeper understanding of the nature of the programme and the context in which the FAL was implemented.

In order to obtain a better understanding of the Terms of Reference, the evaluation team held consultations with ICIEDA and Ministry of Gender staff, first to understand the origins of the programme as well as the socio-economic and political environment in which FAL programme was implemented. Similarly, the evaluators also made a broad assessment of FALP's structure and management at different levels. ICIEDA that provided the financial support was met to get an insight on their role and how the programme has been implemented.

In the field a wide range of participatory methods were used, especially basing on the PRA/PLA tradition. The methods included in depth conversational interviews, focus group discussion and community interviews as well as direct observation. For the interviews, a semi structured question guide was used. Evaluation team members used purposive observation used purposive observation in the different communities and other programme locations. The objective here was to observe record and gain a better understanding of any changes in the livelihoods and socio-economic environment of the areas that may be attributed directly or indirectly to the FALP intervention. The state of well being of the people in the locations which were visited by the team and physical infrastructure for the implementation of the programme were assured². Specific tools were used to guide discussions with the different stakeholders.

Meetings held: elsewhere in the field, a cross section of FAL classes were met an interviewed by the evaluation team, including Local council I and III, Sub County Chiefs, Community Development Officers, FAL District Coordinator Mukono as well as representatives of the Civil Society organisation's involved in FAL.

Within Mukono District where FAL was implemented in the Islands of Buvuma, the team met the FAL Coordinator, Instructors, CDOs,

2.1 Limitations

- Due to information gaps and issues of attribution, we were only be able to assess the likelihood that the results delivered will contribute significantly to achievement of the goal – which is longer term and to which several players contribute;
- Given that the last population based literacy rates measurement was done by the Uganda Bureau of Statistics during the 2002 Population and Housing Census, it was not possible to establish the actual adult literacy rate for the Islands in Mukono during the evaluation exercise as no inter-censal survey has been conducted.

2.2 Category of respondents consulted

The table below summarises the areas which were selected by the evaluation team and where FALP was implemented. All the geo-political areas were represented in the Islands of Buvuma in Nairambi, Bweema and Busamuzi Sub Counties where included in the sample which was drawn purposively.

Rationale for consulting with various stakeholders

Category of respondents	Rationale for consulting with this Category
FAL Classes	To establish and confirm actual implementation of the FAL programme in the island sub counties of Buvuma. In addition, the learners are best placed to give a sense of achievements and weaknesses of the FALP and suggest ways of addressing the challenges in future
LCs	To obtain background and relevant secondary and primary data on the situation of the areas where FALP is being implemented and establish if FALP has made any difference
Sub County Staff and line departments	To obtain background and relevant secondary and primary data on the situation of the areas where FALP is being implemented and establish if FALP has made any difference. Establish the contribution of the local governments at sub county level towards FALP
Village and parish FAL committees	Establish role played, challenges and ways of sustaining benefits of FAL
Instructors	They are part of the main implementers of the FALP; they contributed to the translation of programme objectives into activities. At the fore front of facilitating the learning processes, they can explain the challenges faced during implementation and suggest ways of overcoming the challenges
Other partners	
ICEIDA	Establish the main objectives and basis of the cooperation, operational challenges, ways of sustaining the benefits of

		FALP in Buvuma island sub counties
	LABE	NGO involved providing adult literacy services and share pedagogical process issues
	UGAADEN	Network umbrella adult learning NGO whose insights in literacy can inform the evaluation process. Interviewee was also the Consultant for the baseline survey that informed the design of the Buvuma and Koome Islands Project Document

Sites visited by the evaluation team

Sub County	Category of respondents	Justification for selection
Nairambi	FAL learners, Instructors, Sub county Extension staff, Political leadership	Nairambi has the highest number of FAL classes and most of them were mainly on the mainland
Bweema	FAL learners, Instructors, Sub county Extension staff, Political leadership	The majority of the inhabitants of Bweema derive their livelihoods from fishing and fewer are sedentary farmers.
Busamuzi	FAL learners, Instructors, Sub county Extension staff, Political leadership	The challenges of being distant from the two mainland islands and movements on water are quite an insurmountable task
Mukono District	Community based services office	District headquarters and provided the immediate headquarters and coordination secretariat and accounting officer based at district level
MoGSLD	Focal person, commissioner	Ministry headquarters for all FAL activities in the country and share the experiences

Transect walks

A transect walk is a cross-section or a straight cut through the community to capture the greatest diversity of activities undertaken by the FAL learners. The aim of these walks was to provide mapping information what activities being implemented; verify the information read and collected during the Focussed Group discussions add detail regarding specific characteristics that further refines the learner's understanding of the community.

CHAPTER THREE

FINDINGS

3.1 Design, Strategies and Implementation

Programme Implementation structure

According to the design document, Functional Adult Literacy programme was expected to be the responsibility of Government of Uganda through the Ministry of Gender, Labour and Social Development working through the decentralised government structures at district and sub county as part of the partnership between the Government of Uganda and ICEIDA.

MoGLSD was charged with the overall supervision of the programmes and more specifically with policy formulation and guidance, conducting monitoring and evaluation in collaboration with ICIEDA. It's documented and was verified that the roles and responsibilities were clarified of the different implementation structures.

Three implementation structures were factored into the design of the project through which management and monitoring of activities were to be undertaken. The structures formed that contributed significantly to the success of the FALP project, were;

- A Project Supervisory Committee which was established for overall supervision of the Project, monitoring the Project progress and make decisions for corrective action and Project cycle management.
- A Project Management Team whose functions were to administer the Project and coordinate all its activities, and
- A Project Implementation Team was set up to work with the day to day implementation of the Project activities.

3.2 Strategies Adopted

The Project outputs were achieved through the implementation of the following Project components:

- Implementation of FALP in the fishing community component. The implementation of FALP was done following the Guidelines for the

Implementation of the Functional Adult Literacy (FAL) Programme from the MGLSD.

- Human and material resource capacity building component. This component strengthened the District's capacity to implement and sustain FALP in the islands specifically and in the District as a whole. Training district and sub county relevant staff as well as have a resource centre together with transport and communication facilities for the efficacy of the programme.
- Design and implementation of the FALP Management Information System (MIS). This component involved designing and development of FALP Management Information System, along with training of users. Specifically the MIS was to provide updated information for planning, implementation, monitoring and reporting of the programme.
- **CBS Radio Programme**

The project supported a 30 minutes weekly radio programme on Central Broadcasting Service (CBS 88.8 FM), run every Sunday morning, between 7:30 and 8:00am. The radio programme's aim was to publicize activities of the FAL Programmes in Buvuma and Kalangala Islands, and also serve as a mobilisation and advocacy tool for FAL. It was however established from the field that most households were not able to receive the CBS signal in Buvuma and Koome Islands as they are spread over a large area. However the few learners who accessed the radio signal showed a lot of interest in the FAL Programme and praised the show host Mr. Hamzat Ssenoga for a good job done. A few community members from Buvuma and Koome Islands sent text messages through phone Short Message Services or called in to discuss various issues related to the FAL programme. Others wrote letters to the show host, which were read out on air. A special trainer of literacy Instructors Mr. Lukabwe Herbert was often invited to review the letters written by learners and offer on-air comments and advice on the literacy skills exhibited through the letters sent to the radio station.

Although initially designed for Kalangal FALP, the terms of reference for the radio programme were expanded to cover Buvuma and Koome Islands when a new Project was launched. The expansion of coverage did not however take into consideration the CBS signal limitations/receptability across the Buvuma and Koome Islands. Additionally, the programme time (30 minutes) which were initially meant for the Kalangala programme alone was shared between the two project districts, essentially for cost-saving purposes, albeit overstretching it and limiting its overall effectiveness. In essence, community members from Kalangala and other interested people from other districts that receive the CBS 88.8 FM signal participated more actively in the radio programme activities than those from Buvuma and Koome Islands.

Others strategies developed at implementation level include the following: -

Type of strategies adopted	Remarks
Mobilisation and sensitisation	This was carried out by the sub county teams and was aimed at selection of the learners with the participation of the local leaders at parish and village levels
Advocacy	Meant to get the involvement of other sectoral departments in providing knowledge and skills to boost the productivity of the FAL learners but had less evidence of the engagement component
Group formation	In all the sites visited group formation in form of the FAL classes was a strategy adopted as a sustainability and intervention measure. Targeting FAL classes for awareness on critical issues at community level and agricultural advice support, some of the groups visited are active and have coalesced around learning and implementing group and individual activities resulting from FALP intervention
Networking and partnerships	This was another strategy used by the sub county and village level implementation centres where technical assistance was sought by the CDOs in specific areas like agricultural extension, health, HIV and AIDS. In some areas (sites) there was active participation of other sub county technical staff. Partnership with other agencies or NGOs was not there because of limited NGOs operating on the islands

The above strategic approaches were deliberately used to contribute to achieving programme objectives

3.3 Monitoring and Evaluation

In the project protocol monitoring and evaluation was envisaged and structures to undertake monitoring and evaluation put in place. The Project Management Team (PMT) was responsible for the preparation and updating of the Project Implementation Plan (PIP), Annual Plans of Action, Progress Reports and Financial Reports that will be forwarded to the Project Supervisory Committee (PSC) bi-annual meetings for consideration and approval.

In addition, it was further envisaged at the Project Design level, that the PIP will be reviewed during the bi-annual meetings and could be revised on the

recommendations of the PSC. All modifications were to be subject to final approval by ICEIDA and MGLSD.

The Project Implementation Team (PIT) was responsible for the day to day implementation of the Project activities and ongoing monitoring of FALP classes. PIT was meant to meet at least once a month.

Monitoring and evaluation was at three levels including beneficiary/learners, Sub County and district and national level at the Ministry of Gender.

3.4 Design Issues

From the project documents that the team of evaluators were able to access, there were some indicators were not sufficiently defined to show the progressive changes (refer table). These indicators were mainly seen as outputs the project sought to achieve.

FAL Classes level

At this level, structures for monitoring FAL have been established and involve registration and maintaining the class registers for attendance. The FAL instructors are in charge of taking roll call and also make reports that are submitted to Community Development Officer as part of the standard operating procedures. The evaluation team was able to verify some of the handwritten reports submitted to the CDOs. We however remark that there was not a standardised reporting format from the instructors.

Sub County Level

The Community Development Officers at Sub County level are the focal persons for monitoring FAL activities and evidence is abound that they undertook regular visits to the FAL classes in the respective sub counties. The project was able to facilitate the CDOs to undertake monitoring by equipping them with motor cycles and boats for each of the sub counties to ease transport while on land and water. Each of the CDO had also been equipped with lap top to facilitate report writing and reporting. The CDOs

made quarterly class monitoring and reports were accessed indicating this activity was regularly implemented.

District Level

At district level, monitoring and evaluation was part and parcel of the programme design. The Project Implementation Team (PIT) comprising District FAL Coordinator, ICEIDA Social Project Officer and CDOs undertook quarterly monitoring of the FAL activities. At PIT level, the district FAL Coordinator had been facilitated to monitor and supervise FAL activities. The project had received Nissan Double cabin Pick-up to support monitoring.

Support to Monitoring of FAL on the Mainland

ICEIDA not only concentrated its interventions on the mainland but also extended support to monitoring of FAL on the mainland. Funds were given to CDOs to enable them collect NALMIS forms. Also, in 2005, 2006, and 2007, the District FALP coordinator received support in form of SDA for driver and monitor; fuel and a well serviced vehicle to enable her office monitor the classes on the mainland.

3.5 National Adult Literacy Management Information System (NALMIS)

NALMIS was designed to capture FAL activities information from the field and feed it into the district data base. Some staff were trained in the use of this software application. Information was captured right from the FAL classes on standard forms by instructors who forwarded them to the respective 5 CDO s who would in turn consolidate returns from all classes in a sub county and send the output to District Headquarters in Mukono where the data base was managed.

A Computer software was designed by MGLSD for data entry and analysis at district and national level, but the evaluation team established that the package malfunctioned and efforts to use it were futile. The software was to be reviewed and updated but at the time of the evaluation, this had not been accomplished. What was in place were paper records, often entered into

excell sheets to generate some basic statistics for example on numbers of learners and instructors.

The evaluation team observed that tracking of learners at different stages was subject to double counting as there were no mechanisms to distill learners who re-enroll for different programmes offered.

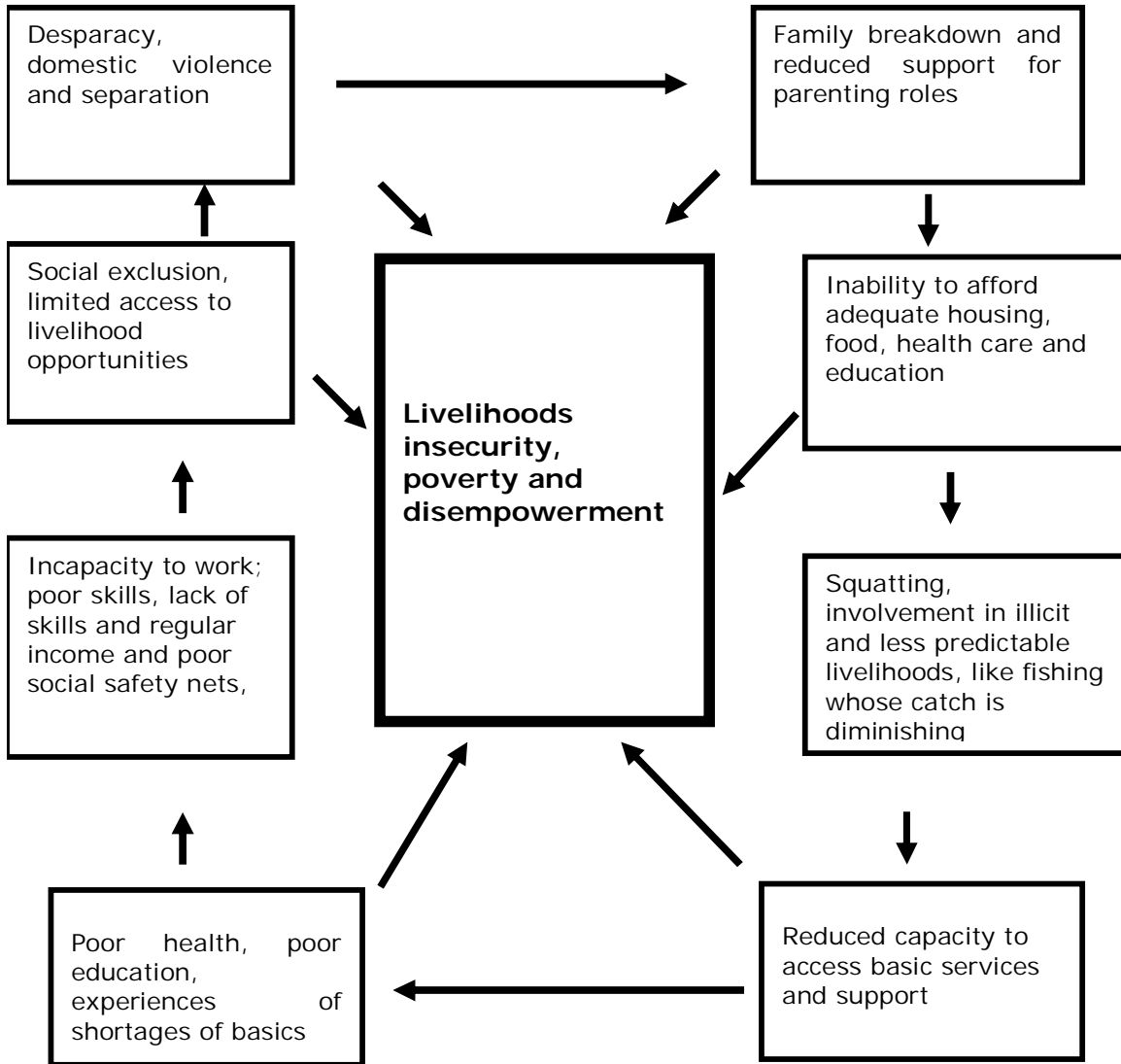
3.6 RELEVANCE

The evaluation team found the FALP intervention to be relevant because it addressed the general condition of poverty which on the Islands is manifest by multiple casual factors which are intricate, multi dimensional and interconnected. The FALP was timely and to a measured extent responded to the needs of the community. The Project was also aligned to Uganda's FALP, PEAP, Prosperity for All, Decentralisation and Gender Policies. It was also conceived within ICEIDA's overall development strategy of contributing to the achievement of the Millennium Development Goals, to which Uganda is also committed. The evaluation team found project relevance to be highly satisfactory.

The framework for Analysis of Multiple Dimensions of Poverty speaks a lot about the relevance of the FALP. Livelihoods insecurity, general poverty and disempowerment arising out of missed opportunities was mentioned as what has increased vulnerability of the majority learners in the island and FALP was timely and relevant to the needs of the community. In our opinion, then FALP was seen as an option for those who had missed the opportunity of attending school to acquire skills for survival to get what can be helpful practically.

FAL classes above all were also appreciated among the learners and non learners in the community as it has helped members of the community to promote interest and enthusiasm in getting involved in other development activities in the community. The evaluation team was able to verify that some learners have changed livelihoods from fishing to supplement it with growing of both food and cash crops as a way of coping with reduced fish catch from the lake or the 'world bank' as it was referred to in the community.

Framework for poverty analysis in Buvuma Islands in Mukono District



3.7 EFFECTIVENESS

The effectiveness of the project was assessed based on the progress made in relation to objectives and outcomes attained.

Recruitment and Training of FAL Instructors

To facilitate and conduct the FAL classes on the Islands, eligible persons within the respective communities. A total of 247 individuals were identified, recruited and trained as FAL instructors. The training given included English for All (EFA) and Small Business Course (SBC). Upon completion of the training all the trainers were posted to their respective sub counties and each assigned one FAL class. By the time of the evaluation 29 of the original group of instructors had dropped out of the program for reasons ranging from death, migration to loss of interest. All of these were replaced with new instructors.

Establishment of FAL Classes

A total of 245 FAL classes were established with fluctuating numbers of learners enrolled during the projects life time. The FAL program was implemented on the Island Sub Counties of Busamuzi, Nairambi, Bugaya, Bweema and Koome. Monitoring reports revealed average enrolment of 3,466 learners at any one time across the 5 sub counties on the Islands. The sub counties of Nairambi and Busamuzi (two of the largest) maintained an average of 1,295 and 1010 learners respectively between July 2005 and December 2008.

Period	Male Learners	Female Learners	Sex Not Specified	Total
Jul-Dec 2005	1,041	1801	226	3068
Jan-June 2006	1321	2074	277	3672
Jul-Dec 2006	1137	1024	-	2161
Jan-June 2007	1708	1992	-	3,700
Jul-Dec 2007	1305	1579	-	3594
Jan-Jun 2008	1721	2530	-	4251
Jul-Dec 2008	1645	2173	-	3818
Bi Annual Average	1,411	1,881		3,466

Period	Busamuzi	Bugaya	Bweema	Nairambi	Koome
Jul-Dec 2005	582	268	215	1577	200
Jan-June 2006	1106	446	431	1395	580
Jul-Dec 2006	385	257	385	709	425
Jan-June 2007	1091	251	380	1419	559
Jul-Dec 2007	990	341	337	1029	534
Jan-Jun 2008	1550	263	368	1523	547
Jul-Dec 2008	1370	299	314	1416	419
Bi Annual Average	1010	303	347	1295	466

Completion of FAL Main

The project targeted 9600 adults for completion of FAL main course; the assessment of this output was based completion of proficiency tests for learners which were administered annually during the project implementation period. In total these tests were taken 5,097 learners out of whom 3,994 (78%) passed and were awarded certificates by were thus;

- Out of 947 FAL Learners who sat proficiency tests in August 2006, 737 (78%) passed and were awarded completion certificates. Two Levels of testing were done with a breakdown of the results thus;
Level 1; 631 sat for exams out of whom 472 passed.
Level II: 343 sat for exams out of 265 passed
- In May 2007 the second lot of exams were taken by 1937 learners, out of whom 1602 (81%) passed.
Level 1; 1502 sat for exams out of whom 1242 passed.
Level II: 471 sat for exams out of 360 passed
- The 3rd round of tests were conducted in 2008 which were attempted by 2213 learners out of whom 1655 (74%) passed.
Level 1; 967 sat for exams out of whom 746 passed.
Level II: 1211 sat for exams out of 874 passed
Level III: 35 sat out of whom 35 (100%) passed.

Assessment of FAL Classes Surveyed

There were marginal variations in the frequency of Training sessions from the classes surveyed but broadly ranging between 2-3 sessions per week

Selection of learners and instructors The specific preference for learners included those above the age of 15 and have not had a chance of attending basic formal education. However, the learners met varied in terms of basic requirements for enrolment. Some had dropped out at upper primary and relapsed into illiteracy; while others wanted to benefit from the practical skills taught under FALP.

The instructors were also selected at community level and in the case of Nairambi and Busamuzi, FALP was not new and the involvement of the interested existing instructors was found to be very useful. However, basic requirements included ability to read and write and a minimum level of education beyond primary. Some of the instructors were teachers especially at primary level.

Venue of classes most classes surveyed were held from a central point in the village in very few cases at a local school or church but predominantly under tree shades which participants found inconvenient as often classes are exposed to the elements of nature such especially rains which tended to disrupt programs. Learners also felt that the open space also denied them privacy needed to concentrate and that at times felt uncomfortable and embarrassed when non learners including their children came to stare at them being taken through basic instruction generally expected to be for infants in early stages of education.

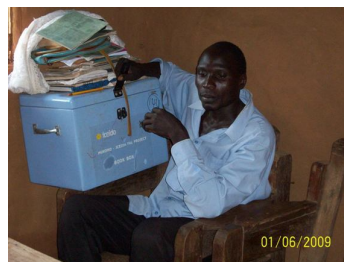
Targeting of the FALP

The target beneficiaries of the project were adults, 15 years and above. The intervention catered for adults who had never been through the formal educational system and those who dropped out at lower stages, before acquiring functional skills in reading, writing and numeracy. Priority was accorded to women participants to address the imbalance in literacy rates between women and men. The majority of FALP target beneficiaries are rural based and engaged in agriculture and petty trade³. Mukono is a District where fishing is an important means of subsistence and income for the population living in the island sub-counties and some aspects of life differ from those of other rural communities. The project sought to cater for the needs of fishing communities by developing teaching and learning materials that take into account the characteristics and livelihoods of the majority islanders.

³ National Adult Literacy Strategic Investment Plan 2002/3 – 2006/7, DRAFT, MGLSD; p: xiv.

Learning Materials

All classes surveyed found the learning materials used to be relevant and extremely useful during instruction. Each class was provided with a book box where all reference materials are kept. The boxes also serve as libraries from which learners were allowed to borrow some of the books to read in their free time at home.



Instructor Mpaata of Toome FAL Class

Instructional Materials

Instructors interviewed said the instructional materials provided were properly designed and very helpful in facilitating learning processes. Some of the materials include both English and Luganda textbooks (See annex for the list of some of the books procured)

Timing of Classes

Classes take place in the late afternoons usually after 3 pm. Participants found this timing convenient given that by this time the women will have completed their domestic chores while for the fishermen among the learners who set sail from about 5 pm such a time is also convenient.

Progression and Tests

Tests are done termly and a final exam is undertaken at the end of the year upon which a completion certificate in FAL is awarded. Progression is yearly for a period of 3 years.

Learner Participation

Participatory approaches were used more often than not this was in the form of question and answer sessions. Learners found the teaching aides used to encourage participation

Village Literacy Committee:

FAL classes subscribe to village literacy committee whose membership is composed of learners in every village. Every Committee has elective office bearers who include a chair, treasurer and committee members. The position of committee secretary is usually held by one of the instructors.

Achievement of Planned Objectives against Targets

Objective	Activities	Baseline	Indicator	Target	Actual Output	Observation
To achieve 50% improvement in levels of adult literacy in the island sub counties and to promote functional knowledge, attitudes and practices among adult learners	<ul style="list-style-type: none"> - Sensitisation and mobilisation of stakeholders. - Training of instructors and establishment of FALP classes. - Integrate FALP with other programme areas. - Establish active instructors' and learners' association. - Monitoring and support supervision 	67% in Mukono literate 77% men and 57% women	<ul style="list-style-type: none"> No. of adults completing main FALP % of beneficiary households with improved livelihood and wellbeing 	<ul style="list-style-type: none"> 9600 adults finish the main FALP. 40% overall improvement from the baseline survey rates by the end of the project. 	<ul style="list-style-type: none"> - 3994 out of 5,097 learners who sat for FAL tests passed - 245 classes and 247instructors in place - An instructors association BUKOFIA in place and functional - M&E activities have been on going from the S/county, district and national level 	<ul style="list-style-type: none"> - The actual numbers of learners has not been possible to establish because the NALMIS has to be oriented towards eliminating double counting
To increase the capacity of the department of community based services in Mukono district to deliver and implement FALP in the district	<ul style="list-style-type: none"> - Human recourse capacity building of FALP implementing staff and instructors. - Institutional capacity building – procurement of equipment for FALP implementation. - Establish a FALP resource centre in the district 			<ul style="list-style-type: none"> Evaluation report on the efficiency and effectiveness of the Department to deliver and sustain the FALP in the fishing communities and the district as whole. 	<ul style="list-style-type: none"> - FAL instructors undergoing training - CDOs supported to upgrade in formal tertiary institutions - Tools and equipments procured and aiding FALP work - Resource centre at the district established 	<ul style="list-style-type: none"> Frantic efforts to equip the CBS department to effectively monitor and deliver on the their roles in FALP process and it was done quite satisfactorily

External Evaluation Report:

<p>To strengthen FALP management Information System for Mukono district as a whole and on the islands specifically</p>	<ul style="list-style-type: none"> - Develop an integrated MIS. - Data collection, compilation, analysis and dissemination 			<p>FALP Management Information System in the District in place and updated.</p>	<ul style="list-style-type: none"> - an integrated MIS developed and in place though the functionality and use of the data to influence decisions has to be seen yet 	<ul style="list-style-type: none"> - At lower level in the sub counties, information collected manually and CDOs submit to the district but how this information is used to influence decisions, has to be seen yet
<p>To increase availability and accessibility of reading materials in local languages and English</p>	<ul style="list-style-type: none"> - Development, reproduction & procurement. - Resource centre management & dissemination of materials. 			<p>Well established and running FALP Resource Centre. -Well distributed reading materials.</p>	<ul style="list-style-type: none"> - Resource materials developed, procured and the resource centre has some of these materials and some of the books procured are within the community 	<p>Materials developed but most of the materials are external generated with no room to include local based learning materials</p>
<p>To document lessons learned during the implementation process of the project</p>	<p>Baseline Study on learners' and instructors' functionality – livelihood and well being.</p> <p>Preparation of position papers of different components of FALP in the fishing community and dissemination</p>			<p>Monitoring, evaluation and research reports from the different components of the Project.</p>	<ul style="list-style-type: none"> - Baseline survey was undertaken - Position papers not verified 	<p>Position papers subsequently were not prepared and if prepared the dissemination was not undertaken</p>

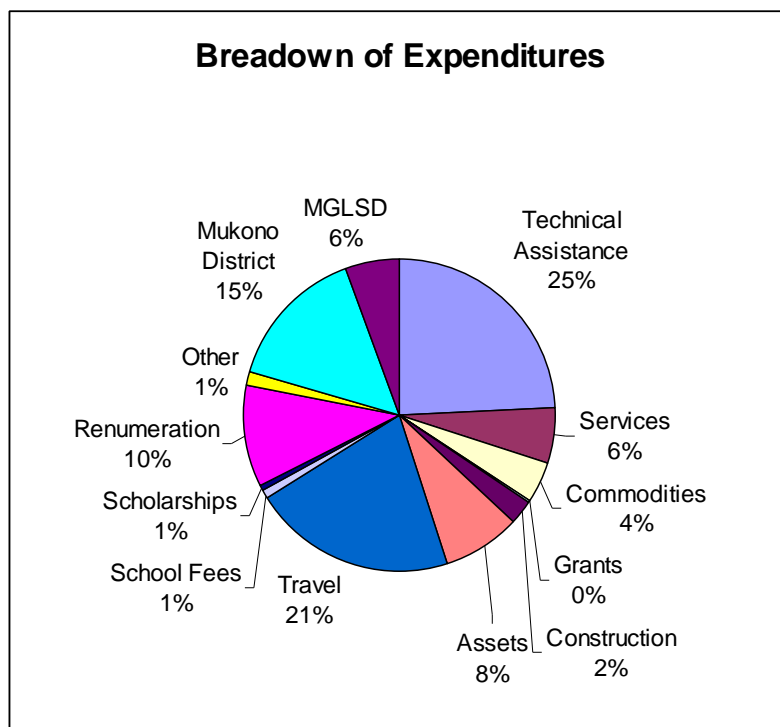
3.8 EFFECIENCY

Project efficiency was assessed in terms how economically resources were utilized to deliver the planned outputs and results. Overall, support worth Uganda Shillings two billion, six hundred and seven million, one hundred and seventy thousand (**2,607,170,000/=**) was provided between 2005 and 2009 for project related interventions.

Financing

Overall the FALP programme got financial support that was released on quarterly basis.

ICEIDA technical assistance cost 2005-2008	461,230,000
ICEIDA technical assistance budget 2009	128,940,000
ICEIDA direct project contributions 2005-2008	1,714,300,000
ICEIDA direct project contributions budget 2009	302,700,000
Total ICEIDA Contribution 2005-2009	2,607,170,000



Technical assistance accounted for 25%, Travel, 21% and Grants to Mukono DLG accounted for 15% of the total expenditures.

Direct costs like Assets; Commodities, School fees, and services accounted for 19%.

Meanwhile support to MoGLSD, remuneration and scholarships, construction and others accounted for 20% of the expenditures.

We observe that because of the nature of project area, operational costs were high.

Source: Project documents

Use of Resources

Measures put in place to ensure efficient utilisation of resources, operating at least cost to produce greater benefits and results included; use public facilities as venues for literacy classes like Churches and community centres, use of the existing sub county extension staff in the training and learning and the use of the staff of the district and sub county to coordinate FALP without creating parallel structures is in itself cost saving. However, the evaluation team noted the generally higher costs of service delivery in Island localities, many of them scattered over a wide geographical area, thus increasing the transport costs and time needed to carry out activities especially when the lake waters are volatile. Against this backdrop, the evaluation team found project efficiency to be moderately satisfactory.

In the first instance the training of instructors selected by the community and resident in those respective communities was seen as a prudent approach in the use of local available resources.

In addition the centralised and localised training venues is also seen as cost cutting. The use of local resource person as facilitators during the training further reduces costs of training and therefore the limited resources are used to reach several persons is a commendable.

Other measures put in place to ensure efficient utilisation of resources, operating at least cost to produce greater benefits and results include the following: -

- Using public facilities as venues for literacy classes like Churches and community centres
- Use of the existing sub county extension staff in the training and learning sessions like the Health Assistants, Agriculture NAADS extension staff; Fisheries staff as local resource persons is commendable
- Use of the staff of the district and sub county to coordinate FALP without creating parallel structures is in itself cost saving.

3.9 IMPACT

Although the programme intervention logic did not explicitly provide clear impact indicators, the evaluation team found that the FAL programme had tremendous impact on literacy and numeracy and ultimately poverty alleviation. The learners and the general community in the island sub counties of Buvuma were exposed to basic literacy and numeracy skills but also equipped with business skills, given an appreciation of a savings and investment culture and other wide but vital skills like writing wills and documenting business transactions through written agreements.

FAL empowered the beneficiary communities to lobby government for issues of concern to the development of the Islands. Subsequently road infrastructure network on the Islands of Busamuzi and Nairambi were being graded and resurfaced under the Community Agricultural and Infrastructure Project (CAAIP).



RDC Mukono at a recent FALP event

FAL is a fertilizer for implementing all Government programs.
RDC Mukono Major Matovu

There have been positive changes seen among individual learners embracing positive attitudes and general good conduct in the community. Improvements in community and household sanitation and hygiene, reduction in domestic violence among learner households, increased community cohesion and improved entrepreneurship among others were largely attributed to the FALP.

If we are to take development to mean unwrapping people's potential and increasing choices, then the skills gained from FAL by learners have reduced their reliance on fishing as a predominant source of livelihood. Beneficiaries have now adopted additional economic activities such as arable farming and livestock rearing. Therefore FALP has enhanced development efforts of the learners and the community. The evaluation team rates the programme impact as satisfactory.

In the same vein, FAL has had tremendous impact on poverty alleviation. The learners and the general community in the island sub counties of Buvuma have been exposed to general knowledge in issues like options in which IGAs are viable and worth engaging in, managing of business. There is a savings and investment culture taking root among learners, a direct result of the business skills training component of FAL. In addition FAL has by and large improved record keeping (birthdays of children, writing wills, agreements, and business transactions)

The implementation of FAL has contributed to bringing people together for participatory planning. The outcomes of the FAL training and interaction, the community has been able to launch a sustained campaign and lobbying of government for certain issues in the Islands. Subsequently road infrastructure network on the mainland Islands of Busamuzi and Nairambi are being graded and resurfaced under the community roads programme – KAIP

There is a general notion and proof that FAL groups that have been taken on as NAADS groups have fared quite well as compared to non FAL groups. Therefore FAL has been seen as an entry point to improving productivity. The final roll out of NAADS to Buvuma islands is also seen as the effort of the FAL programme.

There have been positive changes seen among individual learners embracing positive attitudes and general good conduct in the community. Fewer brawls particularly among learners are now seen. There is a reported reduction in cases of domestic violence among learner households and dialogue and peaceful resolution of conflicts is preferred.

Improvement in health and hygiene 'we are now conscious about personal hygiene, some of us used to take up to 5 days without taking a bath but with the education we now have we understand the importance of personal hygiene and have changed our lifestyles'.

Public Health; Participants attested to having greatly improved on public health in the households and communities by association. The notable impact from testimony of respondents included the increased in latrine coverage on the Islands which was hitherto a major problem with most households ignorant about the importance of such facilities. Households of FAL learners visited also demonstrated these developments, in addition to latrines; they had constructed such other structures like bath shelters and drying racks



Drying rack in a home in Bweema

Learners are now more responsible parents and take better care of their young ones, boil drinking water and even practice child spacing. They can read the prescriptions given at the health facilities and administer the right doses at the right times

Male involvement: Men are now encouraging their children to go to school and allow their spouses to attend FAL. Some have even taken the initiative of being more involved in their children's welfare needs without necessarily depending on or expecting their wives to do so.

Uptake of health services: Immunization is now widely embraced unlike before when it was virtually unwelcome on the islands due to a hitherto held

misconception that it was a ploy to kill their infants as such tended to hide their children when campaigns for immunization were brought to the islands.

The skills gained from FAL by learners have reduced their reliance on fishing as a predominant source of livelihood. Beneficiaries have now adopted additional economic activities such as arable farming and livestock rearing from the knowledge and skills gained from FAL. The outcome can be seen in the diversification of livelihood activities e. g adding arable farming, piggery and poultry keeping to fishing

Female learners said the empowerment they got through the classes was reflected in their domestic relations, their spouses treat them as equal partners and matters concerning the welfare of the family are discussed jointly by husband and wife and not merely dictated by the former as was the case in the past. In addition the self esteem of women learners has been boosted and women can speak confidently articulating issues during public fora

FAL fostered a spirit of teamwork among learners through jointly managed activities such as farming and poultry keeping participants learnt how to work as a team with fellow members to achieve a common objective and live as a family where members look out for each other.

3.10 CASE STUDIES

Babirye, a 22 year old woman had never gone to school. She migrated from Busoga to Busamuzi Islands in December 2008, where she learnt of the FAL Programme from one of the Instructors. She had for long been troubled by her inability to read sign posts whenever she travelled. She had attempted trading in passion fruits but the business collapsed due to low returns. She enrolled for the FAL main programme with her main objective being acquisition of reading and writing skills as well as numeracy. Within two months after enrolling, she had learnt some vowels and additions. Her vision was to perfect her basic literacy skills and not only utilise them to improve her livelihoods but also use it as a springboard for further education and training.

2. Ms. Nalwoga Maria Bamuzaladdi, Bumazimi FAL (Main, level 2) Class

Ms. Nalwoga has attended FAL since 2004. She completed FAL Main level 1 and was at the time of the evaluation, a learner under level 2. She acknowledged that FAL had been extremely beneficial to her entire household through improved welfare and hygiene. She was involved in agriculture (both subsistence and commercial) and that the knowledge acquired through FAL was being applied in her NAADS supported enterprises (banana growing and piggery). Her skills in modern farming had improved and that she could no longer be cheated when buying inputs or selling her products. Ms. Nalwoga kept records of her main livelihood activities but did not have sufficient access to diverse literature for continuous reading. She had not seen any of the books in the Book Boxes. She was however able to read sections of the FAL follow up reader with confidence and practically demonstrated to the evaluation team.

3. Ms. Nalubega Mary, Bumazimi FAL Class (Main, level 2) and EFA

Ms. Nalubega got inspiration to attend FAL classes through the CBS radio programme. She formed a group with 23 members and they were engaged in agricultural production (bananas). The group had accessed NAADS services and support. Several individuals and officials had visited the group's enterprises as part of monitoring exercises and study visits. She pointed out the biggest challenge to them as being banana wilt disease but also noted eye sight problems and recurrent headaches caused by the lack of reading glasses. She recommended that a special uniform for FAL learners be designed and given to them so that they could move around their villages with pride. She also pointed out the need for start up funds (*entandikwa*) to translate their entrepreneurial ideas into diverse income generating activities such as crafts making. The

group kept records concerning their enterprises. Miss Nalubega did not have sufficient access to diverse literature for continuous reading. She had not seen any of the books in the Book Boxes.

4. Rachael Namaganda- (Tojjwe Landing Site)

Ms. Namaganda, a mother of six dropped out of FAL because she felt that she was not able to cope up with other learners' pace and progression in reading and writing. She acknowledged that illiteracy was a serious constraint to her as she was not able to read posters or sign posts, nor write her names. She was however totally resigned and expressed no hope to return to FAL because she was more than convinced that she could not learn.

5. Ms. Nalwoga Teddy, Bugongo FAL Class (EFA)

Ms. Nalwoga completed FAL Main levels 1 and 2. She had enrolled for EFA. Ms. Nalwoga applied the knowledge acquired from FAL classes to improve the sanitation and hygiene situation in her home. She regularly swept the compound; improved her house; constructed a kitchen, bathroom and pit latrine; and boiled drinking water. She however did not keep a record of record of these daily life activities.

6. Ms. Namubiru Jane, Majjo FAL Class (EFA)

Ms. Namubiru completed FAL levels 1 and 2 and had enrolled for EFA. Through FAL, she developed interest in rearing pigs. She had started with one exotic breed boar (*locally referred to as 'maleeto'*) but also grew vanilla and kept five cows. She noted that her most serious constraint to enterprise growth was inadequate access to rural financial services. A poultry project initiated by her FAL class collapsed when all the chicken died due to some disease. She however did not keep a record about the operational aspects of the livelihood activities.

7. Mr. Muyimbwa Deo Gracious (Instructor FAL Main and EFA, Bubanzi FAL Class)

Mr. Muyimbwa is an Instructor and a role model for learners in the area of entrepreneurship. He acquired knowledge and skills about piggery as a FAL Instructor, which he successfully applied in his own household. He rears over 50 exotic pigs, an enterprise he initiated in 2007. He was able to access NAADS support through the FAL Programme. He credits the FAL Programme for inspiring and instilling in him the spirit of hard work and determination. He has a dream of becoming a large scale farmer.

8. Mr. Kyeswa Stephen, Learner SBC Kyanamu FAL Class

Mr. Kyeswa enrolled for SBC, from where he picked the idea of starting up a business. He chose to bake and sell pan cakes (*Chapatti*) at Kyanamu Landing Site. He kept a record of his daily purchases, sales and expenses. He was able to calculate his daily profit, which he kept in sealed wooden box as a savings mechanism since there were no formal banking services in the Sub County. Over a period of three months preceding the evaluation process, Mr. Kyeswa reported to have saved close to 150,000/= (US\$ 75).

9. Nakamatte Joyce, Learner SBC Kyanamu FAL Class

Ms. Nakamatte, a mother of three enrolled for SBC from where she got the idea of starting up a business. With 10,000/= (US\$ 5) she started preparing and selling (hawking) porridge at Kyanamu Landing site. By keeping and updating her business records daily (purchases, sales, expenditures and net profits), she made some savings with which she started renting a make shift stall from where she expanded her business and started selling food and tea. She joined hands with other learners and they formed a savings association to which they deposit 2,000/= (US\$ 1) every day from their profits. With these savings, she is able to support her children's education and buy some household necessities.

UNITENDED OUTCOMES

A general increase in civic education noted among FAL participants given the heightened interest in development issues as a result of the eye opening nature of FAL classes. In addition, FALP has eased mobilisation of (the migratory) communities for civic participation, administrative and other purposes

Improved standard of living and social esteem of instructors as was seen and verifiable during the fieldwork. Instructors are considered as teachers and given the respect which has boosted their self worth and esteem.

Improved the public perception about islands and the improvement in the profile and image of the community development function in the District. FAL learners and graduates have participated in a number of district and national organised events that clearly demonstrates the abilities of adult learners.

Local entrepreneurship and business development (service providers – e.g. catering and accommodation e.g. Ms. Nabunya and Nalongo Mbuubi of Busamuzi Sub County, Walwanda Village). Due to training events and visitors to Buvuma mainland islands mainly for the FAL programme, individual

entrepreneurs have taken the initiative to earn themselves some money. A residential housing quarters established in Walwanda has been constructed and providing accommodation for the visitors. There are also some catering services available within the same area which has come into existence as a result of the demand from FALP visitors mainly.

3.11 Factors for the success of FALP in Buvuma and Koome Islands

1. Introduction of practical skills and new technologies
2. Commitment and motivation of staff and political leaders
3. Monitoring and support supervision by CDOs
4. Availability of tools, funds, etc (adequate and timely)
5. Cooperation of staff from other sectors
6. Strong focus on institutional capacity building and human resource development

Factors affecting the participation of women

Since FALP had specific focus on women and girls as beneficiaries, the evaluation team specifically sought to establish the factors affecting women and girls participation in the learning process. Some of the factors are listed below: -

- Some women are deterred from participating in FAL by their spouses and they said this was more likely to happen among those whose spouses were not enlisted for FAL themselves as they did not see the importance of such education.
- In some instances, instructors said they experienced resistance from some sections of their community who held the view that the instructors materially benefit from conducting the classes and are merely using learners to this end.
- Emerging from many groups as a hindrance to participation in FAL was the stigma attached to illiteracy in the community. Many stayed away for fear of being branded illiterate.
- Many women on the islands are as mobile as the fishermen; there is a tendency for them to keep relocating to different islands in tandem with the fish catch. For such women participation in an activity that requires regular attendance was not in keeping with their nomadic way of life.
- The urgent need for reading glasses was cited by all groups met. Many learners are of middle to advanced age and had problems reading instructional materials provided.

Factors affecting the participation of men

- The evaluation participants intimated that many men who did not engage in FAL did not see the direct material benefit of FAL and had not been fully sensitized about its importance;

- Many men claimed to have basic education up to upper primary and felt that basic literacy and numeracy skill being taught in FAL classes were below their level and did not meet their learning needs.
- Men were also reportedly shy to publically show that they were non-literate by attending FAL classes. This was attributed to conceptualisation of masculinity and gender identities whereby men must not demonstrate any form of shortcoming.

3.12 INSTITUTIONAL CAPACITY BUILDING

The institutional capacity building by ICEIDA support which contributed to strengthening of FALP was at two levels;

Human Resource Development

The community development officers and instructors who were the main force in the implementation of the FALP. In our opinion the training interventions for the instructors both at district and sub county level has gone a long way in enhancing the capacity of these frontline actors.

Some of the CDOs have been supported to upgrade to degree and masters' level and the knowledge acquired should be used in the implementation of FAL. However, the evaluation team remarks that none of the CDOs who have gone for upgrading have attended Adult literacy course in Makerere or any other institution in Uganda. Instead, the CDOs who have gone for training have done in it with the motive of enabling them retain their jobs or diversify future opportunities, a comment the process review also raised.

Training support by ICEIDA is categorised below:

Course	Number of officers
Support to dissertation writing	3
Masters degree Course	1
Bachelors Degree course	4
Swimming lessons for life saving	8
Trainers of trainees fro FALP	16
IMS Training	30

IMS training for data analysts	3
Indoctrination Sensitisation seminar	5
Monitoring and evaluation	28

Hardware support – tooling and re-tooling of the responsible department in terms of materials and other assets that enable it function effectively.

TOOLS/SUPPLIES TO INSTRUCTORS

- 244 Bicycles
- 60 Radios, tapes and batteries
- Chalk Boards and chalk
- Assorted text books/ Reading materials and saw a total of 22 different titles in the book boxes
- 1,000 Primers
- 200 Instructors' Guide Books
- Markers
- Flip Charts
- Allowances for instructors (30,000/= per month payable bi-annually)
- Manila Papers
- 120 T. Shirts
- Visitors' Books
- 238 Book Boxes
- Ruler

TOOLS/ SUPPLIES TO CDOS (Per Sub County)

- 5 Boats, 25 horsepower Boat Engines and Life Jackets
- 5 Motor Cycles
- 6 Laptop Computers and 1 Desk Top Computer for NALMIS and 1 digital camera
- Community Centre (Built in Busamuzi, Koome, Bugaya and Bweema); renovated in Nairambi). At time of evaluation- Koome, Bugaya and Busamuzi completed, with solar power, furniture, TV set, DVD player, Radio, audio tapes and batteries.
- Each Resource Centre was furnished with 40 chairs

TOOLS and Supplies to District

- Completion and furnishing of ultra-modern office block
- 1 Double Cabin Pick up truck
- Computers and office equipment

TOOLS and Supplies to MGLSD

- 4 Computers, LCD Projector, and office furniture (4 sets)
- Technical support to develop NALMIS software

3.13 Coverage

The FALP intervention was implemented in 5 Island sub counties of Buvuma County. The Islands include; Nairambi, Busamuzi, Koome, Bweema and Bugaya. There are 5 Community development officers and 257 Instructors in charge of FAL activities with 236 classes (Nov 2008). Other structures supporting FAL include, Village FAL Committees, Parish FAL Committees, Sub County FAL committees and District FAL committees with clear roles played by each of the structures.

Therefore in terms of coverage, FAL programme was able to reach all the targeted focus areas

3.14 SWOT ANALYSIS

STRENGTHS	WEAKNESSES
Development support is aligned to a national programme and delivered through mainstream government structures	Slow local procurement processes for goods and services leading to delays in completion of work (e.g. construction of community centres and repair of Boat for Busamuzi Sub-county)
Programme is implemented at village level thus directly reaching the intended beneficiaries	Support to MGLSD mainly ad hoc
Selection and use of community based Instructors/ Facilitators is essential for sustainability	Heavy dependency on ICEIDA/ external support to the programme
Strong focus of institutional capacity building including construction of offices, equipping, tooling and training of staff and Instructors	Support is mainly focussed on FALP in isolation, not extending to other community development programmes
Robust project management structure, monitoring and coordination mechanisms	The role and contribution of other sectors e.g. Agriculture and health in FALP is not streamlined or institutionalized
Involvement of subject matter specialists (various sector technical staff) in development of learning materials and delivery of FAL at community level	Low functionality of NALMIS
Innovative interventions such as introduction of SBC and EFA	Inadequate reflection of ICEIDA support in Local Government Development/ Investment Plans
Skilled, committed and highly motivated project implementation staff	Cooperation with other FAL stakeholders is not institutionalised
Hands on approach by ICEIDA promotes efficiency in service delivery	
Timely release of funds	
Ability to deliver quality services in hard to reach areas	
Exit strategy developed	
OPPORTUNITIES	THREATS
Existence of community focussed development programmes/ initiatives such as NAADS and CAAIP	Instructors having to work as volunteers, often handling multiple courses and/or classes
Preparation of a National Development Plan with a focus on commercial agriculture and rural development	Low local revenue base for the Local Governments
Programmes of Faith Based and Civil Society Organisations	Discomfort among local leaders for the increased popularity of Instructors among community members
Sector Investment Plans e.g. Health and Agriculture (for mainstreaming FALP)	The global economic and financial meltdown
CDOs transformation into administrators (Chiefs and Town Clerks)	Restructuring in Local Governments and personnel attrition from Community Development to other departments (personnel losses)
	Low government budget allocation to MoGLSD
	Negative attitudes of the community towards adult learners

CHAPTER FOUR

CHALLENGES AND CONSTRAINTS

Various challenges and constraints were experienced during implementation of the ICEIDA support to implementation of Uganda FALP in the Island Sub-counties of Mukono district. The most important that emerged from the external evaluation exercise are discussed below:

FAL delivery system not designed to handle multi-grade learning and diverse learners' individual needs

Although at the design level the Project targeted populations especially women of 15 years and above who either did not attend formal education or those that dropped out at lower stages without acquiring functional skills in reading, writing and numeracy, the evaluation team established that at the level of implementation, the learners ranged from those without any prior education to those who had attended four years of secondary level education⁴. The curriculum, learning process and proficiency tests were not pre-designed and tailored to take account of sharp contrasts in learner's educational backgrounds. The situation is exacerbated by the fact that Instructors were not prepared to effectively handle multi-grade learning and the mix of individual motivations for enrolling for FALP. The team found out that more the literate learners enrolled in FAL scorned those starting from the basics of literacy learning in effect leading to dropping out by some learners who felt they could not cope.

Inadequate appreciation of literacy as a development goal in its own right, especially by men

Many learners, especially men do not recognise the intrinsic value of literacy as a development goal on its own right and thereby demand for direct material gains [Income Generating Activities/ Livelihood support] as part of FAL. The absence of these material benefits for learners discourages some potential beneficiaries from enrolling for FAL, and others ridicule learners by calling them idlers or people without productive work to do. It was also found to be a key constraint to ensuring meaningful post literacy economic empowerment of learners.

⁴ The learners who had attained basic numeracy and literacy skills but enrolled for FAL indicated that their interest was to obtain skills and information on livelihoods and self development projects as these were not taught in formal schools

Inadequate participation by men and persons with disabilities in FAL

Male participation in FAL is critically important as they wield social power and control over livelihood assets and determine the extent to which women can apply the knowledge and skills acquired from FAL classes. However, their participation was found to be lower, not necessarily as a consequence of special targeting of women, but more as a result of pressures of masculine identity (reluctance to show that they are not literate) and as pointed out in the paragraph above, the absence of direct material benefits. The only exception to this was SBC and EFA which were found to be attractive for men; but the assumption underlying these innovative programmes is that the learners are literate, which is not always the case. Furthermore, community members with disabilities did not fully access FAL due to the lack of assistive devices such as wheel chairs and spectacles. Other constraints for PWDs access to FAL included the absence of special needs education facilities such as brail materials and trained instructors for special needs education.

The involvement of multi-sector technical staff/ extension workers in the delivery of FAL is not institutionalized

Although most of the learning materials featured technical learning points in various fields such as agriculture and health, the main facilitator was the Instructor. The involvement of sector technical staff in teaching the technical contents concerning specific sectoral issues was not streamlined or institutionalized. There is no clear policy or requirement for mutual responsibility and accountability for this. FAL is viewed as a primarily community development service, whereas in reality it entails health, education, agricultural, environmental, economic and other services. It is important to point out that in most instances, the Instructors are themselves 'learners' in specific technical fields and therefore are not able to go beyond elementary aspects as facilitators of FAL classes.

Reliance on voluntarism (for Instructors) to deliver FAL

Despite the provision of project specific special incentives for facilitators, such as a monthly stipend of 30,000/= (US\$ 15) payable bi-annually, the evaluation team established that the overall national FALP did not provide for such payments due to severe budgetary constraints. In essence, some respondents opined that the payments were not sustainable and termination could serve as a dis-incentive to Instructors, especially those that were 'recruited' during the Project phase. However, there were efforts to devise strategies for continued motivation of instructors such as formation of associations, but the underlying challenge is the symbolism of delivering a service for which no predictable returns on time, skill, knowledge and effort are guaranteed (voluntary service). With the introduction of new innovative programmes (SBC and EFA), many instructors handled more than one course, taking up to 24 hours per week through out the year.

Inadequate local revenue to finance development projects

Leaders in the Island Sub-counties identified low local revenue generation as a key constraint to financing FAL. The abolition of graduated tax and non-feasibility of local service tax for the Island sub-counties meant that the lower Local Governments relied heavily on transfers from the centre for implementation of programmes.

Unfavourable geographical terrain of Islands and a Migratory Population

The Island Sub-counties are made up of several scattered settlements divided by water (Lake Victoria). This makes the cost of service delivery in Islands higher than the mainland. Travel is largely by water entailing high fuel costs; and distances between some Parishes and Villages are very long, even within the same Sub County. The ecological conditions of some Islands such as Luwero do not favour arable farming thus limiting the options for diversification of livelihood activities. The remoteness of the Islands has also discouraged the outreach of commercial, banking and business development services offered by the private sector. This means that most of the Islanders have to travel to the mainland to access these services. The migratory characteristics of the largely fishing communities also affects the stability of FAL classes and increases business risks for potential investors in areas such as village banking.

In addition, high multi-ethnicity needs on the islands which called for a great deal of public relations. Mobilisation was very hard as many islanders had a negative attitude towards development programs; many have a perpetual fear being apprehended considering Islands tend to be a safe haven for errant persons from different parts of the mainland.

Logistical challenges especially with travelling on water. The boat for Busamuzi had been grounded for 6 months by the time the evaluation team was in the field. In addition, the turbulence of the waters at times was cited as a challenge for FAL activities.

Weak Management Information System on Literacy

Despite efforts to establish a computerised National Adult Literacy Management Information System (NALMIS) for the whole country, it was not fully operational. Tailor-made software was developed but it was reported to have mal-functioned and was therefore not being used by the time of the evaluation⁵. Learners did not have unique identification numbers, which means that it was not possible to track those who had enrolled for the four different courses (FAL level 1 & 2, SBC, EFA) from a central data-base.

⁵ Reporting formats were developed. Currently, these are completed by Instructors and Community Development Officers. The data is entered into Ms Excel Sheets to keep a record of information on selected variables.

Inadequate Shelter for Instruction

FAL classes were conducted under improvised shelters including among others tree shades, churches and community centres. In event of unfavourable weather or other priority programmes for example of the churches, FAL classes were disrupted. However, FAL is largely informal and the approach and policy is not to build permanent structures for running of FAL classes.

District was to contribute in terms of construction of community centres. However only two were built to completion (Bweema and Koome); Nairambi had a facility prior to the project which was refurbished. Bugaya and Busamuzi were not complete by the time of the evaluation. The District Chief Administrative Officer attributed this state of affairs largely the steady decline in local revenue in the district over the years which has contributed to the slow pace in completion of the community centres.

Coupled with limited physical infrastructure, there is lack of some vital communication services like internet access points at Resource Centres so that one does not physically have to travel to the islands.

Absenteeism by FAL Learners

Absenteeism and non regular attendance by the FAL learners, in addition, learners having sight problems especially those who were advanced in age. Special to note is also the negative community attitudes to FAL learners and being ridiculed and discouraged by the non learners. Phrases like 'fala' was mentioned by the learners themselves

Prevalence of diseases like malaria and HIV and AIDS have hampered the implementation of FAL activities. There is limited awareness about the benefits of FALP among non-participants. Other hindering factors like spousal control by men for fear of promiscuity among their wives and men ('hunting for money; migrant population'; Fear to show illiteracy; Women (Spousal control; women with businesses prioritize their enterprises/work)

SUSTAINABILITY

Project sustainability can be envisaged at both design and implementation levels

Design level

FALP was envisioned to be sustainable measure empowering the local communities on the islands of Buvuma to fend for their own livelihoods through functional literacy and also demand for services knowing what they are entitled to.

Implementation level

Knowledge about phase out

Project sustainability was ensured through communication and sharing with the project partners and targeted communities about the phase out. Field evaluation reveals that the sub county and some learners and instructors in all the sites knew the end of the project in terms of support coming from outside (ICIEDA)

Establishment of community support structures

The establishment of the support structures like Village FAL committees, Parish FAL committees, FAL Instructors Association will in a way support the continuity of literacy efforts even beyond the project lifespan. The FAL instructors are based in the community and will continue supporting the learners as well as the community Development officers.

Buvuma Koome FAL Instructors' Association

The instructors have formed their association known as BUKOFIA which is in a way of continuing with FAL activities even beyond the external funding. The Association has been launched, it has 200 paid up and registered members; a number of activities at the different sites are on going. The management committee is in place and hopefully this should contribute to the sustainability of FALP activities even after the external funding comes to an end.

It's the test of time that will tell how this association can weather the teething problems of learning and growing to sustain some of the benefits of FALP.

However, the continuity of classes with assistance from instructors appeared to be a grey area as some instructors mentioned how difficult it was going to be to continue with classes without the motivation of the monthly stipend. There is no guarantee that the motivation, enthusiasm and self drive shall remain strong in the event that the monthly stipend and other forms of support come to an end. In some of the communities that were met, the

instructors mentioned that they believe in the philosophy of supporting they own communities

Mukono District Local Government Sustainability Plans

The District Local Government contends that it has a sustainability plan in place that will ensure that the FALP will continue after ICEIDA support is phased out. This plan is premised on the existence of government structures on the ground administrative and social service infrastructure - manned by chiefs, CDOs, medical staff and others on government payroll who will continue with the implementation and monitoring of FAL. Of particular regard to FAL is the stationing of CDOs and Sub County Chiefs on the Islands who will always be on the ground as these are employed by government. The District also emphasises the fact that it has been implementing FAL on the main land on own resources.

Furthermore the District argues that FAL is a priority area of government policy with programmes that are always captured in District and Sub County work plans and budgets; these activities will continue with or without external funding.

A strategy that still under consideration is for the District to take on board government payroll some FAL instructors although this will require the consultations at the district and Central Government Level involving key line ministries (Local Government, Finance, MGLSD) for enabling instruments to implement this.

To demonstrate the commitment of government to support FAL, MoGLSD has been allocating resources for FAL and it can be seen below in the table below:

Allocations/Grants to Some Districts (FAL)

District	Code	FYs			
		2005/06	2006/07	2007/08	2008/09
Kalangala	32,420	6,476	5,846	5,838	10,846
Mukono		21,049	16,386	14,789	15,386
Kotido		34,003	27,747	27,707	26,747
Arua		34,003		27,707	26,747
Kisoro		21,049	20,250	23,890	19,250
Mayuge		27,595	23,155	20,809	19,155
Nakasongola		18,202	13,766	13,596	12,760
Kayunga		18,201	15,585	20,834	14,585

Source, Ministry of Gender, Labour and Social Development

N.B Despite the declining commitment of overall resources from FY 2005/6, for Mukono district, in the FY 2008/9 saw an increment and the trend in this FY 2009/10 has not been established yet.

It is also planned to step up mobilisation and sensitization of the community to find resources from within the committees themselves to maintain the structures.

LESSONS LEARNT

Coordination and cooperation with government departments and NGOs involved in community development activities facilitates the implementation and success of community-based literacy and development projects. Examples are like involvement with NAADS, PMA and others brings realities into perspective

- The integration of literacy with developmental skills training increases the capacity of learners to engage in self-help and collective socio-economic activities, such as managing income-generating projects and initiating community actions that address common challenges. Hence, literacy training paves the way for greater individual participation in processes of community development.
- In order to be effective, community-based literacy and development programmes must be developed and implemented in such a way as to avoid alienating learners from their contexts: i.e. context-specific realities and needs must be taken into account. It is therefore imperative to consult and implicate the community at all levels of the programme's evolution. Furthermore, literacy training should train learners to find functional solutions to the challenges they face in their everyday lives. Graduates' ability to do so encourages other learners to join literacy programmes
- When you enlighten a community you empower them to fend for themselves and with the knowledge and skills gained and their lives can change drastically.
- Teamwork between development partners, local governments and beneficiary communities makes an especially difficult programme like FAL on the islands possible to implement. It also cuts back wastage and duplication of resources and breeds sustainability. In addition, working through government structures and alignment to local policies and programmes promotes national ownership and boosts prospects for sustainability as dealing with a literate adult population improves efficiency and effectiveness of service delivery
- Islands hitherto regarded as a liability with the right kind of poor programmes interventions can actually be very resourceful and lead to economic transformation of its peoples.
- Community development work is only possible after initial sensitization.
- FAL classes can be a very vital entry point in the community for any development program and any community development programme to be successful stakeholders' participation is paramount.
- People who do voluntary work do it not because of the remuneration but because of the amount of support from their supervisors and personal commitment

- The approach of provision of financial incentives to community resource persons is not a good practice as it is very dependent of external financial sources and therefore not sustainable. Voluntarism is not built on basic packages or emoluments but other motivating factors such as team building, identity, recognition, associations. Furthermore, special privileges / incentives/allowances that are not feasible within the mainstream government budget can be an important constraint to overall project sustainability
- Programmes with a high potential to directly boost incomes such as EFA and SBC are attractive to men

CHAPTER FIVE

CONCLUSIONS

FAL is relevant since the benefits of FAL percolate all development sectors and FAL in itself is a relevant intervention in addressing the complex poverty challenges faced by communities especially in the island sub counties of Mukono district.

FAL is critical for achievement of all MDGs. Influencing local planning and budgeting process requires basic level of understanding of how the processes of decentralised local governance. It's at these centres of local governance that decisions to allocate resources to social and development spending. To achieve the MDGs, there is need to have a literate and functional governance with highest participation of the local communities. FALP has given the local communities on the Islands an opportunity to address some of their pressing challenges through acquiring of functional skills and subsequently ability to influence policy through the available political spaces. The evaluation findings reveal that FALP has contributed to change in status of the people of Buvuma islands and making local government structures more relevant and practical.

FAL is essential for diversification of livelihood means based on the context specific needs of the communities on the island sub counties. The evaluation findings revealed that there was evidence FAL intervention and documented evidence of the learning and learning outcomes. The resource persons at community level in terms of instructors and technical extension staff has ensured that the community can receive support when need arises.

Overall the evaluation team concludes that FALP has contributed to enhancement of livelihoods of the island communities and has and will continue generating a lot of learning which should continually be used to influence local and national policy formulation and development.

RECOMMENDATIONS

Arising from the findings and analysis, the evaluation team puts forward the following suggestions for consideration by the different stakeholders: -

MoGLSD

18. Use consolidated funds for implementation of FAL and make it a priority area in the Sector with clearly defined and adequately funded budget lines.
19. Ensure that FAL is given prominence in the National Development Plan (NDP).
20. Institutionalize cooperation with academic training institutions e.g. MUK School of Adult Education with a view to designing a tailored and professional course on literacy
21. Develop a strategy to privatise SBC and EFA whilst retaining stewardship of FAL Main.
22. Work with MoES to develop formal curriculum for continuing formal education and introduction of a qualifications framework.
23. Review the learning materials and integrate current learners' needs and expectations (e.g. multiplication tasks in primers are limited to calculations up to 1000, yet learners engage in business deals worth several thousands and even millions of shillings). Additionally FAL should be enriched by introducing additional languages e.g. Swahili, French etc.
24. MoGLSD needs to partner with the Private Sector Foundation through its Business Development Services (BUDS) program and related agencies with a view of developing a Business Skills training package for hard to reach areas such as the Islands.
25. Enhance capacity of instructors during training to handle multi-grade learning and other aspects of literacy; proficiency tests need to suit the prior exposure of learners to literacy.

Mukono District Local Government

26. Bring on board multi-sectoral technical teams on the implementation team of FAL at the District Level this should include the sectors of; agriculture, health, fisheries, environment and community development.
27. Focus on localised community literacy needs. Different islands have different FALP needs. One size does not fit all. Because of the diverse nature of literacy, there is need for location specific learning based on environmental and contextual issues/ needs
28. Mainstream FAL in key sector investment plans and BFPs and establish an inter-sectoral planning, coordination and

- implementation mechanism at all levels (pool resources to ensure better motivation of instructors in view of the value of their work).
29. To further ensure community ownership and hence sustainability, the instructors association *BUKOFIA*, should be supported to take a pivotal role in the development and implementation of FAL programs on the Islands.
 30. There is need to institutionalize and integrate sectors so that activities are included in work plans.

GoU

31. Expedite development of a national FAL Policy. As a matter of policy framework, it will also be essential to require financial institutions to extend banking and business development services to hard to reach areas to promote better savings.
32. Institutionalize FAL as the main entry point for accessing key national services e.g. NAADS and government led micro credit programs.
33. Some of the islands which have been beneficiary communities of FAL do not have any education infrastructure. There is a generation of 5-15 year-olds who have never had access to formal education due to lack of schools – these are future FAL candidates. This calls for urgent need to address this gap by establishment of UPE facilities on the islands that are not currently served.

ICEIDA

34. Future cooperation/ support between GOU and ICIEDA in the area of literacy should be refocused towards a sector specific approach.

REPORTS AND DOCUMENTS REVIEWED

- a) Bi-annual progress report 2005-2008
- b) Process Review of Functional Adult Literacy Programme in Uganda 2002-2006
- c) Report of Needs Assessment Survey for Functional Adult Literacy in the Island Sub-Counties of Mukono District Uganda 2004
- d) Report of consultancy on functional adult literacy programme in Kalangala and Buvuma islands provided by the government of Uganda Ministry of Gender, Labour and social development and supported by ICEIDA, by Alan Rogers et al
- e) Comparative study of the Malawi-reflect programme and The Uganda-FAL Programme and a suggestion for future Strategies by Alan Rogers
- f) FALP Book Box Service In The Island Sub Counties Of Mukono District; Guidelines for Administration and Borrowing of Books from the Book Boxes
- g) Mukono District Development Plan; Nairambi, Busumuzi and Bweema Sub County Development Plans 2005/8
- h) FAL Programme Document 2005
- i) The Plurality of Literacy and its implications for policies and programmes (UNESCO 2004)
- j) Recommitting to literacy to face African challenges; African Regional Conference in support of Global Literacy September 2007, Bamako, Mali
- k) Ministry of Gender, Labour and Social Development (SDIP)
- l) Revised Poverty Eradication Action Plan 2004/2008

APPENDICES

List of Book Titles in the Book Boxes

1. Gulama Wo' Oluganda omusengejje by kyagaba, D.
2. Busa bwa mbogo by Namagga, A.
3. Macmillan school dictionary
4. Juma the carpenter by Laury, L.O
5. Tomala Gakola by Mayambala, E
6. Wegagawarire by Ssemata, D.
7. Bemba musota by kyeyune, E.N
8. Tuula tuwaye by mbazira F, X.
9. The ungrateful mother by Tumusiime, J
10. Don't play with fire by Ayeta, A.W
11. Lover boy by Macmillan
12. Buchi must choose by Greenstein, L.
13. Monde the courageous girl by Kamatsiko, V.
14. We can cook by Macmillan
15. Mujje Tusome Tuyige by Mirembe, R.
16. Okulunda ente by Dr ssenyunja, I
17. What a country without wetlands by Ndyakira, A.
18. Biziness yo okulunda ebinyonyi by Dr ssenyunja, I.
19. I'm HIV positive
20. amazima ne'biwanuuzibwa ku ndwade ya mukenenya (HIV/AIDS) by Mutaryebwa, F
21. Ebyama bya abaagaga by Mayambala, E
22. Bizinensi enekugaggawaza by Mayambala, E

LIST OF PEOPLE MET

PEOPLE MET (KIIs and FGDs)				
No	Names	Sex	Designation	Date
MGLSD AND MFPED				
1.	Bakaye Lubega B	M	Coordinator FAL	08/06/2009
2.	Mr. Herbert Baryayebwa	M	Commissioner Disability and Elderly	11/06/2009
3.	Agnes Nampeera	F	NALMIS Data Assistant	11/06/2009
4.	Alphonse Ejoru	M	Principal Literacy Officer	11/06/2009
5.	Imelda Kyalingabira	F	ICEIDA FALP Focal Point	11/06/2009
6.	Osinde Owor	M	Commissioner Community Development and Literacy	12/06/2009
7.	Margaret Kakande	F	Ministry of Finance	13/06/2009
ICEIDA				
1.	Arni Helgason	M	Country Director	12/06/2009
2.	Lilja Kolbeinsdottir	F	Social Projects Manager	12/06/2009
3.	Asaba Lillian	F	Project Officer	12/06/2009
MUKONO DLG (HEADQUARTERS)				
1	Mutumba Deogratus	M	Fisheries Department	08/06/2009
2.	Annet Nakimbugwe	F	Environment Department	10/06/2009
3.	Katame Doryne	F	Agriculture Department	10/06/2009
4.	Christine Ampaire	F	DCDO	10/06/2009
5.	Angella Namagga	F	SCDO FALP Coordinator	10/06/2009
6.	Annet Kazibwe	F	Health Department	10/06/2009
7.	Major Matovu David		Resident District Commissioner	11/06/2009
8.	Njola Charles		District Planner	11/06/2009
9.	Ziwa Livingstone		District Vice Chair	11/06/2009
10.	Gakwandi George		Chief Administrative Officer	11/06/2009
11.	Hadija Sebyala	F	ACAO	13/06/2009
SUB-COUNTY/COMMUNITY LEADERS AND STAFF				
1.	Musana	M	CDO Nairambi	01/06/2009
2	Galiwango Isaac	M	CDO	01/06/2009
3	Njuki Susan	F	CDO	01/06/2009
4	Arimi Ruth	F	Project Accountant	01/06/2009
5	Magero Steven	M	Parish Chief	01/06/2009
6	Kiyinji Lujja	M	Parish chief	01/06/2009
7	Muyimbwa God	M	Coxswain	01/06/2009
8	Ssentongo N.	M	Coxswain	01/06/2009
9.	Nsubuga John Moses	M	Subcounty Chief/ CDO Koome	10/06/2009
10.	Antonio Semakula	M	LC1 Chairman/ Chairman FAL Management Committee, Butende and Busamuzi	1/06/2009
11.	Kasozi Frank	M	Clinical Officer, Busamuzi	1/06/2009
12.	Kyendo Ahmed	M	Sub-county Chief, Busamuzi	1/06/2009
13.	Ssali Hamza	M	LC1 Chairman/ Chairman Village FAL Committee, Kyanama	1/06/2009
14.	Nvano Clement	M	LC 1 Chairman, Tojjwe	2/06/2009
15.	Isiko Mike	M	Chairman BMU, Tojjwe	2/06/2009
16.	Lemmy Sebi	M	LC 1 Secretary for Defence	2/06/2009

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PEOPLE MET (KIIs and FGDs)				
No	Names	Sex	Designation	Date
17.	Mukisa Sarah	F	Member, Village FAL Committee, Tojjwe	2/06/2009
18.	Nagudi Modesta	F	Member, Village FAL Committee, Tojjwe	2/06/2009
19.	Kabugo Deo	M	Sub-county Chief, Nairambi	2/06/2009
20.	Wasswa Aldrine	M	Chairman Busamuzi Sub-county	3/06/2009
21.	Susan Nalwoga Njuki	F	CDO, Busamuzi	3/06/2009
22.	Ssenyonjo Jude	M	CDO, Bugaya	3/06/2009
CIVIL SOCIETY, ACADEMIA AND SERVICE PROVIDERS				
1.	Dr. Openjur George	M	Makerere University/ Consultant	06/06/2009
2.	Godfrey Ssentumbwe	M	Literacy and Adult Basic Education (LBE)	06/06/2009
3.	Bazira Michael	M	LITNET	13/06/2009
4.	Anthony Oketch	M	UGAADEN/ Consultant	13/06/2003
INSTRUCTORS				
1	Auma Mary	F	Busamuzi	1/06/2009
2	Nabirye Sarah	F	Butende	1/06/2009
3	Mukasa Geoffrey	M	Koome	2/06/2009
4	Odwor Lukas	M	Nairambi	2/06/2009
5	Ssemugoma George	M	Nairambi	2/06/2009
6	Ngobi Charles	M	Busamuzi	2/06/2009
7	Nabirye Rebecca	F	Busamuzi	2/06/2009
8	Alowo Edyln	F	Busamuzi	2/06/2009
9	Achiro Grace	F	Nairambi	2/06/2009
10	Mukisa James	M	Busamuzi	2/06/2009
11	Nalumansi Dianah	F	Nairambi	2/06/2009
12	Mukisa Sarah	F	Nairambi	2/06/2009
13	Ouma Vincent	M	Bugaya	2/06/2009
14	Ngabo William	M	Koome	2/06/2009
15	Okumu John	M	Koome	2/06/2009
16	Bitalo Jackson	M	Koome	2/06/2009
17	Lubogo Henry	M	Koome	2/06/2009
18	Wamala Francis	M		03/06/2009
19	Kalulu G.	M		03/06/2009
20	Namaganda J.	F		03/06/2009
21	Odoi Charles	M		03/06/2009
22	Ojera Maurice	M		03/06/2009
23	Nalubega Lilian	F		03/06/2009
24	Yawe Mariam	F		03/06/2009
25	Nalweyiso Proscovia	F		03/06/2009
26	Kiyinji Lujja	M		03/06/2009
27	Ssasi Rashid	M		03/06/2009
28	Loma Samuel	M		03/06/2009
29	Mukungu Emmy	M		03/06/2009
30	Tenywa Fred	M		03/06/2009
31	Nsubuga S Vicent	M		03/06/2009
32	Muwambi Peter	M		03/06/2009
33	Hamba Alfred	M		03/06/2009

PEOPLE MET (KIIs and FGDs)				
No	Names	Sex	Designation	Date
34	Nakafeer J.	F		03/06/2009
35	Nansubuga J.	F		03/06/2009
36	Namulondo B	F		03/06/2009
37	Musika M.	M		03/06/2009
38	Oryema Ibra	M		03/06/2009
39	Soobo L.	M		03/06/2009
40	Patrick Kala	M		03/06/2009
41	Nzige Paul	M		03/06/2009
42	Kalinaki Otomwa S.	M		03/06/2009
43	Masolo Richard	M		03/06/2009
44	Muyimbwa D.	M		03/06/2009
45	Mpaata S. Samuel	M		03/06/2009
46.	Stephen Mulaabi	M	Kyanamu Tusitukirewamu FAL Class	1/06/2009
47.	Ssetimba Harriet	F	Kisumuluzo FAL Class	1/06/2009
48.	Teddy Nankanja	F	St. Mary's Bubasi LC1	2/06/2009
49.	Muwambi Peter	M	Chairman BUSAFIA	3/06/2009
50.	Muyimbwa Deogratius	M	Bubanzi FAL Class	3/06/2009
LEARNERS				
1.	Omodo John	M	Busamuzi	1/06/2009
2.	Namatovu Margaret	F	Butende	1/06/2009
3.	Athieno Annet	F	Butende	1/06/2009
4.	Nakidde Joyce	F	Busamuzi	1/06/2009
5	Nakibanda A.	F	Busamuzi	1/06/2009
6	Nakidde J.	F	Busamuzi	1/06/2009
7	Babirye S.	F	Busamuzi	1/06/2009
8	Namagembe	F	Busamuzi	1/06/2009
9	Namukose	F	Busamuzi	1/06/2009
10	Senyonjo	M	Busamuzi	1/06/2009
11	Nabirye	M	Busamuzi	1/06/2009
BUTEMBE FAL CLASS				
12	Owor Luka	M	Butende	2/6/2009
13	G. K. Wanuka	M	Butende	2/6/2009
14	Lule Richard	M	Butende	2/6/2009
15	Natume	F	Butende	2/6/2009
16	Safiyati	F	Butende	2/6/2009
17	Atieno A.	F	Butende	2/6/2009
18	Namatovu M.	F	Butende	2/6/2009
19	Naigaga B.	F	Butende	2/6/2009
ITESO FAL CLASS				
20	Nalukwanga P.	F	Tojjwe	2/6/2009
21	Namwebya	F	Tojjwe	2/6/2009
22	Apony	F	Tojjwe	2/6/2009
23	Kulet Harriet	F	Tojjwe	2/6/2009
24	Okiror Samon	M	Tojjwe	2/6/2009
25	Opolot Simon	M	Tojjwe	2/6/2009
26	Akori Richard	M	Tojjwe	2/6/2009
27	Monika	F	Tojjwe	2/6/2009

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PEOPLE MET (KIIs and FGDs)				
No	Names	Sex	Designation	Date
28	Ijego Joseph	M	Tojjwe	2/6/2009
29	Aisha	F	Tojjwe	2/6/2009
30	Akurut Hellen	F	Tojjwe	2/6/2009
TOJJWE FAL CLASS				
31	Lem Sebit	M	Tojjwe	2/6/2009
32	Asamina M.	F	Tojjwe	2/6/2009
33	Atybo	M	Tojjwe	2/6/2009
34	Nafula	F	Tojjwe	2/6/2009
35	Kantono	F	Tojjwe	2/6/2009
36	Saida Louis	F	Tojjwe	2/6/2009
37	Akuku Keven		Tojjwe	2/6/2009
38	Alice Ngokyalya	F	Tojjwe	2/6/2009
39	Nankya Salifa	F	Tojjwe	2/6/2009
40	Jseka	F	Tojjwe	2/6/2009
41	Mugenyi Isihaka	M	Tojjwe	2/6/2009
42	Margaret Namusisi	F	Tojjwe	2/6/2009
43	Oweka	M	Tojjwe	2/6/2009
44	Nandhego Aisha	F	Tojjwe	2/6/2009
45	Muweza Edith	F	Tojjwe	2/6/2009
46	Auma Golet	F	Tojjwe	2/6/2009
47	Magret Nadoyi	F	Tojjwe	2/6/2009
48	Nagudi Modesta	F	Tojjwe	2/6/2009
49	Kagoya Scovia	F	Tojjwe	2/6/2009
50	Amosi Bogere	M	Tojjwe	2/6/2009
51	Mwesigwa	M	Tojjwe	2/6/2009
52	Kato	M	Tojjwe	2/6/2009
53	Muat	F	Tojjwe	2/6/2009
54	Kisakye Lilian	F	Tojjwe	2/6/2009
55	Nuano Clement	M	Tojjwe	2/6/2009
56	Nabakoza F.	F	Tojjwe	2/6/2009
57	Mukisa Sarah	F	Tojjwe	2/6/2009
KISUMULUZO EFA, KYANAMU LANDING SITE CLASS				
58	Nakyeyune Safina	F		2/6/2009
59	Sarah Sali	F		2/6/2009
60	Kadugala Ishaq	M		2/6/2009
61	Achieng Elizabeth	F		2/6/2009
62	Ssematimba Harriet	F		2/6/2009
63	Beaths Nalongo	F		2/6/2009
64	Nagawa Eva	F		2/6/2009
TUSITUKILA WAMU, KYANAMA FAL CLASS				
65	Nakamatte J.	F		2/6/2009
66	Namutebi Ven	F		2/6/2009
67	Babirye Zainabu	F		2/6/2009
68	Namazi Aisha	F		2/6/2009
69	Nansubuga R.	F		2/6/2009
70	Kyeswa Steven	M		2/6/2009
71	Musana Emma	M		2/6/2009
72	Lavalin Ogali	M		2/6/2009
73	Ssali Hamuza	M		2/6/2009

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PEOPLE MET (KIIs and FGDs)				
No	Names	Sex	Designation	Date
74	Kadugala Ishaq	M		2/6/2009
75	Yawe Faizo	M		2/6/2009
76	Wabwire Mathias	M		2/6/2009
77	Mulabi Steven	M		2/6/2009
NAIMIRAMBI FAL CLASS				
78	Nakungu Agera	F	Buyego	2/6/2009
79	Nalwoga Magret	F	Buyego	2/6/2009
80	Mukasa Samuel	M	Buyego	2/6/2009
81	Namunyala S.	F	Siliba	01/06/2009
82	Naisiko Safina	F	Buyego	01/06/2009
83	Wesaka J.	M	Siliba	01/06/2009
NAMBALIRE FAL CLASS				
84	Jasintamire			02/06/2009
85	Aporoto Mary	F		02/06/2009
86	Tebata			02/06/2009
87	Anyn Bejso			02/06/2009
88	Akumu			02/06/2009
89	Ekadoi John	M		02/06/2009
90	Sempa S			02/06/2009
91	Wabbale Micheal	M		02/06/2009
92	Odwori Alex	M		02/06/2009
93	Shamala Abraham	M		02/06/2009
94	Kisambira S.			02/06/2009
95	Martin Wafula			02/06/2009
96	Rashid Bamanda			02/06/2009
GALAMU FAL CLASS				
97	Nakesi	F		02/06/2009
98	Nalugya	F		02/06/2009
99	Mawage	M		02/06/2009
100	Smpizto	M		02/06/2009
101	Naigaga Lusi	F		02/06/2009
102	Night Teaw			02/06/2009
103	Lamula	M		02/06/2009
104	Nammade	M		02/06/2009
105	Nyawere			02/06/2009
106	Rebecca	F		02/06/2009
107	Magiwe Laban	M		02/06/2009
108	Nalwoga Teo	F		02/06/2009
109	Nanyasitans			02/06/2009
110	Nakigudde	F		02/06/2009
111	Mwanje			02/06/2009
112	Kayongo H.	M		02/06/2009
NKERE FAL CLASS				
113	Kamyufu John	M	Nkere	02/06/2009
114	Wadaadda H.	M	Nkere	02/06/2009
115	Lugwanirya J.	M	Nkere	02/06/2009
116	Kapasi	F	Nkere	02/06/2009
KIRONGO FAL CLASS				
117	Walugembe M.	M		02/06/2009

External Evaluation Report:

PEOPLE MET (KIIs and FGDs)				
No	Names	Sex	Designation	Date
118	Mayimba	M		02/06/2009
119	Nalunkuma S.	F		02/06/2009
120	Ceti Buyinza	F		02/06/2009
121	Kizza Rehema	F		02/06/2009
BUSAMUZI SUB COUNTY FAL CLASS				
122	Namulondo Betty	F	Busamuzi	03/06/2009
123	Hamba Alfred	M	Busamuzi	03/06/2009
124	Nsubuga Fred V.	M	Busamuzi	03/06/2009
125	Muwambi Peter	M	Busamuzi	03/06/2009
126	Wanyakala Patrick	M	Busamuzi	03/06/2009
127	Nzize Paul	M	Busamuzi	03/06/2009
128	Mukungu Emmy	M	Busamuzi	03/06/2009
129	Ssasi Rashid	M	Busamuzi	03/06/2009
130	Kalinaki Sam	M	Busamuzi	03/06/2009
131	Oryema Ibrahim	M	Busamuzi	03/06/2009
132	Yawe Mariam	M	Busamuzi	03/06/2009
133	Ojera Maurice	M	Busamuzi	03/06/2009
134	Namaganda Jaliya	F	Busamuzi	03/06/2009
135	Kalulu G.	M	Busamuzi	03/06/2009
136	Tenywa Fred	M	Busamuzi	03/06/2009
137	Odol Charles	M	Busamuzi	03/06/2009
138	Muyimbwa D.	M	Busamuzi	03/06/2009
139	Nalubega Lillian	F	Busamuzi	03/06/2009
140	Nalweyiso P.	F	Busamuzi	03/06/2009
141	Mukisa Micheal	M	Busamuzi	03/06/2009
142	Nakafeero J.	F	Busamuzi	03/06/2009
143	Kiyinji Lujja	M	Busamuzi	03/06/2009
144	Masolo Richard	M	Busamuzi	03/06/2009
145	Wamono Francis	M	Busamuzi	03/06/2009
146	Isooba Livingston	M	Busamuzi	03/06/2009
147	Nasubuga Jane	F	Busamuzi	03/06/2009
148	Otanwa Salafina	F	Busamuzi	03/06/2009
149	Loma Samuel	M	Busamuzi	03/06/2009

TOOLS

Policy Makers (ICEIDA, MoGLSD, Mukono DLG, MoFEPD etc)

- a) What has been the relevance of FALP in terms of achieving the SDIP/ overall PEAP objectives/ District Development Plan objectives/ ICEIDA Development Support Policies?
- b) What is the SWOT of the partnership between ICEIDA and MoGLSD/Mukono DLG?
- c) What are the key lessons from the Buvuma Islands Programme?
- d) To what extent are you satisfied with the rate of delivery and results of the programme? Why? **[Project Officers only]**
- e) How has the process review report (by Proff. Allan Rogers) been used to improve the programme?
- f) What have been the key challenges at the different levels?
- g) How has the NALMIS assisted in decision making for the programme at the different levels?
- h) What do you see as areas of future cooperation/ feasibility of future support in case the ICEIDA support is to continue?
- i) What measures were put in place to ensure continuity of the programme activities and results upon withdrawal of external support?
- j) Drawing from this experience, suggest recommendations for future FAL programmes?

OTHER SECTOR ACTORS

- I) What has been your involvement in the FALP?
- II) How does FALP contribute to your sector outcomes?
- III) How best can you contribute to more effective implementation of FALP?

FAL PARTNERS

- a) What has been your involvement in the national FALP in general and specifically the ICEIDA support to implementation of FALP in Buvuma Islands, Mukono District?
- b) After 5 years of implementing ICEIDA supported FALP in Buvuma Islands, what would you consider as the key strengths and weaknesses of the Programme?
- c) Comment on the following in terms of the FAL programme in Buvuma Islands:
 - Content of learning materials- (SBC, FAL Main and EFA)
 - Selection criteria of learners (SBC, FAL Main and EFA)
 - Selection and training of instructors (SBC, FAL Main and EFA)
 - Training of Community Development Officers and other actors in the programme
 - Learning centres
 - Methodology used by the instructors
 - Multi-grade learning
 - Proficiency tests
 - Follow up of learners
 - Functionality of the Programme
 - Integration with other sectors
- d) What suggestions do you offer for future FAL programming

SUB COUNTY FOCAL PERSONS – CDO/CDA

1. How has the program contributed towards project's goal?
2. What change has the project caused
3. How does the project relate to national plans and policies?
4. Did the project achieve the targeted number of outputs i.e. number of learners etc?
5. Were inputs (supplies, services, costs) in these interventions compatible with expected outcomes (was there a sound basis for the program design)?
6. Was the selection of learners correct and appropriate?
7. To what extent was the planned project activities implemented?
8. Where there any deviations made in planed activities and why?
9. Were the comments and recommendations made by the comparative study incorporated in the implementation?
10. How were they overcome?
11. What factors could have led to the success of the project
12. What could be done to improve the future design of similar FALP
13. What difficulties (administrative, operational, financial, social etc) did the FALP face regarding
 - o Learning process
 - o Recruitment of learners
 - o Attendance and the learning cycle
 - o Financing the project
 - o Monitoring and reporting on implementation
14. What actions where taken to overcome them and by whom
15. Were there any specific policy problems during supervision and monitoring of the FALP project?
16. How were they overcome?

17. Is FALP incorporated in the district and sub county development/rolling plan?
18. How is the supervision and monitoring undertaken by your office? What is the frequency and do you have a monitoring schedule?
19. Practically suggest how supervision and monitoring has improved the learning process and learning outcomes.
20. Comment on the following: -
 - Selection criteria of the learners
 - Training of the FALP instructors
 - Learning materials for the FALP learners
 - Content of the curriculum
 - Venue of the training
 - Duration of the training
 - Timing of the learning periods
 - Progression/examinations and examining the competencies in literacy, numeracy and functionality
 - Follow up of the learners

Project stakeholders – Chief and LC III

1. How well has the FALP performed involvement? What could have been done better
2. What roles did you play in the FALP project and what factors in your opinion has led to achieving the FALP objectives?
3. What roles did it fail to accomplish and why?
4. What could have been done better to improve its implementation?
5. Comment on the following: -
 - Selection criteria of the learners
 - Training of the FALP instructors
 - Learning materials for the FALP learners
 - Content of the curriculum
 - Venue of the training
 - Duration of the training
 - Timing of the learning periods
 - Examinations and examining the competencies in literacy, numeracy and functionality
 - Follow up of the learners
 - Village FAL committees
6. Is FALP incorporated in the district and sub county development/rolling plan?
7. How is the supervision and monitoring undertaken by your office? What is the frequency and do you have a monitoring schedule?
8. Practically suggest how supervision and monitoring has improved the learning process and learning outcomes.

INSTRUCTORS

1. How were you selected?
2. What training have you undergone as instructor?

Ask

- Who trained you?
 - What was the content?
 - What was the duration?
 - Who trained you?
 - What materials have you received to assist you in the facilitation of the adult learning?
 - What is the learning methodology that you use in the instruction
 - Are all necessary equipment/supplies present for you as instructors
 - Do you have a follow up of the learners?
3. To what extent was the planned FALP activities implemented?
 4. To what extent were the tools received from the district and Ministry used?
 5. What do you think is successful about FALP and why
 6. What was not successful and why
 7. How will the activities continue if funding stopped?
 8. What impact has FALP created to the learners and the community at large
 9. What could be done to improve the impact of similar projects?
 10. What was the relevance of the training?
 11. What kind of reports do you make and for whom?

12. What is the SWOT of FALP?
13. What lessons have you learnt from your experience?
14. What specific challenges have you faced in the implementation of FALP?
15. Make suggestion for the future to improve on delivery of FALP

Group discussions (learners, women and men)

2. When and how did you enrol for FALP?
 3. How many times do you attend FALP sessions and where?
 4. Who are the trainers and where do you learn from?
 5. From the learning, what have you found most useful and why?
 6. What is not useful and why?
 7. What could have been done differently to improve the adult learning?
 8. What change has this FALP brought in the community; probe for
 - Women participation in decision making roles
 - at home,
 - within the community,
 - improved businesses
 - male involvement
 - health seeking behaviour
-
8. Comment on the following:
 - Venue
 - Learning materials (availability and relevance)
 - Methods of instruction
 - Venue

- Timing of the learning
 - Progression/competence tests
 - Learner participation
 - Village literacy committees
9. What factors hinder the participation of women in FALP?

NON LEARNERS AND POTENTIAL BENEFICIARIES

- a) Are you aware of the existence of FALP in this community?
- b) Why are you not participating in it?
- c) What are some of your learning needs? Probe for the women, men, PWDs, elderly etc
- d) Are you aware of the CBS broadcast programme on FALP? If so,, what have you exactly heard? What time is it broadcast? Did you know the presenter or whoever hosts that programme on CBS?
- e) Could you suggest why some people may drop out of the FALP programme?
- f) What suggestions do you have to improve FALP in future