

UPLIFT UGANDA

RESULTS REVIEW



January 2020

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1. Introduction

UPLIFT is a Baha'i¹-inspired non-governmental organization whose mission is to assist in poverty reduction and reducing illiteracy – primarily among women to correct a gender imbalance in targeted local populations. This results review has been conducted to map results UPLIFT has achieved during the course of its nearly 20-year history of assisting and empowering rural villagers in the West-Nile Region, primarily in the Nebbi and Zomba districts ².

Annual reports and additional documentation have been perused to form an opinion of what has been achieved.

A field trip to Nebbi and Zomba was conducted in August 2019 to conduct interviews with key stakeholders in local government and to interview UPLIFT learners and graduates. A survey questionnaire was utilized to find out more about how training and empowerment activities carried out by UPLIFT have produced various results for UPLIFT learners and graduates.

This review is not intended to present an exhaustive listing and analysis of all UPLIFT achievements and results over the course of 20 years, but rather to give a representative picture of achievements (results).

2. About UPLIFT

UPLIFT Uganda is a non-profit organization, operational since 2001, It enables and empowers illiterate adults – 70 % being women – and vulnerable youth to transform their individual and community lives through literacy training and promotion of social and economic empowerment. UPLIFT is a registered NGO and is working in Zombo Town Council, Warr, Nyapea, Atyak and Abanga (Zombo District), and Parombo, Ndhew, Kucwiny and Atego (Nebbi District).

UPLIFT has, over the years, transformed from a relatively small and not-so-well known NGO in the West-Nile region, with a Board of Directors situated in Kampala, to a respected and cherished NGO in the Nebbi and Zomba districts, with a locally appointed Board.

Vision

Improved quality of life in rural areas through a program of literacy and numeracy training, combined with individual empowerment and community development activities.

¹ Baha'i is an internationally recognized global religion, whose central principles include the concept of the oneness of humankind, gender equality and eradication of extreme poverty. For further information refer to: https://en.wikipedia.org/wiki/Bahá'í_Faith, or multiple other sources of information.

² UPLIFT activities have been carried out mostly with villagers in the Nebbi and Zomba districts, but other attendees, even a number of women from Congo have also participated in teaching events-

Mission

To promote adult literacy, social and economic empowerment and transformation in West Nile region, Uganda

Illustration: UPLIFT NGO Certificate of Registration


THE REPUBLIC OF UGANDA

FORM B

**THE NON - GOVERNMENTAL ORGANISATIONS
REGISTRATION STATUTE, 1989**

No. 3030

CERTIFICATE OF REGISTRATION

I HEREBY CERTIFY that UPLIFT UGANDA LIMITED
S. 3914/4931
P. O. BOX 578, ENTEBBE
has this 4th day of September, 2009
been duly registered under the Non-Governmental Organisations Registration Statute, 1989.

This Certificate is subject to the following conditions / directions:-

- The Organisation shall carry out its activities in the fields of improving quality of life in rural areas, literacy programs, social economic development activities.
- The Organisation will operate in Jebbi Districts.
- The staffing of the organisation must conform to its Constitution.
- This Certificate is renewed for a period of 60 months from 17th December 2008.

Issued in Kampala, this 4th day of September, 2009


Mrs. Keerah Kadunguka
Member


Joyce R. Mpanga (Mrs)
Chairman, National Board for
Non-Governmental Organisations


Josephine Nantoko (Mrs)
Member

Abacus 11/2000

3. Historical background

UPLIFT was formed in 2001 as a Baha'i-inspired, non-governmental organization in Uganda, to assist in providing literacy training, particularly to rural village women³ in the West-Nile region. The year before, in September 2000 the United Nations Millennium Declaration was signed committing world leaders to combat poverty, hunger, disease, illiteracy, environmental degradation, and discrimination against women. UPLIFT's goal, in a Ugandan context, was to contribute to reaching two of the Millennium declaration's objectives: achieve universal primary education and promote gender equality and empower women.

³ Illiteracy rates among women in the West-Nile at this time were over 70%, much higher than for men in the region, and much higher than national figures for illiteracy.

The mission and vision statement of UPLIFT was formulated as part of a global effort by the Baha'i International Community to develop various social-economic development activities. These activities tie in to a central theme in the Baha'i religion – the oneness of humankind.

"...man must recognize the oneness of humanity, for all in origin belong to the same household and all are servants of the same God." ⁴

As such, this effort on the part of the founding members of UPLIFT, who were members of the Baha'i religion, was seen as disinterested service to the community irrespective of gender, race or religion. Initially, there was some suspicion among local villagers and officials due to a lack of information about Baha'i. Was there a "hidden agenda" linked to recruiting members? Today, some 20 years on, any fears or initial hesitancy have been debunked and UPLIFT is viewed as a trustworthy and respected partner that provides literacy and empowerment training irrespective of race, gender or religion.

4. Mid-term Review

In 2009 a mid-term review of UPLIFT activities was conducted using an external evaluator. This was done as part of project management during a time when UPLIFT was receiving technical and financial support from Norway. The Norwegian government through its development agency Norad provided financial support to UPLIFT for a three-year period (2009 – 2011). The Norwegian Baha'i community, through its committee the Norwegian Baha'i Office of Social and Economic Development (NorSED) provided financial and technical assistance. This mid-term evaluation report is attached as Appendix I.⁵ In the report's executive summary, the evaluator comments that the UPLIFT program has:

"...a relevant and efficient approach to development including community mobilization and implementation of adult literacy training. The commitment to working and learning with people and to utilizing local resources seems clearly to construct a social uplift with several perspectives including community empowerment and economic development. The specific literacy output contributes to National Millennium Development Goals (MDG), and the independent CBO's ⁶ have at the outset the best potential to develop into community forums for development."⁷

⁴ Abdu'l-Baha, Baha'i World Faith - Abdu'l-Baha Section, p. 232

⁵ Annexes to this mid-term review are not included. The entire report, including annexes can be provided upon request.

⁶ Community-based organizations.

⁷ Mid-term Review, 2009.

5. Activities & Results – a few words

Within the international development field, there exists a veritable mountain of information and guidance as to how to design, implement and evaluate project activities. Often-applied methods can include the so-called “logical framework matrix” that provides a hierarchy of input, output, result and impact that aims to describe and measure the success of a project. Results-based management⁸ is another popular tool.

Included below is a diagram showing some of the logical framework levels. For the purposes of this results review, we will be looking primarily at activities carried out by UPLIFT, with special focus on results.

Project Description	Indicators	Source of Verification	Assumptions
Overall Objective – The project's contribution to policy or programme objectives (impact)	How the OO is to be measured including Quantity, Quality, Time?	How will the information be collected, when and by whom?	
Purpose – Direct benefits to the target group(s)	How the Purpose is to be measured including Quantity, Quality, Time	As above	If the Purpose is achieved, what assumptions must hold true to achieve the OO?
Results – Tangible products or services delivered by the project	How the results are to be measured including Quantity, Quality, Time	As above	If Results are achieved, what assumptions must hold true to achieve the Purpose?
Activities – Tasks that have to be undertaken to deliver the desired results			If Activities are completed, what assumptions must hold true to deliver the results?

In this results review we will look at various UPLIFT activities – some of which can legitimately be regarded as results in their own right during an early phase in the evolving of a grassroots NGO – and we will take a closer look at the results of these activities.

An example of this type of thinking could be the arranging of literacy classes for learners. During the first few years of UPLIFT the successful arranging of weekly literacy classes in numerous remote villages was, in itself, a tremendous result. Never before done in the West-Nile region. However, as the years progressed the running of classes became an expected and annual activity carried out by UPLIFT. At this point in time it became legitimate to ask what results one could see as a result of this teaching activity. One result was the formation of so-called CBO's – community-based organizations – that could provide UPLIFT graduates with a means to develop small business enterprises and organize themselves in village groups to carry out local development activities, often with some financial or in-kind support from local government. This will be discussed further on in the report.

⁸ https://en.wikipedia.org/wiki/Results-based_management

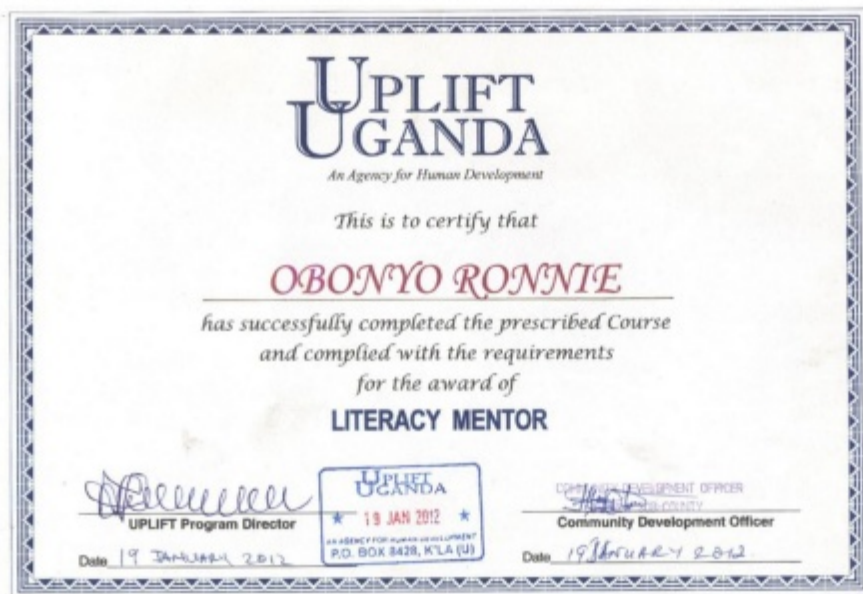
6. Educators/teachers/mentors

Since its inception in 2001 UPLIFT has each year trained local villagers as mentors or teachers⁹. The literacy training course content was developed by Professor Hizzaya Hissani, from Nairobi. Educators¹⁰ were engaged as volunteers, providing service to their local villages and communities.

As the table below shows, there has been a regular process of training. Numbers of educators trained has varied, mainly due to financial circumstances. There has been a regular turnover over the course of the years. This is due primarily to the fact that educators provide their services free of charge, as a volunteer service to the community for a limited period of time. Some of the trained educators had, no doubt, hopes of gradually being provided with financial remuneration, and chose to leave the project when it was clear that salaries were not to be provided. Some remuneration in the form of a small monthly allowance was however provided during the time-period when UPLIFT received project funding through Norsed and Norad (2009 – 2011). On the whole, however, remuneration has been limited to covering out-of-pocket expenses for transport and food (lunch) to those teachers that must travel to neighbouring villages to conduct classes.

During the time period 2001 – 2018 UPLIFT has trained 423 teachers. Although it is outside the scope of this review to track and interview these individuals, anecdotal information indicates that many of them have benefited from the training provided by being engaged by local government in various teaching and development activities.

Illustration: Facsimile of UPLIFT certificate awarded to trained mentors.



⁹ UPLIFT has over the course of the years, used several denotations to describe those that conduct training sessions or classes: mentors, educators or teachers.

¹⁰ The UPLIFT teachers were originally called mentors, or educators. The main function of these individuals was to run literacy classes. After some years they also assisted in the establishing of local CBO's. As such their teaching mandate was expanded to also include mentoring/guidance in local community empowerment and development activities.

Table: Number of educators trained 2001 - 2018

Year	No.
2002/01	70
2003	40
2004	20
2005	0
2006	0
2007	61
2008	31
2009	79
2010	14
2011	10
2012	9
2013	24
2014	20
2015	15
2016	10
2017	7
2018	13
sum:	423

7. Learners

Since its inception in 2001, UPLIFT has provided literacy training to approximately 30,000 individuals. During the first years of UPLIFT, several hundred learners were trained annually. This number was gradually increased, reaching a peak of over 3,000 during the time-period with project funding from Norsed/Norad. These past years UPLIFT has maintained an annual training rate of roughly 1,500 individuals.

Table: number of learners trained 2001 - 2018

Year	No.
2002/01	1059
2003	948
2004	891
2005	1744
2006	1358
2007	2792
2008	2967
2009	3445
2010	1893
2011	1537
2012	1650
2013	2049
2014	1756
2015	1496

2016	1394
2017	1512
2018	1517
sum:	30008

Initially, UPLIFT conducted 5 training sessions monthly in each of the targeted villages. From 2004 the number of monthly classes was increased from 5 to 8 per month – two per week. Upon completion of one year of training government approved literacy examinations were held. Initially (2001 – 2006) approximately 60 – 70 % of the learners were able to successfully pass the government literacy examination. From 2007 onwards the percentage of graduates passing the literacy examination has been over 90 %.

Of the 30,000 learners registered to participate in UPLIFT training classes, 27,000 of them successfully completed the one-year course. This has been documented through attendance records. Of these 27,000 learners 24,000 sat for the government literacy examination, with 21,700 receiving a passing grade.

8. Community involvement

One result of UPLIFT activities is the involvement and empowerment of local communities/villages in the decision-making process when planning and implementing project activities. Community meetings are conducted by UPLIFT officials in both new and old areas to provide information about the program, ensure community support and participation, identify new mentors, enroll new learners and make decisions on the venues of classes.

As an example, from 2018 activities: Erussi Sub County, a new area in Nebbi District, was included in UPLIFT target areas with 2 classes being scheduled. In Nebbi and Zomba districts a total of 15 old classes in both Nebbi and Zombo Districts were replaced by 15 new classes in other villages. During the community meetings, new learners and mentors were also enrolled, and new class venues were identified by the respective communities. This process of consultation at village level is an intrinsic principle within the Baha'i community.

"Man must consult in all things for this will lead him to the depths of each problem and enable him to find the right solution." ¹¹

9. Classes held

Since 2001 UPLIFT has conducted training and empowerment of villagers. Training has been arranged at village level under a shade tree. The only tools required have been a blackboard and chalk. Learners have been provided with small notebooks and pencils. A result of this

¹¹ Baha'i Compilations, Lights of Guidance, p. 228

effort by UPLIFT is to develop a tradition of annual learning and empowerment events that are appreciated by both those attending the training sessions and by local administrative and government officials.

Table: no. of venues where classes have been held 2001 – 2018.

year	no.
2002/01	33
2003	41
2004	35
2005	50
2006	45
2007	69
2008	66
2009	74
2010	38
2011	31
2012	32
2013	37
2014	32
2015	32
2016	32
2017	32
2018	32
sum:	711

10. Gender balance

In accordance with contributing to achieving the Millennium goals UPLIFT has given priority to women when enrolling new learners. As the table below demonstrates, over 70% of all learners during the period 2001 – 2018 have been women. The 2001 National Census indicated that 30% of men and 70% of women were illiterate. The 2014 National Census shows that illiteracy levels in Nebbi and Zomba, though somewhat lower now, are still very high. Poverty is also rampant. The 2014 census shows that 99% of households are not living in decent dwellings.

This gender priority was decided on at the very beginning of activities, in order to address a gender imbalance among illiterates in the West-Nile region, with more women than men being registered as being illiterate. One of the central principles of the Baha'i religion is the need to work for equality between men and women.

*The happiness of mankind will be realized when women and men coordinate and advance equally, for each is the complement and helpmeet of the other.*¹²

¹² Abdu'l-Baha, Baha'i World Faith - Abdu'l-Baha Section, p. 241.

Table: % of women learners 2001 – 2018.

Year	%
2002/01	88
2003	82
2004	94
2005	85
2006	86
2007	79
2008	80
2009	81
2010	76
2011	79
2012	68
2013	64
2014	66
2015	73
2016	72
2017	72
2018	67
sum:	77

11. Community-based Organizations

As part of empowerment activities UPLFT has facilitated establishment of Community-Based Organizations (CBO's). During the course of the school year learners in each village area are encouraged and guided to establish their own CBO's. Combined with literacy training this becomes a potent tool for local development and poverty alleviation. This activity has been pursued since inception in 2001, with the exception of one year (2009). See table below. CBO's have initiated both income-generating activities and saving programs where money is lent out to CBO members so they can purchase supplies or farm animals. Small business enterprises have been supported.

Table: No. of CBO's established 2001 – 2018.

year	no.
2002/01	5
2003	4
2004	4
2005	11
2006	33
2007	9
2008	16
2009	0
2010	25
2011	7

2012	6
2013	10
2014	14
2015	10
2016	15
2017	9
2018	6
sum:	184

Since its inception, UPLIFT has formed over 180 CBOs. These CBOs are formed by learners with mentor guidance during the course of the year-long training.

While some CBO's have, over the course of the years, ceased to function, a good number are still fully functioning and carrying out small business and/or savings and lending activities. Some, but not all, of the CBOs are listed below:

Name of CBO	Activities
Somuber	Irish potato growing and savings
Atyerokuma	Fish selling
Naguru	Rearing of pigs
Yadwengi	G-nuts and tree planting
Amwoyo	Goats rearing
Raja	Saving and maintaining roads
Akwerali	Grinding machine, saving, digging for others
Awasi	Agriculture

For those CBO's that have ceased to function, this can be attributed mostly to the following reasons:

- Lack of proper monitoring
- Lack of technical support
- Lack of skilled group leadership
- Lack of adequate refresher trainings and interfaith reflection
- Failure of group members to return borrowed loans and/or interests on borrowed loans
- In some groups, members voluntarily left the groups hence affecting membership and the pool
- Disunity among group members
- Mismanagement of group funds and administration.

UPLIFT has numerous success stories related to the formation of CBO's. Included below is a selection¹³:

Agwoktho Jane is a widow from Padea belonging to Awasi CBO Group. She says that her life has changed since she joined the group, she has been able to get money to look after her children. She has also bought some goats which she says will help her to pay dowry for some of her children when they grow up.

Harriet Agwoko is a member of Raja CBO group. She says that in their group after saving at the end of the year they distribute the money among themselves and this money has helped her to pay school fees for her children.

Komakech Godfrey of the Akwerali group is very happy that out of the money he gets from his group he was able to buy his own cow and is optimistic that this will help him change his life.

Through establishment of CBO's local villagers have created legally recognized entities that local government can support financially or with in-kind contributions.

From the 2018 Annual Report we learn that 5 new CBO's were formed in Zombo District. Through these CBO's learners have been able to acquire skills in money saving, development activities, loan management. They have also promoted unity and cooperation among the learners.

CBO's that were formed in 2018 include the following;

- In Nebbi District, Love Beauty Group was formed by Oloko class and is involved in making pads for girls, savings and farming
- In Zombo District, Naguru CBO group and Somuleng Group in Jangokoro are involved in tree-planting and Irish potato farming respectively.
- Rada Group in Nyapea was given funds to buy and sell produce.
- Amwoyo Group in Abanga is planting groundnuts, beans and potatoes.

12. Results survey

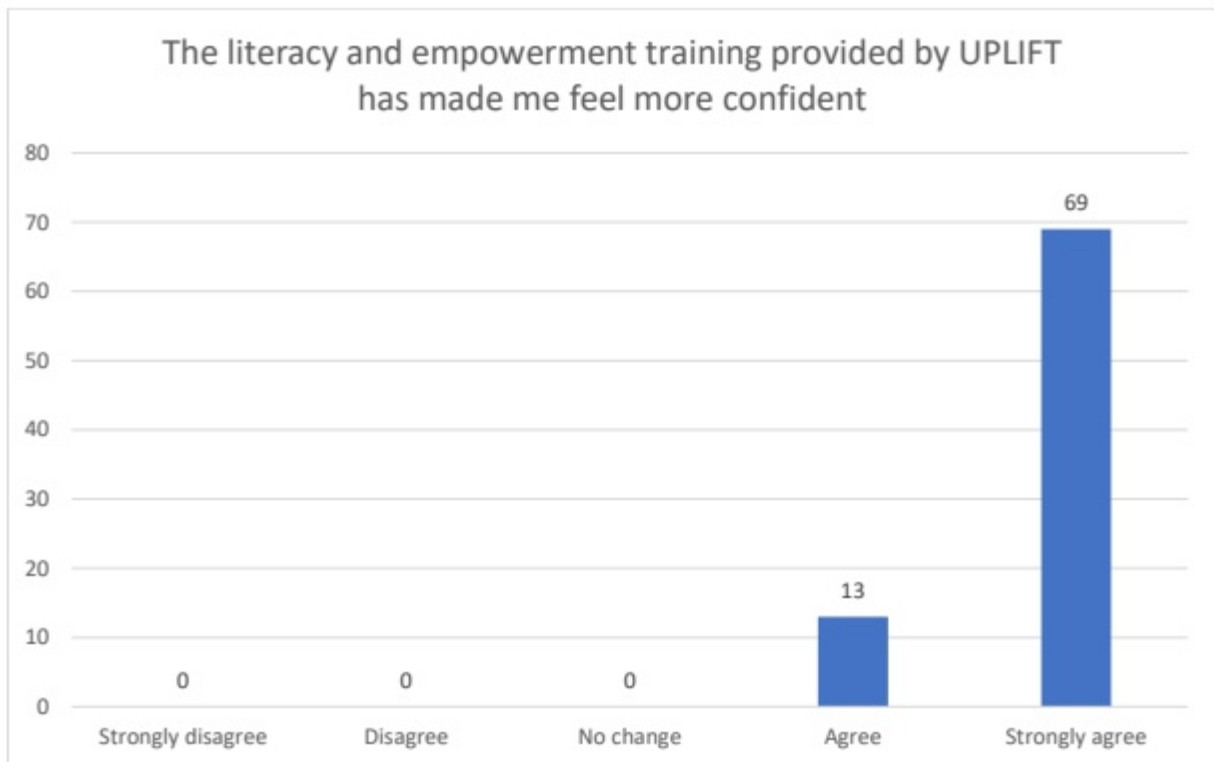
As part of this results review a field trip was conducted to Nebbi and Zomba districts to meet with learners and graduates and map results they have experienced due to the training and empowerment provided by UPLIFT. In the following sections findings from this field trip are presented.

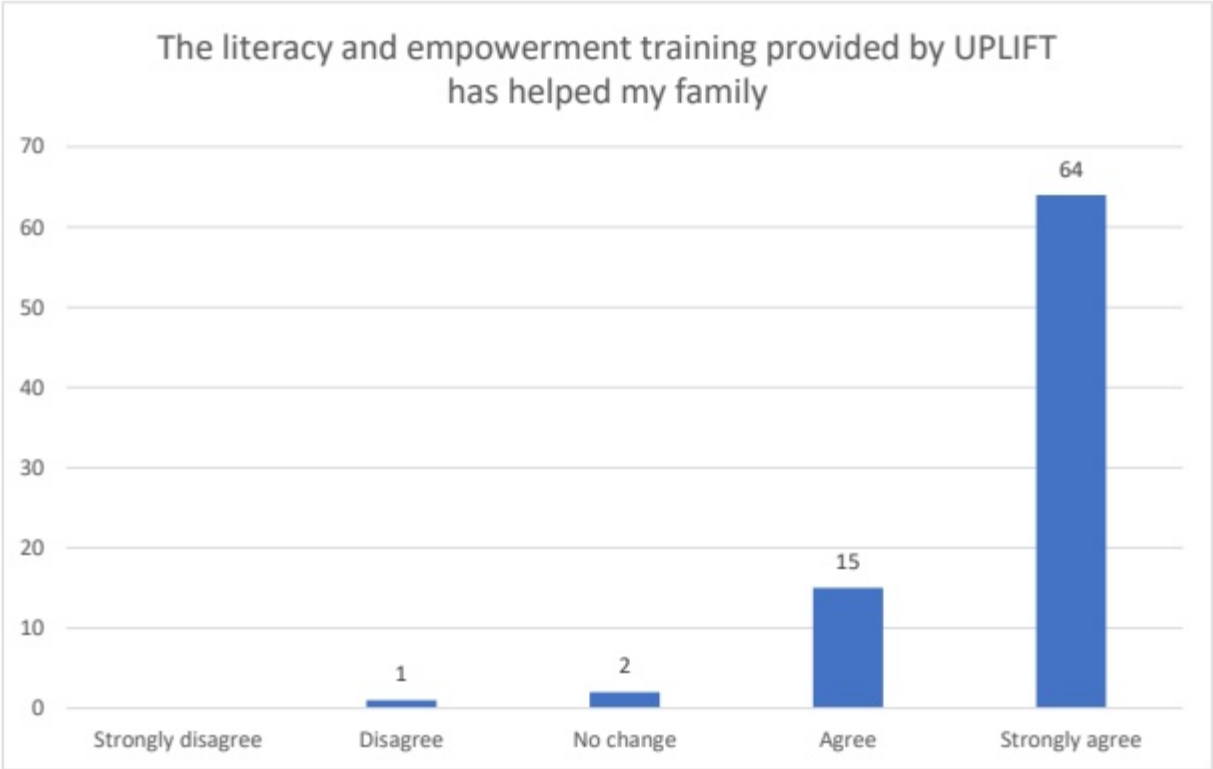
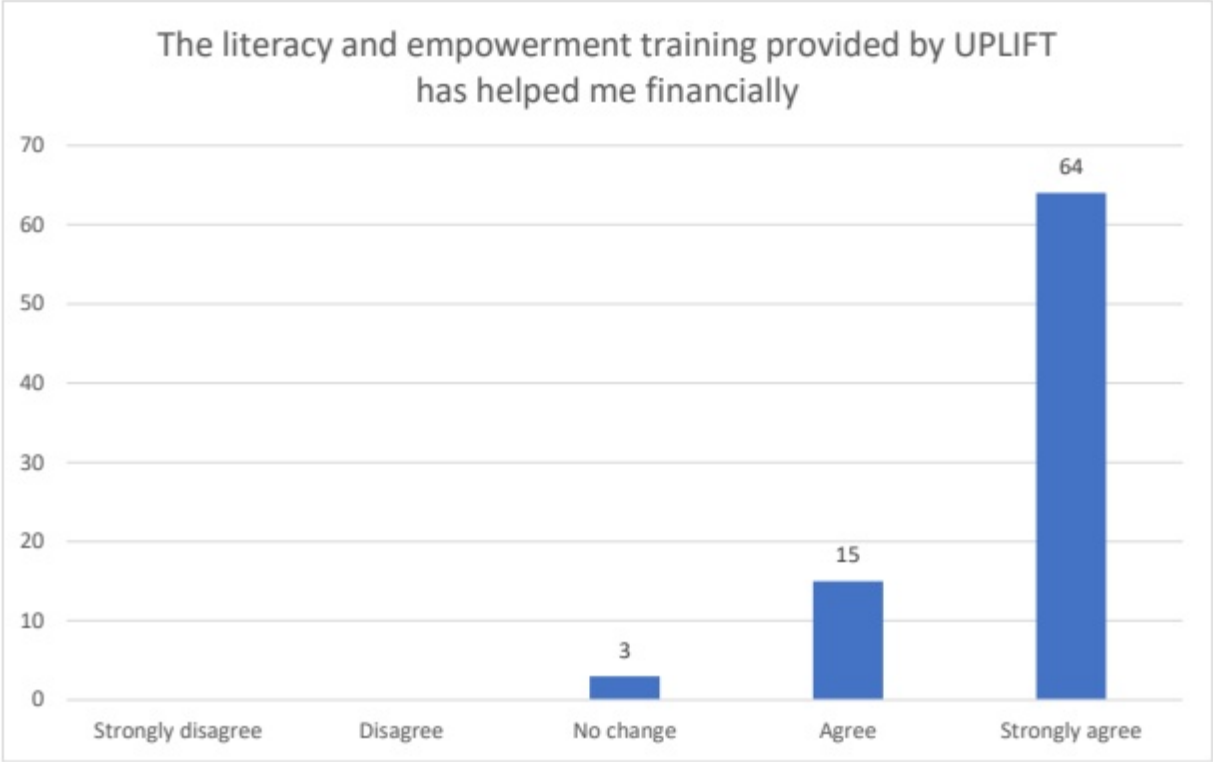
A survey form was prepared with 8 statements were the respondent could respond with one of five replies from "strongly agree" to strongly disagree". The eight questions were:

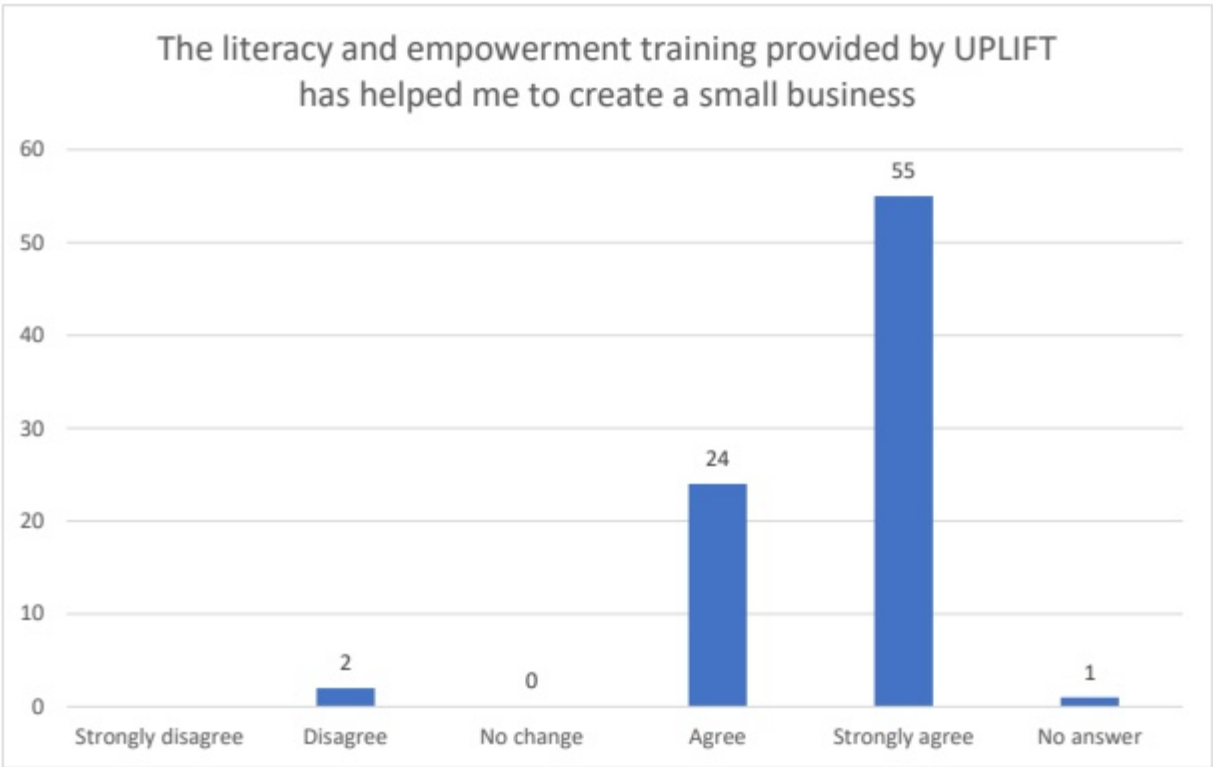
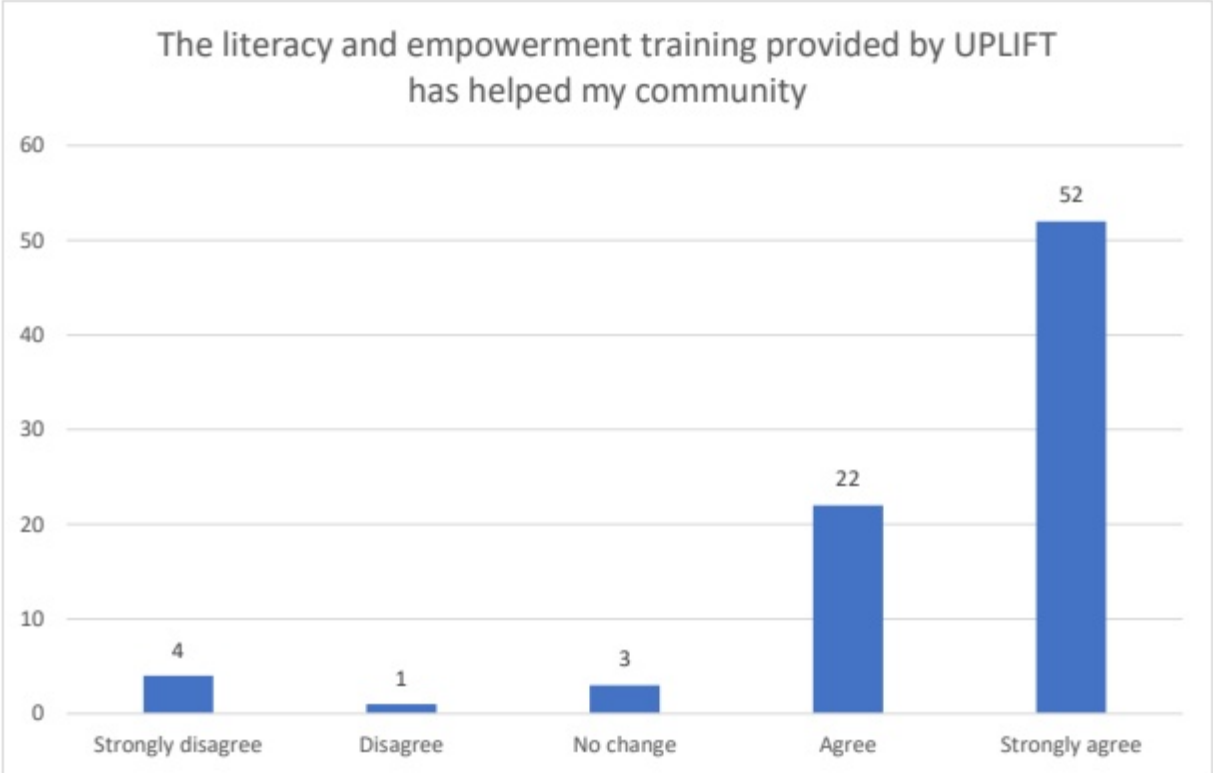
¹³ Personal information is provided with the consent of the individual that is mentioned.

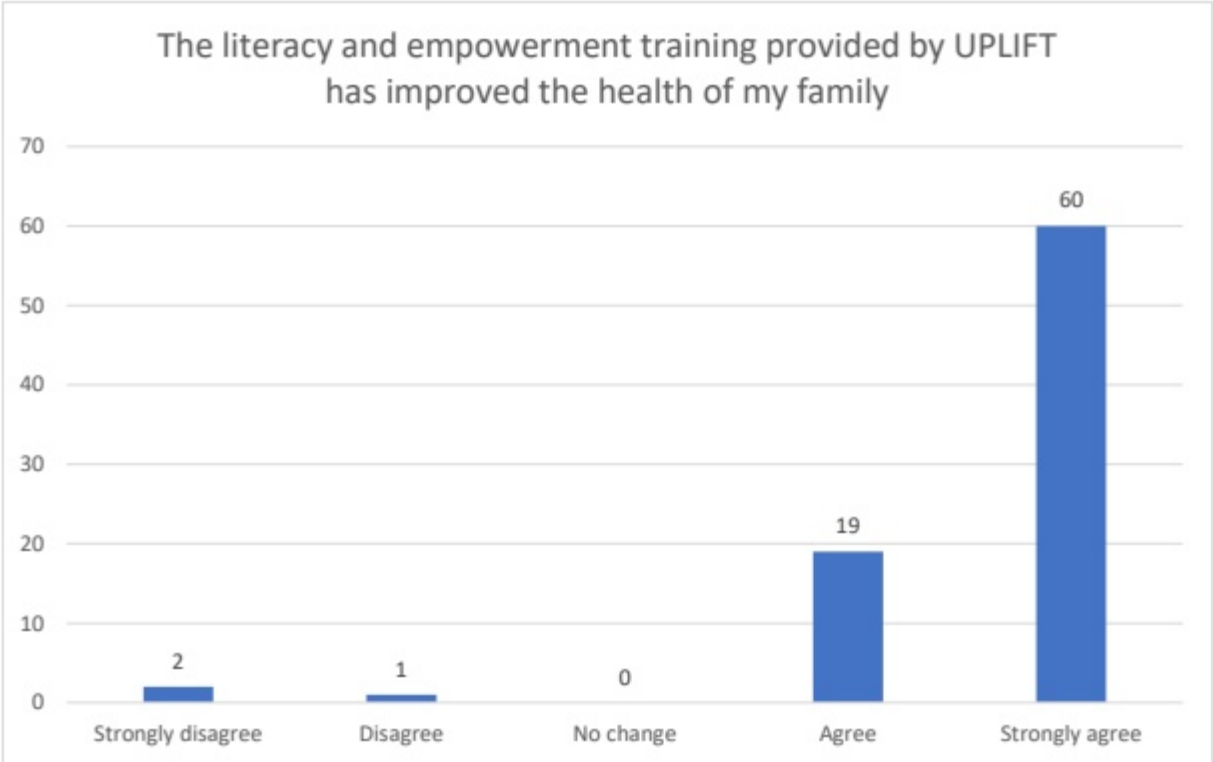
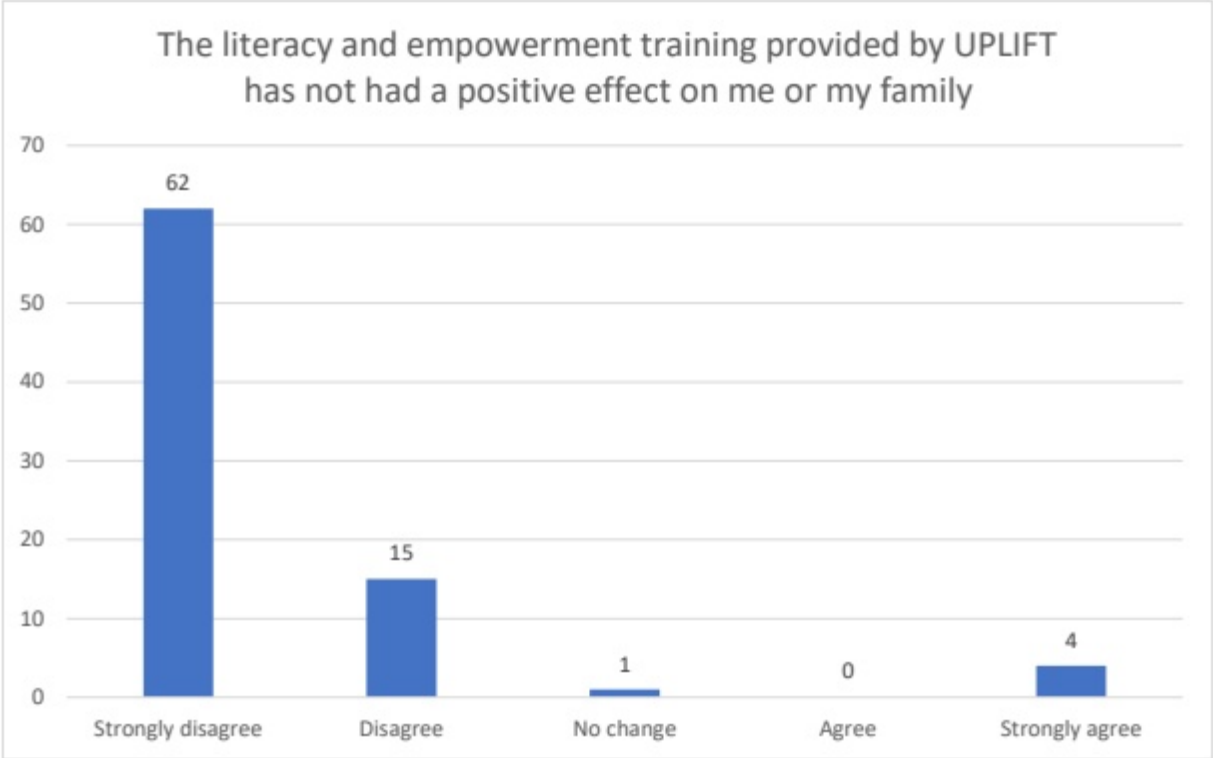
1. The literacy and empowerment training provided by UPLIFT has made me feel more confident:
2. The literacy and empowerment training provided by UPLIFT has helped me financially:
3. The literacy and empowerment training provided by UPLIFT has helped my family:
4. The literacy and empowerment training provided by UPLIFT has helped my community:
5. The literacy and empowerment training provided by UPLIFT has helped me to create a small business:
6. The literacy and empowerment training provided by UPLIFT has not had a positive effect on me or my family:
7. The literacy and empowerment training provided by UPLIFT has improved the health of my family:
8. The literacy and empowerment training provided by UPLIFT is appreciated by local government officials:

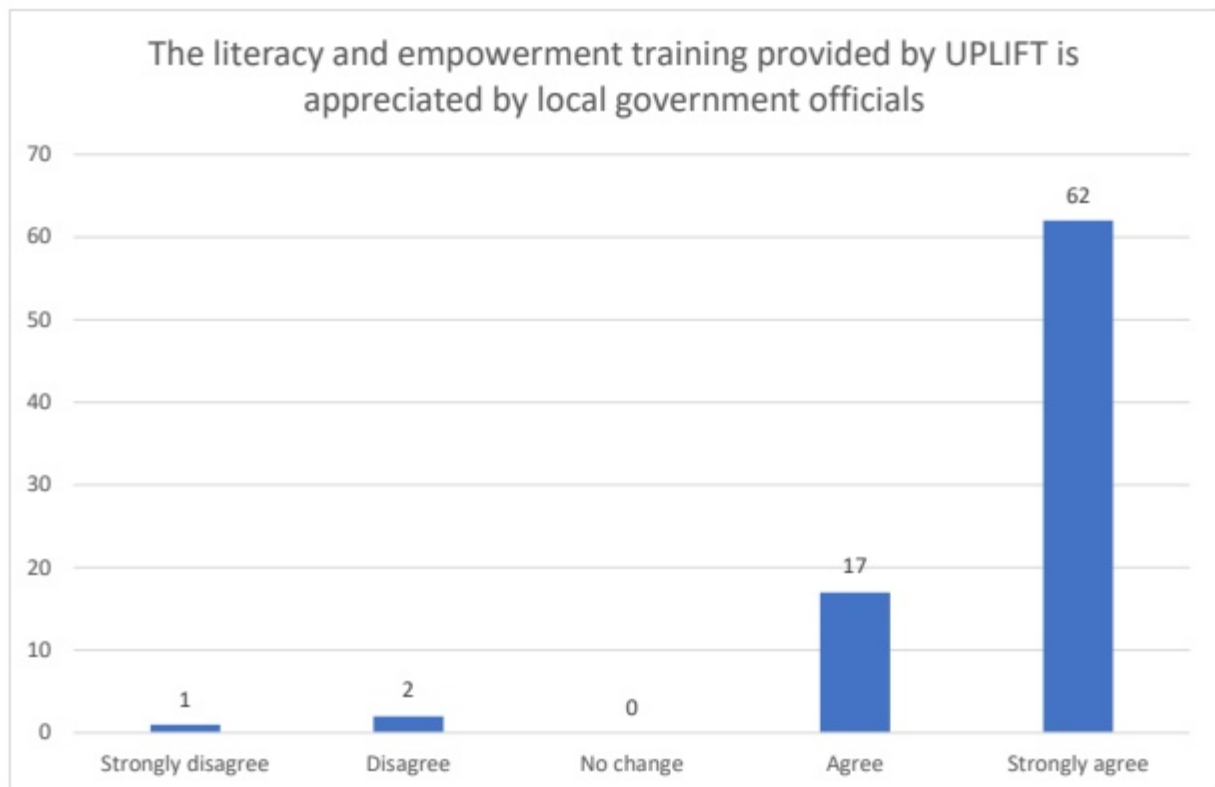
82 respondents answered as follows:











Looking at the responses presented in the tables above, there is an overwhelming majority of positive replies documenting the results of the UPLIFT program.

1. 100% of respondents agreed or strongly agreed that the literacy and empowerment training provided by UPLIFT has made them feel more confident.
2. 96% of respondents agreed or strongly agreed that the literacy and empowerment training provided by UPLIFT has helped them financially.
3. 96% of respondents agreed or strongly agreed that the literacy and empowerment training provided by UPLIFT has helped their families.
4. 90% of respondents agreed or strongly agreed that the literacy and empowerment training provided by UPLIFT has helped their communities.
5. 96% of respondents agreed or strongly agreed that the literacy and empowerment training provided by UPLIFT has helped them to create small businesses.
6. 94% of respondents disagreed or strongly disagreed that the literacy and empowerment training provided by UPLIFT has not had a positive effect on me or my family.
7. 96% of respondents agreed or strongly agreed that the literacy and empowerment training provided by UPLIFT has improved the health of their families.
8. 96% of respondents agreed or strongly agreed that the literacy and empowerment training provided by UPLIFT is appreciated by local government officials.

Prior to the filling out of the forms, respondents were encouraged to answer truthfully, and were told that they did not have to disclose their identities.

Question 6 was intentionally inverted from a positive statement to a negative statement to determine whether the respondents were “automatically” checking off categories “agree” and strongly agree”.

Presented below is a percentage breakdown of responses per questions and category:

Question 1	Total	Percentage
Strongly disagree	0	
Disagree	0	
No change	0	
Agree	13	15,85
Strongly agree	69	84,15

Question 2	Total	Percentage
Strongly disagree		
Disagree		
No change	3	3,66
Agree	15	18,29
Strongly agree	64	78,05

Question 3	Total	Percentage
Strongly disagree		
Disagree	1	1,22
No change	2	2,44
Agree	15	18,29
Strongly agree	64	78,05

Question 4	Total	Percentage
Strongly disagree	4	4,88
Disagree	1	1,22
No change	3	3,66
Agree	22	26,83
Strongly agree	52	63,41

Question 5	Total	Percentage
Strongly disagree		
Disagree	2	2,44
No change	0	0,00
Agree	24	29,27
Strongly agree	55	67,07
No answer	1	1,22

Question 6	Total	Percentage
Strongly disagree	62	75,61

Disagree	15	18,29
No change	1	1,22
Agree	0	0,00
Strongly agree	4	4,88

Question 7	Total	Percentage
Strongly disagree	2	2,44
Disagree	1	1,22
No change	0	0,00
Agree	19	23,17
Strongly agree	60	73,17

Question 8	Total	Percentage
Strongly disagree	1	1,22
Disagree	2	2,44
No change	0	0,00
Agree	17	20,73
Strongly agree	62	75,61

13. Statements from local officials

As part of the field trip interviews were conducted with several local officials to find out how they view the work being done by UPLIFT. The following officials were interviewed:

1. Atego Sub-county local government speaker Honorable Ongiera Olobo
2. District Counselor Awacango Dorothy
3. Erussi Sub-county chairperson LC3 Jalacida Arom
4. Sub-county chairperson Mohamed Okabha Jangokoro

Listed below are excerpts from these interviews: ¹⁴

“My view to UPLIFT Uganda it is really good because it is training people to know.... UPLIFT helped the local community to know how to farm, ... It will be good because it [UPLIFT] is really helping local government of training farmers. ... They [UPLIFT] help them to give knowledge and to train them, to plant even trees and to develop their family.”

- Atego Sub-county local government speaker,
Honorable Ongiera Olob

“What I can say, UPLIFT is good according to me. I hope the program should continue so our people come up. ... It [UPLIFT] has helped a lot of women has known how to write their names, even to read. Others are now also LC [Local Counsellors]. ... They [the learners] have helped in being role model when they

¹⁴ The full video interviews are available upon request.

study. They know their rights and responsibilities at home, according to the UPLIFT teaching. They [UPLIFT] could have taught more women than previous ones. Also, girls who doesn't want to learn, they know the benefit, in short."

- District Counselor, Awacango Dorothy

"UPLIFT is a good program which has been implemented in the sub-county, it has opened the eyes. It has improved on the literacy levels among the local communities. ... It has helped a lot. It has opened the eyes, through reading and writing and also the issue of home improvement, savings, keeping some money and also supporting the education of their children. ... I feel that since this is an informal arrangement, now that the women have been brought on board, also the men, the men who have missed, should come on board. ... For us as a local government and a local committee it has made mobilization towards development programs easy. You see somebody who is a bit informed it is easier to mobilize. They are already in groups, they are already influencing the programs in the villages, in the parishes. And then they are also now registered. It has made linkage very easy for us. ... We feel cooperation can be strengthened through sustainability. ... This can be through bringing the local groups into the government system. For example, the trainers need some support."

- Erussi Sub-county chairperson LC3 Jalacida Arom

"My view of the UPLIFT, generally I really appreciate. ... I appreciate that UPLIFT has chosen this county. Generally, our view is accepting the intervention by UPLIFT. Generally, the intervention and UPLIFT has done a lot, because it has come to intervene in areas that we are actually to implement as government, but due to some financial constraints we are unable to touch all the areas. So UPLIFT is doing a lot."

- Sub-county chairperson, Mohamed Okabha Jangokoro

14. Interviews with UPLIFT learners/graduates

In addition to the survey forms, 32 individual interviews were conducted with UPLIFT learners to determine how the UPLIFT program has influenced their lives. Included below are excerpts from some of these interviews.

"I now know how to keep my health and now I can do the farm work with the skills I got from UPLIFT. They uplifted me by giving me skills and knowledge of languages, farming, etc."

- Female, 51 years

"As I was illiterate, I shouldn't know how to read and write. As I joined UPLIFT I knew how to read, write, save, loan, sanitation, malaria, and making compost."

- Female, 48 years

"When I joined UPLIFT, I came to know how to write and read. I know how to do some business, then can coordinate with others."

- Female 34 years

“At first, I was at home almost having nothing to do, but this time at least I have work at the sub-county local council III and I’m now recognized at the sub-county level.”

- Female, 34 years

“When I was a learner, I had a story of an elephant and hyena that whether you are big or small you can be a learner in UPLIFT because UPLIFT came to change peoples’ life at community. And it is true UPLIFT has changed me because I was very shy to speak in public.”

- Male, 35 years

“UPLIFT has helped me out of misbehavior, from illiterate to read and write. Now I can talk in public in the community. I can do services in the community.”

- Male, 38 years

“Before I joined UPLIFT, I was a peasant farmer who was very poor. But now in my community I have become the best farmer and all my children are at school.”

- Female, 64 years

“After joining UPLIFT, I achieved many skills. I used to think that education was of no use but now I am a person who do not want to see any children at home at the time of school.”

- Female 63 years

“Before joining UPLIFT, I was very fearful and couldn’t stand up in front of people to speak out even a single word. The encouragement I got from UPLIFT has helped me a lot”.

- Female, 56 years

15. Local resource center

The availability of a local resource centre has continued to play its vital role of providing a point of local contact for course participants and others, storage of supplies and library services. Both learners and youth have continued to utilize this resource centre and its facilities as a meeting and activities-planning centre.

16. Youth activities

UPLIFT youth activities have continued to help youth shape their lives by realization of the importance of education. Many youths who had left school due to negative peer influence and neglect of advice from their parents have now started going back to school.

17. Tailoring program

A tailoring program helps youth to gain vocational skills and prepare them for a sustainable life. During 2018 six youth were supported by UPLIFT and undertook a tailoring course. These students came from both Zombo and Nebbi District and successfully completed the

course with certificates being awarded. Their personal testimonies are adequate evidence of the life-changing effect this training has provided.

18. Tree-planting

As part of UPLIFT training and empowerment activities, environmental awareness has been discussed. In collaboration with local government UPLIFT graduates have been planting trees since 2008. To date over 156,000 trees have been planted. Not only planted, but taken care of, protected (from being eaten by goats) and nurtured. Some of the trees are fruit trees, providing an additional source of income.

Table: no. of trees planted 2008 – 2018.

year	no.
2008	69421
2009	15020
2010	9295
2011	7640
2012	7420
2013	10195
2014	8765
2015	7350
2016	6895
2017	7205
2018	7085
sum:	156291

19. Health education

As part of its expanding empowerment activities UPLIFT has prepared a health care booklet for use by teachers and learners alike. Presenting and discussing common ailments and injuries and their preferred treatment, this booklet aims to further increase the general health of families and communities. This initiative is in its early stages, and results are yet to be recorded. The booklet material has been gleaned from a similar family and community health program in Zambia, also aimed at training villagers to become more skilled in recognizing and treating common ailments. The booklet has been translated into the local language Alur and will be field-tested in 2020.

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We gratefully acknowledge the efforts made by the board of UPLIFT Uganda to prepare for this results review, the willingness of local learners and graduates to be interviewed and the willingness of local officials to be interviewed. A warm thanks goes to Aleksandar Storøy in Oslo who distilled and presented the statistical results of the questionnaires.

20. Appendix I: Midterm review of UPLIFT 2009

Rural Education Empowerment Project (REEP)
Under the UPLIFT Adult Literacy Program in Uganda
A Midterm Review
Carried out at the request of
Uganda Program of Literacy for Transformation (UPLIFT)
and
The Norwegian Baha'i Office of Social and Economic
Development (NorSED)

Evaluator: Frederik Frederiksen
Oslo April 2009

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Executive Summary with conclusions and recommendations

In 2007, NorSED in Norway entered into partnership with UPLIFT in Uganda for implementation of the Rural Education Empowerment Project (REEP) in Uganda. This report is a mid-term review of the REEP implemented by UPLIFT in Nebbi District, Uganda. REEP is funded by NORAD in 2007 to 2009. The total NORAD budget for the three-year period is NOK 1,340,000. However, UPLIFT started adult literacy training in Nebbi in 2001. UPLIFT has close ties with local/district governments.

For project management

Overall conclusion.

The REEP has a relevant and efficient approach to development including community mobilization and implementation of adult literacy training. The commitment to working and learning with people and to utilizing local resources seems clearly to construct a social uplift with several perspectives including community empowerment and economic development. The specific literacy output contributes to National Millennium Development Goals (MDG), and the independent CBOs have at the outset the best potential to develop into community forums for development.

It is recommended to continue implementing literacy training without losing the good momentum and the unique REEP approach to development. Furthermore, the project should

look for a way to communicate and share the REEP approach to development with other literacy actors. The LITNET could be such an actor and communication channel.

Conclusion re. extension of literacy program.

The project delivers outputs over and above the plan and the quality of women's empowerment and learners' skills appear high and genuine to the review. The planned extension to the remaining areas in Nebbi district is well coordinated with local government offices. LC III officials expressed satisfaction with the role of the program and want REEP to scale up.

The review recommends as follows:

- To continue the REEP extension as planned in Nebbi District.
- To develop follow up activities for women who were empowered through literacy training with the objective to enhance further gender equity, community development and democratization. E.g. by linking more to the LG levels and promote women's roles as village caretakers and leaders.
- To review skills training with the objective to support and strengthen post literacy program development activities.

Conclusion re. CBOs.

The 57 CBOs which have been established to date are an indication of relevant, effective and efficient program implementation. While the program management deserves credit for this output it has become a new challenge to care for these village organizations and to develop them to serve as community development platforms. Mentors, who formerly had a key role in literacy training and therefore were attached to the program, expressed a problem, since they were left behind and felt idle when REEP moved to a new area. It is recommended to develop an UPLIFT II program to assess and support CBOs according to the individual CBO's role and capacity. The area coordinator, who at present is coordinating program support to CBOs, should be charged with the responsibility to analyze the sustainability issues related to independent CBOs and to develop a strategy for the way forward.

The UPLIFT II is potential to;

- a) deliver more education in different areas e.g. capacity building, skills training and English and;
- b) link CBOs up to actors who manage development projects, e.g. local governments and NGOs.

Conclusion re. program management.

The management of REEP is in the process of developing from a rather person based and family-like management to a professional NGO management. Previously the REEP was managed by a management team where some board members had key roles. The management team functioned efficiently, and outputs were delivered effectively. The program has now become large scale with established structures and there is need to develop the management accordingly and to institutionalize the same.

It is recommended to complete the restructuring of program- and financial management. The Field Officer (FO) in Nebbi should focus more on program follow up and less on accounting. The job of the FO should be made more efficient by providing transport (motorcycle) to the office.

The role of the Program Officer in the Kampala office should be developed to fit the overall communication and management set up under the Program Director. With the aim to further institutionalize the UPLIFT Program, the Program Director should scale down his

involvement in practical program follow-up and allocate more time to build staff's capacities and to take the program into the future.

Conclusions re. literacy policy work and networking.

The REEP is successful in delivering outcomes and other FAL actors are getting interest in these. REEP is collaborating with other institutions such as the Literacy Network for Uganda (LitNet) and Government's democratic and administrative structures. Being successful also give the program an obligation to do relevant effort to inform and collaborate with others to the common good.

It is recommended to reassess the REEP role in national policy work and networking so other actors and communities could benefit from the REEP lessons learned. An expanded policy role should not limit program implementation.

For UPLIFT and NorSED

Conclusion re. REEP development policy.

The success of REEP regarding literacy and community organization (CBOs) call upon the program policy makers to review the way forward. During the mid-term review different options were discussed including; extension of the literacy training, *the horizontal route*, and cover as much ground as possible (scaling up UPLIFT I) and, *the vertical route*; do more to ensure community development in the areas where literacy training is completed and independent CBOs are left behind (develop an UPLIFT II program).

In Nebbi District it is recommended to continue literacy training expansion to new areas as planned and at the same time to develop an UPLIFT II program to support the independent CBOs.

Conclusion re. institutionalizing UPLIFT.

The REEP is a unique adult literacy project. It appears that the strength of the UPLIFT program remains with few people and that some management procedures have been rather informal and according to needs. This has worked very well and the REEP could hardly be developed without such personal commitments and flexibility. Still, this review reveals that the UPLIFT program is fragile, and the program concept needs to be prepared for a long and expanded life. The review calls this for "institutionalization of UPLIFT".

To strengthen program sustainability, it is recommended to ensure a program life beyond individuals and Nebbi District by further institutionalizing the UPLIFT program i.e. build institutional capacity generally, deploy and train relevant people, and develop and adhere to management guidelines including financial and communication guidelines.

Conclusion re. dissemination of approach and concept.

The REEP approach to development and the concept of adult literacy training seem so effective that special effort to disseminate lessons learned is required.

It is recommended that UPLIFT and NorSED, in a second REEP phase, develop a documentation and information project goal. The program information could include:

- a) the concept of working with people;
- b) the use of local resources; the priority of developing people's mindsets before granting economic support; the value-based concept and inter-faith technique with its focus on unity and human equity;
- c) the REEP FAL pedagogic and the like.

For the donor.

Conclusion re. lessons learned from a value-based approach.

The REEP is appropriately using value-based principles to effective implementation of functional adult literacy training. In combination with proven training methods REEP demonstrates the potential of inter-faith communication for building unity in society. It was evident to the review, that regardless of the different religions, the project managed to connect to the spirituality in the local community. This link fostered ownership, effectiveness and sustainability. Related to value-based development thinking the REEP argues, with success, that community development starts with developing the mindset of the individual – with un-locking and developing individual potentials. REEP calls this principle for getting “the in-side out” and project staff teach that personal and social development must come before fiscal interventions.

It is recommended that donors map out and analyze the role of value-based development work including inter-faith communication vis-à-vis conventional and more budgets driven development interventions.

The perspectives of such a study are several;

- a) to make community mobilization in development work more effective and sustainable;
- b) in an appropriate manner to re-integrate religious aspects of community life in project planning, - especially planning managed by more secular states and;
- c) to find out more about the potential role of value based projects in reconciliation and peace building processes.

Conclusions re. financial management and timely funding.

The financial management of the project is efficient to the effect, that private financial resources sometimes are borrowed to the project. This happens especially during the first 2 to 3 months of the year when major expenditures for purchase of teaching and learning material takes place and for community mobilization and mentors' training takes place. Private lending happens because donor funds always come late by 2 to 3 months. The lateness is extraordinary hard to except, because it hampers implementation, and it can trigger-off mismanagement.

It is recommended to seriously expedite the release of donor funding in the start of the financial year. The seriousness of this recommendation is rooted in the principal Norwegian development principle of promoting good governance - also at community level.

Acknowledgement

I would like to thank a large number of people for their cooperation and support during this review process; in Norway, NorSED board members, Gunnar Lange-Nielsen and Arne Kittang (Arne helped me substantially with review planning and organizing statistics) and in UPLIFT, Uganda; board member Thomas Gossen and Program Officer Allen Birungi who helped me with information, with practical arrangements and explained to me what I could not grasp as a newcomer.

Heartfelt thanks to the team I worked with in Nebbi, Dr. Hizzaya, for sharing generously of his immense knowledge and experiences, and my two colleagues - during the field work - Mark Ssemukasa and George Akwai. George also served as an excellent translator. The Nebbi team greatly enhanced my understanding on the UPLIFT development concept and on the local contexts. Every morning and night the team shared challenges and experiences of the day.

Furthermore, I was amazed by the work of the 10 area coordinators and more than 100 mentors. I sincerely thank them for teaching me a good deal about rural development work. Special thanks to the (few) ones I met and interviewed.

On the government level, I'd like to thank the many parish chiefs, LG I and II chairpersons and officials who came to meetings and the ones I interviewed. In the two sub counties under review the LC III chairmen and the government officials contributed importantly to the review.

Finally, but not least, I would like to express my sincere gratitude to all the women and men, graduated and learners, who allowed me to interview them, so I could get an insight of their lives and how they go-along with the project.

To finish, special thanks to Dr Hizzaya for his contribution to development thinking and for his caring welcome when I returned from the field in Nebbi.

Oslo, April 2009
Frederik Frederiksen

1. Background

1.1 Introduction

1. In 2007, the Norwegian NGO, NorSED, entered into partnership with the Ugandan NGO, UPLIFT, for implementation of the REEP project. REEP is an adult functional literacy (FAL) project, funded by NORAD from 2007 to 2009 with a total NORAD budget of NOK 1,340,000. However, UPLIFT started adult literacy training in Nebbi in 2001. This report is the outcome of the REEP mid-term review.

2. Preparation of the review included consultations and planning with NorSED in Oslo. In Kampala the initial briefings included a meeting with an UPLIFT Board member, the REEP Field Officer and the Program Officer. In Nebbi the evaluator invited the Field Officer, Mark Ssemukasa, and the Area Coordinator, George Okwai, to form a review team together with the evaluator, while the review worked in the field. George Okwai also functioned as translator whenever necessary. Together with the REEP director, Dr Hizzaya Hissani, who remained in Nebbi when the team worked in field, the four worked closely together during the four days of field work. However, data analysis and conclusions are all made by the evaluator.

3. The review report includes a comment and recommendation about the relevance of value-based approach to development. On this background it is appropriate to say, that the evaluator is not a member of the Bahá'i community.

1.2 The purpose and scope.

4. The purpose of 2009 Mid-term Review is to map results, compare these with pre-Norad-funded outputs and determine desirability of further collaboration. The overall criteria for reviewing the project will be; relevance, effectiveness, efficiency and sustainability. The specific objectives of the evaluation are formulated as a 'set of issues' which also are listed in the 2009 project application to NORAD,

5. While the review was carried out with limited resources – human, time and money – the review still carried out a comprehensive range of assessments as expected. The evaluator compensated the rather few days of field work with a thorough

preparation and by making good use of information in the project statistics and reports.

6. The project has no base line study and on this background the review cannot compare results and outcome with the situation when the project started.

1.3 Methodology and assessment matrix

7. The review applies recognized methods for data collection. These are:

- i) Quantifiable data based on statistics, reports, etc.
- ii) Qualitative information based on interviews of selected people of the management, coordinators, mentors, participants, CBO representative and government employees. Consultations with members of the NorSED and UPLIFT boards were carried out prior the field work. Debriefings with the two boards in Kampala and Oslo, including discussions about key finding, were also carried out before finalizing the review report.

Assessment Matrix

An assessment matrix is a tool to organize and track how program outcomes are assessed. The matrix provides a design aid to help identify an appropriate volume of assessment and range of assessment methods within a programme. It is used periodic programme review to assess programme outcomes, the volume of assessment and the methods used.

In this review the rating criteria is Relevance, Effectiveness (producing the intended results), Efficiency (producing a satisfactory result without wasting time or resources) and Sustainability. Each of these criteria is assessed in terms of Review themes, selected indicators and Methods.

The assessment matrix is presented in Annex 4.

2. Project overview

Personal note from the evaluator: "When I came to Nebbi and entered "the class room" under the tree I sensed an African learning environment where a mixture of local values, lively expressions and mutual engagement – flavoured with African spirituality - was arranged and became effective education. During the many visits and interviews I learned that what I had initially sensed as African learning, was the outcome of a well carried out development concept which included a value-based approach to development, a pedagogical method and a personal way of management. All well packaged and implemented consistently with reliable project outcomes.

8. Norwegian Bahá'í Office of Social and Economic Development (NorSED) is a Norwegian NGO with 18 years of international development experience.

9. UPLIFT (Uganda Program of Literacy for Transformation) was formed in 2001 in response to the need for literacy training in Uganda. UPLIFT's activities focus on adult basic education for rural inhabitants in Nebbi District. In 2001 national statistics indicated that 71% of females in this remote rural area were illiterate, with a high correlation to poverty. Since March 2001 UPLIFT has been fully engaged in literacy training in Nebbi District. By the end of 2008 UPLIFT had trained well over 6.000 individuals (and by end of 2009 expecting approx. 8.200).

10. UPLIFT is NorSED's local partner in Uganda, with initial collaboration commencing in 2001. Concrete project consultations took place in March 2003 and were resumed in 2005, from when the present collaboration began.

11. In 2007, NorSED entered into partnership with UPLIFT for implementation of the 2007 - 2009 REEP project. The total NORAD for the three year period is NOK 1,340,000.

12. During the period 2007 – 2009 UPLIFT implements the REEP in 13 out of total 18 sub-counties in Nebbi District. The project aims to train and provide literacy to a total of 6000 individuals during the three-year period. 77% of the enrolled learners are women. After literacy training the learners will be motivated to form community-based organizations (CBOs) which is intended to function as platforms for local development.

13. UPLIFT provides literacy training to villagers through a well-known and especially adapted educational method, starting with the spoken language as a base for learning how to read. Using well-known words, such as "malaria", words are broken down (ma-la-ri-a) into separate sounds and syllables. Vowels and consonants are interchanged, creating new words. Villagers learn to identify and pronounce an increasing number of words based on several "root words". The method has been developed through pilot projects. Using this technique, functional literacy can be successfully attained in 150 hours.

14. The training method is reinforced by a value-based approach to community development, in which villagers' spirituality, anchored in different religions, is set-in motion by inter-faith communication. The motion moves from a personal spiritual mindset towards a collective and community-based development agenda. UPLIFT calls this motion for getting "the inside out". The adult individual is further motivated to community development when she experiences the usefulness of literacy and the self-esteem which follows education.

15. The project's staffs include; 1 project director, 1 field officer, 1 program officer and 10 area coordinators. The mentioned staff will manage the project and follow up the implementation, including the 101 mentors/teachers who voluntary carry out the training of about 70 classes in the 6 sub counties, which the project at any one time will work in. The projects staff uses public transport – or will walk - when they do follow up. The mentors will get a bicycle, partly as an incentive and partly to travel from class to class.

16. GoU i.e. Ministry of Gender, Labour and Social development (MoGLSD) is the national authority responsible for Functional Adult Literacy (FAL) programs. Through the local government institutions, MoGLSD implements a national FAL program. The UPLIFT program supplements the national program.

3. Results assessment

17. The results of project activities shall contribute to the accomplishment of the three project development goals. In brief the goals are; 1) contribute to achieve the MDG for education in Uganda; 2) develop human resources i.e. provide literacy training with a strong gender focus; and 3) to strengthen the institutional capacity of UPLIFT.

18. The first subsection in this chapter; *Mapping of project results* is based on the present project achievements. The various budget items are brought together in four broad outcome areas i.e. a) delivery of literacy skills; b) training of mentors and coordinators; c) community mobilization and d) establishment of CBOs. Institutional issues are analyzed separately. The 2007 and the 2008 annual reports provide basic information and should be consulted for more information.

19. In the next subsection the *analysis of review issues*, as set in the ToR, has been carried out with a view to provide achievable recommendations for project extension and further development.

3.1 Mapping of project results

Outcome area a) Literacy skills:

20. The paramount project result is the number of literates trained and the development perspective literacy provides for the individual and the community. The REEP statistics show that the total number of learners graduated in 2007 and 2008 is 4,153. All have passed the government managed examinations and been given a certificate. The total 2007 and 2008 enrolments were 5,759; the average completion rate was 93% of which 77% passed the exam and graduated. The percentage women enrolled was 80%.

21. In 2008 the REEP operated 66 learning centres in 10 of the 18 sub counties in Nebbi District.

22. UPLIFT started with little means literacy project initiation and training in Nebbi in 2001 and by 2008 the overall number of learners who completed the courses is 9,577. Numbers of graduates in the same period were 8,376.

23. Some statistics and extrapolations relevant to a Millennium Goal Action Plan for Nebbi District: Uganda's most recent population census at sub county level is from 1991. A national household survey in 2002 can be used to extrapolate average increase in population. Based on this extrapolation and an estimated and reasonable target group, 52,872 adults are likely to become literate in 2015 if training is available. Thus, this figure is the target for adult literacy planners in Nebbi District and it is the figure the REEP project – as of today - should be measured against. UPLIFT has by 2008 delivered 8,376 graduates. On this background, and with a conservative estimated delivery of 2,000 annual graduates till 2015, the UPLIFT program will have contributed about 22,376 adult literates by 2015 to the Uganda MDG in Nebbi District. This is 42, 3% of the achievable reduction of illiteracy in Nebbi district.

Outcome area b) Training of mentors and coordinators.

24. Training of mentors. In 2008, 31 mentors were trained and 18 were accredited. (Target output was 30 trained). At present 102 mentors are active in the REEP project. (Overall UPLIFT has trained 220 mentors in Nebbi since 2001, but many remain in the former areas of project service).

25. Training of area coordinators: In 2008, 2 more area coordinators were trained, making up the total number area coordinators to 9. (Target output for 2008 was 2).

26. Further training of coordinators. By 2008 three area coordinators had received upgrading training at the Nsamizi Technical Institute. One area coordinator started upgrading to diploma level in 2008 at the same institute.

Outcome area c); Community mobilization:

27. The community meetings and mobilization is carried out well in time before teaching activities will begin and would serve the purpose of informing and mobilizing potential learners, mentors and community leaders. Based on the entire review exercise it became obvious that substantial, vibrant and deep-rooted mobilization has taken place. In consequence, the community mobilization and follow up activities generally appear very effective.

28. The concrete results of the community mobilization and the subsequent literacy training can be subdivided in two areas. One area is practical skills application which includes areas as health, sanitation, agriculture and environment. One other area is public community roles and responsibilities where the following roles of former literacy learners were identified; LC 1 chairperson, LC 3 council members (women' representative); community health assistants (15); community mobilizers; chair persons in governments policy meetings; CBO chairpersons, secretaries, cashiers etc. (See also Project Statistics, annex 5).

29. During a meeting with one sub county chairperson it was said that communities, in which the project had been active, clearly were more outspoken and active vis-à-vis the sub county chair and his administration. The chairman felt challenged by active women groups and although the chairman noted that challenges were labor some he also said that he liked it - it also helped him plan better for his sub county and therefore he welcomed the project and asked it to further extend its services. 30. For more details on community development, as an outcome of literacy skills' training, see the subsequent paragraph on skills' application.

Outcome area d); Establishment of CBOs:

31. 45 independent community-based organizations (CBOs) are established according to the 2008 project statistics. All 45 CBOs are organizations which have grown out of the REEP project literacy classes and they are all set up with chairpersons, secretaries, cashiers etc. All CBOs have started a saving scheme and all have a capital. However, till now only 15 CBOs have managed to develop a constitution and/or to be formally registered by the Ugandan authorities. (By February 2009 the REEP reported 57 CBOs established).

32. The ultimate aim with the literacy activities is to enhance continued education in the area and for the CBOs to become part of a wider CBO network to support development in general. The way forward for the CBOs is in a planning stage. One area coordinator is now fully engaged in this work and has so far comprehensively analyzed and mapped the 45 CBOs. A development framework for further support to the CBOs is expected soon.

3.2 Analysis of the Review Issues (a – i)

33. This paragraph will analyze the 9 issues set by the ToR. The issues refer to the NorSED's 2008 application to NORAD, where the paragraph "2.4 Project review/evaluation" says that an end-of-project evaluation will be carried out to map

results and determine needs for further collaboration. The issues are listed in the application.

34. The issues cover many project objectives and aspiration and therefore the review has done comprehensive studies. The methodologies used include review of documents, focus group discussions, in-depth interviews and observation in the field.

35. The project has no base line study and on this background the review cannot compare results and outcome with the situation when the project started. What can be done is to map results and review these on the background of other information and data to make sensible assessment and recommendations.

a) Has the project fostered local ownership etc?

36. All responses to the “ownership question” were truly positive. However, many repeated the same information namely; that in the outset of the project - years back - some people were opposed to the project approach to development, by saying that development is more about money and less about people’s mindset and attitude. One other episode from the early life of the project, and being repeated, was the allegation that the project intended to convert people to the Bahai faith. That kind of information does no more refer to present project activities and one LC III chairman, who is a Muslim, called the allegation for “rubbish”.

37. All respondents applauded the project’s effort to provide service to communities and to actually enable individuals, families and communities jointly to take up the challenge of community development by using the immediate and available human and natural resources. It is evident that project outcomes are far wider than provision of literacy and two things became noticeable for the review; a) to become literate as an adult e.g. with parental responsibilities seems automatically to function as a lever for self-esteem and personal mobilization – mentally, spiritually and practically – and b) adult literacy provision is an effective entry point for external community development initiatives.

38. Ownership is being demonstrated where learners, with only class attendance as the motivating factor, work harder to e.g. build pit latrines or to reconcile domestic violence. Learners also took pride in their skills’ achievement and learners’ self-respect could be observed.

39. Mentors are not paid a salary and are regarded as truly community members. They are selected by the local community and the project because of personal capabilities. The mentors, therefore, work voluntary for their community. This is a genuine indication of ownership.

40. One challenging lesson learned from interviewing mentors is that mentors, in areas where project activities have come to an end, see themselves as idle and feel left behind. Unmotivated mentors are resources wasted.

41. Project coordinators are also the ones linking the project to other relevant actors including village -, Parish – and sub county officials. They are therefore also challenged by the day-to-day job to overcome barriers between the public managed FAL program and the NGO managed REEP. The two programs are managed and resourced in distinct different manners. With some surprise the review noticed that

the national FAL seems in some respects to be better resourced compared to the UPLIFT project. Still the UPLIFT project produces more outputs than the budget is meant for. Thus, the smooth collaboration is an indicator of reduced barriers to participation.

42. Government officials, in the sub counties under review and at district HQ, explained that the national FAL program and the UPLIFT activities are well coordinated; that collaboration regarding resources is maintained and that the existing agreement and ToR, which is guiding this collaboration, serve the purpose. The officials also called for more collaboration concerning both FAL and other community development programs where district programs or NGO projects could be helped by using the UPLIFT initiated CBOs as entry point for community support activities.

b) Are the learners applying their literacy skills etc?

43. Generally the UPLIFT FAL serves the purpose i.e. to link practical knowledge and experience with learning to read and write. As a result, daily life and new skills will change accordingly. Thus, learners will apply their skills.

44. To provide evidence for skills' application the documented 2002 to 2008 Project Statistics, authorized by LG officials, is an appropriate provider (see annex 5).

c) In which ways has literacy skills empowered women etc?

45. The short question to the review could read as follows; how has literacy training changed the gender balance and empowered women to reduce poverty relevant to the MDG? Since the question is about project impact, naturally the review will limit itself to feasible assessments. However, some indicative forecasts will be attempted.

46. The review visited and interviewed 6 groups of learners and graduates in 6 different villages. About 250 women were included in the different interviews. All groups collectively demonstrated capabilities to participate through individual answers, role plays, songs and dances. The individual woman, who came forward to answer questions, spoke frank and freely and obviously benefited from the social setting of the class and the group. Self-respect appeared as the appropriate indicator for empowerment.

47. The review found several examples of women's empowerment from cases where women reduced domestic violence.

48. Education is the headway to development. Thus, when the review many times was informed that being literate provided the woman (and the man) with skills to manage and mentor children's education, one can comfortably say, that the family has entered the headway for development/poverty reduction. Key statements were such as; I do no more feel ashamed; I can now read the text as my child in primary school and can help her with the home work. Many learners also said that being literate they promoted children's education more.

49. Villagers and government officials said that, it was visible which homesteads were managed by learners and graduates from the project. These homes were kept

cleaner and tidier, so the level of hygiene and proper sanitation appeared higher than the average homestead.

50. The many graduates who have taken up public challenges and now are representing other women and men in councils, committees and as spokes persons in e.g. government's village planning work, are real examples of literacy learners for whom a personal potential has been unlocked.

51. When the review asked the graduates about their future dreams and aspirations most answers included a desire for further education.

d) Has the project created positive attitude to education etc?

52. The issue about literacy training and women's empowerment has analyzed this issue to a large extend (see above). In summary the main findings include; literate parents will manage and support children's education much more vigorously compared to illiterate parents and; the person who became literate as adult is very likely to search for more knowledge and to pursue further education.

53. The project is promoting women's education, but men are fully included. It is therefore understandable that fewer men attend classes. It is, however, interesting that several men, including husbands who were critical to the wife's enrolment in the first place, enroll themselves in literacy classes later on. Some men argued that when they realized that the literate wife contributed more to the household compared to the illiterate one, they changed position, valued the wife more and started attending classes themselves.

e) What has been the effect on the environment etc?

54. The environmental effects of the literacy project are outcomes of both the education as such (the acquired knowledge) and of skills application. The functional literacy methodology constantly activates the learner's knowledge and experience and builds on this. The abstract theme "environmental effects" is related to the learner's daily life in many ways such as food production, collecting firewood, visits toilets etc. The longer-term environmental effects will be outcomes of the graduates' daily practices around the homestead where the combined new knowledge and skills is expected to have positive environmental effects. It is therefore of interest to assess further some of the topics of the learners' book and the training in general.

55. Health is a general issue and it relates to sanitation, hygiene, food, child care, treatment of diseases etc. Especially women are concerned about the health issue and the issue is a lever and motivator for functional adult literacy training in many ways. While training aims at literacy, the implicit learning includes topics as treatment of malaria, construction of pit latrines, compost making and agriculture, tree planting etc. From the topics in the learners book and from visits to project sites where trees had been planted, where compost pits were made and where new pit latrines were constructed the review can conclude that project outcomes have a significant potential for positive environmental effects.

56. The 2008 project report states that a total of 69,421 trees had been planted by the learners in the 10 sub counties during the year. Tree seedlings are supplied by government institutions.

57. Details from a recent overall statistic, covering 7 sub counties and signed by the local government authorities, inform what positive environmental impact most possible can be expected. (See Project Statistic in annex 5). The statistic shows that:

- a. A total of 313.906 trees have been planted by learners.
- b. 4.915 toilets have been constructed by learners.
- c. 5.450 learners are using compost.

58. The organic relationship between man/society and his natural environment is taught and discussed. The learner realizes the many implications of human behaviour in a very concrete and practical manner. The potential for positive environmental effects is now internalized by the learner. This is by and large what an educational project can do.

f) Are the human resources being developed by the project being used by government?

59. Modern local government officials will see the graduates as citizens who expect public services and/or as part of the electorate who potentially can remove them from their office or re-elect them. This has an interesting perspective; however, democratization in Nebbi is still in its infancy and the dynamics of society are still well rooted in traditional and informal power structures. Therefore, it is not to be expected that government officials directly will utilize this human resource in the short term.

60. Mentors are also truly part of the local community. Although they are regarded as mentors and potentially could grow into roles as community leaders, the mentors' potential is not yet fully developed. This lack of appreciation seems to be true both for government officials and for the project leadership.

g) Are the CBOs functioning independently etc?

61. A status of the CBO's is well documented in the mapping of the CBO's attached to the 2008 annual report. All the 45 CBOs are functioning independently and are organized with leadership and functions relevant to planning and to control the funds saved by the members. Some CBOs even have a constitution and are registered properly by the necessary authority.

62. From interviews the review was informed that many CBOs carry out development activities and are regarded as strong enough for further growth. Others need support and more human capacity to become self-governing and self-reliant. If relevant support is not made available, then these weaker organizations are likely to share their savings amongst members and vanish.

63. Some CBOs have contact to local actors such as NGOs or Local Government. These actors can use the CBO as entry point for their community development programs. The sub county officials clearly expressed interest in using the CBOs to implement projects/programs and to enhance community development.

64. As an indicator for CBOs' relevance, the LC V in Nebbi District made known during a meeting with the review, that CBOs are relevant entry points for a rural micro credit program, recently approved by the Government.

h) Does the project need change or new components etc?

65. The horizontal development. The rolling and progressing literacy program should continue in Nebbi district and needs no major changes. However, the program needs to be further institutionalized. The review calls this component UPLIFT I.

66. The vertical development. The new and vibrant CBOs call for a needs assessment to plan the way forward for a possible further program support. This is seen as a new component following a successful first project phase. The review calls this component UPLIFT II.

67. Networking with like-minded organizations and policy work for the common good is two other areas which could form a new component(s).

68. The REEP approach to development and the concept of adult literacy training seem so effective that special effort to disseminate lessons learned is of interest. This could ideally be taken care of by developing a documentation and information project objective, in a second REEP phase.

i) What kind of institutional strengthening is needed for possible project continuation and expansion?

69. The strengthening of the functions of the Nebbi Field Office (FO) is ongoing. The capacity development process should develop further, to enable follow up REEP activities in the many areas of operation.

70. One key element in this process is to allow more handing-over from the project director to the next officers in line. At the same time the director should continue to play key roles in new developments and in the processes of conveying his capabilities to new staff.

71. Accounting and financial management in general is an area which need further examination to find the best solution including sharing of roles and responsibilities between the FO in Nebbi and the Program Office (PO) in Kampala.

72. It should be thought through if more of the finances, including accounting, more efficiently could be handled from the Kampala office and how useful it would be to start electronic transfer of money including salaries. A shilling account could start a different mode of payment and would avoid that staff often should to carry cash.

73. The Nebbi FO should have a backup generator to fill the many and day-long power cuts and the FO should have transport like a motor cycle. The FO has the responsibility to oversee all areas under operation and therefore has the biggest need for transport.

74. The Area Coordinator, responsible for support to CBOs, needs to be equipped with a strategy for the REEP support to the independent CBOs. This could ideally start with a needs assessment of the CBOs. Depending on needs it may not be sufficient with one position and it is very likely that the need for capacity building will involve qualifications from several people with different skills.

4. Institutional assessment

75. The scope of the institutional assessment does not include a full-scale assessment, but only a brief assessment of the parts most relevant to the REEP. In broad terms this includes relevant UPLIFT guidelines and routines vis-à-vis project implementation.

4.1 Governance

76. Uganda Program of Literacy for Transformation (UPLIFT) is a Baha'i inspired and Ugandan registered NGO. UPLIFT was formed in 2001 in response to the need for literacy training in Uganda.

77. The contract between NorSED and Uplift defines the role of NorSED to a) be contract partner with NORAD and b) to consult with UPLIFT on all aspects of relevance to project implementation.

78. Based on desk studies and in-depth interviews it was found that the partnership between the two NGOs fulfils the intended purpose and supports the REEP project satisfactory.

79. Governance relevant to implementation of REEP has been characterized by effective Board working routines both of NorSED and UPLIFT. The two organizations have regular board meetings and they meet together once a year to assess achievements and to plan for the coming period. The overall finding is that project planning and implementation has been well governed, and that the strength of the governance routines is based on common focus, commitment and good relationships. The review found two soft spots a) the communication connecting the different organizations, including the Baha'i apex office, appeared weak – the challenge is to keep all parties fully informed on project progression and scope and b) project governance seems more involved in administration than in the ongoing development of project vision and strategy.

4.2 Program management

80. Based on desk studies and in-depth interviews, two levels of executive functions were found to have been operational until recently, namely; the management team and the project management in Nebbi.

81. The "management team" was established when the REEP started. While the function has been abolished in principle, it appeared to the review that it still had a life form.

82. As a result the project staff said that the line of communication was not always clear. However, the project management structure is clear and straight forward.

83. Electricity supply is quite unreliable in Nebbi town thus; office work can be hampered for days.

84. The project management in Nebbi is dependent on public transport and walking only. Some of the sub counties and training areas are far-away from the district H.Q. While the review appreciated the appropriate local and low cost approach to development, it became apparent that some key management staff could use their time more efficient if some transport were available e.g. a motorcycle or a vehicle.

4.3 Financial management

85. The 2007 and the 2008 audit reports confirm that good quality financial management has been carried out.

86. Based on desk studies and in-depth interviews a three-step progression was identified i.e. from; a) simple financial management in the initial project phase to; a management review and development process initiated in 2007 which is aiming at; finalized management guidelines and procedures. The process of developing the management is ongoing.

87. The Kampala office has no shilling account, thus payments, including salaries, are done in cash, meaning that staff must carry cash.

88. Accounting takes place in the Nebbi Office while consolidating financial reports takes place in Kampala. The Field Officer in Nebbi is carrying out the accounting and the financial transactions in the field.

89. The Project Director is the only signatory to the Nebbi Bank account.

4.4 Networking

90. Based on desk studies, in-depth interviews and focus group discussions two institutions closely related to project operations came into view; the Local Government structures with the national FAL program and the Literacy Network for Uganda (LitNet).

91. The usefulness of networking is partly to learn from likeminded partners and partly to voice common issues more powerful. The review has the opinion that UPLIFT clearly has produced lessons learned which other FAL actors could learn from. To the common good UPLIFT could play a stronger role in advocating FAL in Uganda.

5. Overall assessment

92. In this chapter the project outcomes will be assess according to the Mid-Term review assessment criteria which are project relevance, project effectiveness, project efficiency and project sustainability (see Assessment Matrix, annex 4).

5.1 Relevance,

93. The project target group is adult illiterates and the review clearly reveals that the project is highly relevant for them. Furthermore, literacy combined with skills training for economic and self-governing development is also highly relevant to less developed rural communities including community leaders and government officials.

94. The project is also highly relevant to the Ugandan policy of poverty reduction including reduction of illiteracy. Uganda subscribes to the Millennium Development Goals, which include a reduction of the illiteracy rate by 50% in 2015 and promote gender equality and empower women. It is estimated that the REEP will contribute 42.3% of the achievable reduction of adult illiteracy in Nebbi District by 2015.

95. Finally the project is relevant to UPLIFT's two main objectives; to enable learners to uplift themselves to become self-sufficient and self-reliant and; support national objectives to reduce poverty.

96. Women's empowerment is a key project objective. The project is in particular suitable to women's empowerment and the review found, as an example, that the capability of a mother to help her children with their homework and to better manage the homestead including health, sanitation and food production, greatly raised her self-respect and people in the community valued her more.

97. The project clearly contributes to future reduction of environmental degradation through various ways of improved natural resource management such as use of compost to improve soil fertility, better farming practices and tree planting. Skills training of sanitation and hygiene will improve the health situation and reduce pollution near the homestead. Thus, the project is in a longer term relevant to reduce environmental degradation.

98. A main weakness related to relevance is the lack of a baseline survey and a context analysis from the early period of the project. Given the project's approach to development and the low-level budget spending such exercises would properly have hindered the project successes in different ways. The review had no difficulties in assessing project without the mentioned academic documentation.

5.2 Effectiveness

99. The review revealed that mobilization of communities, including learners, local leaders and officials is carried out very effectively. The class register, where attendance of learners, mentors, coordinators and management staff is firmly registered, proves this. Learners' eagerness not to miss a class – and be noted as "absent" – is one other proves.

100. The average learners' completion rate in 2007 and 2008 was 93% of which 77% passed the government managed examination and as a result 4.153 learners graduated. About 80% of learners are women. This achievement is based on 150 hours of "classroom" teaching and learning. The teaching is managed voluntarily by mentors who have received a one-week initial training. In addition, the area coordinators provide mentors with on-the-job training and monthly refresher training during the first year. On this background the review concludes that the quality of education is very high and the project delivery of adult literacy education is exceptionally effective.

101. Learners in the class are organized in groups. These are called community-based organizations (CBOs). The overall project objective is community development and the CBO – with the newly literate members – shall be instrumental for such a development process.

102. Soft spot: The success seems to have made the project slightly reluctant to commit itself to more binding collaboration with other actors. At this point it should be considered how the success in the longer term can best benefit poverty reduction in Uganda.

5.3 Efficiency

103. The competence of the project management, when it comes to fulfilling project objectives, is high and two aspects are especially remarkable; firstly the resource utilization is high; secondly the approach to community development – serving communities by working committed and consistently with them - is very efficient. The last aspect provides at the same time community ownership, sustainability and cost efficiency.

104. Compared with conventional development projects, with high transport and per diem budgets, the REEP approach to community development is unique.

105. Compared to other literacy programs the project cost of each adult literate is calculated to be the lowest in Uganda – USD 14 per graduated learner. LitNet is the organization that advocates for literacy on a national basis and they have advised an estimated cost of US\$ 17.19 per learner.

5.4 Sustainability

106. Assessing the REEP sustainability in terms of the likelihood of continuing literacy training, women's empowerment and community development after the funding period, the review found that this is possible. It is likely that the independent CBOs can continue as platforms for local development; it is very likely that empowered women are role-models and thereby will motivate and mobilize other women and lastly; potentially literacy training and other trainings can continue with the mentors as organizers and trainers.

107. On the contrary, it is far less likely that the project activities will continue to extend to new areas without a mobilization and training program such as the REEP represents today.

108. *Comment:* It appears not be appropriate to ask for sustainability regarding adult literacy training programs. Education is a national responsibility as well as a main strategic instrument for nation building. Thus, adult literacy training should obviously, be financed from the national budget.

21. Appendix 2: Statistics Summary 2001 - 2018

KEY INDICATORS	Current classes	Prior classes	Prior classes	Prior classes	Prior classes	Prior classes	Prior classes	Prior classes	Prior classes	Prior classes	Prior classes	Prior classes	Prior classes	Prior classes	Prior classes	Prior classes	Prior classes	Total classes
	2018	2017	2016	2015	2014	2013	2012	2011	2010	2009	2008	2007	2006	2005	2004	2003	2002/1	2001-2018
No. of Educators trained	13	7	10	15	20	24	9	10	14	79	31	61	0	0	20	40	70	423
No. of Educators accredited	6	6	6	14	15	21	5	6	13	55	18	27	0	0	21	33		246
Number of classes during the period	32	32	32	32	32	37	32	31	38	74	66	69	45	50	35	41	33	711
Average sessions per month per class (note 1)	8	8	8	8	8	8	8	8	8	9	9	9	8	8	8	5	5	7,8
Per-cent Women enrolled	67 %	72 %	72 %	73 %	66 %	64 %	68 %	79 %	76 %	81 %	80 %	79 %	86 %	85 %	94 %	82 %	88 %	77 %
learner enrollment (note 2)	1517	1512	1394	1496	1756	2049	1650	1537	1893	3445	2967	2792	1358	1744	891	948	1059	30008
Learners unable to complete course.	104	69	10	2	2	10	166	9	34	441	177	227	366	472	260	256	424	3029
Learners completing the course	1417	1441	1379	1470	1753	2039	1484	1528	1859	3004	2790	2565	992	1272	631	692	635	26951
Per cent of learners complete in the course	93 %	95 %	99 %	98 %	100 %	100 %	90 %	99 %	98 %	87 %	94 %	92 %	73 %	73 %	71 %	73 %	60 %	88 %
Number of learners sitting for tests	1415	1417	1379	1411	1748	2011	1462	1527	1802	2539	2418	2402	690	733	417	367	251	23989
Per cent of learners registering for tests	93 %	94 %	99 %	94 %	100 %	99 %	99 %	100 %	97 %	85 %	87 %	94 %	70 %	58 %	66 %	53 %	40 %	84 %
Number of graduating with certificates	1367	1360	1304	1376	1681	1919	1257	1282	1569	2369	2140	2015	671	593	333	266	181	21683
Per cent of learners with certificates	90 %	90 %	94 %	92 %	96 %	94 %	85 %	84 %	84 %	79 %	77 %	79 %	68 %	47 %	53 %	38 %	29 %	75 %
CBOs	5	4	4	11	33	9	16		25	7	6	10	14	10	15	9	6	184
Number of trees planted	7085	7205	6895	7350	8765	10195	7420	7640	9295	15020	69421							156291

NOTES

1. Estimate an average of 2 hrs. of instruction per session.

2. Drop outs are included with those who are unable to attend more than 30 sessions and also considered unable to complete the course

