

# STRATEGY FOR FINANCIAL LITERACY IN UGANDA

2019-2024



**Supported by:**







**Strategy for Financial Literacy in Uganda  
2019-2024**

***Simplify Money. Magnify Life.***

September 2019





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## **FOREWORD**

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Financial Literacy has become a major public policy concern in advanced, developing and low income economies in the aftermath of the global financial crisis. Limited knowledge of Financial Literacy was identified as one of the factors that led to the global financial crisis. As a result, Financial Literacy was adopted as one of the instruments in the tool kit for preventing financial crises. Financial Literacy addresses the knowledge gaps surrounding making wise financial decisions thus empowering recipients to start at the household decision making level and ultimately influencing significant economic stability given the domino effect of responsible financial management.

Empirical research suggests that there is a clear causal relationship between Financial Literacy and Financial Inclusion. In addition, Financial Literacy positively influences financial behaviour such as managing expenditures, planning for retirement, saving consistently and with a plan, stock trade and holding, wealth growth and management, entrepreneurship, better financial practices, prudent investment decisions and debt management. Consequently, Financial Literacy has been identified alongside Financial Inclusion and Consumer Protection as a triad of variables that have a vital bearing on the stability of the financial system and by extension contribute to economic prosperity.

The Bank of Uganda, alongside key Financial Sector Regulatory Institutions and Stake holders, spearheaded the process of formulating the Strategy for Financial Literacy in Uganda 2019-2024. The Strategy for Financial Literacy in Uganda 2019-2024 builds on the previous Strategy for Financial Literacy 2013-2017 and is in line with the National Financial Inclusion Strategy (NFIS) 2017-2022. The NFIS 2017-2022 is Uganda's holistic strategy for promoting Financial Inclusion with emphasis on five major objectives:-

- i) Reduce financial exclusion and barriers to access financial services;
- ii) Develop the credit infrastructure;
- iii) Build the digital infrastructure;
- iv) Deepen and broaden formal savings, investment and insurance usage; and
- v) Empower and protect individuals with enhanced financial capability.

This Strategy for Financial Literacy in Uganda document sets out a road map of how Financial Literacy initiatives for Uganda shall be comprehensively



coordinated and implemented with the oversight of Bank of Uganda and the implementation support by all stakeholders that seek to strengthen the Financial Literacy agenda for Ugandans. The Financial Literacy Strategy formulation is also a deliverable under Objective 5 of NFIS.

Financial Literacy is relevant for everyone in a modern society regardless of income level, education, age, occupation, geographical location, or gender: For example, everyone needs to understand how to: make a budget, why and how to save, borrow responsibly and avoid becoming over-indebted, make informed choices between different financial products and services, and plan ahead for old age. Unfortunately, many people in Uganda do not have the knowledge, skills and confidence to be able to do these things. As a result, many of those who could afford to save do not do so, many people are heavily indebted and others are not benefiting from financial products and services which could help them to lead more prosperous lives. Bank of Uganda alongside a number of stakeholders has for the past 5 years, 2013–2017, empowered people to transform their lives through Financial Literacy, and given the positive impact observed, a lot more can still be done, thus the motivation for the development of the Strategy for Financial Literacy in Uganda 2019-2024.

This Strategy builds on the achievements and milestones of the previous Strategy 2013-2017 such as incorporation of Financial Literacy as a life skill in the Uganda Certificate of Education (UCE) syllabus and the Training of Trainer Workshops delivered both in urban and rural areas across Uganda. The Financial Literacy Trainers, in excess of 1600, are based in 75 districts spread across all regions of Uganda and the Financial Literacy messages can be disseminated in 33 languages. In addition, Media outreach campaigns were carried out on radio, TV, and on social media. Good milestones were reached in the five years but a lot more still needs to be done to reach out to the grassroots people especially in rural areas.

The successful implementation of the Strategy for Financial Literacy in Uganda 2019-2024 is not only in the interest of the financial consumers but the Government also as it stands to benefit from a population that is financially literate and therefore more productive, from people making sound and informed financial decisions and dedicating personal effort to improve their lives. Such population ultimately find it easier to understand what financial products actually suit their needs. In an economy where people call upon the government for support in many aspects, Financial Literacy is the stepping



stone to enable people to understand that they too can play a key role in changing their lives. Financial institutions will also benefit from the increased uptake of useful financial products and services thus the related increase in innovation within the financial sector as the various players seek to serve the consumers better. The economy as a whole will benefit from a deeper and broader financial system.

The Strategy for Financial Literacy in Uganda 2019 – 2024 is an outcome of wide stakeholder consultations under the leadership of Bank of Uganda, guided by the principles of sustainability, feasibility and cost effectiveness. I am grateful for the contributions of all members that worked with the Bank of Uganda Technical Team and special recognition goes to the following; Ministry of Finance, Planning and Economic Development (MoFPED), Insurance Regulatory Authority in Uganda (IRAU), Uganda Retirement Benefits Regulatory Authority (URBRA), Uganda Microfinance Regulatory Authority (UMRA), Uganda Revenue Authority (URA), Uganda Bankers' Association (UBA), Uganda Insurers Association (UIA), Capital Markets Authority (CMA), and CARE International in Uganda. I am encouraged by the commitment shared by the various stakeholders.

I look forward to continued contributions, support and commitment by the stakeholders working together with the Financial Sector Regulators and Authorities to transform lives of Ugandans and ensure financial security.

.....  
Professor Emmanuel Tumusiime-Mutebile  
Governor, Bank of Uganda

**Endorsed By:**

.....  
Hon. Matia Kasaija (MP)  
Minister of Finance, Planning and  
Economic Development





## **ACKNOWLEDGMENTS**

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The development of this Strategy for Financial Literacy in Uganda would not have been possible without the guidance and help of many people who, in one way or another, contributed to, and extended their valuable assistance in, the development and completion of this strategy.

Special recognition: Bank of Uganda, Ministry of Finance, Planning and Economic Development (MoFPED), Insurance Regulatory Authority of Uganda (IRAU), Uganda Retirement Benefits Regulatory Authority (URBRA), Uganda Microfinance Regulatory Authority (UMRA), Uganda Revenue Authority (URA), Uganda Bankers' Association (UBA), Uganda Insurers Association (UIA), Capital Markets Authority (CMA), and CARE International in Uganda for their contribution towards the review of the old strategy and the crafting of the new one. Recognition is in order for the Financial Literacy Master Trainers who participated in the process. The Bank appreciates the efforts of all the individuals in Appendix H who spared time and participated in the process. In addition, we recognize the contribution of all individuals and institutions (Appendix I) that participated in the Consultative Workshop held at Imperial Royale Hotel to review the Draft Strategy for Financial Literacy in Uganda 2019-2024.

The guidance and support of everyone who has contributed, and who will be contributing, to this strategy, was and will be vital to its success.



## **LIST OF ABBREVIATIONS AND ACRONYMS**

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<b>AGURCC</b>	Antonio Guterres Urban Refugee Community Centre
<b>AIDS</b>	Acquired Immune Deficiency Syndrome
<b>ANPPCAN</b>	African Network for the Prevention and Protection against Child Abuse and Neglect
<b>AMFIU</b>	Association of Microfinance Institutions in Uganda
<b>ARUWE</b>	Action for Rural Women's Empowerment
<b>ASCAs</b>	Accumulating Savings and Credit Associations
<b>ATMs</b>	Automated Teller Machines
<b>BoP</b>	Bottom of the Pyramid
<b>BoU</b>	Bank of Uganda
<b>BTVET</b>	Business, Technical, Vocational Education and Training
<b>BUCADEF</b>	Buganda Cultural and Development Foundation
<b>CBOs</b>	Community Based Organisations
<b>CIs</b>	Credit Institutions
<b>CMA</b>	Capital Markets Authority
<b>COFTU</b>	Central Organisation for Free Trade Unions
<b>CRANE</b>	Children at Risk Action Network
<b>CSOs</b>	Civil Society Organisations
<b>CYFI</b>	Child and Youth Finance International
<b>DFD</b>	Development Finance Department
<b>DFID</b>	UK's Department for International Development
<b>DFS</b>	Digital Financial Services
<b>DIT</b>	Directorate of Industrial Training
<b>ESA</b>	Education Standards Authority
<b>FAO</b>	Food and Agriculture Organisation
<b>FCE&amp;MCSC</b>	Financial Consumer Empowerment and Market Conduct Sub-Committee
<b>FIDA-U</b>	The Uganda Association of Women Lawyers
<b>FL</b>	Financial Literacy
<b>FLS</b>	Financial Literacy Strategy
<b>FLIR</b>	Financial Literacy Information Ring
<b>FLISF</b>	Financial Literacy Information Sharing Forum
<b>FLSC</b>	Financial Literacy Sub-Committee of WG5
<b>FLA</b>	Financial Literacy Association
<b>FSA</b>	Financial Stability Authority
<b>FSDU</b>	Financial Sector Deepening Uganda
<b>FURA</b>	Foundation for Urban and Rural Advancement Uganda



<b>FY</b>	Financial Year
<b>GCNU</b>	Girl Child Network Uganda
<b>GDP</b>	Gross Domestic Product
<b>GER</b>	Gross Enrollment Ratio
<b>GIGA</b>	German Research Institute
<b>GIZ</b>	German International Cooperation
<b>GLRDO</b>	Great Lakes Rural Development Outreach
<b>HIV</b>	Human Immunodeficiency Virus
<b>IAU</b>	InterAid Uganda
<b>ICPAU</b>	Institute of Certified Public Accountants of Uganda
<b>ICSOs</b>	International Civil Society Organisations
<b>ICT</b>	Information Communication Technology
<b>IFAD</b>	International Fund for Agricultural Development
<b>IICFI</b>	Inter-Institutional Committee on Financial Inclusion
<b>IIRR</b>	International Institute of Rural Reconstruction
<b>ILO</b>	International Labour Organisation
<b>INFE</b>	International Gateway for Financial Education
<b>IPA</b>	Innovations for Poverty Action
<b>IRAU</b>	Insurance Regulatory Authority of Uganda
<b>IRCU</b>	Inter Religious Council of Uganda
<b>IRRI</b>	International Refugee Rights Initiative
<b>IYCF</b>	International Youth and Children Fund (IYCF)
<b>KACITA</b>	Kampala City Traders Association
<b>KAWEL</b>	KACITA Women's Entrepreneurship League
<b>KYC</b>	Know Your Customer
<b>MDI</b>	Microfinance Deposit-taking Institutions
<b>MMS</b>	Mobile Money Services
<b>MNO</b>	Mobile Network Operators
<b>MoES</b>	Ministry of Education and Sports
<b>MoESTS</b>	Ministry of Education, Science, Technology and Sports
<b>MoFPED</b>	Ministry of Finance, Planning and Economic Development
<b>MoGLSD</b>	Ministry of Gender, Labour and Social Development
<b>MoU</b>	Memorandum of Understanding
<b>MP</b>	Member of Parliament
<b>MSMEs</b>	Micro, Small Medium Enterprises
<b>MTIC</b>	Ministry of Trade, Industry and Cooperatives
<b>NACWOLA</b>	National Community of Women Living with HIV/AIDS in Uganda
<b>NAWOU</b>	National Association of Women Organisations in Uganda



<b>NCDC</b>	National Curriculum Development Centre
<b>NCDU</b>	National Council for Disability, Uganda
<b>NCHE</b>	National Council for Higher Education
<b>NDP II</b>	Second National Development Plan 2015/16 – 2019/20
<b>NFEC</b>	National Financial Educators Council
<b>NFIS</b>	National Financial Inclusion Strategy
<b>NGOs</b>	Non-Governmental Organisations
<b>NOTU</b>	National Organisation of Trade Unions
<b>NRCU</b>	Norwegian Refugee Council Uganda
<b>NSSF</b>	National Social Security Fund
<b>NUCAFE</b>	National Union of Coffee Agribusinesses and Farm Enterprises
<b>NUDIPU</b>	National Union of Disabled Persons of Uganda
<b>NUWWDU</b>	National Union of Women With Disabilities of Uganda
<b>NUYDC</b>	Northern Uganda Youth Development Centre
<b>NYEN</b>	National Youth Empowerment Network
<b>ODAI</b> s	Other Degree Awarding Institutions
<b>OECD</b>	Organisation for Economic Co-operation and Development
<b>OPM</b>	Office of the Prime Minister
<b>OTIs</b>	Other Tertiary Institutions
<b>OWC</b>	Operation Wealth Creation
<b>PEAP</b>	Poverty Eradication Action Plan
<b>PEDN</b>	Private Education Development Network
<b>PMA</b>	Plan for Modernisation of Agriculture
<b>PPP</b>	Public Private Partnerships
<b>PROFIRA</b>	Project for Financial Inclusion in Rural Areas
<b>PWDs</b>	Persons / People with Disabilities
<b>RBI</b>	Reserve Bank of India
<b>RFSP</b>	Rural Financial Services Programme
<b>RLP</b>	Refugee Law Project
<b>ROSCAs</b>	Rotating Savings and Credit Associations
<b>SACCOs</b>	Savings and Credit Cooperatives
<b>SAGE</b>	Social Assistance Grants for Empowerment
<b>SASCU</b>	Save Street Children Uganda
<b>SCVI</b>	SOS Children's Village International
<b>SFLU</b>	Strategy for Financial Literacy in Uganda
<b>SHGs</b>	Self Help Groups
<b>SIYB</b>	Start and Improve Your Business Programme
<b>SPM of IGAs</b>	Selection, Planning and Management of Income Generating



	Activities
<b>TDN</b>	Toro Development Network
<b>ToRs</b>	Terms of Reference
<b>ToT</b>	Training of Trainers
<b>UBA</b>	Uganda Bankers' Association
<b>UBOS</b>	Uganda Bureau of Statistics
<b>UBTEB</b>	Uganda Business and Technical Examinations Board
<b>UBTVET</b>	Uganda Business Technical Vocational Education and Training
<b>UCA</b>	Uganda Cooperative Alliance
<b>UCCF</b>	Uganda Children's Charity Foundation
<b>UCDA</b>	Uganda Coffee Development Authority
<b>UCE</b>	Uganda Certificate of Education
<b>UCFA</b>	Uganda Coffee Farmers Alliance
<b>UCSCU</b>	Uganda Cooperative Savings and Credit Union
<b>UGAPRIVI</b>	Uganda Association of Private Vocational Institutions
<b>UGX</b>	Uganda Shilling
<b>UIA</b>	Uganda Insurers Association
<b>UIA</b>	Uganda Investment Authority
<b>UJA</b>	Uganda Journalists Association
<b>UK</b>	United Kingdom
<b>ULGA</b>	Uganda Local Governments Association
<b>UMA</b>	Uganda Manufacturers' Association
<b>UMRA</b>	Uganda Microfinance Regulatory Authority
<b>UMWU</b>	Uganda Medical Workers Union
<b>UNAPD</b>	Uganda National Action on Physical Disability
<b>UNATU</b>	Uganda National Teachers' Union
<b>UNCC</b>	Uganda National Chamber of Commerce
<b>UNCDF</b>	United Nations Capital Development Fund
<b>UNEB</b>	Uganda National Examinations Board
<b>UNFFE</b>	Uganda National Farmers Federation
<b>UNHS</b>	Uganda National Household Survey
<b>UNICEF</b>	United Nations Children's Fund
<b>UNHCR</b>	United Nations High Commissioner for Refugees
<b>UNISE</b>	Uganda National Institute for Special Needs Education
<b>UNPF</b>	United Nations Population Fund
<b>UPE</b>	Universal Primary Education
<b>UPF</b>	Uganda Police Force
<b>UPHC</b>	Uganda Population and Housing Census



<b>URA</b>	Uganda Revenue Authority
<b>URBRA</b>	Uganda Retirement Benefits Regulatory Authority
<b>USD/ US\$</b>	United States Dollar
<b>USDC</b>	Uganda Society of Disabled Children
<b>USSIA</b>	Uganda Small Scale Industries Association
<b>UTODA</b>	Uganda Taxi Operators and Drivers Association
<b>UWONET</b>	Uganda Women's Network
<b>VSLAs</b>	Village Savings and Loan Associations
<b>WG1</b>	Working Group 1 [Reduce Exclusion and Access Barriers to Financial Services]
<b>WG2</b>	Working Group 2 [Mobile Financial Services] of NFIS 2017-2022
<b>WG3</b>	Working Group 3 [Credit Infrastructure] of NFIS 2017-2022
<b>WG4</b>	Working Group 4 [Deepen & Broaden Usage of Formal Savings, Investment and Insurance Services] of NFIS 2017-2022
<b>WG5</b>	Working Group 5 [Empower & Protect Individuals] of NFIS 2017-2022
<b>WOUGNET</b>	Women of Uganda Network



## **EXECUTIVE SUMMARY**

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1. This document sets out the Strategy for Financial Literacy in Uganda 2019-2024. The Strategy for Financial Literacy is a roadmap of actions and agreed upon steps by the public and private sector to achieve a set of defined financial literacy objectives. The **vision** is that **Ugandans have the knowledge, skills and confidence to manage money well.**
2. The **Goals** for the Strategy are:
  - To improve the ability of the population to manage their money well;
  - To equip the population with knowledge and skills to protect themselves against risks and fraud;
  - To strengthen mobilisation and cost effective use of resources to promote financial literacy;
  - To broaden the diversity and quality of initiatives that drive financial literacy;
  - To improve institutional cooperation among stakeholders in promoting financial literacy;
  - To set in motion a process of increased self-awareness, skill development, and appropriate attitudinal change for individuals to strengthen positive mindsets towards money generation and management;
  - To conduct research and strengthen monitoring & evaluation of financial literacy initiatives; and
  - To harmonise the national financial literacy initiatives / programmes with those of East African Community (EAC) Partner States.
3. An essential step towards achieving the National Development Plan's vision for Uganda of a transformed Ugandan society from a peasant to a modern and prosperous country by 2040 is to increase access to affordable financial products and services. This, in turn, requires that financial consumers are financially literate and confident when they deal with financial services providers.
4. However, in Uganda – as in most countries – many people lack the knowledge, skills and confidence to manage their finances well. According to Financial Inclusion Insights survey 2017, financial literacy increased to 24 percent in 2017 from 18 percent in 2016 partly attributable to





implementation of the previous strategy. In addition, FinScope survey 2018 identifies the lack of understanding and limited awareness as some of the major barriers to financial services uptake. Strengthening financial literacy will contribute to the achievement of the Vision 2040 for Uganda.

5. The term “financial literacy” is defined, for the purposes of the Strategy for Financial Literacy in Uganda, as having the knowledge, skills and confidence to manage money well, taking into account one's economic and social circumstances.
6. The considerable efforts of a range of organisations to strengthen financial literacy in Uganda have helped to generate valuable experience and expertise and deserve recognition. The implementation of the Strategy on Financial Literacy will help to ensure that there is more sustainable and effective range of programmes to address financial literacy gaps. It will also provide focus and momentum, improve co-ordination, encourage collaboration and help to generate active support from a range of different stakeholders.
7. The BoU has led the development of this Strategy and will spearhead its implementation, working in partnership with a broad range of stakeholders. BoU will work closely with the Working Group 5 (Empower & Protect Individuals) under the National Financial Inclusion Strategy (NFIS). The Financial Literacy Sub- Committee (FLSC) will oversee financial literacy activities in Uganda. Each of the four priority groups / strands under the Strategy for Financial Literacy in Uganda 2019-2024 will have a working group to ensure that the proposed initiatives under it are fully implemented. In addition, BoU will use the Financial Literacy Information

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1 The terms of reference and membership of the Financial Literacy Sub-Committee (FLSC) are set out in Appendix A.

2 The terms of reference and membership of the four (4) priority groups / strands are set out in Appendix B.

3 The terms of reference and membership of the Financial Literacy Information Sharing Forum (FLISF) are set out in Appendix C.

4 The terms of reference and membership of the Financial Literacy Association (FLA) are set out in Appendix D.





Sharing Forum (FLISF) as the primary means of communication with the full range of stakeholders while the Financial Literacy Association (FLA) will serve as a platform for financial literacy trainers to share experiences and guide the development of the delivery of Financial Literacy content in Uganda.

8. The Strategy for Financial Literacy in Uganda builds on extensive consultations with stakeholders as well as international best practices.
9. The review of the Strategy for Financial Literacy in Uganda 2013-2017 and formulation of the Strategy for Financial Literacy in Uganda 2019-2024 has benefited from the input of stakeholders during a series of consultative stakeholder workshops and in a number of individual meetings and discussions. In particular, BoU has benefited from the input of institutions such as Ministry of Finance, Planning and Economic Development (MoFPED), Insurance Regulatory Authority in Uganda (IRAU), Uganda Retirement Benefits Regulatory Authority (URBRA), Uganda Microfinance Regulatory Authority (UMRA), Uganda Revenue Authority (URA), Uganda Bankers' Association (UBA), Uganda Insurers Association (UIA), Capital Markets Authority (CMA), CARE International in Uganda, Kampala City Traders Association in Uganda (KACITA) and Private Education Development Network (PEDN) as well as individual financial literacy experts among others.
10. The continued engagement and efforts of stakeholders across a broad range of sectors will be indispensable if the Strategy is to be successfully implemented and if Uganda is to realise genuine and significant increase in the level of financial literacy of its population.
11. Following consultation with stakeholders and in line with the National Financial Inclusion Strategy 2017-2022, it has been agreed that the Strategy should focus on five priority strands / groups:
  - Youth (15-35 years)
  - Women
  - Work Place
  - Rural Outreach
  - Special Interest Groups (namely; Children below 15 years old, People with Disabilities (PWDs), Forcibly Displaced Persons / Refugees and Digital Financial Services Literacy)



12. In addition to the five (5) priority groups / strands, the Financial Literacy Sub-Committee (FLSC) will work closely with key stakeholders whose role in society is critical for the successful implementation of the Strategy for Financial Literacy in Uganda 2019-2024 namely, religious and cultural leaders, media, and political leaders. For the purpose of this Strategy, these are called “Enablers / Change Agents”. Whenever an opportunity presents itself, these will be sought out to support financial literacy activities as their support has immense multiplier effects.
13. The Financial Literacy Sub-Committee (FLSC) will focus on the developed strategic priority activities for each of these five priority groups (See Table 1).
14. The guiding principles which have governed the development, and will govern the implementation, of the Strategy for Financial Literacy in Uganda are:
  - Working in partnership with all country, regional and international stakeholders;
  - Using a broad range of information dissemination methods and channels;
  - Prioritising on key activities given available resources;
  - Taking advantage of teachable moments;
  - Consumer testing and review of proposed initiatives and materials;
  - Effective monitoring and evaluation techniques;
  - Learning from experience, including from other countries, other sectors and other disciplines;
  - Communicating effectively;
  - Adopting international best practices; and
  - Cost-effectiveness.



## **ABOUT THIS STRATEGY**

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15. The Strategy for Financial Literacy in Uganda 2019-2024 has been developed through a consultative process with other Financial Sector Regulators and key stakeholders, under the lead of the Bank of Uganda (BoU) and has been endorsed by various stakeholders. (See Appendix H and I)
16. The Strategy for Financial Literacy in Uganda 2019-2024 builds on an earlier Strategy for Financial Literacy in Uganda 2013-2017 and the National Financial Inclusion Strategy 2017-2022. In addition, the Strategy was guided by an extensive literature review and international practice. The key purposes of the literature review and benchmarking international practice were to:
  - Assess the current state of the FL literature and identify evidence based best practice;
  - Benchmark on other countries with national literacy strategies in place; and
  - Define key activities that could be adopted to enhance Financial Literacy in Uganda.
17. Bank of Uganda convened a stakeholder workshop in April 2018 to review the Strategy for Financial Literacy in Uganda 2013-2017 and contribute to the development of a new Strategy for Financial Literacy in Uganda 2019-2024.
18. Thus, the preparation of the Strategy for Financial Literacy in Uganda 2019-2024 has benefited from substantial contributions and comments from a broad range of stakeholders, without whose knowledge, experience and generosity of time and of spirit this consultative effort would not have been possible.
19. Although the strategy takes full account of international best practices, it has firm foundation on the needs, culture and other circumstances specific to Uganda.
20. The Strategy will be reviewed and adjusted as appropriate in the light of developments – such as lessons learned, changes in the availability of resources and changes in external circumstances, especially as momentum



builds and experience is gained, it may well be in order to expand the scope of the Strategy to include further initiatives every subsequent five years.

21. a) The implementation of the Strategy for Financial Literacy in Uganda 2019-2024 will be in the interest of individuals, financial services providers, the country and the East African region as a whole. In particular, it will help individuals to manage their personal finances better; they will be less likely to suffer losses; they will be more likely to be financially included; and they will be better informed to choose from more competitively priced financial services and products that suit their needs. Financial services providers will have a larger market in which to compete; and their clients will be financially capable. For Uganda as a whole, the implementation of the Strategy for Financial Literacy 2019-2024 will increase financial inclusion; will help to promote a sound financial system; and will help to take the poor out of poverty.

b) In support of Objective #4 (Build out the Digital Infrastructure for Efficiency) of the National Financial Inclusion Strategy 2017-2022 and the rising importance of Digital Financial Services (DFS) in promoting Financial Inclusion, DFS Literacy will be streamlined throughout all the priority groups. Digital Financial Services (DFS) Education / Literacy / Capability will seek to address the understanding of concepts, mechanisms of operation, available products and services as well as risks & mitigation measures posed by digital financial products, services, innovations and payment systems (usage, cost/benefit, and security).

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5 Financial Literacy & Education (Russia Trust Fund) (2013). The role of financial education in financial inclusion. OECD/INFE Evidence, Policies and Illustrative Case Studies.

Grohmann Antonia, Kluhs Theres, and Menkhoff Lukas (2017). Does Financial Literacy Improve Financial Inclusion? Cross Country Evidence. Grohmann Antonia and Menkhoff Lukas (2017). Financial Literacy promotes financial inclusion in both poor and rich countries. DIW Economic Bulletin 41(2017), 399-408.

India Infoline News Service (2013). Financial inclusion and financial literacy should go hand in hand: RBI. National Financial Educators Council (2016). National Financial Capability Strategy 6 National Financial Literacy or Financial Education Strategies of countries like Australia, Canada, Fiji, Georgia, Rwanda, Seychelles, Tanzania, and Zambia



**Table 1: List of Strategic Activities per Priority Group**

Priority Group	Summary of Activities
Youth (15-35 years)	<p>Following up on the operationalization of the Financial Literacy (FL) content delivery in the new secondary school curriculum</p> <p>Integration of the FL into teacher training curriculum</p> <p>Promoting FL through extra-curricular activities particularly through the extension of FL-related after-school clubs and the integration of FL activities /messages into various school events</p> <p>Providing FL to University students via the incorporation of FL into university life skills / study skills modules, well-targeted presentations, and edutainment campaigns.</p> <p>Integrate FL in introductory / entry, intermediate, and exit courses</p> <p>Incorporating FL into activities of existing youth clubs and associations country-wide with the help of community FL mentors.</p> <p>Developing FL Programs for various youth outreach learning engagements e.g. Ekisaakaate kya Maama Nabagereka.</p> <p>Mobilisation of the youth into FL clubs and / or associations</p>
Women	<p>Provision of FL training to women's groups capitalizing on the existing coordination structures such as women's savings groups, and faith based settings like Mothers' Union, and Islamic Groups etc.</p> <p>Dissemination of simplified FL messages via women based media channels on TV, radio and Social Media and Women Focused organizations partnerships Initiatives.</p>



	<p>Leveraging of celebrity personalities that appeal to women.</p> <p>Dissemination of simplified FL messages via women based media channels on TV, radio and Social Media and Women Focused organizations, women business associations and Civil Society Groups partnerships initiatives. (Special activities for women)</p> <p>Creating platforms for networking, business linkages, sharing financial literacy experiences between the urban and rural women</p> <p>Paying attention to women events /days to disseminate FL messages (Women's day, Mother's Day, UN Women annual events, etc.)</p> <p>Provision of FL training, coaching and membership</p>
	<p>Creating regional networking platforms with Kenya /Tanzania, Rwanda to share best experiences and international markets</p> <p>Provide holistic approach in supporting women as they do business</p> <p>Training of women in FL to be self-sustaining</p> <p>Engage men on the need to support women in their businesses and FL Initiatives</p> <p>Incorporate IT into FL while training women</p> <p>Organise events where celebrities and politicians can talk to women on FL Create Women Advocacy groups to pass on FL messages</p>

<sup>7</sup> The term “clients” and “consumers” as used in this document, encompasses potential clients and consumers as well as present clients and consumers.





<p>Work Place</p>	<p>Improving FL at formal work places through a flexible package (FL presentations, FL modules for staff orientations, FL materials and trainings for internal FL champions) being offered to employers</p> <p>Improving the FL of informal workers such as artisans (carpenters, metal fabricators, and motor vehicle mechanics etc.), small holder or subsistence farmers, boda-boda riders, and market vendors / traders via presentations delivered through their associations</p> <p>Engagement of employers and other stakeholders to embrace and implement the Strategy for Financial Literacy in Uganda 2019-2024</p> <p>Establishment and support of FL Communities of Practice in formal work places for sharing information and networking purposes</p> <p>Encourage dissemination of FL messages among staff of organisations using internal communication channels</p>
<p>Rural Outreach</p>	<p>Provision of FL training to rural communities capitalizing on existing training and trainers in related areas</p> <p>Dissemination of FL messages via community radio, community parliaments, and local groups, to mention but a few.</p> <p>Support for Community cultural and sports gala with FL messaging.</p>
<p>Special Interest Groups (Children below 15 years)</p>	<p>Providing FL in primary schools through the development and dissemination of supplementary material and the training of teachers.</p> <p>Supporting places such as Charles Nyonyitono Kikonyongo (CNK) Museum that provide learning opportunities to children with appropriate FL literature</p>



Priority Group	Summary of Activities
	Engagement of parents, guardians, and child minders (early child hood development personnel, and Sunday school teachers etc.) in Parents Teachers' Association (PTA) meetings to help them identify teachable moments and sources of appropriate FL literature for the age group.
Special Interest Groups (People with Disabilities [PWDs])	<p>Provision of FL training through member based associations like NUDIPU (National Union of Disabled Persons of Uganda)</p> <p>Developing of Financial Literacy resources that address the peculiar needs of People with Disabilities (PWDs) such as specialised literature for the blind.</p>
Special Interest Groups (Forcibly Displaced Persons / Refugees)	<p>Provision of FL training targeted to addressing barriers of access by FDPs / refugees such as identity documents and Know Your Customer (KYC).</p> <p>Partnering with International Civil Society Organisations (CSOs) or Non- Governmental Organisations (NGOs) to deliver formal access channels like digital financial infrastructure</p>
<p><b>Note: Digital Financial Services:</b> Provision of Financial Education and Literacy on the use of digital financial products, services, payment systems and innovations. (Usage, cost/benefit, security, etc.); the development, customization and implementation of relevant DFL / C initiatives cuts across all priority groups.</p>	





## **CONTRIBUTION OF THE STRATEGY FOR FINANCIAL LITERACY IN UGANDA TO NATIONAL PRIORITIES**

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22. Uganda's Vision 2040 is "A transformed Ugandan society from a peasant to a modern and prosperous country within 30 years". It is envisaged that Uganda will graduate from a predominantly peasant and low income country to a competitive upper middle income country. Paragraph 72 of Vision 2040 envisions "the creation of financial literacy" as one of the ways through which the Government of Uganda can enhance use of financial services.
23. According to the National Development Plan II, 2015/2016 – 2019/2020, one of the objectives under the enhancement of economic management and financial services is "increase access to finance". One of the initiatives to achieve increased access to finance is "strengthen financial programmes and financial consumer protection" (Table 14.1.2 page 216).
24. In order for the Uganda Vision 2040 to be achieved, people will – among other things – need to:
  - be confident that they will be dealt with fairly by financial services providers; and
  - have the knowledge and skills to manage their finances well – that is, to be financially literate.
25. The implementation of the Strategy for Financial Literacy in Uganda 2019-2024 will therefore contribute to the National Development Plan for Uganda II 2015/2016 – 2019/2020 and Uganda Vision 2040.



## **POPULATION PROFILE AND ITS USAGE OF FINANCIAL SERVICES**

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### **General**

26. Uganda's economic growth was over 7% in the period 2000-2010, well above the Sub-Saharan Africa average. As a result of population growth, real economic growth per capita averaged around 4% in the period 2000-2010. Over the last six (6) financial years FY2011/12 to FY2016/2017, real Gross Domestic Product (GDP) grew on average by 4.7 percent. According to World Bank statistics, Uganda's GDP per capita averaged at US\$631 (current US\$) over the period 2010-2016.
27. According to the Uganda National Household Survey (UNHS) FY2016/2017, during the period 2012/13 and 2016/17, the proportion of the population living in poverty increased from 20 percent (6.6 million) to 27 percent (10 million). All regions registered an increase in the number of poor persons with the exception of the Northern region where the number of poor persons decreased from 3.1 million to 2.4 million. The Eastern region registered the biggest increase from 2.4 million in 2012/13 to over 4.2 million in 2016/17. The proportion of people living in poverty increased significantly in absolute terms, although income inequality reduced in all regions except in the Western region.
28. The population of Uganda was 34.6 million in 2014 of which 51 percent are female as per the Uganda Population and Housing Census 2014. The Uganda National Household Survey (UNHS) FY2016/2017 indicated that the population rose to 37.7 million with a sex ratio of 94.8 males per 100 females. The annual population growth rate of about 3% is one of the highest in the world.
29. Uganda has one of youngest populations in the world with a median age of 15.7 years and with more than 50% of its population being children under the age of 15. The population structure is expected to remain youthful for the next 15 years. In addition, Uganda has one of the highest dependency ratios in the world.
30. In FY2016/2017, the proportion of the population aged 60 years and above declined to 3.7 percent in 2014 from 4.5 percent and 5.0 percent in



2002 and 1991, respectively. The older persons have increased from about 1.6 million in 2012/13 to 1.7 million in 2016/17. Older persons constitute about five percent of the population of Uganda. About 16.4 percent of older persons were categorised as poor in FY2012/2013. In Uganda, Senior Citizens were the first target group through a Social Assistance Grants for Empowerment (SAGE) Scheme under the Expanding Social Protection Programme piloted in April 2011 through February 2015.

31. According to the Uganda National Household Survey (UNHS) FY2016/2017, the working age population (14-64 years) are 19 million rising from 12 million in 2010. Of the 19 million Ugandans, 15 million (79 percent) are working and 4 million (21 percent) are not working. Of the 15 million, 60 percent (9 million) are formally employed while 6 million (40 percent) are in subsistence work only. Almost all of those who earn an income receive it in cash.
32. Uganda is largely an agrarian country: 72 percent of the working population was engaged in agriculture (Uganda Bureau of Statistics Statistical Abstract 2016). Many of them receive income infrequently – often seasonally. Many of those who live in rural areas are members of community and other mutual help groups.
33. Uganda's Micro, Small, Medium, Enterprises (MSMEs) Policy notes that Micro, Small, Medium, Enterprises (MSMEs) are the engine of growth for the economic development of Uganda and indeed the world at large. They are spread across all sectors with 49% in service sector, 33% in commerce and trade, 10% in manufacturing and 8% in others. The MSMSEs are key drivers in fostering innovation, wealth creation and job creation. Over 2.5 million people are employed in this sector, where they account for approximately 90% of the entire Private Sector, generating over 80% of manufactured output that contributes 20% of the gross domestic product (GDP).

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8 World Bank (2013). Africa's pulse.

[http://www.worldbank.org/content/dam/Worldbank/document/Africa/Report/Africas-Pulse-brochure\\_Vol8.pdf](http://www.worldbank.org/content/dam/Worldbank/document/Africa/Report/Africas-Pulse-brochure_Vol8.pdf); World Bank (2017). Uganda – Overview.

<http://www.worldbank.org/en/country/uganda/overview>; AfDB / OECD (2003). Uganda. <https://www.oecd.org/countries/uganda/2497647.pdf>

9 Ministry of Trade, Industry and Cooperatives (MTIC) (June 2015). Uganda Micro, Small and Medium Enterprise (MSME) Policy. <http://www.ugandainvest.go.ug/wp-content/uploads/2016/02/Final-MSME-Policy-July-2015.pdf>



34. A large number of local languages are spoken within Uganda. However, there are major language types such as Bantu and Luo amongst others. The official languages are English and Swahili.
35. According to the Uganda Population and Housing Census 2014, with respect to ICT equipment, the radio was the most common means by which the population received and shared information (55 percent), with the proportion being higher among the male headed household (63 percent) compared to the female headed households (49 percent). This was followed by word of mouth (19.6 percent). The two combined are the main source of information for three quarters of the households. The share of 'Word of Mouth' has declined from 49 percent in 2002 to 20 percent in 2014.
36. More than half of the households (55 percent) reported radio as their main source of information. Despite the decline and the proliferation of various communication channels, word of mouth is still a major source of information. Telephone and television are other sources of information accounting for seven percent each.

## **Financial Sector**

37. By the end of 2017, branches of commercial banks, credit institutions, and microfinance deposit taking institutions (MDIs) stood at 531, 66, and 80, respectively from 486, 47, and 98 at end of 2012. Automated Teller Machines (ATMs) of commercial banks, credit institutions, and MDIs stood at 738, 57, and 20, respectively in 2017. However, 57.0 per cent of bank branches and 64.4 per cent of ATMs are located in the Kampala and other urban areas of Uganda respectively.
38. According to the FinScope Survey of 2018, 78 percent of Ugandan adults aged 16 years and above are financially included compared with 70 percent 2009. The results reveal that 58 percent of adults use formal financial services; 20 percent use only informal financial services; and 22 percent are financially excluded. The inclusion rates for the segments of male, females, rural dwellers, and urbanites stand at 78%, 77%, 75%, and 86%, respectively. Overall, use of formal financial services has improved to 58% in 2018 from 52%, 28%, and 28% in 2013, 2009, and 2006, respectively.



39. The Financial Institutions Act 2004 as amended in 2016 creates a plethora of financial products and services that can enhance financial access and financial depth. These include bancassurance, agent banking, Islamic banking, and enhancement of credit reference bureau access amongst others.
40. Ever since the promulgation of the Poverty Eradication Action Plan (PEAP) and its flagship working document Plan for Modernisation of Agriculture (PMA), financial access for Bottom of the Pyramid (BoP) clientele like rural households has been a cornerstone of Uganda's development strategy. Amongst PMA's seven priority areas of action is "Improving Access to Rural Finance". Several Government programmes and / or projects such as Rural Financial Services Programme (RFSP) funded by International Fund for Agricultural Development (IFAD); Prosperity for All Programme; Operation Wealth Creation (OWC); Project for Financial Inclusion in Rural Areas (PROFIRA); and Development Finance Programmes administered by Bank of Uganda have sought to address the bottlenecks that hinder access to finance by rural households and / or the agricultural sector and avail affordably priced credit to stakeholders. According to FinScope 2018, 75% of all adult Ugandans living in rural areas are financially included. Of those 18% use formal financial services only; 34% use formal and informal financial services; 23% utilize only informal financial services; and 25% do not use any financial services. These statistics underscore the importance of these government interventions.
41. As a means of improving the capability of rural households to save and borrow, Government encouraged the formation of peer monitored and member based groups such as Savings and Credit Cooperatives (SACCOs), Rotating Savings and Credit Associations (ROSCAs), Accumulating Savings and Credit Associations (ASCAs), and other types of Self Help Groups (SHGs). With the coming into effect of the Tier4 Microfinance Institutions and Money Lenders Act 2016 in July 2017, an independent regulatory body, the Uganda Microfinance Regulatory Authority (UMRA) to oversee these financial services providers was created. It is expected that the implementation of the Tier4 Microfinance Institutions and Money Lenders

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10 Bank of Uganda Annual Supervision Report 2017 and 2012; Bank of Uganda Statistical Abstract 2017 and 2012





Act 2016 is key in contributing to the development of the sector through the improvement of the regulatory space as well as corporate governance.

42. According to the Uganda Retirement Benefits Regulatory Authority (URBRA)'s Annual Retirement Benefits Sector Report, 2016, about 90 percent of Ugandans are without any formal old age social security or retirement benefit arrangements. The few that are covered receive benefits that fall short of their basic needs. Life expectancy is increasing in Uganda (currently at 63.3 years at birth and 17 years at retirement) and fertility remains high. To enhance expansion of coverage, the Public Service and National Social Security Fund (NSSF) arrangements have over time been supplemented by voluntary occupational schemes, voluntary informal sector schemes and Social Assistance Grants. Since 2011, the Uganda Retirements Benefits Regulatory Authority has been regulating, supervising and promoting development of the Retirement Benefits Sector. In 2016, the Retirement Benefits Sector accounted for 9% of Uganda's Gross Domestic Product. With over UGX 7 trillion in assets during 2016, it is considered that development of the Retirement Benefits Sector has potential to facilitate sustainable economic growth and financial stability.
43. According to the Insurance Regulatory Authority of Uganda (IRAU) Annual Reports, insurance penetration has increased from 0.64% in 2004 to 0.66%, 0.85%, 0.86%, 0.76%, and 0.73% in 2012, 2013, 2014, 2015, and 2016, respectively. The insurance penetration and / or contribution of insurance to GDP continue to be low due to hindrances that have persistently affected the development of the insurance industry. These include the low incomes of the majority of the prospective consumers, giving rise to the inability to afford insurance due to non-possession of valuable insurable goods because of the general poverty; the intangibility of insurance which makes its value and role difficult to perceive, given the education level of the masses; the inadequacy of products which would be ideal for the rural prospective consumers who form the bulk of the population. According to the National Financial Inclusion Strategy 2017-2022, the target for insurance penetration by 2022 is a rise to 7 percent.
44. According to the FinScope Survey 2018, formal financial services uptake stood at 58% partly driven by digital payment systems; mainly mobile money. The major barriers to financial services uptake was insufficient money to justify uptake, limited awareness, distance from a Supervised



Financial Institution, Lack of Identification, among others. This underscores the need for FL messaging to guide individuals on how income may be generated.

45. A large proportion (47%) of Ugandans who responded to the FinScope Survey 2018 did not have any savings. The other respondents used formal savings mechanisms only (13%), relied on informal savings mechanisms (22%), relied on self for savings (13%), and used before formal and informal savings mechanisms (5%). The savings of Ugandans need to be enhanced if the country's Gross Savings as a percent of GDP which stood at 20% in 2017 are to be raised to Low & Middle Income Countries ratio of 31% and Upper Middle Income Nation ratio of 32% (World Bank Database, 2017).
46. A large proportion (54%) of Ugandans who responded to the FinScope Survey 2018 did not have access to credit services. The other respondents used formal lenders (4%), used only informal lenders (22%), used both formal and informal lenders (1%), and relied on family and friends (19%). The lower access to credit is reflected in the macroeconomic data where Uganda's domestic credit to the private sector as a proportion of GDP stood at 15% in 2017 way below the Low & Middle Income Countries and Upper Middle Income Nations whose ratios were 104.9% and 117.3% in 2017 (World Bank Database, 2017).
47. Of all the respondents to the FinScope Survey 2018, 59% did not have insurance. Usage of formal insurance and informal insurance stood at 1% and 40%, respectively. The implication is that risk management in Uganda is still largely handled informally and / or avoided.
48. Overall, the major barriers to financial services uptake in FinScope 2018 include limited income to justify uptake; lack of understanding; inadequate awareness; unaffordability; proximity to financial institutions; and few transactions per individual to warrant uptake.

## **Education**

49. According to the second National Development Plan (NDP II) 2015/2016 – 2019/2020, the implementation of UPE program since 1997 resulted into increased access, from 2.5 million to 8.5 million pupils in 2013. The gender



gap in primary schools has narrowed to about 1 percent (50.5 percent girls and 49.5 percent boys). There was a reduction in the Gross Primary School Enrolment Ratio (GER) from 128 percent in 2010 to 110.9 percent in 2013. The transition rate from P7 to S1 increased from 47 percent in FY2006/07 to 73 percent in FY 2013/14 and access to secondary education increased by 67.4 percent over the same period.

50. While some progress has been made towards skilling the Ugandan labour force (15 percent of the labour force has no formal education), the economy still faces substantial skills gaps in key sectors. Over the last five years, progress has been made mainly in formal areas of Business, Technical, Vocational Education and Training (BTVET), registering a 73 per cent increase in enrolment, from 24,598 in 2009 to 42,674 in 2013, of which 28,024 (66 percent) are males and 14,650 (34 percent) are females. At the higher education level, total enrolment increased by 18 percent from 169,476 in 2009 to 201,376 in 2013, with a significant increase in female enrolment.
51. The country still faces high levels of illiteracy. According to UNHS 2009/10, 6.9 million Ugandans (5.5 million women & 1.4 million men) aged 15 years and above are non-literate - unable to read, write and numerate with understanding. There is regional disparity in illiteracy levels. Northern Uganda has the highest rate (36 percent), followed by eastern with 32 percent and western region has 29 percent. The central region has the lowest illiteracy rate currently at 17 percent.
52. According to Ministry of Education, Science, Technology and Sports (MoESTS) Education Statistical Abstract 2015, there are 19,262 primary schools (12,421 – Government and 6,841 – Private) across the country. The total enrollment of pupils stood at 8,655,924 (4,294,473 boys; 4,361,451 girls) in FY2016/2017 from 8,264,317 (4,122,663 boys; 4,141,654 girls) in FY2015/2016. The completion rate to Primary Seven was 53.5% in 2014. A total of 192,566 teachers (111,177 males and 81,389 females) are registered in all Primary Schools.
53. There are about 3,000 secondary schools, of which 1,023 are Government schools. The total enrollment of students stood at 1,457,277 (765,406 boys; 691,871 girls) in FY2016/2017 from 1,284,008 (675,163 boys; 608,845 girls) in FY2015/2016. There are 58,051 secondary school teachers. The number





of BTVET institutions has increased by 8.4% from 119 (103 Government; 16 Private) in FY2015/16 to 129 (115 Government; 14 private) in FY2016/17. The overall enrolment in BTVET increased by 3.2% from 105,905 (Female: 41,943 and Male: 63,957) students in FY 2015/16 to 109,305 (Female: 39,325 and Male 69,980) in FY 2016/17.

54. According to the State of Higher Education and Training Report 2013/2014, there are forty (40) universities (32 are private; 8 are public); nine (9) Other Degree Awarding Institutions (ODAI), and 160 Other Tertiary Institutions (OTIs). The enrollments of universities, ODAs, and OTIs as a proportion of total student enrollment stood at 71%, 2.6%, and 26%, respectively. Enrollment in public institutions is 49% compared to 51% in private institutions. As at 2017, the total enrollment in higher education institutions stood at 258,866 students (The MoESTS Education and Sports Sector Annual Performance Report FY2016/2017). The gross enrolment ratio is 5% compared to Sub-Saharan African and global average of 6% and 26%, respectively. It is estimated that there are more than 1,000 private vocational training institutions.

## **CONTRIBUTION OF THE STRATEGY FOR FINANCIAL LITERACY TO THE ACHIEVEMENT OF SUSTAINABLE DEVELOPMENT**

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55. Financial Literacy can play a critical role in the attainment of the Sustainable Development Goals (SDGs). The SDGs are a collection of 17 broad and interdependent global goals set by the United Nations in 2015 which cover social and economic development issues including poverty, hunger, health, education, climate change, gender equality, water, sanitation, energy, urbanization, environment and social justice. Financial Literacy provides the knowledge, skills, and confidence that lay the foundation for improving livelihoods of Ugandans and therefore increasing access to financial services, which is the basis for enhancing Financial Inclusion and economic prosperity.
56. A financially literate population can contribute to the achievement of all SDGs but more specifically, SDGs 1, 4, 5, 8, 9, 10, 12, 13, and 17 as illustrated in Appendix G.



## DEFINITION OF THE TERM “FINANCIAL LITERACY”

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57. The term “financial literacy” is defined, for the purposes of this Strategy, as: *Having the knowledge, skills and confidence to manage one's finances well, taking into account one's economic and social circumstances, where:*
- “knowledge” means having an understanding of personal financial issues;
  - “skills” means being able to apply that knowledge to manage one's personal finances; and
  - “confidence” means feeling sufficiently self-assured to make decisions relating to one's personal finances.
58. People who are financially literate are able to make sound financial decisions for themselves, their families, and make informed choices between different financial products and services, to budget and to plan ahead, to build up some savings, to protect themselves against financial risks, to invest prudently (if they have sufficient money) and to understand their rights and responsibilities. They are less likely to become over-indebted or to purchase products and services which do not meet their needs, and they are less likely to be caught out by financial frauds. Financial literacy can be improved through financial education, information, instruction, training and advice.
59. Financial Literacy initiatives do not include:
- Financial product marketing “i.e. promoting a brand or specific products or services; or
  - Commercial financial advice – i.e. advice which may result in the recommendation of a specific financial product or service from a particular provider.

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11 This is consistent with the OECD definition of financial education, which is as follows:

“Financial education is the process by which financial consumers/investors improve their understanding of financial products and concepts and, through information, instruction and/or objective advice, develop the skills and confidence to become more aware of financial risks and opportunities, to make informed choices, to know where to go for help, and to take other effective actions to improve their financial well-being. Where:

- information involves providing consumers with facts, data and specific knowledge to make them aware of financial opportunities, choices and consequences;
- instruction involves ensuring that individuals acquire the skills and ability to understand financial terms and concepts, through the provision of training and guidance; and
- advice involves providing consumers with counsel about generic financial issues and products so that they can make the best use of the financial information and instruction they have received.”



60. Financial Literacy is about personal finance management and does not include how to manage a business. However, being able to manage one's personal finances is an essential step towards starting or running a business.

## **FINANCIAL LITERACY, FINANCIAL CONSUMER PROTECTION, PRUDENTIAL REGULATION AND FINANCIAL INCLUSION**

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61. Financial literacy, financial consumer protection measures, prudential regulation and financial inclusion initiatives are complementary to one another, rather than alternatives. For example, the effectiveness of information or advice which a financial services provider gives to a consumer is dependent not only on the complexity of the product in question and the clarity and soundness of the information and advice, but also on the consumer's ability to understand and act on the information and advice. Even the most financially savvy consumer will find it difficult – if not impossible – to understand the true cost of (for example) a loan if the provider fails to disclose costs fairly and transparently (e.g. if it has a complex series of fees and charges, in addition to the nominal interest rate; or if it buries important information in the small print). So, in order to improve the effectiveness of disclosure for financial products and services, it is important to tackle both the supply side (through financial consumer protection measures) and the demand side (through financial literacy initiatives).
62. Each of the financial services regulators – the Bank of Uganda, the Capital Markets Authority (CMA) the Insurance Regulatory Authority of Uganda (IRAU), the Uganda Retirements Benefits Regulatory Authority (URBRA), Uganda Micro Finance Regulatory Authority (UMRA) – are taking steps to promote effective financial consumer protection. In particular, the Bank of Uganda issued in 2011 comprehensive Financial Consumer Protection Guidelines, applicable to banks and other financial providers (and their agents) which are regulated by the Bank of Uganda. The Capital Markets Authority (Amendment) Act 2016 contains comprehensive requirements to protect investors in capital markets; and the Insurance Act 2017, provides that one of IRA's key objective is to protect the interests of persons who are, or who may become policy holders of insurers or customers of other licensees and includes several provisions aimed at protecting consumers of



insurance products. Insurance market conduct regulations are being reviewed as per the new Act. In order to strengthen these initiatives and enhance financial capability which is the aspiration of the National Financial Inclusion Strategy (NFIS) 2017-2022, financial literacy is critical.

63. In addition, regulators have established information, inquiries and complaints handling mechanisms to address matters associated with glitches in financial access. In line with NFIS 2017-2022 Objective #5 “Empower & Protect Individuals with Enhanced Capability” Initiative 51 (Strengthen coordination of financial consumer protection across all regulators of institutions that provide financial services and policy makers) provides for the integration of the information inquiries and complaints handling mechanisms of regulators with an aim of standardizing the financial consumer experience across the financial system. In order for these to be successful there is a strong case for financial literacy to optimize these financial consumer information inquiries and complaints handling mechanisms.
64. A number of important initiatives are under way in Uganda to increase access to financial services, particularly for people in rural areas. Efforts to promote financial inclusion are unlikely to be genuinely successful unless they are coupled with measures to improve the financial literacy of those people who are currently financially excluded. People whom financial inclusion programmes are designed to influence need to know how and when to use the financial products and services which have been made available to them; to understand the benefits which these products and services can bring them and their families, together with the risks involved; and to be motivated to use them.
65. Moreover, neither financial literacy programmes nor financial inclusion programmes are likely to be successful unless they are complemented by effective prudential regulation (to minimise the risk of financial services providers collapsing) and financial consumer protection measures. For example, no amount of financial education will persuade people to deposit their money with a bank or other financial services provider if people lack confidence that their money will be secure or that they will be treated fairly



## **EXPECTED BENEFITS FROM STRENGTHENING FINANCIAL LITERACY**

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66. There is increasing recognition, among a wide range of stakeholders, about the importance of strengthening current levels of financial literacy. This is partly because the increased availability of credit, the growth of microfinance, the expansion of remittance networks and the development of branchless banking are making financial products available to people who were previously – wholly or mainly – outside the financial system. These developments provide potential benefits to people, but they also give rise to risks which may be unfamiliar both to existing and prospective new customers. Improving people's financial literacy will help them to take advantage of these new opportunities without exposing themselves to undue risks.
67. The implementation of the Strategy for Financial Literacy in Uganda 2019-2024 will benefit all sections of society. Poor people need to make their money go as far as possible and to avoid incurring unnecessary charges or taking excessive risks. Those who are better off need to be able to invest their money wisely. For everyone, increasing their financial literacy can help them to improve the quality of life, both for themselves and for their families. People who are financially literate will be more likely to use financial services – that is, they will be more likely to be financially included; and they will be able to choose from more competitively priced financial services and products. They will be less likely to suffer losses – for example, as a result of falling victim to financial frauds.
68. It is in the interests of financial institutions that financial literacy levels improve. Consumers who are financially literate are more likely to make approaches to financial institutions with a view to buying a product or service – provided that they have confidence that they will be treated fairly. This can help to reduce the costs which financial institutions incur in acquiring new business and to increase the volumes of business which they undertake. Financial institutions will have a larger market in which to compete. Their clients will be better informed – and more informed clients are better clients: for example, they are more likely to understand their responsibilities as well as their rights. Financial institutions will have to spend less time explaining basic features of different types of products or services. The implementation of the Strategy for Financial Literacy in





Uganda 2019-2024 (coupled with effective financial consumer protection) is therefore likely to generate increased demand for financial products and services, and should reduce the likelihood of consumers buying products and services which are not suitable for them, all of which will be to the benefit of financial institutions.

69. The Government, BoU and other financial services regulators also have a clear interest in improving current levels of financial literacy. One of the features of a modern economy is that people participate in monetary transactions. The implementation of the Strategy for Financial Literacy in Uganda will increase financial inclusion – because people are more likely to make use of financial products and services if they understand how to manage their personal finances well ; and will help to take the poor out of poverty – because people who are financially literate are more likely to be able to build a better future for themselves and their families.

Strengthening financial literacy is likely to boost savings levels and to reduce indebtedness levels. Moreover, if someone is able to manage their personal finances, it is more likely that they will be able to run a business successfully. So, the implementation of the Strategy for Financial Literacy in Uganda 2019-2024 will help to improve Uganda’s economic performance.

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12 The extent to which people will opt to become financially included through purchasing financial products and services from the formal financial sector will depend also on factors such as the costs, reliability, and accessibility of these products and services; and the degree of confidence they have that they will be treated fairly (and that, in the event that they are not treated fairly, effective and accessible complaints-handling and redress mechanisms are available).

13 See, for example, presentation by Joy Deshmukh-Ranadive (Indian School of Microfinance for Women Ahmedabad, India) Financial Education Summit 2008 ([financialeducationsummit.org/2008/presentations/Joy\\_Ranadive.pdf](http://financialeducationsummit.org/2008/presentations/Joy_Ranadive.pdf)), Citi-FT Financial Education Summit, Beijing, 25-26 November, 2008. In addition, a study commissioned by the UK’s Financial Services Authority, and published in 2009, “Financial capability and wellbeing: Evidence from the BHPS” ([www.fsa.gov.uk/pubs/occpapers/op34.pdf](http://www.fsa.gov.uk/pubs/occpapers/op34.pdf)) found that moving from low to average levels of financial capability increases psychological well-being by 6%, reduces the probability of an individual suffering a health problem related to anxiety or depression by 15% and increases reported life satisfaction by 2.4%.



70. Over time, financially literate consumers will collectively help to ensure that financial services providers are responsive to consumers' needs – for example, through choosing to buy better value financial products and services. This should help to drive the financial services industry to become more efficient, with the result that consumers will be able to choose from more competitively priced financial services and products.
71. Employers stand to benefit from the implementation of the Strategy for Financial Literacy in Uganda 2019-2024, since employees are bound to be less productive at work if they are distracted by financial worries.
72. Many civil society organisations also have an interest, since improvements in consumer protection and financial literacy can help them achieve their goals.
73. Financial literacy has been linked not only to financial goals, such as the Sustainable Development Goals, poverty reduction and Financial Inclusion, but also to food security, Physical (nutrition and health), Relational goals, Spiritual, Intellectual (Mental), Emotional (happiness) wellbeing, and crime reduction .
74. In short, the implementation of the Strategy for Financial Literacy in Uganda 2019-2024 will not only benefit consumers, but will also benefit a wide range of other stakeholders both within the country and also in the East African Region.
75. The World Bank/Russia Trust Fund on financial literacy and education has developed a toolkit for impact evaluation and has sponsored programmes to add to the evidence base. Evaluations of a number of these programmes have provided evidence that well-targeted financial literacy programmes can result in people managing their personal finances in a more capable manner.
76. A recent evaluation by Microfinance Opportunities on a Habitat for Humanity financial literacy training programme for poor people in rural Uganda found that respondents in the treatment group increased the amount they saved at home, and in their savings groups and SACCOs, from the pre-intervention period to the post-intervention period. The same was not the case for the comparison group of people who had not received





the training. Moreover, respondents in the treatment group reported greater satisfaction with their money management practices following the training; a reduction in the number of weeks in which household expenditures exceeded the combined earned income; and a reduction in transfers from spouses; and a number said that the training helped them in planning or staying within budget. None of these changes were found in the control group. In addition, Bank of Uganda carried out a qualitative evaluation of the impact of 5 days Financial Literacy Training of Trainers Workshop in the lives of the Participants (at least three months after training) and established that all that trained left with a clearer perspective on a particular aspect to improve upon in their financial lives. They mainly improved on saving skills, spending more cautiously and budgeting in the short run while in the long run they were able to improve on their levels of indebtedness while being able to plan for investment. All persons that attended the Financial Literacy Program recommended that more Ugandans needed to acquire this information so as to transform their financial decision making and their lives in general. It was also established that there was need for continuous engagement so as to clarify, remind and reiterate a number of financial information aspects over time, so as to guide new realities in the phases of various people's financial life growth.

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14 See, for example, Building Financial Capability in the UK, FSA, 2003, page 2, ([www.fsa.gov.uk/pubs/other/financial\\_capability\\_uk.pdf](http://www.fsa.gov.uk/pubs/other/financial_capability_uk.pdf))

15 Uganda Financial Education Impact Project, Final Report – December 2012, Microfinance Opportunities, 2012. BOU Financial Literacy Report 2013 – 2018, See Appendix G



## **CHALLENGES IN STRENGTHENING PEOPLE'S FINANCIAL LITERACY**

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77. Even people who have good financial management skills often find it challenging to manage their finances well. For those with few, if any, financial management skills, tackling even relatively straightforward tasks – such as opening a bank account – can be overwhelming. People often find money issues confusing, daunting and worrying.
78. People are likely to say that they do not have an interest in financial matters – but virtually everyone wants to be able to make the most of their money. However, many people have received no financial education and do not know how to access information and support which could help them to manage their money well.
79. Low levels of literacy and numeracy compound the challenge of seeking to improve current levels of financial literacy. Another difficulty concerns the number of languages spoken in Uganda, which means that any written or oral communication needs to be translated into a range of languages if it is to be accessible to the great majority of the population.

## **ACHIEVEMENTS AND MILESTONES UNDER FINANCIAL LITERACY STRATEGY 2013-2017**

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80. Early nation-wide work on financial literacy (then called consumer education) was carried out from 2004 through the UK's Department for International Development (DFID) Financial Sector Deepening Uganda (FSDU), together with members of the Consumer Affairs Sub-Committee supported by various stakeholders such as financial extension workers. The wealth of experience and knowledge obtained from these original initiatives was key in establishing the Financial Inclusion Programme 2011-2016.
81. The Financial Inclusion Programme 2011-2016 had four (4) major pillars, namely financial literacy, financial innovations, financial consumer protection and financial data & measurement. Of these four (4) pillars, it is only the financial literacy pillar that had a fully-fledged strategy to guide its implementation. Over the years of implementing the Strategy for Financial Literacy in Uganda 2013-2017, there are a number of achievements /



milestones reached as well as challenges encountered.

82. The achievements / milestones attained following the implementation of the Strategy for Financial Literacy in Uganda 2013-2017 include among others:-

- i) Execution of Training of Trainers (ToT) workshops using English and Local Languages both within the Central Region (Kampala) and other regional upcountry centres. As at August 2018, Fifty-nine (59) ToT workshops had been held with 1,500 trainers benefitting from the five (5) day program. The German Development Cooperation (GIZ) was a



resources and tools for consumers and partners ([www.simplifymoney.co.ug](http://www.simplifymoney.co.ug)); core messages and ToT training package; specialized training materials (e.g. for farmers); Games and other interactive resources; Financial Literacy Information Ring (FLIR) - a toolkit for training the public; and E-Learning tool for Financial Literacy amongst others.

- v) Some stakeholders have developed action based research financial literacy kits such as Piggy Banks, “Spend Wiser” Booklets, “My Wealth, Health and Happiness” Booklets, “FL Wiser” Game for fun and team building purposes while learning financial literacy, and Financial Literacy Tips (core messages designed for sharing across different platforms on a weekly / daily basis). There is still need for partnerships to support the final testing of the products, mass production and distribution of the tested products to the masses so as to enable them utilize them and effect the envisaged effective, action based financial literacy.
- vi) Financial literacy sessions and clubs for students in schools implemented by partners such as Private Education Development Network (PEDN).
- vii) Signing of a Memorandum of Understanding (MoU) between the National Curriculum Development Centre (NCDC) and GIZ which culminated into the incorporation of Financial Literacy as a life skill in the Ordinary Level (O’Level) / Lower Secondary School Curriculum. BOU is still following up for the roll out of the curriculum and there is need for support to train the teachers that would be tasked to disseminate this information in schools.

83. Bank of Uganda undertook a qualitative M&E exercise that was aimed at evaluating the influence of FL in Uganda for the period 2013 to 2017 from the perspective of the trainers. Some of the key observations and recommendations emanating from the exercise included:-

- Carrying out more TOTs with available resources through partnerships with other stakeholder institutions.
- Key stakeholders in each of the priority strands should have a core team of FL trainers to ensure that they are self-sufficient.
- Undertake continuous monitoring of the Financial Literacy program



and analyze the data regularly so as to help in concretizing the evaluation initiative.

- Establishment of a Management Information System (MIS) reporting system to ease the real time updates and analysis of information about FL trainings.
- Follow-up on beneficiaries trained by trainers to get the impact of FL that can be measurable.
- The FL content should explore modalities of expanding the curriculum to include other business skill sets that trainees may require such as entrepreneurship and taxation considering that these are critical in the ability of people to generate income and also meet their statutory responsibilities that indeed influence their cash flows.
- Compilation of the qualitative data such as life stories and testimonies about the influence of FL on people's livelihoods.
- Undertaking disaggregated data analysis based on demographic attributes like age, education level, and gender amongst others.
- Translation of key FL information into local languages.
- Recognition of trainers and other stakeholders for the development of FL tools.
- Benchmarking other regulators and public agencies to augment the logistical and technical support to FL trainers in the field.
- Track the impact and develop a data bank of the public that have benefitted from the FL trainings across Uganda to establish factors enabling or hindering change.
- Undertake refresher trainings for FL trainers every two years.
- Strengthen the certification process of FL trainers.
- Publicize FL programmes using multi-channel approaches involving print and electronic media.
- Messaging in publication campaigns should be based on core messages and target habits associated with financial indiscipline.
- Create partnerships with private players to undertake ToTs.
- Self-transformation and leading by example (improved financial behaviours) arising from FL must be emphasized during trainings to demonstrate the impact of FL right from the individual through to the globe.
- In addition to the existing FL training methods, coaching and mentoring as alternative approaches to delivering FL should be



explored.

- Regular public conferences to address a topical FL issue should be considered to demonstrate the relevance of FL to daily endeavors.
- Open Distance and Electronic Learning (ODEL) approaches should be considered in delivering FL trainings as a means of ensuring cost effectiveness.
- Increase the geographical coverage of FL programmes to ensure all Ugandans benefit.
- Strengthen the reporting by trainers as well as support of the Secretariat.
- Strengthen partnerships with stakeholders from the Government, Development Partners, and Private Sectors.
- Improve communication between BoU Secretariat and the stakeholders e.g. FL trainers.
- Improvement in the coordination of various stakeholders through the creation of associations.
- Regular updates of the Secretariat's FL programme.
- Augment the selection and enrollment criteria of participants into ToT programmes.

84. Despite the successes registered, there were challenges encountered. These included delayed completion of certain initiatives; limited physical and human resources to carry out planned activities and to follow up with stakeholders; limited visibility and need to increase public awareness of the FL initiatives; need for support for final testing, mass production and dissemination of FL Resources; need for a system for effective coordination of all the FL activities across Uganda; and need for strengthening of the monitoring and evaluation framework. Furthermore, a baseline study is required to establish the actual number of people across the country that have received FL information and the impact thereof as well as a Management Information System is required to provide a centralized coordination platform to effectively monitor and liaise with Financial Literacy stakeholders.

85. The initiatives under the Strategy for Financial Literacy in Uganda 2013-2017 sought to expand the coverage over the last five (5) years. The achievements and recommendations from stakeholders will serve as a foundation upon which the forth coming activities in the new Strategy for





Financial Literacy in Uganda 2019-2024 will base to systematically reach out to Ugandans.

86. The Strategy for Financial Literacy in Uganda 2019-2024 will seek to transform individuals and communities by reaching out to all corners of Uganda through a system of intermediaries with an ultimate aim of improving livelihoods. Cognizant of the need for financial literacy by both urban and rural dwellers, a successful financial literacy programme entails a complete change of mindset by participants to enable them discard the negative perspectives such as inferiority complex, self-hatred, elitism, copycat, victim mentality, and herd effect that have held back many citizens from financial access and financial independence.

## **RATIONALE FOR DEVELOPING A STRATEGY FOR FINANCIAL LITERACY IN UGANDA 2019-2024**

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87. A step change – that is a major strengthening – is needed in current levels of financial literacy. In order to bring about a step change, a substantial increase is required in both the breadth and the reach of work to strengthen financial literacy. The development and implementation of the Strategy for Financial Literacy in Uganda 2019-2024 will help to ensure that there is a more comprehensive, more sustainable and more effective range of programmes than has previously been the case and to avoid unintended gaps and unnecessary overlaps. It will provide focus and momentum, improve co-ordination and help to generate active support from a full range of stakeholders. Working together within a comprehensive, inclusive and coordinated national strategic framework will enable stakeholders to build on and to extend what has been achieved so far and will help to ensure that maximum benefit is gained from the efforts of all those organisations which have an interest in improving people's personal financial management skills.
88. The development and implementation of the Strategy for Financial Literacy in Uganda 2019-2024 will also help to maximise the benefits which are generated by funds provided for financial literacy initiatives.
89. Establishing the Strategy for Financial Literacy in Uganda 2019-2024 is not a panacea. But without an agreed strategy, initiatives to improve people's





financial literacy would have continued to be piecemeal, duplicative and to leave significant gaps; and overall progress would have been limited.

## **FRAMEWORK FOR STRENGTHENING FINANCIAL LITERACY IN UGANDA**

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### **Vision**

90. The Vision of the Strategy for Financial Literacy in Uganda 2019-2024 is that *Ugandans have the knowledge, skills, and confidence to manage money well.*

### **Objectives**

91. The objectives of the Strategy for Financial Literacy in Uganda 2019-2024 are:-
- i) To improve the ability of the population to manage their money well;
  - ii) To equip the population with knowledge and skills to protect themselves against risks and fraud;
  - iii) To strengthen mobilisation and cost effective use of resources to promote financial literacy;
  - iv) To broaden the diversity and quality of initiatives that drive financial literacy;
  - v) To improve institutional cooperation among stakeholders in promoting financial literacy;
  - vi) To set in motion a process of increased self-awareness, skill development, and appropriate attitudinal change for individuals to strengthen positive mindsets towards money generation and management;
  - vii) To conduct research and strengthen monitoring & evaluation of financial literacy initiatives; and
  - viii) To harmonise the national financial literacy initiatives / programmes with those of regional East African Community (EAC) partner states.

### **Expected Outcomes**

92. The intended outcomes of the Strategy are shown in Table 2. The detailed log framework to be used in the monitoring and evaluation of the Strategy for Financial Literacy in Uganda 2019-2024 is attached in Appendix E.



**Table 2: The Goals and Expected Outcomes of the Strategy for Financial Literacy in Uganda 2019-2024**

SN	GOALS	EXPECTED OUTCOMES
1.	To improve the ability of the population to manage their money well	1.1 Increased level of savings
		1.2 Increased level of investments
		1.3 Improved debt management
2.	To equip the population with knowledge and skills to protect themselves against risks and fraud	2.1 Increase in uptake of insurance products
		2.2 Improvement in awareness about risks and risk preventive measures in place
		2.3 Increased awareness about fraud and financial
		2.4 Reduction in fraud cases and financial complaints
3.	To strengthen mobilization and cost effective use of resources to promote financial literacy	3.1 Increased Resource envelope for implementing (Financial Literacy Programme (FLP)
		3.2 Improved allocation and utilization of the available resource envelope
4.	To broaden the diversity and quality of initiatives that drive financial literacy	4.1 Increase in the number of initiatives for financial literacy
		4.2 Improved quality of financial literacy program materials
		4.3 Improved standards for the facilitators/trainers
5.	To improve institutional cooperation among stakeholders to promote financial literacy	5.1 Increased cost effective use of resources
		5.2 Improved knowledge sharing
		5.3 Improved coordination of Financial Literacy



6.	To set in motion a process of increased self-awareness, skill development, and appropriate attitudinal change for individuals to strengthen positive mindsets towards money generation and management	6.1 Increased awareness of one's strengths and improvement areas in reference to money generation and management (attitude, value, skills, knowledge, experience, and network etc.)
		6.2 Increased awareness of strategies and success factors needed to overcome negative mindsets and habits so as to foster change
		6.3 Increased ability of individuals to identify activities and networks that optimise strengths and foster financial discipline
		6.4 Increased ability of individuals to identify and engage in income generating activities
7.	To conduct research and strengthen Monitoring and Evaluation (M&E) Financial Literacy initiatives	7.1 Improved monitoring and reporting of Financial Literacy activities
		7.2 Improved evidence based decision making
8.	To harmonise the national financial literacy initiatives / programmes with those of regional East African Community (EAC) partner states.	8.1 Increased shared standards about financial literacy in the EAC region
		8.2 Increased participation in EAC spearheaded regional initiatives for financial literacy
		8.3 Improved convergence between the EAC Regional FL Strategy and Strategy for FL in Uganda 2019-2024

93. The Strategy for Financial Literacy in Uganda 2019-2024 aims to improve people's knowledge and understanding. But the ultimate aim is for people to behave in a financially capable manner. The Strategy is underpinned by the understanding that the true test of the success of financial literacy initiatives is how people subsequently behave in practice



## **GOVERNANCE, MANAGEMENT AND IMPLEMENTATION STRUCTURES**

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94. The implementation, together with the further development, of the Strategy for Financial Literacy in Uganda 2019-2024 is being led by Bank of Uganda (BoU) which chairs the FLSC.
95. During the process leading to the publication of the framework document in 2013 and at the review of the strategy workshop in May 2018, there was wide agreement among the stakeholders that BoU should continue to lead financial literacy work in Uganda. Among the reasons for this view were that BoU is the overseer of the Supervised Financial Institutions (Commercial Banks, Credit Institutions, MDIs, forex bureaus, money remittance companies, and Credit Reference Bureaus), is influential, widely respected, has a legal mandate and has a track record of leading other major initiatives in the field of financial services. A further consideration is that financial literacy and financial consumer protection are closely linked and mutually reinforcing. So, there is advantage in BoU leading the work on financial literacy as well as leading work on financial consumer protection for customers of BoU-regulated financial institutions. For these reasons, BoU has led the development of the Strategy for Financial Literacy in Uganda 2019-2024 and will lead its implementation.
96. A broad range of stakeholders is involved in implementing aspects of the Strategy. The role of BoU, as leader, is to spearhead the implementation and further development of the Strategy – not to attempt to do everything itself. In particular, its role is to provide focus, momentum and effective coordination; and to ensure that the Strategy is implemented – and also that it is kept under review, so that it can be modified as necessary. BoU is taking steps to avoid both duplication and unplanned gaps. It consults and communicates with – and, where necessary, seeks to persuade – partners and other key organisations (e.g. relevant government departments). It also encourages others to promote the case for financial literacy initiatives and seeks out opportunities to bring in new partners.
97. In line with the National Financial Inclusion Strategy (NFIS) 2017-2022, Working Group 5 (Empower & Protect Individuals) will be responsible for the linking of the Financial Literacy Programme into the National Financial Inclusion Strategy Structure. The Financial Literacy Sub-Committee (FLSC)



will be headed by Bank of Uganda (BoU). The FLSC will coordinate the work of the Priority Groups / Strands namely Women, Youth, Rural Outreach, and Special Interest Groups.

In addition, the FLSC will be responsible for the

- Financial Literacy Information Sharing Forum (FLISF), which comprises a wide range of stakeholders and other partners. It provides a forum for the broad community of stakeholders and partners to discuss developments and potential developments, to highlight examples of good practices from which others can learn useful lessons and to provide feedback.
- Financial Literacy Association (FLA) comprising of all key stakeholders and Trainers who will meet regularly to share field experiences among other aspects.
- Financial Literacy Working Groups

98. The current membership and the terms of reference of each of these groups are set out in Appendices C and D, respectively.
99. Working groups have been established to take forward each of the four strands which are discussed below. Their membership and terms of reference are set out in Appendix B.
100. An organogram laying out the relationships between the different groups and committees is indicated in Appendix F.
101. BoU will continue to keep stakeholders, partners and potential partners informed of developments via the Financial Literacy Information Sharing Forum and by other means – for example, via the website; through emails and newsletters; and articles in newspapers and journals.

## **STAKEHOLDERS WHO WISH TO CONTRIBUTE TO THE IMPLEMENTATION OF THE STRATEGY**

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102. Any organisation or individual who approaches BoU on an issue relating to financial literacy will be referred to the Financial Literacy Sub Committee chaired by BOU or send an email to [financialliteracy@BoU.or.ug](mailto:financialliteracy@BoU.or.ug).



103. Different levels of participation in the implementation of the Strategy are possible for stakeholders:

- any stakeholder with an interest in financial literacy can join the FLISF;
- any stakeholder who is already undertaking financial literacy activities is encouraged to continue these activities, where possible aligning them with the Strategy (e.g. by taking account of the guiding principles for the Strategy and making use of the core messages);
- stakeholders can be linked to other organisations which are implementing similar activities, in order to enhance the exchange of information and experience and to avoid unnecessary duplication; and
- organisations and individuals who are interested in contributing funds or resources to facilitate the implementation of the Strategy should contact BOU, which will discuss with them the strands or priority programmes which might be of interest to the organisation or individual and how they could get involved.

104. Stakeholders who wish to receive financial literacy trainings or resources should contact BoU. They will be provided with the core messages and any other resources, together (where applicable) with contact details for relevant financial literacy trainers. In certain cases, it may be possible for BoU to deliver (or arrange for the delivery of) trainings or other activities. In addition, BoU can, in suitable cases, discuss with the stakeholder whether it is, or has links to, a suitable target group for one of the priority projects.

## **FIVE PRIORITY GROUPS / STRANDS**

105. There are many types of financial literacy programmes which could potentially be undertaken. However, resources are limited. So, it is important to select, and focus on, those types of programmes which are likely to achieve the greatest impact for any given level of resources. Additional programmes could be undertaken in future, if more resources become available.

106. Following consultation with stakeholders, it has been decided to focus initially on five priority groups, as follows:

- Youth (15-35 years)





- Women
- Work Place
- Rural Outreach
- Special Interest Groups, namely Children below 15 years old, People with Disabilities (PWDs), and Forcibly Displaced Persons (FDPs) / Refugees

107. The Financial Literacy Sub-Committee (FLSC) will recognize categories of stakeholders whose role in society is critical for the successful implementation of the Strategy for Financial Literacy in Uganda 2019-2024 namely, religious and cultural leaders, media, and political leaders. For the purpose of this Strategy, these are called “Enablers / Change Agents”. Whenever an opportunity presents itself, these will be sought out to support financial literacy activities as their support has immense multiplier effects.

108. The main reasons for selecting these strands are summarised below.

## **Youth**

109. According to the National Financial Inclusion Strategy 2017-2022, Uganda has one of the fastest growing populations globally and has the second most youthful population in the world with a median age of 15.7 years compared to the median age of 19.5 years and 31.6 years in Kenya and Brazil, respectively. The Uganda National Population and Housing Census 2014 estimate that 34.7% of Ugandans are aged 15-35 years (12,018,283 persons). The youth have a limited access to financial services and this is currently manifesting as a strain on the infrastructure.

110. Of the 12,018,283 persons, 5.1% have never been to school, 41.2% are currently attending school and 53.7% have since left school (Uganda National Population and Housing Census, 2014). The national youth unemployment rate is 18.4% (Uganda Bureau of Statistics Abstract, 2017). About 15% of the youth are pursuing both educational and employment opportunities (United Nations Population Fund –UNPF, 2016). Many of these youth are taking responsibility for managing their finances for the first time. Yet, as things stand, they will have received little or no financial education while at school.





## Women

111. Women form large share of the unbanked population . There is a significant gender gap in account ownership, savings, credit, and payments behavior. Globally, there is a 7 percentage point gender gap in account ownership compared to 9 percentage points in developing countries.
112. Increasing women's financial literacy and by extension financial inclusion is especially important *as women disproportionately experience poverty, stemming from unequal divisions of labour and a lack of control over economic resources*. About 33% of women from developing countries have no control over household spending on major purchases and rely on spouses .
113. In Uganda, focus on women is due to:-
- Higher proportion of women in the population (Of the 18.6 million adults [16 years or older], 54% are female while 46% are male)
  - Females are better managers of money resources compared to men
114. Interventions to improve women's financial inclusion focuses on removing cultural barriers that hinder women's access to finance:-
- Inheritance practices that hinder women from inheriting property
  - n Improving income generating opportunities for women to wean them off dependency on their spouses
  - Aggressive financial literacy to ensure that women's financial capability is enhanced.

## Work Place

115. Workplace-based programmes have been established in a number of other countries, for example Namibia, South Africa and the UK. For employers with large numbers of employees, these programmes can be an efficient and effective way of reaching significant numbers of people. From employers' perspectives, they are offering their employees something which many employees will value. Moreover, employees with serious financial problems can suffer worry, stress and illness, all of which can make them less productive at work: personal finance education and training can help reduce the risk of



people developing serious financial problems.

116. The informal sector employs 70% of Uganda's labour force and contributes 43% of GDP. Income is often infrequent rather than being a constant flow. So informal sector workers face particular challenges in managing their finances well. Informal sector workers in Uganda are reasonably well organised in associations and similar bodies. Many of these workers can therefore be reached through targeted initiatives via their associations and similar bodies.

### **Rural outreach**

117. About 75.6% of Ugandans live in rural areas (Uganda National Population and Housing Census 2014). People living in rural areas are particularly vulnerable to bad or uninformed financial choices. Their incomes are largely low and irregular, and thus any loss or imprudent use of money has significant consequences for them. In many rural areas, even the most basic financial information is lacking.

Special Interest Groups such as People with Disabilities (PWDs), Children below 15 years, and Forcibly Displaced Persons / Refugees

### **People with Disabilities (PWDs)**

118. The proportion of people with disabilities (PWDs) in Uganda is estimated by the Uganda Bureau of Statistics to be between 4% to 7% of the entire population of 34.6 million as per the Uganda Population and Housing Census 2014.
119. In the Strategy for Financial Literacy 2013-2017, PWDs were targeted through including them across the five strands of schools, youth, rural outreach, workplace, and media.
120. Given the unique nature of their needs especially with regard to physical access to financial services in spaces that are not PWD friendly, there is a specific focus on them in this Strategy for Financial Literacy 2019-2024 to ensure that they are empowered fully to engage constructively with the financial system.

### **Children below 15 years**



121. Children below 15 years of age are impressionable and it is within this age range especially 0-8 years in which they form opinions that will influence their lives. So, it is important to provide children with knowledge and understanding and to develop responsible, and well-informed, attitudes through providing them with financial education while they are at home, early childhood development centres, and primary schools. Primary School is also the only opportunity to provide financial education directly to most of those in a particular age cohort. Financial education in schools is of particular importance in Uganda, given that a very high proportion – around 50% – of the population is below the age of 15.
122. Personal finance is an important life skill and equipping schoolchildren with this skill will not only help them to participate fully in society as they move into adulthood, but will also promote national development.
123. There is currently a small amount of financial education in schools' curricula, mainly in the lower secondary school elective subjects such as commerce and entrepreneurship. Extra-curricular activities which incorporate elements of financial education are undertaken in some schools. However, much more needs to be done if children are to leave school with a good understanding of the basics of personal finance.

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## **Forcibly Displaced Persons / Refugees**

124. The country hosts about 1.2 million refugees from neighboring countries as a result of various reasons.
125. Uganda's refugee policy (The 2006 Refugee Act and 2010 Refugee Regulations) is progressive and open, and the country's attitude is remarkable in light of the high degree of resistance that refugees experience in other parts of the world today. The 2016 United Nations Summit for Refugees declared Uganda's refugee policy a model.
126. The Refugee Policy allows for integration of refugees within host communities with refugees having access to the same public services as nationals. They have freedom of movement and are free to pursue livelihood opportunities, including access to the labour market and to establish businesses. In Uganda, refugees are given small plots of land on which to build houses and cultivate crops, and they are allowed to work and move freely within the country.
127. Uganda's National Financial Inclusion Strategy (NFIS) 2017-2022 is not explicit on refugees but extrapolating from the refugee policy that allows them to use the same services like locals in the areas where they are found implies that financial access infrastructure used by Ugandans is the same as that used by refugees. In addition to this, the growing number of refugee population gives justification for the inclusion of this category as one of the target groups for strategic intervention when it comes to financial literacy.
128. Uganda's Development Partners such as United Nations Capital Development Fund (UNCDF) and a series of other International Civil Society Organisations (ICSOs) are involved in this space. Digital Financial Services (DFS) especially the Mobile Money Services (MMS) provided by Mobile Money Service Providers (MMSPs) are starting to make inroads in refugee settlements.
129. The characteristics of refugees that make it difficult to serve them include:- (i) an underdeveloped financial services infrastructure and financial consumer protection in the home and/or host country; (ii) cultural and social attitudes, trust and confidence; as well as (iii)



knowledge, skills and access to services, including education.

130. The major financial needs of refugees include (i) transfer money across borders; (ii) need to be able to manage money in their host country; and (iii) require a variety of financial products and services including savings products, electronic payment facilities and access to credit and insurance.
131. Refugees' specific difficulties (as a sub-group of migrants) are potentially compounded by the urgency of their situation, their migration to countries that they know little about (and where they cannot immediately rely on existing support networks) and their limited possibility to liaise with family members at home or elsewhere. In order to facilitate their integration in the host country's financial system, they are a focus of the Strategy for Financial Literacy in Uganda 2019-2024.

## **ACTIVITIES**

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132. A Working Group has been established for each of the five priority groups /strands. The Working Groups have identified priority activities, which are presented below.
133. The priority activities should be regarded as dynamic plans, the detailed contents of which may evolve in the course of the implementation. The following activities were agreed upon by the participants that represented the Financial Sector Regulators, FL Master Trainers and key stakeholders, as the key activities per the strands of Youth, Women, Workplace, Rural and Special Interest Groups. List of proposed stakeholders for each priority strand is as seen in Appendix B. The details stated herein will guide activities planned to target a given priority segment.



Table 3: The Summarized Categorization and Outreach plan for each Priority Group

SUB CATEGORY	DESCRIPTION	RATIONALE AND PRIORITY	MESSAGES	CHANNELS/ MEDIA	STAKEHOLDERS (SEE APPENDIX B)
15-25 years	Secondary Schools	15% of youth in school are involved in employment	<ul style="list-style-type: none"> <li>*Needs and wants</li> <li>*Early saving</li> <li>*Managing Money</li> <li>*How to invest</li> <li>*Making a budget</li> <li>*Concept of Risks and Returns</li> <li>*Income generation avenues &amp; ideas</li> <li>*Financial Service providers</li> <li>*Mindset Change</li> <li>*Identifying and Managing support resources</li> <li>*Digital Financial Literacy</li> </ul>	<ul style="list-style-type: none"> <li>*Music &amp; Drama</li> <li>*Games</li> <li>*Curriculum</li> <li>*Debates and Challenges</li> <li>*Clubs and Associations</li> <li>*Youth Role Models</li> <li>*FL Training of Trainers</li> <li>*Radios</li> <li>*Exposure visits</li> <li>*Mentorship and Guidance</li> <li>*Talking Compounds (e.g. Handle your money wisely )</li> </ul>	<ul style="list-style-type: none"> <li>*Ministry of Education and Sports</li> <li>*National Curriculum Development Centre (NCDC)</li> <li>*Education Standards Authority (ESA)</li> <li>*Uganda National Examination Board (UNEBC)</li> <li>*Secondary Schools</li> <li>*Clubs &amp; Associations (e.g. Uganda National Teachers' Union (UNATU), Government owned schools</li> <li>Head Teachers, Private owned schools Head Teachers)</li> <li>*Junior Achievement</li> <li>*Private Education Development Network (PEDN)</li> <li>*Local Leaders</li> <li>*NTCs</li> <li>*Financial Service Providers</li> <li>*TASO</li> <li>*Archdiocese of Kampala</li> </ul>





Tertiary/ University Institutions	15% of youth in school are involved in employment	<ul style="list-style-type: none"> <li>*Needs and wants</li> <li>*Financial planning</li> <li>*Saving</li> <li>*Managing Money</li> <li>*Investment decisions</li> <li>*Making a budget</li> </ul>	<ul style="list-style-type: none"> <li>*Print Media</li> <li>*Music &amp; Skits</li> <li>*Social Media</li> <li>*Television</li> <li>*Radio</li> <li>*Debates and Competitions</li> <li>*Societies/Associations</li> <li>*Celebrity icons</li> <li>*Youth role models</li> </ul>	<ul style="list-style-type: none"> <li>*National Council for Higher Education (NCHE)</li> <li>*Uganda Business and Technical Examinations Board (UBTEB)</li> <li>*Ministry of Education and Sports</li> <li>*Universities and tertiary institutions</li> <li>*Employers at Internship</li> </ul>
		<ul style="list-style-type: none"> <li>*Managing Risks and Returns</li> <li>*Tax compliance</li> <li>*Retirement planning</li> <li>*Income generation avenues and ideas</li> <li>*Loan management</li> <li>*Insurance</li> <li>*Say no to Gambling</li> <li>*Mindset Change</li> <li>*Identifying and Managing support resources</li> <li>*Digital Financial Literacy</li> </ul>	<ul style="list-style-type: none"> <li>*FL Training of Trainers</li> </ul>	<ul style="list-style-type: none"> <li>*Clubs and Associations</li> <li>*Financial Institutions &amp; Regulators</li> <li>*Junior Achievement</li> <li>*Private Education Development Network (PEDN)</li> <li>*Archdiocese of Kampala</li> </ul>





SUB CATEGORY	DESCRIPTION	RATIONALE AND PRIORITY	MESSAGES	CHANNELS/ MEDIA	STAKEHOLDERS (SEE APPENDIX B)
	Out of School		<ul style="list-style-type: none"> <li>*Financial planning</li> <li>*Saving</li> <li>*Managing Money</li> <li>*Investment decisions</li> <li>*Needs and wants</li> <li>*Making a budget</li> <li>*Managing Risks and Returns (Gambling &amp; betting)</li> <li>*Tax compliance</li> <li>*Retirement planning</li> <li>*Record keeping</li> <li>*Income generation &amp; business ideas</li> <li>*Digital Financial Literacy</li> </ul>	<ul style="list-style-type: none"> <li>*Radio programs</li> <li>*TV infomercials</li> <li>*TV soaps/dramas</li> <li>*Music and skits</li> <li>*Community public address systems (Bizindaalo)</li> <li>*Celebrity icons</li> <li>*Sports e.g. matches between markets/arcades/malls</li> <li>*Associations e.g. KACITA, Market Vendors Associations, UTODA, Bodaboda</li> <li>*Opinion leaders/ media commentators/ Trailblazers</li> <li>*FL Training of Trainers</li> </ul>	<ul style="list-style-type: none"> <li>*KACITA</li> <li>*Market Vendors Associations</li> <li>*UTODA</li> <li>*Bodaboda groups</li> <li>*Local political leaders</li> <li>*Places of worship</li> <li>*Financial Institutions &amp; Regulators</li> <li>*Archdiocese of Kampala</li> </ul>
26-35 years	Formal	23% of youth aged 26-35 are employed in the formal sector	<ul style="list-style-type: none"> <li>*Tax compliance</li> <li>*Retirement planning</li> <li>*Record keeping</li> <li>*Financial planning</li> </ul>	<ul style="list-style-type: none"> <li>*Print Media</li> <li>*Social Media</li> <li>*Television</li> <li>*Radio</li> <li>*Workshops &amp; seminars</li> <li>*Fliers &amp; brochures</li> <li>*Opinion</li> </ul>	



SUB CATEGORY	DESCRIPTION	RATIONALE AND PRIORITY	MESSAGES	CHANNELS/ MEDIA	STAKEHOLDERS (SEE APPENDIX B)
			<ul style="list-style-type: none"> <li>*Saving</li> <li>*Managing Money</li> <li>*Investment decisions</li> <li>*Needs and wants</li> <li>*Making a budget</li> <li>*Managing Risks and Returns</li> <li>* Do not engage in gambling</li> <li>*Financial Service providers</li> <li>*Mindset Change</li> <li>*Identifying and Managing support resources</li> <li>*Digital Financial Literacy</li> </ul>	<ul style="list-style-type: none"> <li>leaders/ media commentators/ Trailblazers</li> <li>*FL Training of Trainers</li> <li>*Exposure visits</li> </ul>	<ul style="list-style-type: none"> <li>*Uganda Bankers Association (UBA)</li> <li>*School alumni Associations</li> <li>*Places of worship</li> <li>*Professional Associations e.g. ICPAU, Uganda Statisticians Association, Uganda Medical Workers Union, UNATU etc.</li> <li>*Financial Institutions &amp; Regulators</li> <li>*Archdiocese of Kampala</li> </ul>



Informal	77% of youth aged 26-35 are employed in the informal sector	<ul style="list-style-type: none"> <li>*Record keeping</li> <li>*Financial planning</li> <li>*Saving</li> <li>*Managing Money</li> <li>*Investment decisions</li> <li>*Needs and wants</li> <li>*Making a budget</li> <li>*Managing Risks and Returns</li> <li>*Tax compliance</li> <li>*Retirement planning</li> <li>*Do not engage in gambling</li> <li>*Financial Service providers</li> <li>*Loan Management</li> <li>*Building a positive Mindset &amp; value clarification</li> <li>*Identifying and Managing support resources</li> <li>*Digital Financial Literacy</li> </ul>	<ul style="list-style-type: none"> <li>Print Media</li> <li>*Social Media</li> <li>*Television</li> <li>*Radio</li> <li>*Personal testimonies</li> <li>*Opinion leaders &amp; media commentators</li> <li>*FL Training of Trainers</li> <li>*Exposure visits</li> </ul>	<ul style="list-style-type: none"> <li>*KACITA</li> <li>*Market Vendors Associations</li> <li>*UTODA</li> <li>*Bodaboda groups</li> <li>*Local political leaders</li> <li>*Places of worship</li> <li>*Financial Institutions &amp; Regulators</li> <li>*Archdiocese of Kampala</li> </ul>
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## WOMEN

PRIORITY	DESCRIPTION	RATIONALE	MESSAGES	CHANNELS	STAKEHOLDERS
Women	<p>Rural women. Rural women are women that live in villages</p> <p>Urban Women. Urban Women are women that live in towns, suburbs</p>	<p>Women account for 50% of the Uganda's Population (UBOS 2014)</p> <p>Increasing number of female led households (24%) either through break-up of marriage, and rural-urban migration of men for work purposes etc. (UBOS 2014)</p> <p>Women are more financially excluded than men as a result of both social, economic and gender barriers. (NFIS 2017)</p> <p>Women are less likely to own a mobile phone, be active users of mobile money [MM] (38% of men use MM versus 25% of women), have an account at a financial institution, save or borrow money and understand financial services. (NFIS 2017)</p>	<p>*Savings</p> <p>*Loans</p> <p>*Investment</p> <p>*Insurance</p> <p>*Making payments</p> <p>*Personal financial management</p> <p>*Planning for old age</p> <p>*Mobile banking</p> <p>*Agent banking</p> <p>*Understand social behavior and Norms</p> <p>*Income generation</p> <p>*Taxation</p> <p>*Educating Women to make informed decisions on legal issues and property rights</p> <p>*Women's contribution at household level</p> <p>Marriage and parental coaching</p> <p>*Mindset Change</p>	<p>*media</p> <p>*Sensitization and trainings</p> <p>*Women association</p> <p>*Training of Trainers with focus on Women</p> <p>*Change agents (media personalities, women leaders, role model made, and religious leaders)</p> <p>*Drama Kits</p> <p>*Visual information materials</p>	<p>*United nations Women</p> <p>*Ministry of Gender Labor and Social Development</p> <p>*NGOs that focus on women</p> <p>*Women development groups.</p> <p>*Equal Opportunities commission</p> <p>*Local women councils</p> <p>*Faith based/ religious organizations</p> <p>*Financial Institutions</p> <p>*KACITA Women Entrepreneurs League</p> <p>* Political Parties and structures</p> <p>*PSFU</p> <p>*FIDA</p> <p>*Gals Forum International</p> <p>Women's vendors</p> <p>*Women SACCOs</p> <p>*Business &amp; Professional Women</p>

		<p>Women do use informal financial services more than men in Uganda (27% usage for men versus 34% for women)</p> <p>Formal usage of financial services and financial capability among women are lower than for men.</p> <p>Higher illiteracy levels for female 40% compared to Male 20% ( UBOS 2014)</p> <p>Social and cultural barriers affect women's decision making on financial matters.</p> <p>Women constitute more than half of the working population</p>	*Digital Financial Literacy		*Archdiocese of Kampala
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# WORKPLACE



## Strategy for Financial Literacy in Uganda 2019 - 2024

PRIORITY	DESCRIPTION	RATIONALE	MESSAGES	CHANNELS	STAKEHOLDERS
Workplace	<p>Formal employees</p> <ul style="list-style-type: none"> <li>Public Servants</li> <li>Private sector workers</li> </ul>	<p>Directly involved in service delivery and making products, therefore will not be productive when dissatisfied.</p> <p>Represent sectors that are important for society</p> <p>Constitute the elite – looked at as mentors, and influence behaviours whether planned or unplanned</p> <p>Have a high vulnerability to financial shocks because they are not in control of sources of their finances</p> <p>They are highly exposed to fraudulent activities</p> <p>They heavily dependent on pay cheques and added job amenities</p>	<p>*Personal Financial Management – needs/wants; budgeting</p> <p>*Saving for future use and investments</p> <p>*Tapping into unforeseen resources</p> <p>*Retirement planning</p> <p>*Managing personal expenses</p> <p>*Managing debts</p> <p>*Creating multiple sources of income</p> <p>*Risk management (Insurance products)</p> <p>*Family planning</p> <p>*Taxation</p> <p>*Managing Loans</p> <p>*Mindset Change</p> <p>*Digital Financial Literacy</p>	<p>Workplace induction programmes</p> <p>Workshop and seminars</p> <p>Performance reviews</p> <p>Online tools</p> <p>Organisational on-job training</p> <p>Workplace champions and role models</p> <p>Mass Media</p> <p>Social Media</p> <p>Facilitate coaching sessions for employees</p>	<p>*Federation of Uganda Employers</p> <p>*Human Resource Managers Association of Uganda</p> <p>*NOTU</p> <p>*Central Organisation for Free Trade Unions (COFTU)</p> <p>*ILO</p> <p>*Service Commissions</p> <p>*Ministry of Public Service</p> <p>*Ministry of Gender, Labour and Social Development</p> <p>*Uganda Retirement Benefits Regulatory Authority</p> <p>*NSSF</p> <p>*Social Media Influencers</p> <p>*Uganda Insurance Association</p> <p>*Professional Bodies e.g. Uganda Institute of Professional Engineers,</p>





		Easily accessible hence easy information dissemination.	Information sharing seminars	UNATU, ICPAU *Development Partners *NGOs *Religious Institutions *SACCOs *Financial Sector Regulators *Certified coaches *Archdiocese of Kampala
Informal workers • Self employed • Employed • Casual labourers • Artisans • Traders • Proprietors	Directly involved in service delivery and making products, Informal sector has unsustainable source of income, with majority living off a hand-to-mouth arrangement.  No established pension/retirement schemes  Make decisions about their entities	*Personal Finance Management *Planning for old age *Records keeping *Tax compliance *Mindset change *Risk management (insurance products) *Digital Financial Literacy	Barazas  Mass Media – Radio, TV, Newspapers  Workshops  Fliers/bulletins	*Uganda Small Scale Industrial Association *Traders Associations *National Chamber of Commerce *Uganda Bankers Association *URA *District Local Government leadership *Uganda Insurance Association *Development Partners *Local Artists *Religious Institutions *SACCOs *Financial Sector regulators *Archdiocese of Kampala



## RURAL OUTREACH

PRIORITY GROUP / STRAND	RATIONALE	MESSAGES	CHANNELS/ MEDIA	STAKEHOLDERS
<p>Rural Outreach: (Farm &amp; Non-Farm)</p> <p>*The people in this strand live and work outside urban areas</p> <p>*Most of them depend on Agriculture</p> <p>*They have Low levels of education</p> <p>*They normally use local languages</p> <p>*They live with unexploited abundant natural resources</p>	<p>*The people in rural areas constitute 83.2% of the population, so, if we give them FL knowledge and skills, it will create a bigger impact on the economy</p> <p>*Rural areas are very disadvantaged in service delivery. However, with more financial literacy training there is a likelihood of improvement in the social life.</p> <p>*It will enable them to make better use of the many available &amp; underutilized resources.</p> <p>*Rural-urban migration will be reduced</p>	<p>*The advantages of living in the rural areas</p> <p>*Understanding of the value of key resources around them</p> <p>*The value of working together in groups/ associations</p> <p>*Utilize Useful cultural practices &amp; beliefs</p> <p>*Planning for money as a family</p> <p>*Saving regularly and at least 1/10th of their income</p> <p>*Borrowing carefully and using borrowed money wisely</p> <p>*Understanding their rights and responsibilities as financial consumers</p> <p>*You can invest and become rich even in the rural areas</p>	<p>*Mass and Social Media (TV, Radio, etc.)</p> <p>*Drama clubs</p> <p>*Holiday Camps</p> <p>*Debate and Reading Clubs</p> <p>*Integrating in the Early Development Curriculum</p> <p>*Essay Competitions</p> <p>*Sunday School and Other Religious/ cultural Programmes</p> <p>*Orphanage homes</p> <p>*Games</p> <p>*Role models</p> <p>*Play packs</p>	<p>*Financial institutions</p> <p>*Political leaders</p> <p>*Technical staff</p> <p>*Cultural leaders</p> <p>*Group leaders</p> <p>*Rural based NGOs</p> <p>*Self-help groups.</p> <p>*CBOs</p> <p>*SACCOs and VSLAs</p> <p>*Board of Governors and School management committee</p> <p>*Family heads/ family leaders</p> <p>*Leaders of businesses</p> <p>*Use influential persons</p> <p>*Government Communicators Forum</p> <p>*Development Partners, e.g. FSD</p> <p>*Educational institutions</p> <p>*Archdiocese of Kampala</p>

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# SPECIAL INTEREST GROUPS SUCH AS CHILDREN BELOW 15 YEARS, PEOPLE WITH DISABILITIES (PWDs), AND FORCIBLY DISPLACED PERSONS / REFUGEES

PRIORITY	DESCRIPTION	RATIONALE	MESSAGES	CHANNELS	STAKEHOLDERS
Persons under 15 years of age. These are either in school or out of School, in rural or urban areas.	<p>*They make up the biggest proportion of the population (52 % of total population)</p> <p>*Early education and learning shapes behavior and mindset – Research has shown that people form attitudes to money at an early age; people usually learn best</p> <p>*Early education and learning shapes behavior and mindset – Research has shown that</p>	<p>*They make up the biggest proportion of the population (52 % of total population)</p> <p>*Early education and learning shapes behavior and mindset – Research has shown that people form attitudes to money at an early age; people usually learn best</p>	<p>*What's Money &amp; its Value</p> <p>*Needs and Wants</p> <p>*Goal Planning</p> <p>*Savings and Credit</p> <p>*Budgeting</p> <p>*Investing</p> <p>*Risk Management</p> <p>*Payments</p> <p>*Personal Finance Management</p> <p>*Tax education</p> <p>*Income Generation</p>	<p>*Classroom</p> <p>*Mass and Social Media (TV, Radio, etc.)</p> <p>*Drama clubs</p> <p>*Holiday Camps</p> <p>*Debate and Reading Clubs</p> <p>*Integrating in the Early Development Curriculum</p>	x



PRIORITY	DESCRIPTION	RATIONALE	MESSAGES	CHANNELS	STAKEHOLDERS
x	<p>people form attitudes to money at an early age; people usually learn best when they are young.</p> <p>*However, currently, financial literacy is hardly taught in secondary schools. Many teachers, in common with other members of the population, do not have the competence or confidence to manage their own finances well. They will thus need to be trained in the principles of personal financial management as well as in techniques for teaching this</p> <p>*FL is hardly taught in schools</p> <p>manage their own finances well. They will thus need to be trained in the principles of</p>	<p>when they are young.</p> <p>*However, currently, financial literacy is hardly taught in secondary schools. Many teachers, in common with other members of the population, do not have the competence or confidence to manage their own finances well. They will thus need to be trained in the principles of personal financial management as well as in techniques for teaching this</p> <p>*FL is hardly taught in schools</p>	<p>*Positive mind building</p> <p>*Digital Financial Literacy</p>	<p>*Essay Competitions</p> <p>*Sunday School and Other Religious/cultural Programmes</p> <p>*Orphanage homes</p> <p>*Games</p> <p>*Role models</p> <p>*Play packs</p> <p>*Health centers</p> <p>Festivals</p> <p>*Mass and Social Media (TV, Radio, etc.)</p> <p>*Drama clubs</p> <p>*Holiday Camps</p> <p>*Debate and Reading Clubs</p> <p>*Integrating in the Early Development Curriculum</p> <p>*Essay Competitions</p>	<p>*Ministry of Education and Sports (MoES)</p> <p>*National Curriculum Development Centre (NCDC)</p> <p>*Ministry of Gender, Labour and Social Development (MoGLSD)</p> <p>*Uganda Women's Efforts to Save Orphans (UWESO)</p> <p>*Uganda Police Forces (child and Family Affairs unit)</p> <p>*Uganda National Teachers' Union (UNATU)</p> <p>*Non-Governmental Organisations (NGOs) engaged with Children work</p> <p>*United Nations Children's Fund (UNICEF)</p> <p>*International Youth and Children Fund (IYCF).</p> <p>*Primary Teacher Teaching Colleges</p> <p>*Orphanage homes</p>



personal financial management as well as in techniques for teaching this *FL is hardly taught in schools			<ul style="list-style-type: none"> <li>*Sunday School and Other Religious/cultural Programmes</li> <li>*Orphanage homes</li> <li>*Games</li> <li>*Role models</li> <li>*Play packs</li> <li>*Health centers</li> <li>*Festivals</li> </ul>	<ul style="list-style-type: none"> <li>*Road shows</li> <li>*Education inspectors</li> <li>*Nursery schools and early learning centers</li> <li>*Aflatoun International</li> <li>*Parents</li> <li>*Religious leaders</li> <li>*Inter Religious Council</li> <li>*Archdiocese of Kampala</li> </ul>
Refugees	<p>Persons who has been forced to leave their country in order to escape war, persecution, or natural disaster</p> <p>*The number of refugees is increasing due to regional conflicts</p> <p>*An estimated 1.25 million refugees are currently living in Uganda and the number is increasing every day.</p> <p>*Refugees receive remittances/allowances via mobile money or bank transfers which financial literacy skills.</p> <p>*Resettlement of refugees requires access to a plot of land,</p>	<ul style="list-style-type: none"> <li>*What's Money &amp; its Value</li> <li>*Needs and Wants</li> <li>*Goal Planning</li> <li>*Savings and Credit</li> <li>*Budgeting</li> <li>*Investing</li> <li>*Risk Management</li> <li>*Making Payments</li> <li>*Personal Finance Management</li> <li>*Planning for Old age</li> <li>*Financial Providers</li> <li>*Agent banking</li> </ul>	<ul style="list-style-type: none"> <li>*Classroom</li> <li>*Broad cast Media</li> <li>*Drama</li> <li>*Debate and Reading Clubs</li> <li>*Integrating in the Early Development Curriculum</li> <li>*Essay Competitions</li> <li>*Workshops and Seminars</li> <li>*Refugee welfare councils</li> </ul>	<ul style="list-style-type: none"> <li>*Office of the Prime Minister (OPM)</li> <li>*NGOs targeting Refugees</li> <li>*Development Partners (United Nations High Commission for Refugees - UNHCR, United Nations Children's Fund - UNICEF, Food and Agriculture Organisation - FAO)</li> <li>*Host Communities</li> <li>*Refugee welfare councils</li> <li>*Archdiocese of Kampala</li> </ul>



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PRIORITY	DESCRIPTION	RATIONALE	MESSAGES	CHANNELS	STAKEHOLDERS
PWDs	PWD include persons who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with	<p>*Disability is both a cause and consequence of poverty. It is a cause because it can lead to job loss and reduced earnings, barriers to education and skills development, significant additional expenses, and many other challenges that can lead to economic hardship.</p> <p>*It is also a consequence because poverty can limit access to health care and preventive services and increase the likelihood that a person lives and works in an environment that may adversely affect health</p>	<p>*What's Money &amp; its Value</p> <p>*Needs and Wants</p> <p>*Goal Planning</p> <p>*Savings and Credit</p> <p>*Budgeting</p> <p>*Investing</p> <p>*Risk Management</p> <p>*Making Payments</p> <p>*Personal Finance Management</p> <p>*Planning for Old age</p> <p>*Financial Providers</p> <p>*Tax education</p> <p>*Income Generation</p> <p>*Mindset Change</p> <p>*Digital Financial Literacy</p>	<p>*Classroom</p> <p>*Mass and Social Media</p> <p>*Drama clubs</p> <p>*Holiday Camps</p> <p>*Debate and Reading Clubs</p> <p>*Integrating in the Early Development Curriculum</p> <p>*Essay Competitions</p> <p>*Workshops and Seminars</p> <p>*Homes for Disabled</p>	<p>*National Union of Disabled Persons in Uganda (NUDIPU)</p> <p>*Ministry of Gender Labour and Social Development (MoGLSD)</p> <p>*Non-Governmental Organisations (NGOs) targeting People With Disabilities (PWD)</p> <p>*Development Partners</p> <p>*Special Schools for PWDs</p> <p>*Homes for disabled</p> <p>*Parents/Families for disabled.</p> <p>*PWD Rehabilitation centres</p> <p>*Uganda National Institute of Special Needs Education (UNISE) – Kyambogo</p> <p>*Archdiocese of Kampala</p>



## **SYNERGIES**

134. The strategic framework described above facilitates the exploitation of synergies between the different activities (e.g. in terms of capacity building, resource materials and mutual learning).
135. Opportunities will be sought and provided for trainers to conduct financial education in various contexts. For instance, financial literacy community mentors who have been trained to work with youth clubs and associations can also work with say farmers' groups and associations in their area.
136. Similarly, opportunities will be taken to use resources (with adaptations, where necessary) in a range of different contexts, rather than resources being developed separately for each financial literacy programme. Generic resources (e.g. budget planners) may be used across the board; while others may be tailored to specific contexts with relatively little resource effort. For instance, a presentation developed for university students can, slightly be adapted, to be used for youth clubs.
137. Experiences and lessons learned (some of which will have been acquired through monitoring and evaluation, see below) can be shared by the organisations and individuals engaged in the implementation of financial literacy to facilitate continuous improvements in the quality and cost-effectiveness of activities.
138. To facilitate further the exploitation of synergies between activities implemented under the Strategy for Financial Literacy in Uganda 2019-2024, the website will include a platform for implementers and partners, where resource materials can be shared, experiences and other relevant information exchanged and where resource persons can post their profiles and contact details. Stakeholders can also engage BOU to provide guidance on key messages that can be branded as per respective institutional preference for dissemination to their stakeholders.

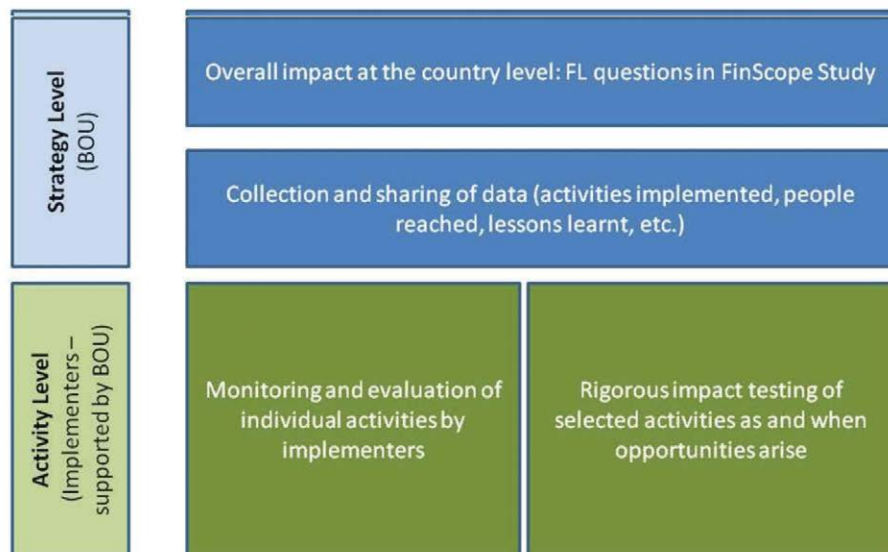


## **MONITORING AND EVALUATION**

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139. Financial literacy programmes need to be monitored and evaluated. Monitoring and evaluation will enable assessments to be made on whether the strategy is being implemented as planned and whether FL programs are strengthening the financial literacy and behaviours of the target audience and on the cost- effectiveness of programmes (for example, their reach and impact compared with their costs). It will enable implementers to learn from one another, so that they do not repeat things that do not work and they do not reinvent things that have been shown to work well. It will assist implementers to make improvements to the design and delivery of programmes.
140. Monitoring and evaluation will help to identify those programmes which should be continued and replicated elsewhere without modification, those which should be modified and those which should be discontinued. It will also help funders to see how their investments have been used and to decide where future investments in financial literacy programmes should be made.
141. The complexity of the Strategy (multitude of implementers, multitude of approaches and multitude of target groups) and the general difficulty of measuring behavioural change will make a rigorous and comprehensive monitoring and evaluation of the entire Strategy impossible. To strike the balance between rigour and practicality, a multi-layered approach, based on four building blocks, will be used as shown in Figure 1.

**Figure 1: Multi-layered Approach to Monitoring and Evaluation of the Strategy for Financial Literacy in Uganda 2019-2024**



142. Overall impact at the country level: The overall impact shall require demand side surveys. Some surveys such as the Financial Insights survey and FinScope surveys contains a number of financial literacy- related questions. When the survey is repeated in future years, this will provide some indication of broad-based changes in financial literacy among the Ugandan population since the previous survey. However, any changes cannot necessarily be attributed to the Strategy for Financial Literacy in Uganda – other factors will also have had an impact. In addition, depending on the resource envelope, the BoU may initiate and carry out a National Financial Capability Survey every 5 years.
143. Monitoring and evaluation of individual activities by implementers: BoU will issue guidance to assist those who are implementing financial literacy programmes to undertake pre-testing and monitoring and evaluation (both quantitative and qualitative) and for recording the results. The Financial Literacy Training of Trainers Program was evaluated for the period 2013 to 2017 establishing its effectiveness in impacting people's lives and empowering them to improve their financial decision making. In addition,



BoU will collect reports from implementers including information on the major activities implemented. BoU distributes questionnaires that enable the compilation and analysis of both qualitative and quantitative data that provides insight on key aspects that can inform the strategic direction of Financial Literacy.

144. Rigorous impact testing of selected activities: Rigorously evaluating a programme is very costly and requires specific technical expertise which is not commonly available among implementers. Various organisations which specialize in impact testing might, however, be willing to partner with implementers under the Strategy.
145. Dissemination of Results; BoU will disseminate M & E findings to stakeholders in the FLISF annual updates.

## **GUIDING PRINCIPLES**

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146. The guiding principles which will govern the implementation and further development of the Strategy for Financial Literacy in Uganda are summarised immediately below and discussed in the remainder of this section:
  - working in partnership;
  - using a broad range of methods and channels; l building on existing initiatives and experiences; l prioritising;
  - taking advantage of teachable moments;
  - taking account of gender differences;
  - modifying materials and activities to take account of the specific context;
  - consumer testing of proposed initiatives and materials;
  - learning from experience, including from other countries, other sectors and other disciplines;
  - communicating effectively; and
  - maximising cost-effectiveness.





a) Working in Partnership

147. In Uganda, as in every other country, no single organisation can, on its own, bring about the improvements which are needed in financial literacy levels within the population. What is needed instead is for a wide range of organisations to work together in partnership. These organisations will have differing strengths and experiences and will, between them, have established relationships with many groups within the country. The delivery of financial literacy initiatives through a diverse range of bodies and a variety of channels will also help to address the diversity of people's needs, aptitudes and preferences – for example, on how to learn and how to access information.
148. A very good start was achieved through the work of the Financial Literacy Advisory Group, the Financial Literacy Information Sharing Group and the Working Groups under the Strategy for Financial Literacy in Uganda 2013-2017.
149. Organisations which have an interest in strengthening people's financial literacy include among others:
- the Government;
  - BoU and other financial services regulators;
  - financial services providers, trade associations and professional associations;
  - Development partners;
  - employers and trades unions; and
  - civil society organisations (e.g. educational, community, religious and health bodies).
150. Each of these, together with the media, can potentially play an important role in developing and implementing financial literacy programmes or resources.
151. The organisations which have already committed to work together, under the umbrella of the Strategy for Financial Literacy in Uganda, have differing strengths and experiences and, between them, have relationships with many groups within the country. Other organisations which could potentially play a role in strengthening financial literacy are encouraged to get involved.



152. Working in partnership will maximise the impact of different organisations' strengths and experiences. It will help to avoid both duplication and overlap and will encourage those involved to share their knowledge and experience and to learn from each other. A coordinated set of initiatives will have a much greater impact than a series of disconnected programmes.
153. Financial services providers, together with trade associations and professional associations, have a very important role to play in undertaking financial literacy initiatives. However, it is important that these initiatives are not, in reality or in appearance, marketing activities. People will not have confidence in messages or programmes which are said to provide objective advice, but which instead appear to promote a particular financial services provider or sector, or its products and services.
154. BoU will consult, and regularly communicate with, partners and potential partners, including via the Financial Literacy Sub-Committee, Financial Literacy Information Sharing Forum, Financial Literacy Trainers Association, and Group.
  - b. Using a broad range of methods and channels
155. A range of different interventions is needed to improve financial literacy levels within the population. Different people learn in different ways. While some channels and communications can be effective in reaching some people or groups within the population, other channels and communications can be more effective in reaching others. Moreover, people often need to receive messages several times in order to remember and act on them.
156. The Strategy for Financial Literacy in Uganda 2019-2024 will therefore, over time, encompass a broad range of initiatives.
  - c. Building on existing initiatives and experiences
157. Where appropriate, the design and delivery of financial literacy programmes will build on existing initiatives and experiences – particularly those of Uganda, but also from other countries. For example, in developing resources for trainers and for learners, it may be possible to



adapt resources which had already been prepared for other financial literacy initiatives (either in Uganda or elsewhere). The East African regional Financial Literacy Strategy will also provide a basis for incorporation of some key activities.

d. Prioritising

158. There are a vast number of initiatives which could potentially be taken to improve financial literacy. However, it is impossible to take forward each of these possible initiatives – and any attempt to do so is likely to mean that resources are spread so thinly that little or nothing gets done.
159. So, in developing the Strategy for Financial Literacy in Uganda 2019-2024, it has been necessary to prioritise. In doing so, account has been taken of the sections of the population which have the greatest needs, in terms of improving their financial literacy, and also to consider where it is possible to make the greatest impact for a given level of resources.
160. It has also been necessary to prioritise in deciding what initiatives to undertake within the priority strands. In doing so, judgements have been made about what is realistic to aim to achieve, given the available resources.

e. Taking advantage of teachable moments

161. There are particular life stages when people are more likely to be receptive to well-targeted and engaging personal financial education or information. These are sometimes known as “teachable moments”. These times include among others when:
  - a couple is getting married;
  - a couple is expecting a baby;
  - a person has started a new job – especially if it is their first job;
  - a person's close relative has recently died, especially if they were financially dependent on the person who has died;
  - a person who is approaching retirement.
  - A person defaults and loses property
  - A person is defrauded and loses money.



- A person faces an emergency such as an accident, a child chased from school for fees, etc.

162. Wherever practicable, advantage will be taken of teachable moments; and financial education will be delivered in ways, and through channels, which are relevant to the life stage in question.

f. Taking account of gender differences

163. Full account will be taken of gender differences in designing and developing financial literacy programmes. For example, some channels of communication and certain types of examples may be more effective in reaching and educating women, while others may be more effective in reaching and educating men. A gender checklist will be availed to implementers, helping them to ensure that their activities do not – inadvertently – favour one gender over the other.

164. The adult population of 18.6 million Ugandans (aged 16 years and above) have more females (54%) compared to males (46%). Despite the population being skewed towards females, financial inclusion is skewed towards males. Seventy-eight (78%) of males are financially included compared to 77% of females. Given the marginal gender gap, equitable opportunity will be availed to both genders when target FL activities.

g. Modifying resources and activities to take account of the specific context

165. Resources and activities will be modified, where possible, to take account of the specific context. For example, a presentation on financial literacy for an informal workplace will have slightly different format and content from a presentation used at a formal workplace. Also, different presenters may need to be used, ensuring that the specific audience can identify with the person presenting. For example, a local community will often be more receptive to a presenter selected from within their own community. Wherever generic resources are being produced, they will be accompanied with guidance on how best to adapt them to the specific cultural, religious, gender, regional and environmental context of the target group.



- h. Consumer testing of proposed initiatives and materials
166. Programmes and resources will be tested with members of the target audience before they are rolled out more widely and the results of this testing will be used to improve the design and delivery of the programme or resource. If programmes and resources are not tested prior to roll-out, there is a significant risk that they will be less effective than they might have been – or, at worst, that they will be ineffective or counter-productive. For example, experts may produce resources which they believe to be as clear and simple as possible – but experience suggests that members of the target audience will often find them too long, too complex or will interpret some of the words and phrases in ways which were not intended. The intended channels of communication will also be tested before the programme is finalised, since otherwise these channels may later prove to be ineffective.
167. In some cases, focus groups will be convened to help to establish the particular challenges which members of the target audience are facing and to discuss which sorts of messages and information, and which delivery channels, would be likely to be most effective in helping those people to address these challenges. Focus groups may also be used to test proposed resources: for example, do members of the focus group understand the messages and information in the way which is intended; do they find the resources engaging – or are they, for example, too long and boring?
168. Where appropriate, a pilot study will be undertaken before finalising and rolling out a programme. Pilot studies involve a relatively small-scale delivery of the proposed programme, which is then carefully evaluated to assess whether it is having the intended impact and, if so, whether any improvements to the programme should be made ahead of full roll-out.
- i. Learning from experience, including from other countries, other sectors and other disciplines
169. In developing the Strategy for Financial Literacy in Uganda 2019-2024, full consideration has been given to lessons from financial literacy strategies and programmes which have been developed in other countries and of experience gained from other types of programmes (e.g. HIV/AIDS programmes) from which useful lessons can be drawn. For





example, successful initiatives to promote public health can provide pointers on how to engage with various groups in society and on what sorts of messages and channels are most likely to be successful in influencing behaviour.

170. Consideration has also been given to lessons which can be drawn from the work of behavioural economists on how to develop effective financial literacy programmes. These lessons include:

- people are liable to be put off by too much information or by a large number of options, to the extent that they are less likely to make a decision or to take action. So, it is best to keep things simple and straightforward;
- people tend to be over-confident and to disregard information or views which are inconsistent with their own understanding. Challenging people's beliefs, or asking them to explain their views to others, can help them to think in a more open and objective way;
- people need to be educated on how to make good decisions – not merely provided with financial education and information.

171. Account will continue to be taken of lessons from other countries, and from other types of programmes, as programmes are drawn up and delivered.

j. Communicating effectively

172. Experience shows that financial literacy messages are more likely to be understood, remembered and acted on if they are expressed clearly, simply and succinctly; and if they use examples which the target audience regard as relevant to their situation. For instance, when talking about saving goals to boda boda drivers in Kampala, one could mention the purchase of their own motorcycle or of a car, whereas for rural farmers, one could instead give, as an example, the acquisition of a bigger plot of land or the purchase of some farming equipment. The use of local languages is a critical enabling factor for effective communication for many communities across Uganda as this not only promotes understanding of the messages but also increases people's readiness to act upon the messages as they better identify with them. These lessons will be taken fully into account in developing financial literacy programmes and messages.





k. Maximizing cost-effectiveness

173. It is very important that the resources available for financial literacy work are used in the most cost-effective ways possible. This will enable the highest return on investment to be achieved for every shilling sunk into FL activities. There is therefore need for streamlined coordination and stakeholder engagements by BOU to update interested stakeholders on ongoing activities alongside pending needs so that they can allocate resources where they are needed rather than duplicate what others are already handling.
174. The extent to which cost-effective use is made of resources is dependent on the following factors:
- successfully targeting a financial literacy initiative at groups within society who are likely to be receptive to, and to benefit from, the initiative;
  - the number of people which the initiative will reach;
  - the extent to which an initiative can leverage other resources (including in-kind resources);
  - the extent to which the initiative is sustainable and scalable – especially after any initial funding is no longer available.
175. In prioritising between the different possible initiatives which can be undertaken, and in making other judgements, consideration will be given to the four principles (targeting, reach, leverage, as well as sustainability & scalability) set out above. These principles are inter-connected. But, for convenience, they are discussed separately below.

l. Targeting

176. Surveys with financial literacy-related questions can be designed to guide targeting. The results of such surveys are therefore expected to help to show which groups are the least financially literate. Other factors – in addition to the remainder of the four principles set out above – which have been taken into account in deciding which groups to prioritise include:
- which groups are most vulnerable (in the sense that they are likely to suffer significant financial detriment unless they become more



financially literate); and

- which groups are likely to be most receptive (in the sense that they are most likely to take advantage of, and to learn from, financial literacy initiatives).

177. These factors have, for example, been taken into account in deciding to prioritise financial literacy programmes targeted at children and young people (people tend to learn better when they are younger; and they can expect to have many decades ahead of them in which to benefit from becoming more financially literate) rather than the elderly.

m. Reach

178. Consideration has also been given to the numbers of people who will be reached – both immediately and, potentially, in the longer term – per shilling of investment.

179. For example, investing in the development of resources for schools, and in the development and provision of training for teachers, will enable hundreds of thousands of schoolchildren to benefit – not only in the first year, but for many years ahead – from that investment. The incorporation of financial education into television or radio programmes, newspapers or magazines, websites or social networking media, could all potentially enable large numbers of people to be reached.

n. Leverage

180. Other things being equal, programmes will be more cost-effective if they leverage in other resources which would not otherwise be available for financial literacy work.

181. Financial education in schools illustrates how this can work in practice. There needs to be an up-front investment – including developing the curriculum, developing resources for schools and training teachers. However, it would not then be necessary to make additional payments to teachers who deliver financial education as part of relevant existing subjects. In addition, through partnerships, one activity can be done by a number of stakeholders taking care of given portions of the budgetary costs thus maximizing available resources. Some stakeholders could also



access particular services much more cost effectively compared to others and vice versa, so they could leverage from each other as best fits the given scenario. This will further be eased through liaisons with BoU who would house this and more information.

### **Sustainable and scalable**

182. Financial literacy initiatives are more likely to be cost-effective if they are both sustainable and scalable.
183. Sustainability relates to the likelihood of an initiative continuing at the end of an initial investment in (for example) the preparation of materials and training programmes.
184. Scalability is about whether a programme, if successful, is likely to be adopted (or adapted) so that a number of programmes similar to the original one are undertaken. Given the five-year milestone of the Financial Literacy Strategy for Uganda, and the review for the subsequent five years, it's clear that the program is both sustainable and scalable amidst effective, timely and realistic incorporation of new developments and recommendations that steer the progress forward.

## **THE ISSUES WHICH FINANCIAL LITERACY PROGRAMMES SHOULD COVER**

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185. In developing financial literacy programmes, it is important to start with the basics before (where relevant) going on to cover more sophisticated concepts or products. For example, a programme about how to invest in capital markets is unlikely to be successful unless recipients of the training already have a good understanding of the basic principles of (at the least) budgeting and financial planning, savings and investment.
186. Among the main issues which broadly based financial literacy programmes should cover are:
  - budgeting and financial planning;
  - saving;
  - loans and borrowing;
  - investing;



- protecting against financial risks (particularly through insurance);
- planning for old age;
- making payments;
- Digital Financial Services Literacy and Capability
- Financial Service Providers; and
- Taxation.

## **DEVELOPING A SET OF CORE MESSAGES**

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187. A series of core messages has been developed for use in the financial literacy programmes. The core messages have been developed by communication experts, with input from stakeholders. They have been translated into seven local languages and tested on a range of target audiences drawn from different regions in the country. BoU will ensure that the core messages are made available to a wide range of stakeholders and will encourage stakeholders to use the messages in undertaking financial literacy programmes.
188. The development of a set of core messages will increase the impact of financial literacy communications by ensuring that those who develop and deliver these communications are able to make use of a series of simple, clear and impartial messages which are well understood by the relevant target group(s). Sending out the same messages repeatedly will help to ensure that the messages are remembered – which will increase the prospects of them being acted upon. The Strategy for Financial Literacy in Uganda 2019-2024 will have the core messages of the past Strategy updated to reflect developments in the financial services sector.
189. The development and promotion of a single set of messages represents an efficient use of resources in comparison with the alternative of developing a fresh set of messages for each initiative. All stakeholders are encouraged to be aware of their sector specific set of messages that require an update and engage Bank of Uganda accordingly. These messages are updated every after five years.



## **COSTS AND FUNDING**

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190. Given that FL is crosscutting, each stakeholder shall bare the cost of implementing its activities.. While some of the initial costs of particular priority activities could be met by BoU, MoFPED and other development partners, or through public/private partnerships (PPPs), longer-term recurrent costs associated with leadership and coordination of the Strategy as a whole will need to be met on a continuing basis by institutions spearheading particular initiatives.
191. Costs of priority activities will depend on a range of factors, including the extent to which organisations are able and willing to meet – either as part of their normal activities or (in the case of commercial organisations) as part of their corporate social responsibility budget – the costs which they incur.
192. Costs associated with particular activities will be kept as low as possible through, for example:
- adapting programmes and resources which have already been developed elsewhere;
  - using the same resources in a variety of contexts – for example, through the development of core messages – rather than developing a number of different resources, each of which is intended to serve more or less the same purpose; and
  - avoiding unnecessary duplication – for example, developing one financial literacy website, rather than a number of organisations each producing their own FL website.
193. Various in-kind resources can be made available which do not need to be paid for separately. For example, if financial education is included within the curriculum, no additional payment needs to be made for teachers' time.
194. BoU will explore with development agencies and other potential funders their potential willingness to provide funding and other support for financial literacy initiatives.

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22 The English core messages will be available as a separate publication. In due course, all core messages will be available for download from the FL website.



## **APPENDIX A:**

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### **FINANCIAL LITERACY SUB-COMMITTEE (FLSC)**

#### **Terms of Reference and Membership**

##### **Background**

The Financial Literacy Sub-Committee (FLSC) will be responsible for the provision of guidance in respect of the development and implementation of the Strategy for Financial Literacy in Uganda 2019-2024.

##### **Terms of Reference**

FLSC will be chaired by BoU and will provide strategic advice on the development and implementation of the Strategy for Financial Literacy in Uganda. In doing so, it:

- Reviews papers and presentations related to the Strategy by stakeholders and or other relevant persons;
- Advises on the feasibility and relative cost-effectiveness of options for inclusion in the Strategy for Financial Literacy in Uganda;
- Recommends further options for improving financial literacy;
- Advises on the effectiveness of the implementation of the Strategy and on any changes which might be desirable.

##### **Membership**

- FLSC members will be Financial Sector Regulators and key Financial Literacy stakeholders. The team will be comprised of 7 members.
- FLSC Chair will be from Bank of Uganda, the coordinators of FL in Uganda.
- Members of FLSC serve a five-year term, the entire duration of the Strategy for Financial Literacy in Uganda 2019-2024.
- Members of FLSC have to be committed to attend meetings on a quarterly basis.



### **Meeting structure**

- FLSC meets at least four times a year depending on the need.
- BoU provides oversight support and guidance to FLSC.
- Agendas are set by BoU the FLSC Chair.
- The FLSC will elect a Secretary.

### **List of Members**

The membership of the FLSC shall be composed of representatives from:-

- Bank of Uganda (BoU)
- Ministry of Finance, Planning and Economic Development (MoFPED)
- Other Financial Sector Regulators (eg: UMRA, CMA, URA, URBRA, UIA, etc)
- Relevant Financial Sector Associations (eg: UIA, UBA, FLA, UMA, etc)
- Other key stakeholders with outstanding FL Initiatives





## **APPENDIX B:**

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### **FIVE (5) PRIORITY GROUPS / STRANDS**

Terms of Reference and Membership

#### **Terms of Reference**

The Priority Groups / Strands Working Groups of the Strategy for Financial Literacy in Uganda 2019 – 2024 will be tasked with providing support to the FLSC to ensure implementation of the planned activities. They will meet semi on a quarterly basis and forward recommendations accordingly to the FLSC. The recommended members of each Priority Group / Strand are indicated below:-

#### **YOUTH STRAND**

- Bank of Uganda (BoU)
- Ministry of Finance, Planning and Economic Development (MoFPED)
- Ministry of Education and Sports (MoES)
- Uganda National Teachers' Union (UNATU)
- Private Education Development Network (PEDN)
- Kampala City Traders Association in Uganda (KACITA-U)
- Inter Religious Council of Uganda (IRCU)
- National Curriculum Development Centre (NCDC)
- National Council for Higher Education (NCHE)
- Uganda Business and Technical Examinations Board (UBTEB)
- Uganda National Examinations Board (UNEB)
- Uganda Bankers' Association (UBA) | Uganda Insurers' Association (UIA)
- Be Money WiseR
- Boda Boda Associations
- Taxi Drivers and Operations Association
- Market Vendors Associations
- National Youth Empowerment Network
- Northern Uganda Youth Development Centre
- aBi Trust
- Toro Development Network



- Y-Save Cooperative Savings and Credit Society Ltd.
- Centre for Participatory Research and Development (CEPARD)
- Archdiocese of Kampala
- MasterLinks

## **RURAL STRAND**

- Bank of Uganda (BoU)
- Ministry of Finance, Planning and Economic Development (MoFPED)
- Uganda Microfinance Regulatory Authority (UMRA)
- Cultural Leaders' Associations
- Cultural Institutions
- Uganda National Farmers Federation (UNFFE)
- Uganda Cooperative Savings and Credit Union (UCSCU)
- Uganda Cooperative Alliance (UCA)
- Uganda Coffee Farmers Alliance (UCFA)
- Association of Microfinance Institutions in Uganda (AMFIU)
- Uganda Coffee Development Authority (UCDA)
- National Union of Coffee Agribusinesses and Farm Enterprises (NUCAFE)
- Ministry of Trade, Industry and Cooperatives (MTIC)
- Buganda Cultural and Development Foundation (BUCADEF)
- Foundation for Urban and Rural Advancement (FURA) Uganda
- International Institute of Rural Reconstruction (IIRR) | Great Lakes Rural Development Outreach (GLRDO) | Uganda National Chamber of Commerce (UNCC)
- Financial Literacy Association (FLA)
- Uganda Business Technical Vocational Education and Training (UBTVET) – Directorate of Industrial Training (DIT)
- Uganda Association of Private Vocational Institutions (UGAPRIVI)
- Uganda Local Governments Association (ULGA)
- Uganda Small Scale Industries Association (USSIA)
- Tecno Serve
- PROFIRA
- Care International in Uganda
- Plan International



- GIZ
- KAKA Ltd.
- MAPLE Microcredit
- AK Oils
- JACON
- HANEHERIA Consult
- URBRA
- URA
- Be Money WiseR
- Universities
- Masterlinks
- World Vision
- IFAD
- Joint Energy and Environment Projects
- Send a Cow
- Centre for Participatory Research and Development (CEPARD)
- Archdiocese of Kampala

## **WOMEN STRAND**

- Bank of Uganda (BoU)
- Ministry of Finance, Planning and Economic Development (MoFPED)
- The Uganda Association of Women Lawyers (FIDA-Uganda)
- Ministry of Gender, Labour and Social Development (MoGLSD)
- Financial Sector Deepening Uganda (FSDU)
- CARE International
- German International Cooperation (GIZ)
- International Fund for Agricultural Development (IFAD)
- School of Women and Gender Studies, Makerere University
- Uganda Women's Network (UWONET)
- National Association of Women Organisations in Uganda
- Women of Uganda Network (WOUGNET)
- Action for Rural Women's Empowerment (ARUWE)
- National Community of Women Living with HIV/AIDS in Uganda (NACWOLA)



- KACITA Women's Entrepreneurship League (KAWEL)
- Capital Markets Authority (CMA)
- Financial Literacy Association (FLA)
- Inter Religious Council of Uganda (IRCU)
- Uganda Journalists Association (UJA)
- Uganda Investment Authority (UIA)
- Uganda National Chamber of Commerce (UNCC)
- Uganda Manufacturers' Association (UMA)
- URA
- Political Parties
- Masterlinks
- Women Leagues
- Islamic Women groups
- Women Business Associations
- Be Money WiseR
- Civil Society Groups
- Private Sector Foundation Uganda (PSFU) 1 Gals Forum Int. Women Vendors Program 1 New Faces / New Voices
- Akina Mama Africa
- Bill Gates Foundation
- Business & Professional Women
- Centre for Participatory Research and Development (CEPARD)
- Archdiocese of Kampala

## **SPECIAL INTERESTS GROUP**

### **Children below 15 years**

- Bank of Uganda (BoU)
- Ministry of Education and Sports (MoES)
- Ministry of Gender, Labour and Social Development (MoGLSD)
- Financial Sector Deepening Uganda (FSDU)
- Uganda Children's Charity Foundation (UCCF) 1 Uganda Society of Disabled Children (USDC) 1 United Nations Children's Fund (UNICEF)
- Save Street Children Uganda (SASCU)
- SOS Children's Village International
- Be Money WiseR



- Girl Child Network Uganda
- African Network for the Prevention and Protection against Child Abuse and Neglect (ANPPCAN)
- Uganda Police Force (Child and Family Affairs Department)
- Children at Risk Action Network (CRANE)
- Nursery and Early Childhood Development Centres
- Primary Schools
- Archdiocese of Kampala

### **People with Disabilities (PWDs)**

- Bank of Uganda (BoU)
- Ministry of Education and Sports (MoES)
- Ministry of Gender, Labour and Social Development (MoGLSD)
- National Union of Disabled Persons of Uganda (NUDIPU)
- Uganda National Institute for Special Needs Education (UNISE)
- Be Money WiseR
- Schools of PWDs such as St. Apollo Kagwa Secondary School in Mukono, Iganga Secondary School in Iganga, Madera Secondary School in Soroti, Saad Memorial School in Kasese, Ngora Deaf Unit in Ngora District, Salam School for the blind, Mulago school for the deaf, Ntinda school for the blind, Gulula primary school, and Namirembe primary school in Mengo and many others Rehabilitation Centres like Ruti, Rweza, Kireka, Mbale sheltered workshop, Mpumudde rehabilitation school, and Ochoco rehabilitation centre in Arua
- Other Schools include Kampala School for the Physically Handicapped, Hill Preparatory School, Batambala deaf school, Kojcha school for the deaf, Mbale school for the deaf, Mulago school for the deaf, Nancy school of the deaf, Ngora school for the deaf, St francis primary school for the blind, St Mary' secondary school for the deaf, Uganda school for the deaf, Wakiso secondary school for the deaf, Salama School for the blind, Masaka School for the Deaf, Ndegeya, Apac School for the Deaf, Ggaba school for special Needs Children, Makerere University Department of special needs, Kyambogo University Department of special needs, Uganda School for the Deaf Ntinda, Kakunyu School Lwengo Central Region, Hill Preparatory School Naggulu / Kampala, Kampala School for the Physically Handicapped Kampala



- Uganda Society of Disabled Children (USDC)
- National Union Of Women With Disabilities Of Uganda
- The Uganda National Action on Physical Disability (UNAPD)
- National Council for Disability, Uganda
- Archdiocese of Kampala

### **Refugees / Forcibly Displaced Persons**

- Bank of Uganda (BoU)
- Office of the Prime Minister (OPM)
- United Nations High Commissioner for Refugees (UNHCR)
- Refugee Law Project
- Be Money WiseR
- Antonio Guterres Urban Refugee Community Centre
- International Refugee Rights Initiative
- InterAid Uganda
- Norwegian Refugee Council Kampala
- Refuge & Hope International
- United Nations Capital Development Fund (UNCDF)
- Archdiocese of Kampala

### **Workplace**

- Federation of Uganda Employers
- Human Resource Managers Association of Uganda
- National Organisation of Trade Unions (NOTU)
- Central Organisation for Free Trade Unions (COFTU)
- International Labour Organisation (ILO)
- Service Commissions
- Ministry of Public Service
- Ministry of Gender, Labour and Social Development
- Uganda Retirement Benefits Regulatory Authority
- NSSF
- Social Media Influencers
- Be Money WiseR
- Uganda Insurance Association
- Professional Bodies e.g. Uganda Institute of Professional Engineers,





UNATU, ICPAU

- Development Partners
- NGOs
- Religious Institutions
- SACCOs
- Financial Sector regulators
- Imagine Me Africa
- Uganda Small Scale Industrial Association
- Traders Associations
- National Chamber of Commerce
- Uganda Bankers Association
- Masterlinks
- URA
- District Local Government leadership
- Local Artists
- Archdiocese of Kampala



## **APPENDIX C:**

### **FINANCIAL LITERACY INFORMATION SHARING FORUM (FLISF)**

#### **Terms of Reference and Membership**

##### **Background**

Bank of Uganda is spearheading the development and implementation of a Strategy for Financial Literacy in Uganda. In carrying out its leadership role, BoU is keen to work closely with a full range of partners including; Financial Sector Regulators and other stakeholders. Thus, a Financial Literacy Information Sharing Forum (FLISF) was established to provide a forum to share information and ideas between the broad community of stakeholders and partners about progress on ongoing developments and plan for potential developments.

##### **Purposes**

FLISF is a forum:

- to share information and ideas about developments and potential developments;
- to highlight examples of good practices from which others can learn useful lessons; and
- to provide feedback between Bank of Uganda, other Financial Regulators and key stakeholders to the Financial Literacy Trainers
- To plan for subsequent years given the insight shared by members.
- Network and show case financial innovations from various financial sector players.
- Certify new Financial Literacy Certified and Certified Master Trainers

##### **Membership**

Membership of FLISF is open to all those who have an interest in working to improve levels of financial literacy in Uganda.

##### **How FLISF operates**

BoU will convene meetings of FLISF annually to share new developments or issues on which BoU wishes to obtain stakeholder inputs. From time to time, some Financial Sector regulators and partners will be invited to make brief



presentations on initiatives which they have been taking forward – including lessons learned which others can take into account when undertaking financial literacy work. BoU provides administrative support to FLISF in partnership with IRA, URBRA, URA, CMA, and UMRA.

The Invitation of participants in the FLISF will be determined as per the Institutional membership of the various Financial Literacy Initiatives carried out in a given Financial Year.



## **APPENDIX D:**

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### **FINANCIAL LITERACY ASSOCIATION (FLA)**

#### **Background**

#### **Terms of Reference and Membership**

The Financial Literacy Association (FLA) will be comprised of Financial Literacy Trainers at any of the three certification levels and key stakeholders involved in Financial Literacy activities. The purpose of the FLA is to foster the promotion of financial literacy through appropriate training and coordination of Financial Literacy activities. The Management of the Association will be reserved for only suitable Certified and Certified Master Trainers.

#### **Terms of Reference**

FLA will work towards the development of Financial Literacy in Uganda through the following objectives:-

- To provide a forum for networking and the interchange of ideas and information related to the issues of
- Financial Literacy.
- To promote a Financial Literacy voice in the community through civic responsibility, partnership with
- education and recognition of diversity.
- To aid in the advancement of professional development for all members by providing informative quarterly meetings, annual and semi-annual workshops or seminars and training for completion of professional certification.
- To provide political and legislative advocacy by monitoring national actions to ensure that the needs and concerns of Financial Literacy professionals are represented in the political decision-making process.
- To furnish superior member support services and access to information relating to the Financial Literacy issues.
- To coordinate aspects such as data collection, monitoring, progress reports, and impact analyses by the trainers and update BoU on a quarterly basis so as to address issues raised.
- To provide a place for all trainers to share information and coopt each



other for various FL engagements.

- To act as an avenue through which the Public can liaise with the Association for various Financial Literacy Engagements for the Trainers

### **Membership**

The terms and conditions of membership of the FLA will be determined through the Constitution agreed upon by the members with the guidance of Bank of Uganda and other registration instruments with the Uganda Registration Services Bureau (URSB).



## APPENDIX E:

### THE DETAILED LOG FRAMEWORK TO BE USED IN THE MONITORING AND EVALUATION OF THE STRATEGY FOR FINANCIAL LITERACY IN UGANDA 2019 - 2024

SN	GOALS	EXPECTED OUTCOMES	INDICATORS	MEANS OF VERIFICATION (MoV) / SOURCES OF EVIDENCE	RESPONSIBLE INSTITUTION	BASELINE	TARGET
1.	To improve the ability of the population to manage their money well	1.1 Increased level of savings	*Percentage of the population saving formally  *Percentage of adults saving  *Percentage of children saving after a specific intervention  *Savings to Income or GDP ratio  *Retirement Benefits sector coverage Formal Employment Informal Employment	*Survey of Households (FinScope)  *Survey of Households (FinScope)  *Survey of Participants (Tracer Studies)  *World Bank Data  *Regulators' reports e.g. BoU, IRAU, UMRA  * URBRA Annual Reports National Household Survey	BOU	18%  53%  -  16.7%  -  -	50%  70%  60%  30%  50%  30%





1.2 Increased level of investments	*Number of persons investing in different businesses / income generating activities.	*Survey of households *World Bank Global Index Survey	-	TBD
	*Number of new retail Central Securities Depository (CSD) accounts opened at the stock exchange/ BoU	*BoU and CMA Reports * CMA Reports	TBD	TBD
	*The increase in assets under the management of licensed fund managers / collective investment schemes			
	*Percentage of participants that generated new investments/ income activity after an intervention	* Survey of participants (Tracer Studies)	-	60%



SN	GOALS	EXPECTED OUTCOMES	INDICATORS	MEANS OF VERIFICATION (MoV) / SOURCES OF EVIDENCE	RESPONSIBLE INSTITUTION	BASELINE	TARGET
			*The longevity of operational businesses.	*Survey of households		TBD	TBD
2.	To equip people with knowledge and skills to protect themselves against risks and fraud	2.1 Increase in uptake of insurance products	*Percentage of Ugandans insuring (per head)  *Number of insurance policies (individual plus group)  *Coverage of Insurance (Disaggregated based on socio-demographic parameters like geography, gender, and age etc.)	*FINSCOPE  *Insurance Regulatory Authority in Uganda (IRAU) Annual Reports and Statistical Databases  *World Bank Global Findex Survey	-BoU  -IRAU  -TBD	1% TBD  TBD	7% TBD  TBD
		2.2 Improvement in awareness	*Percentage of the population that adopts informal safeguards	*FINSCOPE	-BoU	40%	33%



		about risks and risk preventive measures in place	and risk management practices					
		2.3 Increased awareness about fraud, Digital Financial Literacy and financial consumer protection measures	*Percentage of financial consumers aware of financial consumer protection measures	*Survey of financial consumers	-BoU/FS Regulators	TBD	TBD	
		2.4 Reduction in fraud cases and financial complaints	* Number of cases reported at Uganda Police Force (UPF); Financial Intelligence Authority (FLA); and Financial System Regulators	*Periodical Reports of UPF, FLA, and Financial System Regulators	-BoU/FS Regulators	TBD	TBD	



SN	GOALS	EXPECTED OUTCOMES	INDICATORS	MEANS OF VERIFICATION (MoV) / SOURCES OF EVIDENCE	RESPONSIBLE INSTITUTION	BASELINE	TARGET
3.	To strengthen mobilization and cost effective use of resources to promote financial literacy	3.1 Increased Resource envelope for implementing (Financial Literacy Programme (FLP))	*Percentage of resources mobilized and utilized for Financial Literacy Programmes  * Number of MOUs/SLAs	*Budgetary allocations to FL activities in stakeholder budgets  *BoU FL Reports  *Memoranda of Understanding and Stakeholder Reports	-BoU /other relevant stakeholders   *BOU/FLA	40%   0	100%   100
		3.2 Improved allocation and utilization of the available resource envelope	*The number of activities/ initiatives completed in a year per unit Shilling  *The number of cost saving initiatives implemented	* Annual Reports of stakeholders  * Annual Reports of stakeholders	BOU   -BoU	TBD   0	TBD   TBD
4.	To broaden the diversity and quality of initiatives that drive financial literacy	4.1 Increase in the number of initiatives for financial literacy	*Number of new Financial Literacy initiatives undertaken	BoU FL Reports	-BoU	0	TBD



		4.2 Improved quality of financial literacy program materials	*materials developed in line with basic minimum standards	* Verification reports	-BoU, FLA and other stakeholders	TBD	Yes
		4.3 Improved standards for the facilitators/ trainers	*Financial Literacy trainers at each of the three different tiers	* Training evaluation reports	-BoU/FLA	At least 30	At least 50
5.	To improve institutional cooperation among stakeholders to promote financial literacy	5.1 Increased cost effective use of resources	* Number of activities accomplished per unit Shilling * Budget variance in Financial Literacy activities	* BoU FL Report *Budget Variance Report	-BoU	TBD	TBD



SN	GOALS	EXPECTED OUTCOMES	INDICATORS	MEANS OF VERIFICATION (MoV) / SOURCES OF EVIDENCE	RESPONSIBLE INSTITUTION	BASELINE	TARGET
		5.2 Improved knowledge sharing	<p>The outputs include Financial Literacy Information Sharing Forum (FLISF) and Financial Literacy Association (FLA)</p> <p>* Number of participants at the FLISF</p> <p>*Number of fully subscribed members of FLA</p> <p>*Number of organizations with <a href="http://www.simplifymoney.ac.ug">www. simplifymoney. ac.ug</a> website as useful link on own webpages</p>	<p>*FLISF Proceedings Report or Minutes</p> <p>*Membership register of FLA</p> <p>*Google Analytics</p>	-BoU and FLA	No	Yes
					-BoU	200	800
					-BoU	0	2,000
					-BoU	1	TBD
		5.3 Improved coordination of Financial Literacy	The outputs include Financial Literacy Advisory and Coordination Centre (FLACC) for providing		-BoU and MOFPED		







SN	GOALS	EXPECTED OUTCOMES	INDICATORS	MEANS OF VERIFICATION (MoV) / SOURCES OF EVIDENCE	RESPONSIBLE INSTITUTION	BASELINE	TARGET
6.	To set in motion a process of increased self-awareness, skill development, and appropriate attitudinal change for individuals to strengthen positive mindsets towards money generation and management.	6.1 Increased awareness of one's strengths and improvement areas in reference to money generation and management (attitude, value, skills, knowledge, experience, and network etc.) 6.2 Increase Digital Financial Literacy awareness and outreach activities	*Proportion of participants knowledgeable about strengths and improvement areas	*Pre-Test and Post-Test *Qualitative Means (Life stories, Testimonies etc.)	-BoU/ relevant stakeholders	TBD	80%
		6.2 Increased awareness of strategies and success factors needed to overcome negative mindsets and habits so as to foster change	*Proportion of participants knowledgeable about strategies and success factors	*Pre-Test and Post-Test *Qualitative Means (Life stories, Testimonies etc.)	-BoU/MOES and relevant stakeholders	TBD	80%
		6.3 Increased ability of individuals to identify activities and networks that optimise strengths	*Proportion of participants with ability to identify activities and	*Pre-Test and Post-Test	BOU/MOES and relevant stakeholders	TBD	80%



		and foster financial discipline	networks				
		6.4 Increased ability of individuals to identify and engage in income generating activities (investments)	* Percentage of investments created after an intervention	*Tracer studies of financial literacy participants	BOU, FLA and other relevant stakeholders	0	80%

23 Identify key institutions that provide Financial Literacy training



SN	GOALS	EXPECTED OUTCOMES	INDICATORS	MEANS OF VERIFICATION (MoV) / SOURCES OF EVIDENCE	RESPONSIBLE INSTITUTION	BASELINE	TARGET
7.	To conduct research and strengthen monitoring and evaluation (M&E) of financial literacy initiatives	7.1 Improved monitoring and reporting of Financial Literacy activities	Functional M&E system to track financial literacy activities established is the output with indicators as below. * Number of periodic progress reports generated  * Percentage number of Financial Literacy trainers using M&E system for reporting  *The second output is a functional Management Information System (MIS) to enhance financial literacy activities reporting	* BoU FL Reports  * BoU FL Reports	BOU, FLA and other relevant stakeholders	N/A N/A  N/A	4 Per Quarter  80%



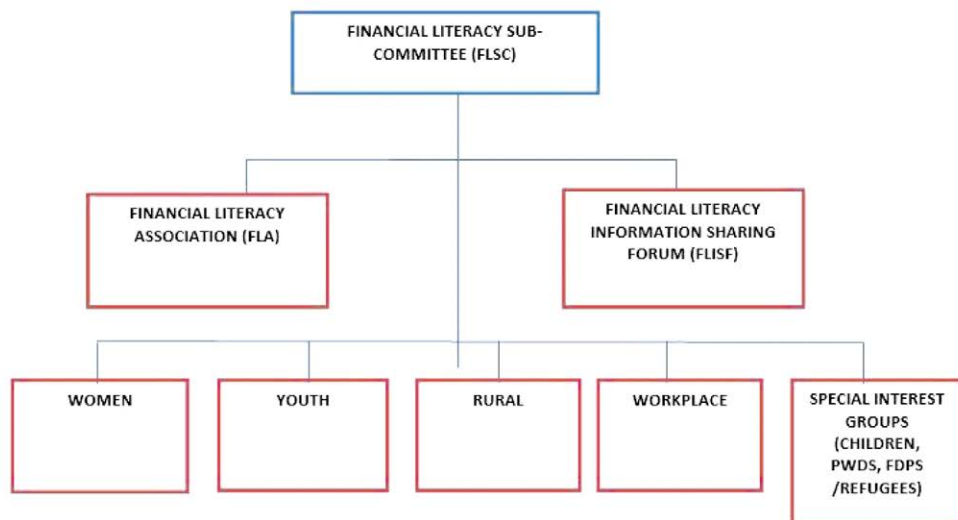


			materials customized to particular target groups			
SN	GOALS	EXPECTED OUTCOMES	INDICATORS	MEANS OF VERIFICATION (MoV) / SOURCES OF EVIDENCE	RESPONSIBLE INSTITUTION	TARGET
8.	To harmonise the national financial literacy initiatives / programmes with those of regional East African Community (EAC) partner states	8.1 Increased shared standards about financial literacy in the EAC region	*Shared thematic areas identified for mainstreaming across EAC region  *Number of thematic areas (FL modules) shared	*EAC Reports *Meeting Minutes	BOU/EAC Secretariat	Yes  7
		8.2 Increased participation in EAC spearheaded regional initiatives for financial literacy	*Meetings attended	*Strategy Documents *EAC Reports *Meeting Minutes	-BoU	100%



## APPENDIX F:

### THE GOVERNANCE STRUCTURE OF THE STRATEGY FOR FINANCIAL LITERACY IN UGANDA 2019 - 2024





## APPENDIX G:

### SDGs THAT CAN BE IMPACTED THROUGH FL

S/N	SDG
1.	No Poverty (SDG 1)
2.	Education (SDG 4)
3.	Gender Equality (SDG 5)
4.	Economic Growth (SDG 8)
5.	Industry, innovation and Infrastructure (SDG 9)
6.	Inequalities (SDG 10)
7.	Sustainable consumption and production (SDG 12)
8.	Climate Change (SDG 13)
9.	Partnerships for the goals (SDG 17)

*Source: <https://www.un.org/sustainabledevelopment/sustainable-development-goals/>*





## **APPENDIX H:**

### **STRATEGY FOR FINANCIAL LITERACY IN UGANDA REVIEW TEAM**

(The Team that participated in Reviewing the Strategy for Financial Literacy in Uganda 2013-2016 and Formulation of the Strategy for Financial Literacy in Uganda 2019-2024)

<b>Core Group</b>		
<b>S/N</b>	<b>Name of Participant</b>	<b>Institution</b>
1.	Mr. Mackay Aomu	Bank of Uganda
2.	Ms. Christine Bernadette Alupo	Bank of Uganda
3.	Mr. Ivan Ssettimba	Bank of Uganda
4.	Mr. Alex Ochan	Bank of Uganda
5.	Mrs. Tilda Nabbanja Turyagyenda	Bank of Uganda
6.	Dr. George Wilson Ssonko	Bank of Uganda
7.	Mr. Victor Allan Walusimbi	Bank of Uganda
8.	Mr. Robert Owagonza	Bank of Uganda
9.	Mr. Daniel Ocakacon	Bank of Uganda
10.	Mrs. Ritah Butime	Bank of Uganda
11.	Mr. Nelson Olwe	Bank of Uganda
12.	Mr. Fagil Mandy	Financial Literacy Master Trainer
13.	Mr. Andrew Eboku Eyeru	Financial Literacy Master Trainer / ALM Advisors
14.	Mr. Musa Mayanja Lwanga	Uganda Bankers' Association
15.	Mr. Musa Mukundane	CARE International in Uganda
16.	Mr. Michael Masembe	Uganda Revenue Authority
17.	Mr. Allan Katwere	Uganda Insurers Association
18.	Ms. Mariam Nalunkuma	Insurance Regulatory Authority in Uganda
19.	Mr. Martin Tugume	Uganda Retirement Benefits Regulatory Authority
20.	Mr. Richard Kirungi Ndyanabo	Ministry of Finance, Planning and Economic Development
21.	Mr. Nelson Mutatiina	Uganda Microfinance Regulatory



		Authority
22.	Mr. Isaac Sekitoleko	Capital Markets Authority
23.	Ms. Hope Atwine	Kampala City Traders Association in Uganda
24.	Ms. Miriam Mutesi	Private Education Development Network
25.	Mr. Gerald Onen	Bank of Uganda



## **APPENDIX I:**

### **PARTICIPANTS AT THE CONSULTATIVE WORKSHOP TO REVIEW DRAFT STRATEGY FOR FINANCIAL LITERACY IN UGANDA 2019-2024 HELD AT IMPERIAL ROYALE HOTEL THURSDAY JULY 19, 2018**

Institutions that participated in the Workshop at the Imperial Royale Hotel to Review the Draft Strategy for Financial Literacy in Uganda 2019-2024

S/N	Name of Institution
1.	Bank of Uganda (BoU)
2.	Uganda Bankers' Association (UBA)
3.	CARE International in Uganda
4.	Uganda Revenue Authority (URA)
5.	Uganda Insurers Association (UIA)
6.	Insurance Regulatory Authority in Uganda (IRAU)
7.	Ministry of Finance, Planning & Economic Development (MoFPED)
8.	Project For Financial Inclusion in Rural Areas (PROFIRA)
9.	Uganda Retirement Benefits Regulatory Authority (URBRA)
10.	Uganda Microfinance Regulatory Authority (UMRA)
11.	Capital Markets Authority (CMA)
12.	Kampala City Traders Association in Uganda (KACITA-U)
13.	Private Education Development Network (PEDN)
14.	Fagil Mandy Education Consultancy (Famecon Limited)
15.	Ministry of Education & Sports (MoES)
16.	National Curriculum Development Centre (NCDC)
17.	Uganda Cooperative Savings and Credit Union (UCSCU)
18.	GIZ Uganda
19.	Makerere University Business School (MUBS)
20.	Uganda Martyrs University (UMU)
21.	Mountains of the Moon University (MMU)
22.	Centenary Bank
23.	BRAC



24.	Imagine Me Africa
25.	Y-SAVE / PROFIRA-UCA Consortium
26.	JEEP
27.	CARITAS Kampala Archdiocese
28.	Private Sector Foundation Uganda (PSFU)
29.	The AIDS Support Organisation (TASO)
30.	Kaka Business Resource and Advisory Centre
31.	JECON
32.	CINQ Diamandes
33.	Haneheria Consultants
34.	Gals Forum International



## **APPENDIX J:**

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### **75 DISTRICTS WITH AT LEAST ONE FL TRAINER**

#### **REGIONS AND DISTRICTS IN UGANDA WITH ATLEAST ONE FL TRAINER CENTRAL REGION (14 Districts)**

Kampala, Wakiso, Mityana, Luweero, Mpigi, Masaka, Mukono, Mubende, Kiboga, Nakasongola, Nakaseke, Butambala, Kayunga, Lwengo  
(Other specific location to note: Entebbe)

#### **WESTERN REGION (15 Districts)**

Kasese, Bushenyi, Kabarole, Kabale, Bundibugyo, Rukungiri, Ntungamo, Kisoro, Kiruhura, Mbarara, Hoima, Kiryandongo, Masindi, Isingiro, Kayonza  
(Other specific locations to note: Kyamuhunga, Buhwenju, Fort Portal)

#### **EASTERN REGION (24 Districts)**

Jinja, Kamuli, Mayuge, Tororo, Mbale, Manafwa, Bududa, Butaleja, Bulambuli, Sironko, Iganga, Namutumba, Ngora, Soroti, Bugiri, Namayingo, Bukedea, Busia, Kibuku, Katakwi, Kaberamaido, Serere, Kumi, Kapchorwa (Other Specific Locations to note: Kiwapa, Mella, Molo, Kwapa, Petta Osokuru, Kisolo, Merikit, Kisoko, Butansi, Namasagali, Niamiza, Byansi, Mukujju, Mbulamuti)

#### **NORTHERN REGION (22 Districts)**

Gulu, Oyam, Lira, Kitgum, Arua, Moyo, Nebbi, Koboko, Pakwach, Kaabong, Adjumani, Amuru, Apac, Kotido, Pader, Amolatar, Agago, Kole, Moroto, Otuke, Alebtong, Nakapiriprit  
(Other Specific Locations to note: Dohola, Agar, Karamoja)



## **APPENDIX K:**

### **33 LANGUAGES IN WHICH AT LEAST ONE FINANCIAL LITERACY TRAINER IS COMPETENT TO TRAIN**

<b>S/N</b>	<b>Language</b>	<b>S/N</b>	<b>Language</b>
1.	English	18.	Kumam
2.	Luganda	19.	Lugisu
3.	Runyankole	20.	Lumasaba
4.	Lusoga	21.	Karamajong
5.	Kiswahili	22.	Kutsabin
6.	Luo	23.	Madi
7.	Rutooro	24.	French
8.	Rukiga	25.	Lulamogi
9.	Runyoro	26.	Kakwa
10.	Ateso	27.	Lunyole
11.	Acholi	28.	Gishu
12.	Lugweri	29.	Lusamya
13.	Japhadola	30.	Aringa
14.	Lango	31.	Arabic
15.	Lugbara	32.	Kinyarwanda
16.	Lukonjo	33.	Rudama
17.	Alur		







## **FINANCIAL LITERACY IN UGANDA**

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**Fax:** +256 (0)-414-233818  
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**Twitter:** @BOU\_Official **YouTube:** Bank of Uganda  
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