



LITERACY AND ADULT  
BASIC EDUCATION (LBE)

# STRATEGIC PLAN

## 2020 - 2025







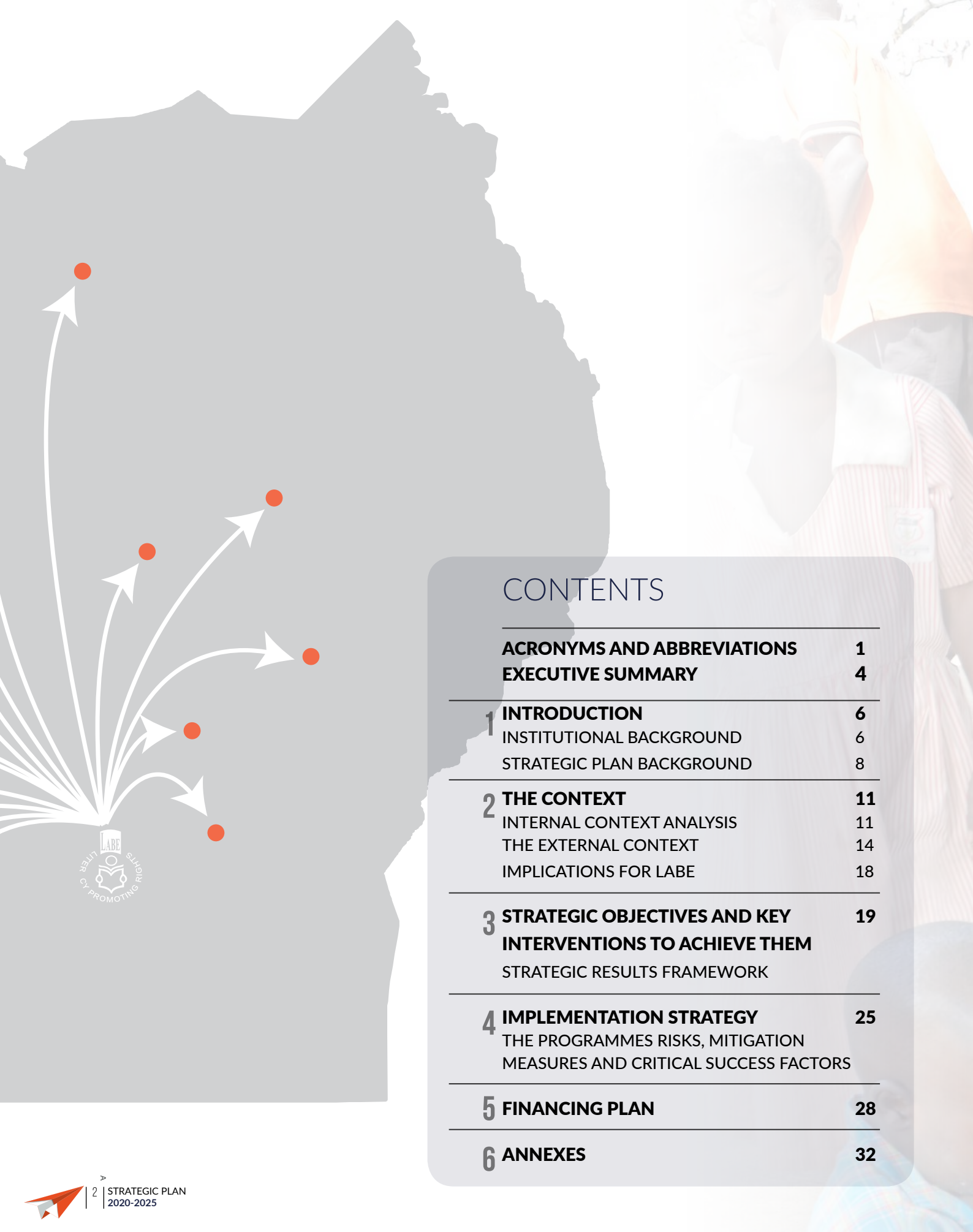
LBE signed a memorandum of Understanding with the Ministry of Education and Sports in November, 2019. One of the strategic partnerships for the 2020 -2025 period





# ACRONYMS AND ABBREVIATIONS

<b>BoD</b>	Board of Directors
<b>COVID-19</b>	Corona virus disease 19
<b>CSO</b>	Civil Society Organisation
<b>ECD</b>	Early Childhood Development
<b>FABE</b>	Family Basic Education
<b>HLC</b>	Home Learning Centre
<b>ICT</b>	Information and Communication Technology
<b>LABE</b>	Literacy and Adult Basic Education
<b>MoES</b>	Ministry of Education and Sports
<b>MoU</b>	Memorandum of Understanding
<b>NAPE</b>	National Assessment of Progress in Education
<b>NCDC</b>	National Curriculum Development Centre
<b>NDP</b>	National Development Plan
<b>NGO</b>	Non-Government Organisation
<b>PESTLE</b>	Political, Economic, Technological, Legal and Environmental (analysis)
<b>SACCOs</b>	Savings and Credit Cooperatives
<b>SDGs</b>	Sustainable Development Goals
<b>SWOT</b>	Strengths, Weaknesses, Opportunities and Threats (analysis)
<b>UPE</b>	Universal Primary Education
<b>VSLAs</b>	Village Savings and Loans Associations



## CONTENTS

	<b>ACRONYMS AND ABBREVIATIONS</b>	<b>1</b>
	<b>EXECUTIVE SUMMARY</b>	<b>4</b>
<b>1</b>	<b>INTRODUCTION</b>	<b>6</b>
	INSTITUTIONAL BACKGROUND	6
	STRATEGIC PLAN BACKGROUND	8
<b>2</b>	<b>THE CONTEXT</b>	<b>11</b>
	INTERNAL CONTEXT ANALYSIS	11
	THE EXTERNAL CONTEXT	14
	IMPLICATIONS FOR LABE	18
<b>3</b>	<b>STRATEGIC OBJECTIVES AND KEY INTERVENTIONS TO ACHIEVE THEM</b>	<b>19</b>
	STRATEGIC RESULTS FRAMEWORK	
<b>4</b>	<b>IMPLEMENTATION STRATEGY</b>	<b>25</b>
	THE PROGRAMMES RISKS, MITIGATION MEASURES AND CRITICAL SUCCESS FACTORS	
<b>5</b>	<b>FINANCING PLAN</b>	<b>28</b>
<b>6</b>	<b>ANNEXES</b>	<b>32</b>





# EXECUTIVE SUMMARY

Literacy and Adult Basic Education (LABE) Uganda, registration number MIA/NB/2004/10/1197 was established in 1989 as a not-for-profit non-government organisation. This new Strategic Plan covers the period 2020-2025. It is firstly shaped by issues such as LABE's past engagements in literacy and basic education interventions since 1989 and the consultative processes with LABE direct beneficiaries, staff, Board of Directors (BoD) and key stakeholders who shared their views and ideas on the future of LABE's work in the next five years. Secondly, it is also based on an appreciation of the trends in the geo-political, socio-economic and legal environment, which constitute the operational context LABE seeks to respond to. Finally, the aspirations of this Plan have also been guided by LABE's vision, mission and core values here below:

## Vision

*A literate and well informed society that is able to participate fully in its own development.*

## Mission

*To promote literacy practices, increase access and utilization of information, particularly amongst women and children in local communities, to effectively demand and protect their individual and wider rights.*

## Core values

*Professionalism; Transparency; Positivity to community participation; Partnerships; Inclusion; Innovation; Safeguarding.*

The overall goal to be pursued in the next five years is; *"to enhance development of literate families, literate communities and literate societies to create sustainable demand for lifelong literacies."*



## Strategic objectives

LABE shall focus on three strategic objectives through this Strategic Plan:

- To promote the adoption of LABE-initiated education programmes and services that strengthen literacy and numeracy practices for different learners in families, in primary schools or at their work places in the period 2020-2025.
- To strengthen partnerships at national, district and community levels to add value in implementing national education policies and strategies as they relate to literacy and basic education.
- To expand the organisational revenue base through a mix of external donor funding and internal fees-for-service income to support sustainability and scale in the period 2020-2025.

Successful implementation of the above objectives is expected to result into outputs and outcomes whose progress is going to be monitored through the outlined strategic results framework of the Plan. The central theme for this Strategic Plan shall be, 'Family Basic Education for inclusive demand-driven lifelong and life-wide literacies for all'.

## Implementation strategy

The Strategic Plan will be implemented through education interventions premised on the Family Basic Education (FABE) approach. Specific programmes with interlinked features, will be designed to deliver these interventions and will include;

**The home-based ECD programme** – the focus of implementation will be on scaling the non-formal home-based ECD model through promotion actions leading to model expansion and adaption to meet the demands of users in other places.

**The bilingual home-schooling programme** – will focus on piloting a bilingual education intervention as a model for increasing home schooling in hard to reach areas where mass media including radio, TV and internet are not easily accessible to primary school learners.

**The financial adult nume-literacies programme** – will aim at increasing numeracy and financial literacy supports to enable groups, mainly VSLAs, to transform into microenterprises as a form of community socio-economic empowerment.

## Costing and financing the Plan

LABE foresees an annual volume of 16,007,136,768 billion (GB £3,479,812) raised over the next five years to implement this Plan. For the next 3 years (2020-2023), a total of GB £1,061,696 has been secured and committed to plan implementation. This represents 31% of the projected total of GB £3,479,812, with 69% or £2,418,117 constituting the funding gap. Additional fund-raising efforts and local resource generation are the means earmarked to close this funding gap.





## CHAPTER

### **INSTITUTIONAL BACKGROUND - WHO WE ARE**

Vision

Mission

Core values and Principles

Past Engagements since 1989

### **STRATEGIC PLAN BACKGROUND**

2010-2019: Notable achievements

The Strategic Planning Process

Layout of the Strategic Plan 2020-2025

# INTRODUCTION





## INSTITUTIONAL BACKGROUND - WHO WE ARE

Literacy and Adult Basic Education (LABE), established in 1989 with registration number **MIA/NB/2004/10/1197**, is an indigenous NGO that is highly regarded in Uganda for its contribution to basic education, especially for women and girl children in marginalised communities. LABE has concentrated on literacy and basic education interventions which have been strongly driven by national and international development agenda, such as the previous Millennium Development Goals (MDGs) and current Sustainable Development Goals (SDGs)



### Vision

A literate and well-informed society that is able to participate fully in its own development.



### Mission

To promote literacy practices, increase access and utilization of information, particularly amongst women and children in local communities, to effectively demand and protect their individual and wider rights.



### Core Values and Principles

We value:



#### Professionalism;

Constituting impartial and excellence of services to all people, with high degree of respect.



#### Transparency;

Openness and being accountable to our funders, beneficiaries, stakeholders and within the organisation.



#### Positivity to community participation;

To reflect our belief that nothing for the community without community members, and our cherished community self-help approach to bring about sustainable change.



#### Partnerships;

Our mode of working with others at local, district and national levels.



#### Inclusion;

Fulfilling our need to reach out to all learners by addressing forms of exclusion, marginalisation and inequalities in access, participation and learning outcomes.



#### Innovation;

Continuing with our desire to develop and test education pilot programmes which offer forward-looking solutions to local education challenges.



#### Safeguarding;

Safeguarding; ensuring that our work is not causing harm to the staff and other persons associated with us.

## Past Engagements since 1989

The three decades of LABE's life have been broken down into three phases to better appreciate our work to date.

The first phase began immediately after founding of LABE, the second phase started in 2000 while the third phase began in 2010.



### THE 1990-1999 PHASE:

Adult literacy education then was hugely understood as a non-formal, compensatory second-chance education for non- or semi-literates. Education was associated with childhood and schooling. Therefore less than 4% of the 5 million non-literate adults cited by the 1991 national census, were being reached by adult literacy provisions of government and



► Community Capacity Building: Training adult literacy providers for local community groups.



■ Adult literacy resource organisation





## THE 2000-2009 PHASE:

From experience gained in promoting community self-run literacy services and other community-based education, LABE promoted context-specific literacies for the different communities in diverse settings. LABE also began piloting its family literacy and learning approach called Family Basic Education (FABE), to demonstrate the importance of adult literacy for the education and well-being of children, through intergenerational and inter-peer learning.

## THE 2000-2009 PHASE:

To contribute to achievement of national education policies e.g. universal primary education (UPE), local language in education and Early Childhood Development (ECD) amongst others, LABE put focus on enabling parents/communities, school authorities, education policy makers and key stakeholders to recognise that literacy acquisition and development occurs in and out of school, and in many ways and styles. Thus LABE designed and implemented programmes to promote stronger home-school links with emphasis placed on the family and local communities, and their critical role in making literacy accessible, necessary and enjoyable throughout life.

- ▶ Capacity Building: Training literacy trainers and facilitators for local community groups and international NGOs.
- ▶ Literacy and post-literacy training for women and girls e.g. in Northern Uganda.
- ▶ Influencing adult literacy policies through literacy networks.
- ▶ Piloting innovative literacy approaches

- ▶ Local language-medium education in early primary.
- ▶ Promoting children's school readiness and retention.

- General Adult Literacy
- Context-specific literacies e.g. women's literacy, civic education
- Advocacy for literacy
- Literacy innovations: e.g. FABE

- Testing and scaling up literacy innovations
- Advocacy for stronger Home-School links





## STRATEGIC PLAN BACKGROUND

LABE delivered its second (2010-2015) and third (2015-2020) Strategic Plans during the third phase (2009-2019). We implemented a range of educational interventions which have made tangible positive impact on the lives of our core beneficiaries as evidenced by the results of various end-of-project evaluations, and the positive feedback from families/communities, local and national government partners, CSOs and funders.

### 2010-2019: Notable Achievements

Specifically, we celebrate accomplishments in the:

#### a) Programmes and services we have offered.

We continued to initiate, improve and expand our portfolio of programmes in literacy and basic education.

- We innovated how to bring formal and non-formal education together through our flagship FABE model. As a result, home-based ECD for pre-school children and parenting education through literacy for adults have been initiated, helping communities and education policy makers understand the intergenerational nature of basic education.
- We have developed and shared training and learning materials in context-specific literacies with government Ministries, higher institutions of learning, CBOs, national and international NGOS.



- We continued to provide consultancy training services to a number of reputable agencies to implement their programmes. Notable ones include: the **Finnish Refugee Council** in Uganda refugee settlements; **Mother's Union UK**, which implements the literacy and financial education programme in Burundi, South Sudan, Malawi and Ethiopia; and the **UNESCO Institute for Lifelong Learning (UIL)**, supporting the governments of Ethiopia and the Gambia to set up family literacy and learning projects.

#### b) Strategic partnerships and working relations we have established.

In line with LABE's commitment to work in partnerships, we have been able to deliver programmes with diverse partners at the community, district, national and international levels.

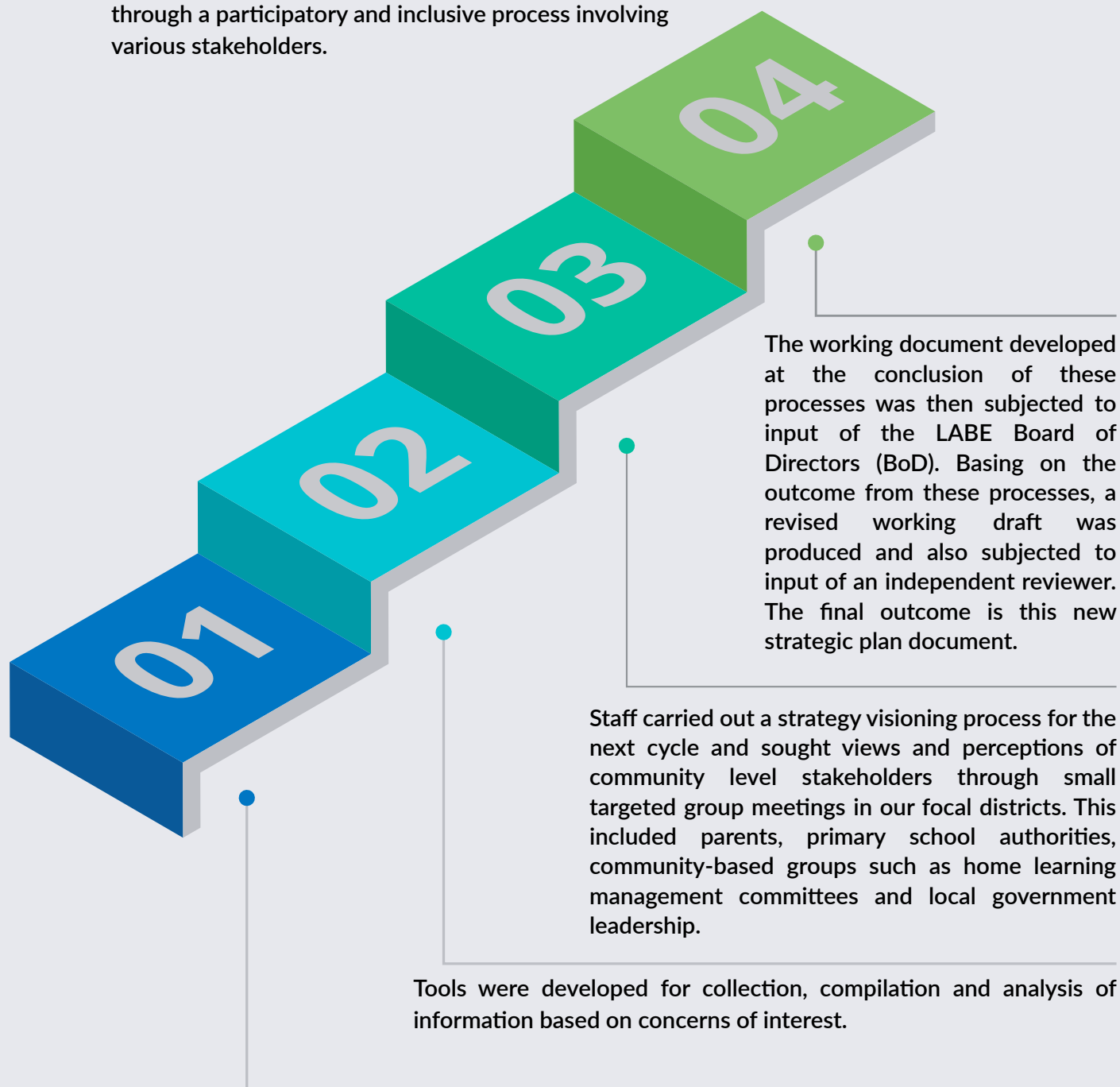
- We are proud of our existing warm relationships with the **Ministry of Education and Sports (MoES)**, through regular invitations to the Basic Education Working Group to contribute to national education policy debates. In November 2019, we formalized the Memorandum of Understanding with the MoES to increase access and improve the quality of early learning in Uganda. We have jointly monitored progress of our work in the communities and secured working space in government-provided offices like in Gulu and Koboko.
- We have worked with the **National Curriculum Development Centre** to improve on the quality of non-formal ECD provision and early primary grade learning.
- LABE has strengthened engagements with families, community members and primary schools to rely more on the community self-help approach as a solution to some pressing educational challenges in their communities. Consequently, 56 HLCs have gradually set up their own VSLAs to self-finance aspects of their education interventions

#### c) Governance, Accountability and Programmes management capacity.

We have strengthened our governance at both community and national level and are proud of having a strong Board of Directors (BoD) and leadership at the secretariat. They have provided oversight, upheld the vision and mission of LABE and championed the mobilisation of resources for the realization of organisational goals. We have continued to build our internal capacity in managing programme portfolios. In 2012, we secured a five-year large grant worth £ 1,613,021 directly from our key funders and successfully managed implementing programme actions without an external intermediary. We have put in place key safeguarding policies that promote our accountability and brand e.g. the HIV&AIDS Workplace Policy, Gender Policy, Children and Adult Safe-guarding, etc. External audits have been annually conducted and carried out by highly professional auditors. We have consistently maintained a clean bill of audit in these past ten years.

## The Strategic Planning Process

This 2020-2025 Strategic Plan has been developed through a participatory and inclusive process involving various stakeholders.



LABE staff internally undertook an in-depth review of the progress on the 2015-2020 Strategic Plan before to establish key achievements and challenges.



## Layout of the Strategic Plan 2020-2025

1<sup>ST</sup>

### CHAPTER

presents the background of LABE including what it stands for – the vision, mission and core values. It also gives LABE's past engagements to date with the notable accomplishments. Finally it highlights the process adopted for the preparation of the plan.

2<sup>ND</sup>

### CHAPTER

presents the situation analysis of literacy and basic education from both the internal/ institutional and wider contexts. Under this chapter, an overview of government efforts to address literacy and basic education concerns is given and how LABE intends to align its work to the political, socio-economic and legal frameworks.

3<sup>RD</sup>

### CHAPTER

provides the new strategic direction of LABE from 2020 to 2025. It provides details of the strategic objectives to be pursued and why, the key interventions to be implemented and the results framework with indicators of progress for each intervention.

4<sup>TH</sup>

### CHAPTER

gives the description of the core programmes that will be implemented to achieve the strategic objectives. It also outlines the underlying risks and critical success factors to consider and mitigate during plan implementation.

5<sup>TH</sup>

### CHAPTER

is the financial plan – looking at the costing and financial resource estimation with indicative budgets each year.

The **annexure** is found at the end of the document.

A young child with dark skin and short hair is sitting on the ground in a rural, arid environment. The child is wearing a blue and white patterned shirt and a blue skirt. They are holding a colorful, handmade toy that looks like a small doll or a piece of fabric. In the background, there are trees and another child partially visible on the right.

**CHAPTER**

# 2

## **INTERNAL CONTEXT ANALYSIS**

SWOT analysis

The 2016-2020 Strategic Plan performance

## **THE EXTERNAL CONTEXT**

Government efforts to address literacy and basic education needs of all learners

Development planning context

PESTLE analysis

## **IMPLICATIONS FOR LABE**

# **THE CONTEXT**



## THE CONTEXT

**T**he context analysis covers the internal institutional and external wider environments. Firstly the LABE internal situation analysis is presented in form of the strengths, weaknesses, opportunities and threats (SWOT) analysis and a brief performance review of the concluded 2016-2020 Strategic Plan. It then highlights the prospects for LABE to tap and factors undermining LABE's efforts towards community attainment of a better quality of life which have to be mitigated.

The external analysis looks at the situation in which literacy and basic education operates in nationally and globally. It highlights the formal and non-formal education system of Uganda with a focus on the education levels where literacy and basic education is covered. Then it looks at the government efforts to address literacy and basic education through the national and international policy and regulatory frameworks. Finally the political, economic, social, technological, legal and environment analysis is presented concluding with the implications of this external analysis to LABE.



## INTERNAL CONTEXT ANALYSIS

### S Strengths

## SWOT ANALYSIS

As part of the strategic plan reflection process, LABE did an institutional SWOT analysis and the key outcomes are summarised below.

- An uninterrupted track record of over 30 years of championing literacy and basic education issues for adult learners and their children.
- The LABE brand and name speaks for itself; it depicts what the organisation stands for.
- An active Board of Directors (BoD) and dedicated staff with expertise and experiences in LABE's core business.
- A strong secretariat with functional organisational systems and well-equipped with assets to enable them operate.
- Warm working relations with diverse partners and stakeholders at international, national, district and community levels.
- Working approaches that have enabled LABE to reach its primary beneficiaries directly in their families and schools.

### W Weaknesses

- Inadequate staff skills to implement all planned activities with ease.
- There is scanty documentation of success stories despite LABE's work being appreciated internationally and nationally, thus affecting visibility.
- No LABE home of its own.
- Over 80 % of funding in LABE is donor funded though LABE is trying to develop internal revenue raising streams to supplement donor funding.

# O



## Opportunities

- The national institutional legal policy framework is supportive to LABE's programmes.
- Sustainable Development Goals and the 2020/21-2024/25 National Development Plan III provide a frame for LABE's programmatic work.
- The 2019-2024 Memorandum of Understanding between LABE and the Ministry of Education and Sports (MoES) is supportive to LABE's work.
- Growing interest in home-learning as practical alternative to classroom based learning in the aftermath of school closures due to the COVID-19 pandemic.
- Increasing global and national recognition of the importance of ECD and pre-primary education in building the foundational skills for young learners to succeed in school.

# T



## Threats

- Unpredictable external funding landscape.
- LABE's revenue base is becoming narrower resulting from overdependence on very few external donors (now at 98 % on one donor). Locally-generated revenues has disappeared from the funding streams list.
- Armed conflicts in the Democratic Republic of Congo (DRC) and South Sudan continue to cause displacement and disruption of normal life to people in LABE's focal districts bordering these countries.
- Widespread 'dependency-syndrome' in communities expecting relief from international NGOs and negative mindsets about self-help affects appreciation of the self-help approach to education LABE promotes.

## Implications for LABE

LABE will exploit its strengths while minimizing the identified weaknesses to ensure that we have the operational set-up to significantly increase our reach and impact in Uganda. Specifically, LABE will address weaknesses associated with programmes delivery such as the limited number of staff who can adapt programmes and design custom projects for adoption at scale. LABE will need to focus on building capacity of its existing staff as well as identifying essential talent among task-based staff to tackle projects quickly. It will also have to consider raising incremental unrestricted funds to overcome the dependency on few external donor funding.

## The 2016-2020 Strategic Plan performance

The four strategic priorities of the 2016-2020 Strategic Plan are to: a) Improve the implementation of our two core (home-based ECD and Mother Tongue Education) programmes; b) Scale up the improved core programmes; c) Develop internal strengths; and d) Improve our funds base. LABE staff identified the key achievements and shortfalls as part of their reflection process basing on what had been listed as the outputs for each priority.

### Strategic Achievements:



- **Production of officially approved training tools.** After working jointly with the NCDC in 2016/17, the “Complementary Learning Framework for ECCE” was developed as a national training resource for the home-based ECD providers. The material has been officially approved for use by others who wish to provide non-formal ECD comparable to the formal ECD, particularly for children from marginalised communities. This resonates with the stated output ‘training tools for teachers and parent educators produced’.
- **Alignment of LABE core programmes with government’s education policies.** LABE’s two programmes at HLCs and in primary schools were improved and aligned with Government of Uganda’s education policies such as the Local Language-in-Education and ECD Policies. The synchronization of LABE programme activities with those of the government resulted into the five-year MoU with the MoES in 2019. This has further laid the foundation for scaling up LABE core programmes outside the focal districts.
- **Systems and Processes needed for the running of the organisation.** The majority of organisational policy documents needed for smooth running of LABE are in place and being operationalised. These include; the finance policy, human resources manual, safe-guarding policies (i.e. gender, HIV/AIDs at work place, Adults and Children Safety) and code of conduct.

### Shortfalls:



- **The funds base continued to narrow instead of widening.** LABE did not implement most of the actions that were set out to be done under strategic priority four. LABE did not develop and implement a capital reserves policy as had been planned.
- **Taking forward mother tongue education in primary schools.** Despite implementing an eight-year long (2009-2017) MTE project, LABE was unable to take it forward after its conclusion in 2017. Yet existing bi/multilingual studies and policies advocate for linguistic continuity between home and school.
- **LABE staff retention is mainly due to historical attachment.** Staff retention is not mainly due to salary attributions. Due to budgetary restrictions, critical schemes such as the accident insurance scheme have not yet been secured.





“

*“There is scope for LABE to be a centre of excellence/resource for community based ECD, while they still are able to deliver...”*

*Comic Relief interview*

*End of project evaluation of the Scaling up Readiness and Retention (SURE) Project*

*Final Report to Literacy and Adult Basic Education*

*LABE, 2020*

”



## THE EXTERNAL CONTEXT

### ***Situation analysis of Literacy and Basic Education In Uganda***

Uganda runs a formal and non-formal system of education. Literacy and basic education in the formal education system is addressed at the pre-primary, primary and lower secondary school levels. The non-formal education focuses on those people who did not receive formal education, targeting mainly disadvantaged children, school dropouts, youth and adults. Under this system, literacy and numeracy may be provided to enable out of school children to rejoin formal school, or practical skills may be imparted alongside literacy and numeracy to the youth and adults.



563,913

eligible learners  
accessing  
pre-primary  
by 2016

### ***Unmet demand for ECD/pre-primary education services***

There are **3,614,827** children aged 3 – 5 years who are eligible for pre-primary education (EMIS, 2016). However, by 2016, there were **6,798** registered formal and non-formal pre-primary schools with a recorded total enrolment of 563,913 learners, of which **279,089 (49.5%)** were boys and **284,824 (50.5%)** girls. This implies a net enrolment of **15.6%**, meaning that **3,050,913** eligible learners were not accessing pre-primary education. Government does not support pre-primary education through funding. This is entirely financed by the private sector/non-state actors which includes families and donors. This creates a major inequality factor as children from low socio-economic backgrounds are less likely to attend than pupils from high socio-economic backgrounds. This represents a significant unmet demand for ECD owing to high cost barriers which requires alternative actions to address it.



44%

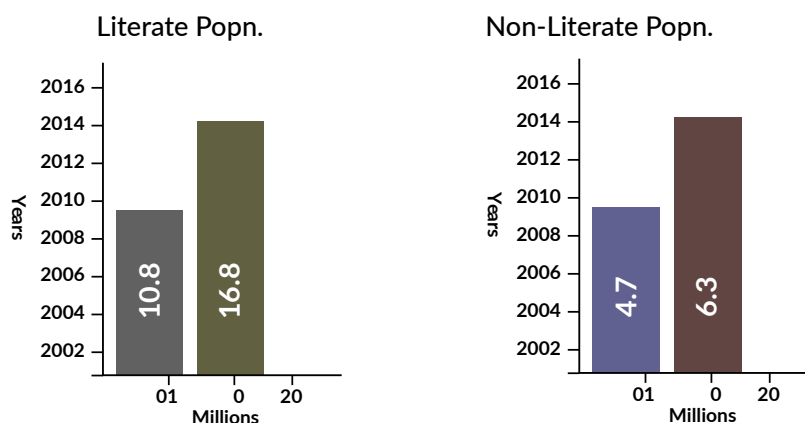
survival rate of  
primary school  
children at the  
end of P.7 by  
2017

### **Low primary and lower secondary school completion and sub-standard learning outcomes**

The State is the largest provider of primary education with 62% of all primary schools being government-owned. Uganda is one of the pioneers in Sub-Saharan Africa in setting the goal to achieve universal access to basic education through UPE in 1997. While the UPE policy resulted in increased primary school enrolment from 2.5 million learners in 1996 to 8.8 million in 2018, this was not accompanied by adequate progress in primary school completion and improved learning outcomes. The 2019 World Bank's Economic Update on Uganda called 'Economic Development and Human Capital in Uganda: A Case for investing more in education' observes that in 2017, while most school aged children start primary education, their survival rate at the end of P7 stood at 44%, which is considerably below the primary survival rate in Kenya at 95% and Rwanda at 68%. Periodic literacy and numeracy assessments administered by the National Assessment of Progress in Education (NAPE) or UWEZO have consistently shown sub-standard learning achievements by pupils in P3 or P6. For instance in 2015 the proportion of P6 pupils who reached the NAPE defined proficiency levels in numeracy and literacy in English was 39.4% and 38.3%, respectively. Therefore many pupils who go through primary school leave without acquiring the foundational skills of literacy and numeracy.

### **Trends of adult literacy since 2002**

According to the 2002 and 2014 National Population and Housing Censuses, the literate and non-literate population aged 10 years and above have been increasing. The literate population increased from 10.8 million in 2002 to 16.8 in 2014, with no major gender differentials observed; 8.2 million males and 8.0 million females. Despite this increase, the non-literate population also increased from 4.7 million in 2002 to 6.3 million in 2014. In terms of literacy rates, it was at 70% (77% M, 62% F) in 2002 and rose to 72% (77% M, 68% F).





## Government efforts to address literacy and basic education needs of all learners

Education, which includes literacy and basic education, hinges on international and national policy and regulatory frameworks.



### *International Frameworks*

This 2020-2025 Strategic Plan is guided by international instruments which include conventions, protocols and agreements Uganda ratified. Amongst these are: the 1989 Convention on the Rights of the Child; the 2006 Convention on the Rights of People with Disabilities (PwDs); Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW); the 2000 Dakar Framework on Education for All; and the Protocol on the Rights of Women in Africa.



### *National policy guidelines*

The 2020-2025 Strategic Plan is in line with the Constitution of the Republic of Uganda. The National Objectives and Directive Principles of State Policy clearly states that individuals, religious bodies and other NGOs shall be free to found and operate education institutions if they comply with the general education policy and national standards. Article 30 guarantees that all persons have a right to education while article 34 entitles children to basic education. This is reinforced by the Education Act (2008) which operationalizes constitutional issues concerning formal education in Uganda.

The 1992 Government White Paper on Education is the supreme guiding document for the overall policy framework and the main thrust of the Ministry of Education and Sports. Other policies to guide implementation of government education efforts to which this Strategic Plan is aligned include: the 1997 UPE policy; the Special Needs Education policy; the Non-formal Education policy; the 2007 ECD policy; the 2006 Language in Education policy; the 2016 National Integrated ECD policy; the 2014 National Adult Literacy policy; the Basic Education for Disadvantaged Groups policy and the 2007 Uganda Gender Policy, to mention but a few.

## Development planning context

The Strategic Plan has been designed with a national and international development outlook. At the national level, it is consistent with the Vision 2040 in general and the Third 2020/2021-2024/25 National Development Plan (NDPIII) in particular. By envisioning a literate and well-informed society able to participate fully in its development, the Strategic Plan is particularly in line with NDPIII's objective; 'to improve the foundations for human capital development'. At international level, the Plan is in line with the United Nation's 2030 Agenda for Sustainable Development, especially Sustainable Development Goal 4 on education and its targets.

# The Political, Economic, Social, Technological, Legal and Environment (PESTLE) Analysis

## Political context:



*Deliberate national policies and programmes targeting literacy and basic education at different life cycles exist.* At the childhood phase (3 to 12 years), examples include; the MoES 2007 ECD Policy, the MoGLSD 2016 NIECD Policy and the UPE Policy. At the adolescent phase (13 to 18 years), examples include the TVET Policy, National Strategy for Girls' Education amongst others. Finally at the adulthood phase, there is the 2014 National Adult Literacy Policy.

*Political unrest in some neighbouring countries resulting in a refugee crisis.* The refugee population in Uganda is the highest in Africa. This poses pressure on social services including education in refugee-hosting districts where LABE works.

*Decentralized governance system.* Despite operating a decentralized local governance system, sub-counties and parishes are largely dysfunctional with regard to provision of community mobilisation and other extension services.

## Economic context:



Communities are still stuck in the subsistence economy. 68.9% (2014 Housing and Population Census Report) of the people are subsistence farmers who depend on rain-fed agriculture. They are vulnerable to shocks which ultimately affect their levels of participation in literacy and basic education activities.

Low access to financial services. Only 20% of the adult population in 2018 accessed financial services informally, which is mainly through VSLAs and SACCOs. Similarly 22% have no access to financial services at all.

## Social context:



High population growth and fertility rates. Uganda has the second youngest population in the world (50.3% of the 40 million people are below 15 years), with a high population growth rate at 3% and a fertility rate of 5.4%. This creates challenges such as high dependency burden and pressure on accessing education services of high quality.

Exclusion from opportunities for the most vulnerable. Due to exclusionary cultural norms, specific groups such as girls and women in remote rural communities, persons with disabilities and refugees face specific challenges such as gender-based violence and outright discrimination from accessing basic education services. From a gender angle for instance, the total number of literate females decreases as age increases while the reverse is true among literate males.



Highly multilingual societies. Ugandan societies are multilingual with over fifty language varieties. Rather than being perceived as an asset, these languages are considered a liability and a threat to national unity, hence their limited use as languages of instruction in education.

Coronavirus (COVID)-19 pandemic and its effects to the education system. 15 million children are now out of school in Uganda due to school closures. The longer children are out of school, the greater the risk of never returning. Prolonged school closures without a routine of learning at home to replace school will have a potentially devastating impact on the education system of the next generation. Community mobilisation will also be needed to ensure continued learning.

### **Technological context:**



Upward trend in usage of and access to ICTs. The information and communication services are continuing to grow, particularly the mobile phones and FM radio broadcasting predominant across the country.

Limited use of ICT devices. Despite the potential that ICT tools such as mobile phones and FM radio have for community mobilisation and basic education through distance learning, their utilisation is still limited partly due to inadequate knowledge and skills.

### **Legal context:**



Supportive international and national legal frameworks. LABE's operational environment is safeguarded by the 1995 Constitution and the NGO Act. Interventions in literacy and basic education are further anchored in a number of global and national frameworks (earlier listed).

### **Environmental context:**



Uganda's climate is changing. The 2015 National Climate Change Policy notes that climate change is one of the greatest challenges facing humanity. Uganda now experiences erratic rainfall, floods and drought which adversely hit vulnerable populations hardest leading to further environmental degradation.



## IMPLICATIONS FOR LABE

***Within the wider political and legal context:*** LABE will deliberately join hands with government and other actors to domesticate policies and plans that ensure inclusion of marginalised children and adult learners in literacy and basic education as enshrined in SDG 4 outcome targets, the Constitution and other national development plans. LABE will specifically;

- Use its FABE approach to design education interventions which directly contribute to SDG 4 targets: 4.1 'universal primary and secondary education'; 4.2 'equal access to quality ECD and pre-primary education'; 4.5 'gender equality and inclusion in education' and 4.6 'universal youth literacy'. We will promote the adoption of the home-based ECD model by others throughout the country to address the unmet demand for ECD.
- Work with children, school authorities, parents and community groups to popularize child-to-child peer learning activities as means of improving children's reading, writing and numeracy outcomes.

**To address socio-economic context concerns:** LABE will intentionally design programmes that respond to the practical livelihood and linguistic concerns of children, the youth and adult learners. LABE will:

- Target communities organised as VSLAs/SACCOs and work with other partners to integrate lifeskills including financial-related numeracy in their languages for gainful livelihoods.
- Continue to design and implement literacy and lifeskills interventions that strengthen the acquisition and use of reading and writing within families and at people's workplaces.
- Support HLC management committees and parents to intensify home learning activities for in-/out-of-school children with their parents during and after the COVID-19 pandemic.

**Regarding the technological context:** LABE will transform home learning centres (HLCs) into the safe, inclusive and effective distance-learning environments for the hardest-to-reach children, adolescents and adults. Specifically LABE will:

- Work with teachers to produce video-recorded lessons to extend learning to children at the HLCs.



A photograph of two young children, a boy and a girl, sitting on a wooden floor and looking intently at a book. The boy is on the left, wearing a light green shirt, and the girl is on the right, wearing a dark blue shirt. The book is open, showing some text and a drawing. The background is a wooden floor.

**CHAPTER**

# 3

**STRATEGIC DIRECTION AND  
OBJECTIVES FOR 2020 – 2025**

Theme, Strategic goal and objectives

**STRATEGIC OBJECTIVES AND  
KEY INTERVENTIONS TO  
ACHIEVE THEM**

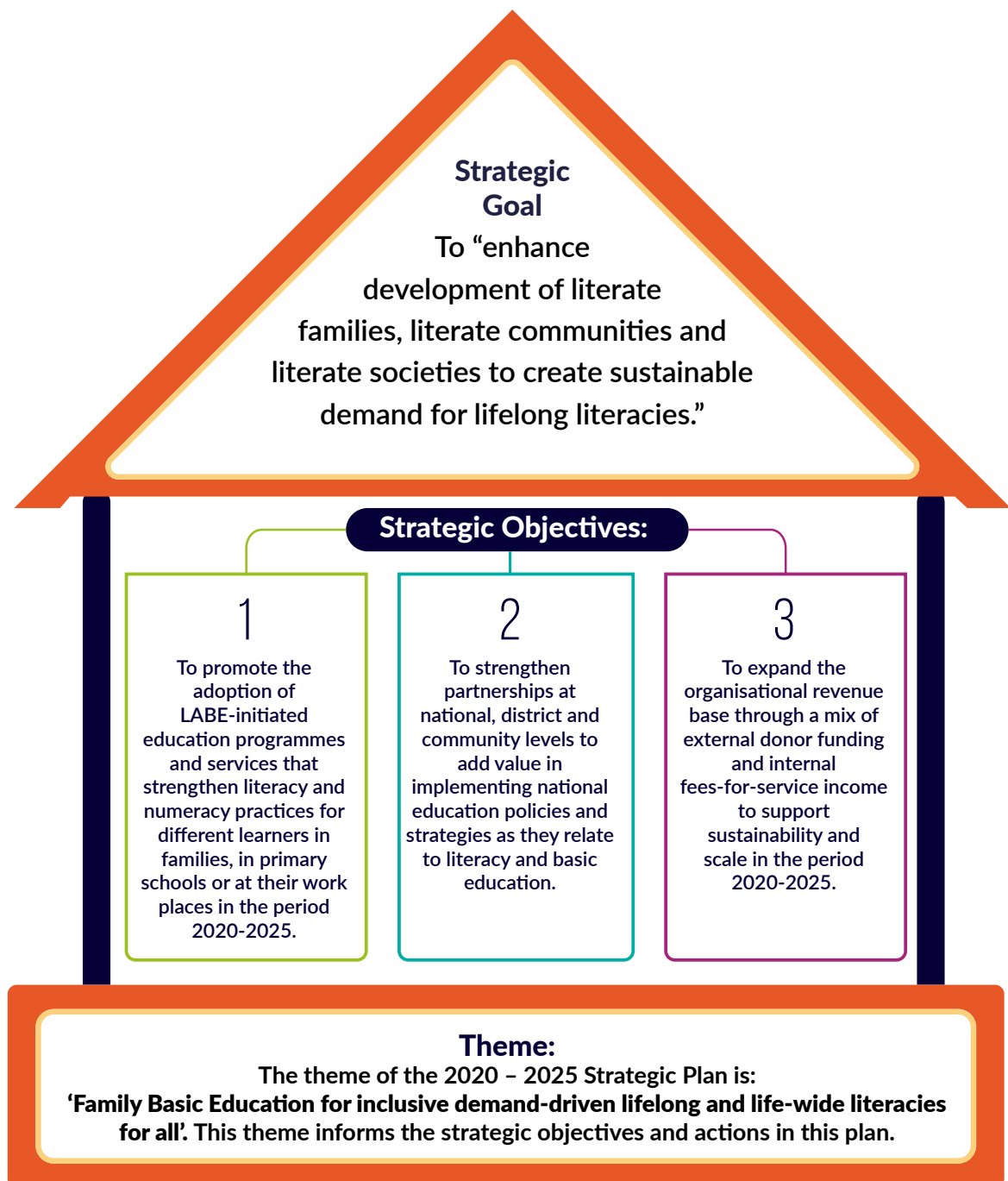
**STRATEGIC RESULTS  
FRAMEWORK**

**STRATEGIC DIRECTION  
AND OBJECTIVES FOR  
2020 – 2025**



# STRATEGIC DIRECTION AND OBJECTIVES FOR 2020-2025

## Theme, Strategic Goal and Objectives





## STRATEGIC OBJECTIVES AND KEY INTERVENTIONS TO ACHIEVE THEM

LABE will pursue three strategic objectives over the next five years. The reasons for choosing each objective are given.


### **Strategic Objective 1:**

*To promote the adoption of LABE-initiated education programmes and services that strengthen literacy and numeracy practices for different learners in families, in primary schools or at their work places in the period 2020-2025.*

Government has policies and plans to have inclusive quality basic education accessed by all, though at the level of practice this has proved difficult to achieve. LABE has developed programmes which support implementation of national education policies e.g. the 2007 ECD and the 2006 Language-in-Education Policies. LABE has continued to start, test and bring to scale innovative literacy programmes that promise to meet the different needs and demands of different learners. FASE is one such programme which began as a small pilot to address a specific need: improved school readiness, retention and performance of children through increased parental support.

If LABE can continue providing innovative reading, writing and numeracy supports at different points and environments in people's lives, then we would be able to offer adaptable solutions from the non-formal system which strengthen the formal education system and foundation for lifelong learning. This will require us to be innovative in how these literacy and numeracy supports are designed, tested, communicated and promoted. LABE has therefore recognised the need for continuous diversification of innovative education offerings, transforming them into high-quality, sought-for provisions aligned with national policies on basic education and making them available to those who want them.





## **Key interventions to achieve strategic objective 1:**

### **We will:**

- Promote existing community-established HLCs to grow into safe learning environments which provide post-COVID 19 home-schooling and support in ECD, self-directed primary schooling and whole family learning.
- Design and deliver tailored promotion campaigns on how LABE's home-based ECD is a low-cost, high quality model which can expand access to ECD in under-served areas.
- Facilitate a new peer-to-peer learning initiative to strengthen home-school transition and school retention with older primary children supporting their pre-school peers.
- Introduce self-directed bilingual (English and Local Languages) learning packages to support upper primary school learners improve performance in reading and maths.
- Develop and pilot an initiative for increasing adult numeracy supports, with a focus on Village Savings and Loans Associations (VSLAs) and informal micro-enterprises for self-employment.
- Facilitate independent studies on the impact of home-based ECD and self-directed bilingual learning initiatives to produce generalizable evidence needed to create scalable packages at national level.



## Strategic objective 2:

*To strengthen partnerships at national, district and community levels to add value in implementing national education policies and strategies as they relate to literacy and basic education.*

Partnerships is LABE's fundamental mode of operation in all its work and since inception, we have achieved our objectives together with or through partners. Each of these partners at national, district or community levels has a critical and complementary role they play in literacy and basic education. Partners from government (e.g. the MoES and the NCDC) are mandated to ensure and oversee the standards and quality of education provisions. Partnerships with parents through their local institutions (e.g. HLC committees), build their positive attitude towards education, thereby increasing their likelihood to demand for our education offerings and active participation in education e.g. by introducing literacy practices at home.

### We will work with the :

- MoES to achieve the objectives of the partnership spelt out in the MoU. Specifically, we will annually share information concerning our education programming and participate fully in activities organised by the Ministry, which are within the scope of the MoU.
- NCDC and UNEB/NAPE to raise the quality of home-based ECD and bilingual learning for preprimary and in-primary school children.
- Ministry of Gender, Labour and Social Development to deliver community-driven initiatives that focus on VSLAs for improved livelihoods. We will also identify how financial literacy and numeracy initiatives can support this.
- District local government authorities and technical staff to carry out continuous community mobilisation and awareness campaigns on basic education, which enable communities manage and sustain community-driven education initiatives.
- Private sector (e.g. Micro-finance institutions) and CSOs supporting VSLA activities, to embed and expand financial literacy and numeracy for low or non-literate members in VSLA groups.
- HLCMCs to mobilise parents and community members to initiate, plan and actively engage in HLC activities (e.g. VSLAs, HLC gardens, shelter construction, etc) which are supportive of inclusive and quality basic education for learners in families.

### Key interventions to achieve strategic objective 2:

## Strategic objective 3:

*To expand the organisational revenue base through a mix of external donor funding and internal fees-for-service income to support sustainability and scale in the period 2020-2025.*

The success of LABE's strategic plan will to a great extent rely on internal factors within the organisation. These include our capacity to deliver the plan, how we ensure financial sustainability by a mix of diverse income sources and maintaining a competent and adequate staff team to preserve the organisation's growth and visibility. LABE needs sustained diversification of revenue streams including partnership with private sector actors and self-funding through identifying business opportunities which raise income while solving education problems simultaneously. This means exploring social entrepreneurship and balancing it with the social-oriented values of LABE. The availability of financial resources are critically important to the delivery and realization of LABE's mission.

### We will:

- Produce basic education packages for sale related to our programmes and services, which will generate income to subsidize our operations and to fund additional educational programmes.
- Create a pool of resources specifically for proposal development, to ensure continued exploration of new funding opportunities, through strategic response to local and international call for proposals.
- Increase use of short-duration task staff/local consultants to carry out specific tasks which promote and market our education services and products.
- Utilize technology solutions that speed up communication, sharing experience and decision making among staff and partners, to strengthen internal organisational structures and systems.
- Undertake a mid-term evaluation of the strategic plan in 2022/23 including internal and external reflection and update, or add to it, as appropriate.

**Key interventions  
to achieve strategic  
objective 3:**





## STRATEGIC RESULTS FRAMEWORK

We have identified the following metrics for tracking prioritised indicators which will define our success towards achieving the strategic objectives presented earlier. This framework serves as a guide from which specific detailed sub-objectives, outputs and performance indicators for each implemented programme area will be derived.

## Strategic Objective 1:

*To promote the adoption of LABE-initiated education programmes and services that strengthen literacy and numeracy practices for different learners in families, in primary schools or at their work places in the period 2020-2025.*

Strategic Actions	Indicators of Progress
Promote existing community-established HLCs to grow into safe learning environments which provide post-COVID 19 home-schooling and support in ECD, self-directed primary schooling and whole family learning.	<ul style="list-style-type: none"> <li>• Evidence of sustained use of HLCs by family members for home-schooling.</li> <li>• Evidence of adoption of the HLC home-schooling model outside focal areas.</li> </ul>
Design and deliver tailored promotion campaigns on how LABE's home-based ECD is a low-cost, high quality model which can expand access to ECCE in under-served areas.	<ul style="list-style-type: none"> <li>• A communication strategy to raise awareness and adoption of home-based ECD developed.</li> <li>• Multi-media delivery of the home-based ECD promotion campaigns.</li> </ul>
Facilitate a new peer-to-peer learning initiative, with older primary children supporting their pre-school peers, to strengthen home-school transition and school retention.	<ul style="list-style-type: none"> <li>• Number of peer-assisted pre-school children transiting to primary annually.</li> <li>• Number of collaborations with primary school authorities and teacher training colleges to implement peer-to-peer initiative signed.</li> </ul>
Introduce self-directed bilingual (English and Local Languages) learning packages to support upper primary school learners improve performance in reading and math.	<ul style="list-style-type: none"> <li>• P.4-P.7 self-study bilingual packages in at least 2 local languages created annually.</li> <li>• Number of produced copies of bilingual education packages sold annually.</li> </ul>
Develop and pilot an initiative for increasing adult numeracy supports, with a focus on VSLAs and informal micro-enterprises for self-employment.	<ul style="list-style-type: none"> <li>• Number of numeracy resources as the financial literacy support for VSLAs developed.</li> <li>• Number of VSLAs/microenterprise groups using our adult numeracy resources recorded.</li> </ul>
Facilitate independent studies on the impact of home-based ECD and self-directed bilingual learning initiatives to produce generalizable evidence needed to create scalable packages at national level.	<ul style="list-style-type: none"> <li>• Documentation of research on home-based ECD and bilingual learning.</li> <li>• Promotion of LABE's research evidence with stakeholders and policy makers.</li> </ul>

## Strategic objective 2:

*To strengthen partnerships at national, district and community levels to add value in implementing national education policies and strategies as they relate to literacy and basic education.*

Strategic Actions	Indicators of Progress
Partner with MoES to achieve the objectives of the MoU; annually share information concerning our education programming and participate fully in activities organised by the Ministry, which are within the scope of the MoU.	<ul style="list-style-type: none"> <li>Number of reports about our education programmes shared with MoES annually.</li> <li>Number of MoES-organised activities attended by LABE.</li> </ul>
Partner with NCDC and UNEB/NAPE to raise the quality of home-based ECD and bilingual learning for preprimary and in-primary school children.	<ul style="list-style-type: none"> <li>LABE's home-based ECD and bilingual learning initiatives meet national acceptable standards.</li> </ul>
Partner with Ministry of Gender, Labour and Social Development to deliver community-driven initiatives that focus on VSLAs for improved livelihoods.	<ul style="list-style-type: none"> <li>Documented and agreed approach reached with MoGLSD, to deliver adult numeracy in VSLAs.</li> </ul>
Partner with district local government authorities and technical staff to carry out continuous community mobilisation and awareness campaigns on basic education, which enable communities manage and sustain community-driven education initiatives.	<ul style="list-style-type: none"> <li>Number of community mobilisation plans with local government community mobilisation structures effected.</li> </ul>
Partner with private sector (e.g. Micro-finance institutions) and CSOs supporting VSLA activities, to embed and expand financial literacy and numeracy for low or non-literate members in VSLA groups.	<ul style="list-style-type: none"> <li>Number of potential users of our numeracy resources among MFIs, CSOs and SACCOs identified.</li> <li>Collaborations with MFIs, CSOs and SACCOs to promote use of our numeracy resources.</li> </ul>
Partner with HLCMCs to mobilise parents and community members to initiate, plan and actively engage in HLC activities supportive of inclusive and quality basic education for learners in families.	<ul style="list-style-type: none"> <li>Number of community-initiated actions in HLCs.</li> <li>Evidence of HLC initiatives with community-generated resources.</li> </ul>



### Strategic objective 3:

*To expand the organisational revenue base through a mix of external donor funding and internal fees-for-service income to support sustainability and scale in the period 2020-2025.*

Strategic Actions	Indicators of Progress
Produce basic education packages for sale related to our programmes and services, which will generate income to subsidize our operations and to fund additional educational programmes.	<ul style="list-style-type: none"> <li>• Number of home-based ECD kits, bilingual self-study guides and financial literacy packs sold to users.</li> <li>• Percentage of revenue from sale of education resources grows to 10% of the overall revenue annually.</li> </ul>
Create a pool of resources specifically for proposal development, to ensure continued exploration of new funding opportunities, through strategic response to local and international call for proposals.	<ul style="list-style-type: none"> <li>• % of the annual budget planned specifically for proposals development to explore new funding opportunities realised.</li> <li>• Number of bankable project proposals developed</li> </ul>
Increase use of short-duration task staff/local consultants to carry out specific tasks which promote and market our education services and products.	<ul style="list-style-type: none"> <li>• Proportion of selected short-term tasks implemented on schedule by task staff recorded.</li> </ul>
Utilize technology solutions that speed up communication, sharing experience and decision making among staff and partners, to strengthen internal organisational structures and systems.	<ul style="list-style-type: none"> <li>• Evidence of use of ICT tools and social media to aid programmes management, communication and decision making recorded.</li> </ul>
Undertake a mid-term evaluation of the strategic plan in 2022/23 including internal and external reflection and update, or add to it, as appropriate.	<ul style="list-style-type: none"> <li>• Documented approach to mid-term evaluation of the strategic plan at the onset of plan implementation.</li> </ul>



# 4

## CHAPTER

### THE PROGRAMMES

The HBECD Programme  
The Bilingual home schoolin programme  
The financial adult nume-literacies  
(fan) programme

### RISKS, MITIGATION MEASURES AND CRITICAL SUCCESS FACTORS

Critical success factors

## IMPLEMENTATION STRATEGY





## IMPLEMENTATION STRATEGY

This strategic plan will be implemented through education interventions premised on the FABE approach. On this premise, learners at different age groups will have customized provisions which reflect these SDG 4 outcome targets: 4.1 on UPE for primary school children; 4.2 on ECD for preschoolers; 4.5 on gender equality and inclusion for in and out-of-school women and girls; and 4.6 on youth/adult literacy. Specific programmes with interlinked features, will be designed to deliver these interventions and will include;

- 1) The Home-based ECD Programme,
- 2) The Bilingual home-schooling Programme and
- 3) The Financial Adult Nume-literacies (FAN) programme.

**We shall embrace a business approach which will involve selling products or charging consultancy fees to partners who will express the demand for our products and services.**

1

### The Home-based ECD Programme

This will be the continuation the previous Children's School Readiness and Retention programmes known as RARE and SURE. The focus of implementation will be on scaling the non-formal home-based ECD model through promotion actions leading to model expansion and adaption to meet the demands of users in other places. Scaling up will also include adding child-to-child peer support as a new component to the programme, with upper primary children helping their preschool peers. This programme mainly contributes to SDG 4 targets 4.1, 4.2 and 4.5.

2

### The Financial Adult Nume-literacies (FAN) Programme

This programme is being derived from on-going initiatives in HLCs where some parents in VSLAs engage in adult literacy and numeracy activities. The programme will aim at increasing numeracy and financial literacy supports to enable VSLA groups transform into microenterprises as a form of community socio-economic empowerment. It contributes to SDG 4 targets 4.5 and 4.6.

3

### The Bilingual Home-schooling Programme

As a contribution to SDG 4 target 4.1 and 4.5, this programme will focus on piloting a bilingual education intervention as a model for increasing home schooling in hard-to-reach areas where mass media including radio, TV and internet are not easily accessible to learners. The programme will aim at using distance learning to engage upper primary pupils improve in reading and math. Self-study education packages for use at home/HLC by in- and out-of-school learners will be produced in English and local languages in both print and video formats to aid comprehension.



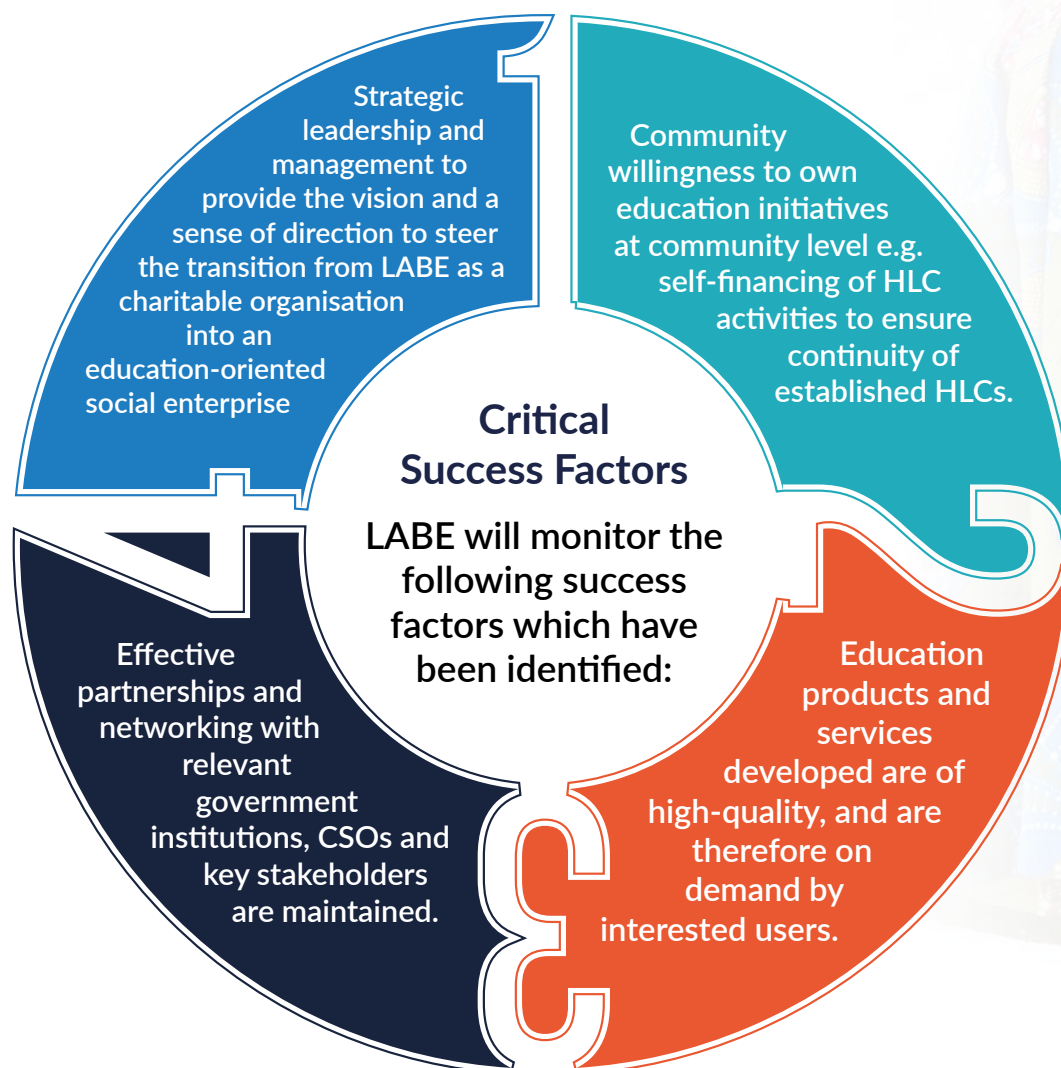


## RISKS, MITIGATION MEASURES AND CRITICAL SUCCESS FACTORS

The risks which could impact on the implementation of this plan are both internal and external. The internal ones are the factors within the control of LABE while external ones are beyond its control. Relevant mitigation measures will be adopted from the start to minimize their negative impact.

<i><b>Risk</b></i>	<i><b>Description</b></i>	<i><b>Mitigation measure</b></i>
<b>Internal</b>		
Varied education programmes for different learners.	An over-ambitious plan with education programmes for pre-school, in-school, youth and adult learners, which may not be realistically achieved.	Ensure programmes objectives in the plan are SMART and targets achievable with available resources.
Implementation capacity gaps.	Planned actions require staff with expert knowledge and skills in fields like community mobilisation, bilingual instruction, numeracy facilitation, etc.	Undertake extensive capacity building and strengthening sessions for staff to address knowledge and skills gaps.
Venturing on the 'unknown' social entrepreneurship path.	Providing education services as business to raise additional revenue is not the usual path LABE has been used to, thus may not be appealing to BoD and some staff.	Enlist local social entrepreneurs in education to mentor and inspire staff and BoD about social entrepreneurship.
Ineffective implementation of the plan.	Due to failures to: manage change; put in place relevant structures and management practices aligning with new changes; and tracking progress.	Conduct regular internal reviews of plan implementation to track progress and share information.

<i><b>Risk</b></i>	<i><b>Description</b></i>	<i><b>Mitigation measure</b></i>
<b>External</b>		
Negative attitude of some LABE partners.	LABE's partners at different levels may not buy-into the plan, hence missing out on the set targets.	LABE BoD and Director undertake communication initiative to market the plan.
Economic crises	E.g. inflation of shilling against major currencies and taxation policies, affecting operational costs or demand for our education products.	Continue to keep greater part of the funds in the foreign account.
Inadequate resources for executing the plan.	Failure to widen funding base through engagements with new funders or internal revenue generation.	Maintain current donor partnerships and bring new funders on board e.g. through joint proposals development in consortium with other partners.







## CHAPTER

# 5

## FINANCING PLAN

**FINANCING PLAN**  
Budget Projection  
Secured funding to date





## FINANCING PLAN

At the moment ongoing resource and implementation plans are developed for each project and include projections of the optimal resources for staffing/administration, delivering services, M&E, operational facilities, equipment/capital implements and overheads. The funding grant of the 2012-2017 Readiness and Retention (RARE) project, one of the well-funded project of LABE so far which stood at GB £1,613,021, is used as the benchmark to derive the projections for this Strategic Plan. Our key sources of funding will be a mix of diverse income sources including strategic response to local and international calls for proposals, with a deliberate effort to respond to larger calls in consortia with like-minded education actors. This will be increasingly supplemented with sale of services and educational materials.

### Budget Projection

Table 1 on the next page gives a detailed breakdown of the 5-year projection of this Plan. Each of the eight income/cost categories has been indicated with its percentage share of the projected total. An ambitious category 'Expand Local Resource Base', which requires hard work to be realised, has been included and is projected at 10% of the gross. To implement this strategy LABE foresees an annual volume of 16,007,136,768 billion (GB £3,479,812) raised over the next five years.



**16,007,136,768  
BILLION /  
(GB £3,479,812)  
RAISED FOR THE  
NEXT FIVE YEARS**

### Secured Funding to Date

Table 2 gives a breakdown of funds secured to finance the implementation of this plan. For the next 3 years (2020-2023), a total of GB £1,061,696 has been secured and committed to plan implementation. This represents 31% of the projected total of GB £3,479,812, with 69% or £ 2,418,117 constituting the funding gap. Additional fund raising efforts and local resource generation are the means earmarked to close this funding gap as shown in table 3.



**(GB £1,061,696)  
RAISED FOR THE  
NEXT THREE YEARS**

**Table 1: Budget projection 2020-2025**  
LABE STRATEGIC PLAN 2020-2025 PROJECTIONS:

			Projected Incomes / Revenue Sources (in GBP £)					
Projected Income / Cost By Category		%age	Year 1	Year 2	Year 3	Year 4	Year 5	Totals
1		3%	61,264	20,759	14,049	9,916	-	105,988
2		21%	88,835	114,627	158,292	186,090	198,980	746,824
3		5%	23,987	28,552	31,108	46,715	47,081	177,444
4		5%	27,998	29,553	35,951	27,998	39,488	160,988
5		34%	234,381	342,534	310,421	288,405	20,144	1,195,886
6		9%	54,739	76,577	90,261	58,212	38,808	318,598
7		12%	64,247	48,598	89,748	149,141	77,839	429,573
8		10%	36,664	60,664	70,895	85,895	90,395	344,512
Projected Totals			592,116	721,863	800,725	852,373	512,735	3,479,812

**Table 2: Secured funds and committed to date**

Status of Funding Sources / Delivering services to date:								
	Projected Income / Cost By Category	%age	Year 1	Year 2	Year 3	Year 4	Year 5	Totals
i	Scaling Up Readiness & Retention - Extension	CR(Comic Relief)	56,085	£ -	£ -	£ -	£ -	<b>56,085</b>
ii	BASICS for SURE extension	CR	115,349	£ 233,574	£ -	£ -	£ -	<b>£ 348,923</b>
iii	StART Project	CR/DfID	£ 143,196	£ 150,418	£ 201,199	£ -	£ -	<b>£ 494,813</b>
iv	Get Ready for Rchool - extension	OFS	£ 23,125	£ -	£ -	£ -	£ -	<b>£ 23,125</b>
v	Scaling Up Readiness & Retention - Extension	ELMA	£ 46,250	£ 92,500	£ -	£ -	£ -	<b>£ 138,750</b>
<b>Subtotal - Secured funding &amp; committed to Date</b>			<b>£ 384,005</b>	<b>£ 476,491</b>	<b>£ 201,199</b>	<b>£ -</b>	<b>£ -</b>	<b>£ 1,061,696</b>
<b>BALANCE -PLANNED THROUGH FUNDRAISING &amp; CONSULTANCIES</b>			<b>£ 208,111</b>	<b>£ 245,372</b>	<b>£ 599,526</b>	<b>£ 852,373</b>	<b>£ 512,735</b>	<b>£ 2,418,117</b>
PROJECTED BUDGET ALLOCATION BY YEAR Yr1-5		Projections	17%	21%	23%	24%	15%	100%

**Table 3: Funding sources and status**

Status of Funding Sources / Delivering services to date:								
	Fund Sources / Income Streams	Status	Year 1	Year 2	Year 3	Year 4	Year 5	Totals
1	Proposal writing / Grants to Donors	Secured/ committed	384,005	76,491	201,199	-	-	<b>1,061,696</b>
2	Fundraising through projects, not yet DONE	Unsecured	171,448	184,708	528,631	766,478	422,341	<b>2,073,605</b>
3	Sale of services / professional fees/ materials	Unsecured	36,664	60,664	70,895	85,895	90,395	<b>344,512</b>
4	Materials production/ vehicle hire/copier use	Pending	£ -	£ -	£ -	£ -	£ -	£ -
		<b>£</b>	<b>£</b>	<b>£</b>	<b>£</b>	<b>£</b>	<b>£</b>	<b>£</b>
		<b>592,116</b>	<b>721,863</b>	<b>800,725</b>	<b>852,373</b>	<b>512,735</b>	<b>3,479,812</b>	<b>1,061,696</b>



A photograph of a woman in a vibrant, patterned dress pouring water from a green bowl into a large metal pot. Several children are standing around her, watching the process. The scene is outdoors, with trees and a bicycle visible in the background.

# ANNEXURES

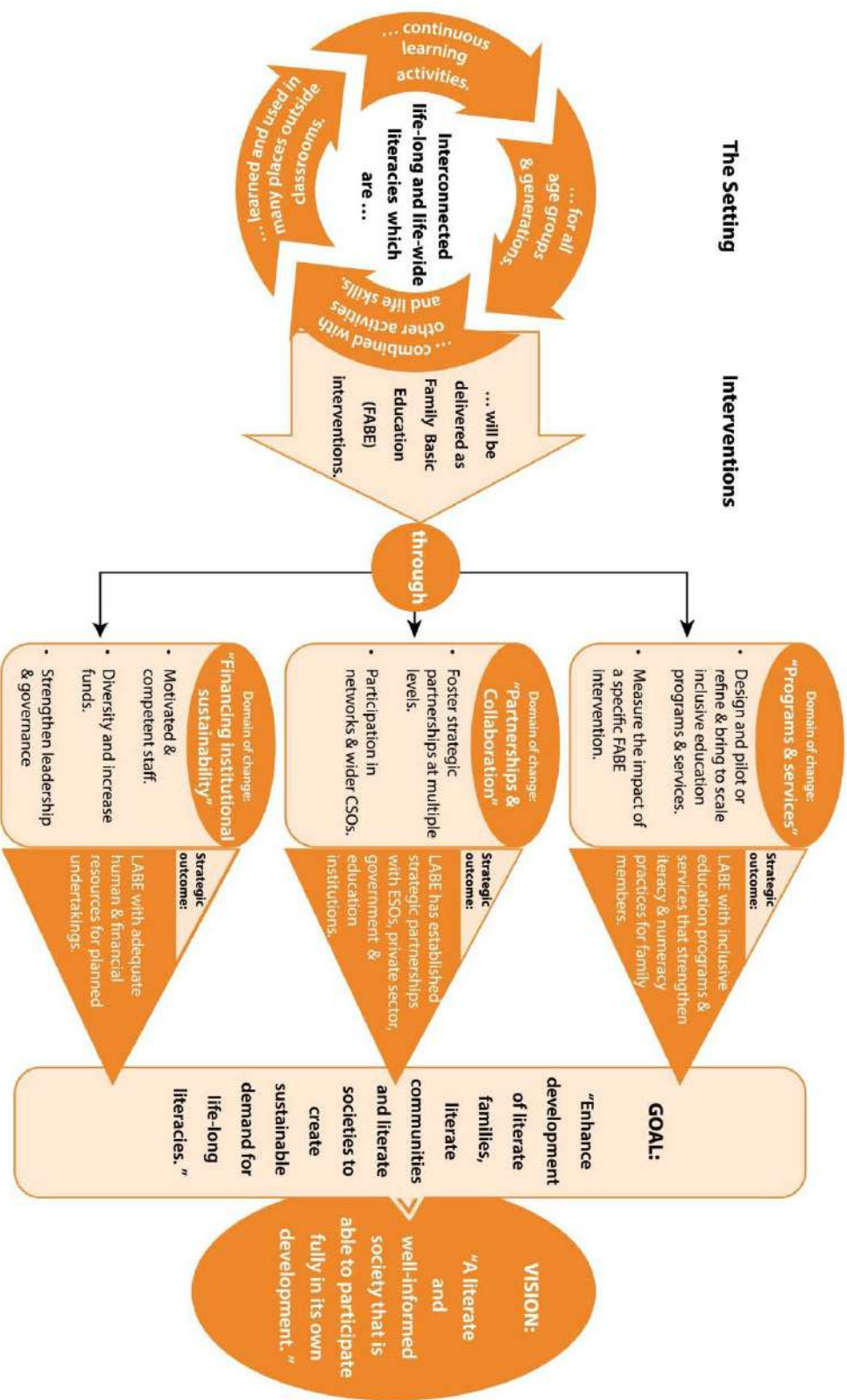
## ANNEXURES

LABE 2021-2025 Theory of Change  
The LABE Organogram

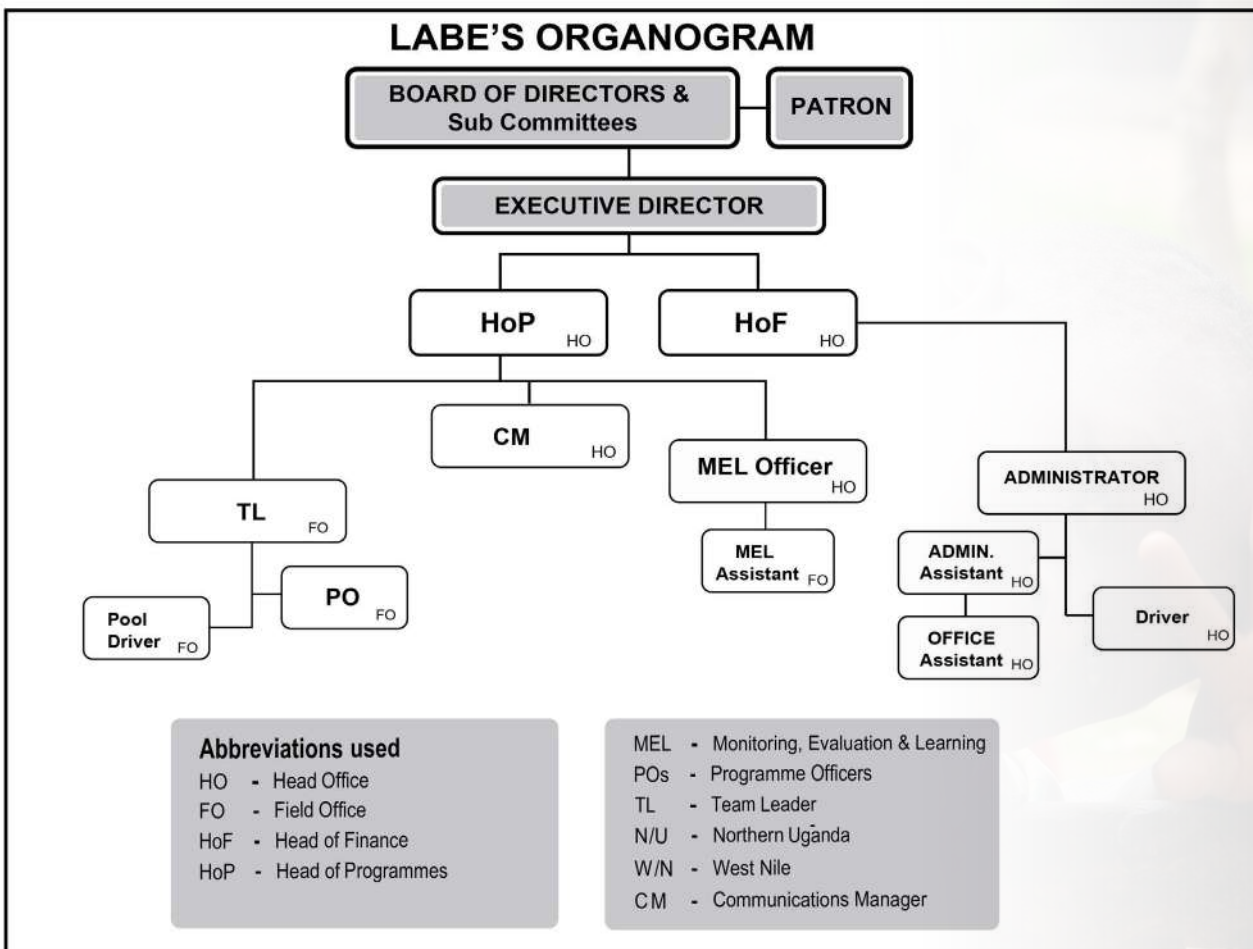


## ANNEX 1: OUR THEORY OF CHANGE

# LABE 2021-2025 THEORY OF CHANGE



## ANNEX 2: THE LABE ORGANOGRAM





**KAMPALA OFFICE  
HEAD QUARTERS**

Plot 11 Martyrs' Crescent, Ntinda  
P. O Box 16176, Kampala  
+256 – 414 – 532 116  
+256 – 772 – 181 998  
[labe@labeuganda.org](mailto:labe@labeuganda.org)

**NORTHERN UGANDA  
REGIONAL OFFICE**

Directorate of Education  
Standards  
Building - Lagoon Road, Gulu  
P. O Box 1030, Gulu  
+256 – 782 – 442 733

**WEST NILE  
REGIONAL OFFICE**

District Education  
department,  
Koboko Local Government  
P. O Box 1 Koboko  
+256 – 771 – 604 255