



Annual Report 2013

Literacy and Adult Basic Education (L A B E)



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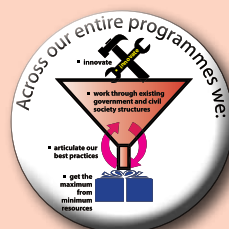
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LABE Board Chairperson's Message



On behalf of the Board of Directors LABE, I would like to present to you 2013 LABE Annual Report. Once again LABE has achieved significantly on her mandate in the Literacy arena. The year 2013 saw LABE making a contribution in Literacy through the following projects: **The mother tongue project which has been concluded; Lit family; Strengthening Knowledge in Instruction through Local Languages (SKILLS); Children's school Readiness and RETention (RARE); Home school links; Literacy training in families (LIT FAM) phase 4; Quality educator project (QUED)**

I would like to thank all our donors for the support they have rendered to LABE. In the same vein I am grateful to our stakeholders in the Districts and the line ministries for the technical support and continuous advice given. LABE is a grass root organization which has thrived basically by being on the ground and addressing issues of literacy from the grassroots so without the District support it would not be easy.

The Members of the Board have been very supportive and have played their core roles well in the year 2013. I would like to thank them for this and assure the Staff that we shall continue to be instrumental in LABE's programmes especially regarding our roles.

Finally I would like to acknowledge the staff of LABE led by the Executive Director for a job well done. I urge you to continue with the good work so that LABE's contribution can have an everlasting impact on the People of West Nile and Acholi Sub-Region.

Rosie Agoi, LABE Board Chairperson

"What counts in life is not the mere fact that we have lived. It is what difference we have made to the lives others that will determine the significance of the life we lead." Nelson Mandel



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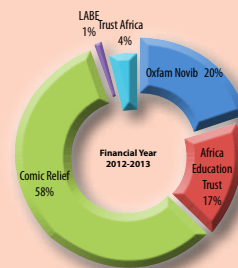


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Acronyms

AET	Africa Educational Trust	FAWEU	Forum for African Women Educationalist, Uganda
CCT	Coordinating Centre Tutor	NCDC	National Curriculum Development Centre
CDOs	Community Development Officers	PE	Parent Educator
CPD	Continuous Professional Development	PTA	Parents and Teachers' Association
DEO	District Education Officer	MTE	Mother-Tongue Education
DLG	District and Local Government	NAPE	National Assessment of Progress in Education
HLC	Home Learning Centre	QUED	Quality Educator Project
IDPC	Internally Displaced People's Camps	RARE	Children's school Readiness and REtention
LIT FAM	Literacy Training in Families	SHRP	School Health and Reading Programme
MLEN	Multi-Lingual Education Network	SMC	School Management Committee/Council
MoES	Ministry of Education and Sports	UPE	Universal Primary Education
MT	Mother Tongue	SKILLS	Strengthening Knowledge in Instruction through Local Languages
MTE	Mother-Tongue Education	UNATU	Uganda National Teachers' Union

Message from the Executive Director



“Promoting literacy practices and increase access to information particularly among women and children in local communities in order to effectively demand and protect their rights”.

Dear partners,

Welcome to LBE 2013 Annual report.

The report presents an account of what we have gone through in 2013. We can summarise this year by saying that despite the various challenges we faced, we made significant progress. You will notice this later on in the other sections of the report.

We continued to engage in different activities such as fundraising, advocacy, programme work in the field, project evaluations and work at national level. We have been able to secure additional funding from Trust Africa for a 2 year pilot project called Home-School Links in West Nile. We also received funding from Oxfam Novib to purchase 675 additional solar lamps for our Home Learning Centers. This will enable parents offer meaningful educational support to their children at home. This year also saw the successful completion of our four years Mother Tongue Education Project. The full Report is now available and can be accessed at our website on <http://www.labeuganda.org>.

At national level, strategic partnership with the National Curriculum Development Centre (NCDC) has resulted into the development of the *Pedagogy Handbook for Teaching in Local Language*. It is now available and ready for use by P1-P3 teachers to support Uganda’s Thematic Curriculum. We would like to appreciate the recognition of our work by the Ministry of Education and Sports, specifically the participation of Hon Minister of State for Education-Dr Kamanda Bataringaya during LBE’s MTE symposium in Arua on 23rd Feb 2013.

To our Board of Directors, Patron, LBE staff and all partners at different levels, I say thank you for your continued commitment and all work you do to deliver our mission of ***“promoting literacy practices and increase access to information particularly among women and children in local communities in order to effectively demand and protect their rights”.***

Finally, I would like to thank our donors; Comic Relief, Oxfam Novib, Trust Africa and Africa Educational Trust for the life changing support you have continued to extend to the people in Northern Uganda through LBE. Your financial support has enabled us to reach; 5798 children (2874 boys, 2924 girls,) 5287 parents (3383 female, 1904 males), 200 teachers (68 female, 132 males) and 664 parent educators (304 females, 360 males) in both home and school settings.

Stellah Tumwebaze .K - Executive Director, LBE

AET and LABE Partnership



Africa Educational Trust (AET) and LABE have worked in partnership since 2009 to deliver a Mother Tongue Education (MTE) project in 6 districts of Northern Uganda and West Nile. The project, funded by Comic Relief, works in 240 school communities to increase access to quality education by promoting learning in Mother Tongue. Key activities include: training teachers, development of local language materials, parent literacy classes and home learning activities.

The final evaluation, completed in July and August 2013 by Dr Kathleen Heugh and Dr Mathias Mulumba, highlighted some of the key achievements of the project. These include:

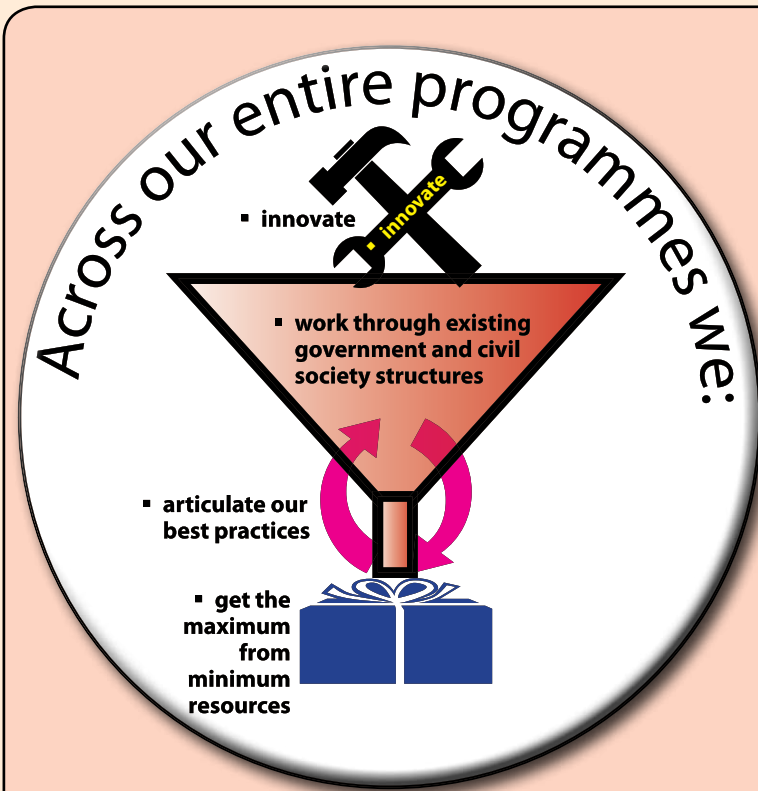
- Improved learner achievement in literacy and numeracy including increased enrolment especially for girls.
- Improved community and parental awareness of the value of local languages in education. The success of this is shown through the involvement of parents (grandparents) and communities in school learning through joint parent-child classes and adult literacy classes.
- The establishment of 551 home learning centres is a highly significant development. The centres provide space for adult learners as well as after school learning primary children and in some cases early child care.
- Increased capacity, orthographic development and materials development training of language boards
- The production and use of sample reading materials including story books and children's magazines.
- Contribution to teacher education through capacity building of Centre Coordinating Tutors and teachers in MTE, evaluation and assessment. Learning from this work has informed LABE's contribution to the *Pedagogy Handbook for Teaching in Local Language*, which extends LABE's work to a national level.
- Dissemination of experiences to policy makers, including through strong working relationships with the Multi-Lingual Education Network, National Curriculum Development Centre and the Ministry of Education and Sports. *"The MTE Project sits within the national MoES and NCDC commitment to implement the Primary School Curriculum, and specifically the thematic component for Primary 1-3. LABE's interventions pave the way for the wider implementation across the Ugandan primary school system and demonstrate the advantages to community and broad stakeholder involvement in education"* (Final Evaluation report).

The partnership between AET and LABE has been very successful. AET has provided capacity building for LABE staff and has also learned from LABE's expertise. In particular, AET has drawn on learning from MTE to design and secure funding for a project in Laikipia, Kenya, which will promote local language education through development of materials and training for staff in kindergartens and primary schools.

Overall MTE has been a highly successful project, for which AET highly values the hard work and commitment of LABE staff. In order to sustain the impact of MTE, AET and LABE are continuing to work together to develop a second project phase as recommended by the final evaluation.

Lesley Waller - Project Coordinator, Africa Educational Trust (AET)

Our Approach



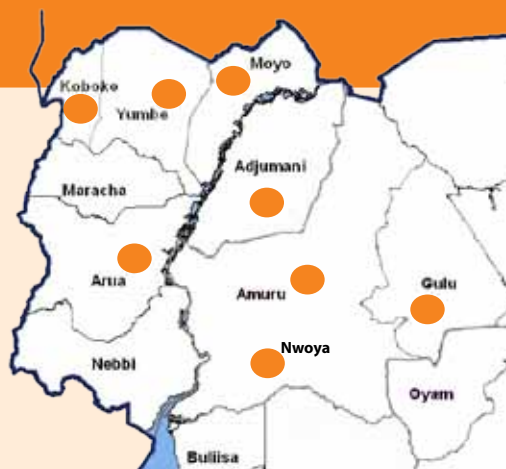
Across our entire programmes we:

- **Work through existing government and civil society structures** – at national, district and community levels to increase our impact.
- **Innovate** – and adapt strategies to mitigate the challenges of low access and low quality basic education for marginalised communities.
- **Get the maximum from minimum resources** – by piloting project improvements, amending operations to save costs and identifying partners who can make our business practices more efficient.
- **Articulate our best practices** – from the margins to the centre to ensure that they are mainstreamed in education policy implementation.

This report includes some examples of our approach in action during 2013.

Where We Work

- Adjumani district
- Arua district
- Amuru district
- Koboko district
- Moyo district
- Nwoya district
- Gulu district &
- Yumbe district





2013 in Review

In 2013, we impacted the lives of more than 5798 children in 298 schools and 9600 parents in 575 home learning centres through literacy learning in their local languages. We based this on a substantial body of academic research asserting that early primary education and early literacy are most effectively conducted in a language familiar to the pupil.

This meant a sustained focus on: finalizing whatever we set out to deliver since 2009 for our Mother Tongue Education (MTE) project; increasing momentum on training teachers and parent educators in all communities where we work in our SKILLS and Home-School links projects; and filling remaining gaps in addressing children's school readiness and retention in our RARE project. We continued to register success in engaging parents, children, their teachers and community members in all these projects. Our work gained added depth due to working through partnerships with: the Ministry of Education and Sports and the National Curriculum Development Centre at national level; district authorities and local organisations such as Area Language Boards at the district level; and schools at the village levels. We did this to extend our impact far beyond the individual focal districts where we work.

Mother Tongue Education (MTE) Project:

Implementing Local Languages Medium of Instruction in the early primary school curriculum

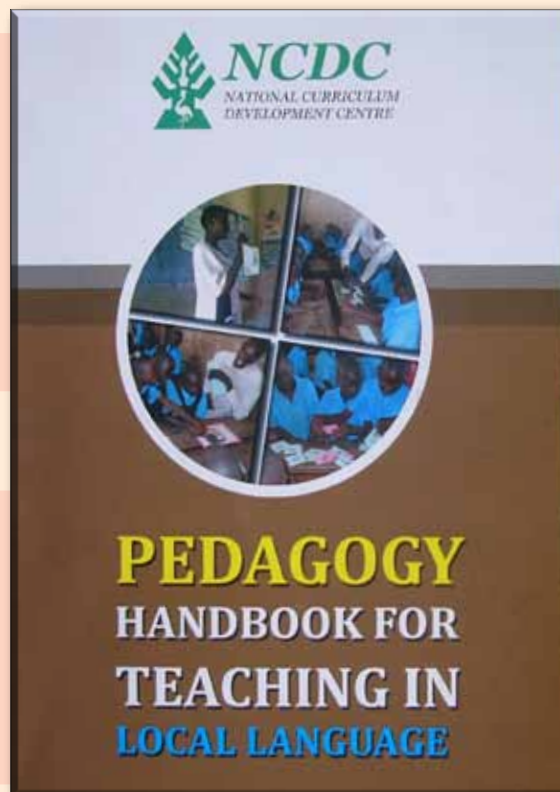
LABE implemented this four-year project in 6 districts of Northern Uganda and West Nile from 2009. This intervention is a significant contribution to the implementation of the national curriculum in the six northern districts, and particularly in relation to the introduction and use of local languages as the first language of literacy development.

Getting maximum results with minimum resources – a cornerstone of this intervention has been the involvement and participation of parents and families in their children’s education informally in home learning centres or formally at schools. The final evaluation by two independent evaluators – Kathleen Heugh and Matthias Mulumba – highlighted the key achievements namely: improved children enrolment, increased community and parental awareness of the value of local languages in education, increased capacity of language boards, production and use of sample reading materials including children’s magazines, teacher education and dissemination of experiences to policy makers – *details are available from the main report.*

Articulating our best practices – from the margins to the centre led to a mature working relationship with NCDC and MoES to develop the *Pedagogy Handbook for Teaching in Local Language*.

This handbook, now approved by the NCDC, is for a teacher who is teaching using the local language as a medium of instruction from P1-P3. This extends LABE’s work at national level by paving the way for wider implementation across the Uganda primary school system.

Innovation – the innovative outcomes from the MTE project demonstrate that it is far more than a school-based project. It has resulted in extending home-school local language and literacy linkages to support both children and parents and it has led to the establishment of village-based learning centres which now cater for early-child care, after-school learning support, adult education and saving schemes.



Working through existing structures – of government like the NCDC, we finalized the production of the Pedagogy Handbook. Alongside multiple partners in the Multilingual Education Network (MLN), we ensured that local languages not only feature in the primary school curriculum but also continue to be upheld in the new secondary school curriculum.

What people say about the project:

- 1) *“..the value of the local languages and that education in local languages does not demean or devalue the capacity to succeed at school “ (District Education Official, Koboko)*

- 2) *LABEs’ contribution has been tremendous. We propose that LABE extend its project. ...in terms of disadvantaged communities, we are ranked very low. ...and coming up requires very special support. We have to rescue education here otherwise we render their (school learners) future bleak. . . we appeal for continuity. The gap of a pullout will be really problematic. Our partners have gained a lot from literacy skills and also for children to learn together with solar light and to study together. . . and although children are our primary concern, LABE has helped parents to learn and they have helped to establish the language board. Most of our booklets which have been produced before had errors, now the language boards have writers and books can be edited and good materials can be published. Many more children can read and write. LABE has a multiplier effect and it would actually be a disservice to other district schools in the district if LABE’s projects were to end now (Senior district official, Yumbe)*

- 3) *Now children can read and write. Parents are now much more interested in schooling and come to meetings and joint sessions (Head teacher present at meeting of district officials, Adjumani)*

- 4) *We are also serving Congolese and Sudanese learners(refugees from these countries)therefore our resources are stretched across more than our local communities.Wee are more than 15 years behind other districts. Whereas others began in 1979(after the fall of Idi Amin),it took us another 15 years. Most people have never had an education. The communities were destroyed and people have been traumatized-they have been very afraid of being killed. . . We are very grateful for where we have come, but we ask for another term for the LABE project. LABE would leave a gap-we need another four years (Senior officials, Koboko).*

Strengthening Knowledge in Instruction through Local Languages (SKILLS): *A whole-school approach to teacher development*

Whereas local language is the medium of instruction in lower primary, English is used as the language of instruction in teacher training. Thus teachers face difficulties in explaining content in the curriculum in their languages. In 2013, the SKILLS project benefited 120 teachers in the districts of Adjumani and Gulu to address the challenge.

Innovation – one component in our SKILLS project addresses this challenge by extending to teachers in poor environments the benefits ICT offers their peers in richer environments. In this context, ICT is used in school-based settings to improve standards of classroom instruction in local languages. This is an example of school-based teacher development seeking to challenge the dominant paradigm of teacher education which locates training within primary teachers' colleges or study centres only. We are drawing inspiration from similar programmes in Africa (such as the Digital Education Enhancement Programme) that have sought to use ICT in classrooms and community settings by teachers interested in developing their teaching.

Getting the maximum from minimum resources

– Currently 115 teachers now have functional email addresses which they use to interact with fellow teachers while sharing local language teaching resources. Teachers on this project are increasingly demonstrating confidence and enthusiasm in using ICT. Another unintended outcome registered is related to out of school youth and secondly school leavers. These now come to learn computer skills in anticipation for better future in the newly established computer labs at Minakulu and Paicho primary schools in Gulu district and Kureku and Loa in Adjumani district.



Working through existing community structures – the SKILLS project also embraces the notion of ‘learning communities’ which acknowledges the important role outsiders like parents play in communities when ICT is being used. Consequently, 4500 parents continue to access learning opportunities including parenting skills and communication skills through weekly sessions at the home learning centres supported by parent educators and teachers. The learning here becomes a social, participatory process in the sense of people jointly constructing knowledge within their communities which strengthen the literacy environment in the home and school settings.

LitFamily

Aimed at supporting extension of learning activities in homes to boost performance, retention and improved learning outcomes especially among girls’ 575 solar lamps were distributed to 575 home learning centres in six districts of Arua, Koboko, Yumbe, Adjumani, Amuru and Gulu during the year.

Innovation – Solar powered rechargeable lamps to home learning centers in the districts created extended space to children and parent which enhanced home based learning support to primary school children. The lighting facilities gave parents more time to read interesting stories together creating amicable interaction in the families.

Getting the maximum from minimum resources: Evaluation of this project indicated that 1200 parents reached by the project were knowledgeable about solar lighting and preferred it to other sources of light in the homes. The lighting facility saved families from smoke and helped them save money on charging phones.



Articulating our best practices:

Parents made and helped children make learning materials from clay and fibre which is boosting literacy learning environment in homes. Parent educator were able to display home made learning material during education week activities in the districts. The materials generated are affordable and locally available for teachers and parents to boost learning.

“Solar lit Home learning centre”



Children’s School Readiness and Retention (RARE):

Easing the home-to-school transitions using the Family Basic Education model

In 2013, we worked hard to ensure that not only primary school age going children acquired learning in the 8 focal districts where we work, but also children below 5 years. Our children’s School Readiness And REtention (RARE) project, now in its second year of implementation, seeks to have school-ready children joining and staying in schools that are prepared to support their learning and development.

Innovation – we are pioneers in addressing what happens to children before their school enrolment. This is meant to improve their readiness for the transition from home to school through home-based ECD. Simultaneously we boost parents’ literacy and parenting skills through our Family Basic Education model which targets promoting shared learning among parents and their children. In all the 192 home learning centres (HLCs) so far established in the project districts, 4700 pre-school children and their 4430 parents are accessing early learning and adult education services which was previously out of their reach.

2013 in Review

Getting the maximum from minimum resources – to save costs, we continued in 2013 to hire two new district-based staff for Nwoya and Moyo districts from these same districts for this project. This is the practice we have followed with all the established field staff in the six focal districts. And instead of focusing our efforts on construction of new structures for home learning centres, we have supported communities to make their children’s outdoor play materials in 192 HLCs from locally-available resources.



Working through existing government and civil society structures – included training of P1-P3 teachers in early grade literacy assessment with the government’s National Assessment of Progress in Education (NAPE), enhancing skills of 544 parent educators in family learning with teachers and teacher trainers.

Home-School Links: Using Digital Technologies

This two year pilot project (2013-2014) is implemented in the districts of Koboko and Yumbe in West Nile. It aims at improving literacy and numeracy language outcomes among primary one to three pupils. By the end of this project, we aim to reach 4800 P1-3 children, 140 P1-3 teachers in 20 schools, 1500 parents in 100 HLCs as well as 200 parent educators.

In 2013, we managed to have two mini-computer labs established in 2 focal schools and fully equipped with solar supported computers. The centres are used for producing locally classroom generated learning materials as well as providing continuous teacher professional development by the CCTs.

Articulating our best practices – in December 2013, we were able to prepare a presentation on this project which we shared with other partners of Trust Africa from Uganda, Kenya and Senegal in January 2014 in Nairobi.

Innovation: The lessons shared between parents, teachers and parent educators have broken long held beliefs that children's learning in school is responsibility of the teacher alone. Parents instructed in the home learning centres have acquired skills in literacy and numeracy and comfortably read with their children in homes. Parenting skills acquired in parent only sessions in home learning centres are exhibited in parent school visits.



Working through existing government and civil society structures:

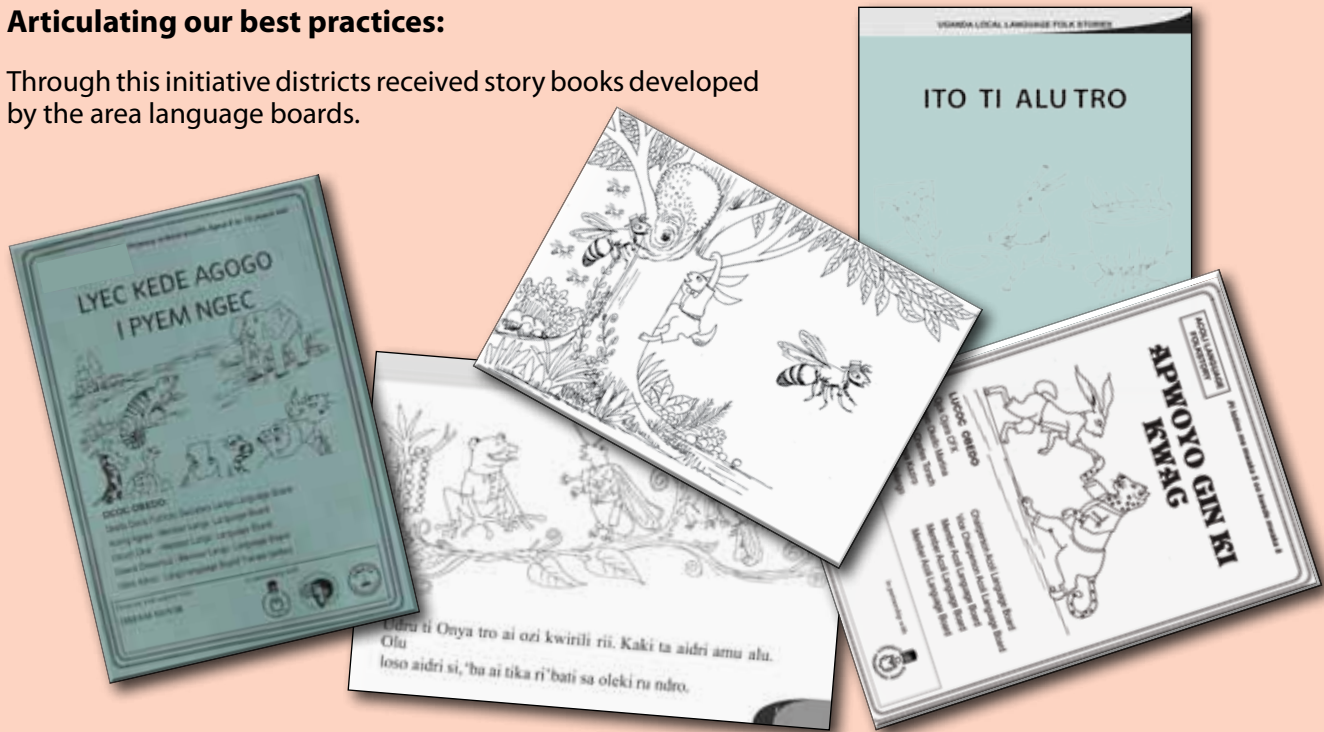
140 teachers have been trained together with Centre coordinating tutors from Lodonga PTC and the district education office. Mobilisation of parents and provision of two computer lab premises were provided by the district local government and the community leaders. We continue to work with NAPE to administer a literacy test to children as baseline from which all improvements will be assessed at the end of the project.

Quality Educator Project (QUED)

This tripartite project is implemented by LABE, UNATU and FAWEU with technical support from the different Government Agencies from the Ministry of Education and Sports.

Articulating our best practices:

Through this initiative districts received story books developed by the area language boards.



Getting the maximum from minimum resource: LABE continued to pool resources with FAWEU and UNATU to lobby and advocate for improved outcomes in education. The materials produced and distributed to schools have a wider reach through the MOES and NCDC.

Working through existing government and civil society structures:

LABE celebrated the 2013 Mother Tongue Day through a regional symposium in Arua. This allowed all stakeholders in education to debate and dialogue on issues affecting quality education in the country.

Looking ahead to 2014: What is next?

In 2014, we hope to build on the successes we have registered to carry our work forward. We shall also learn from the challenges we have encountered to devise actions for mitigating and overcoming them. The key priorities and actions we anticipate to undertake in 2014 include deepening the impact of our work, raising our profile nationally and internationally and establishing more effective systems and processes. Undertaking these actions will not only be a means to making us a better managed and more accountable organisation, but also the means by which we will reach our mission.

Key Priority Areas:

2

Raising Our Profile Nationally and Internationally.

We intend to develop and improve our communication to all the people we serve using a broad mix of information sharing channels. This information, to be issued in a timely and audience-targeted way, is intended to bridge information gaps and contribute to wider recognition of our work beyond the focal districts.

1

Deepening the Impact of Our Work.

We shall do this by ensuring that our Theory of Change is elaborated and tested. To understand how the theory of change is working in practice, we shall design a reporting system to use for collecting assessment of progress towards change from our beneficiaries. We shall also review the impact of the 2010-14 Strategic Plan as we prepare to come up with a new 2014-18 Plan.

3

Establishing Effective Systems and Processes.

We shall aim at making incremental improvements in our systems and processes to enable increases in our creativity while we pursue impact. This year we shall move some field offices away from district headquarters and establish sub county-based offices in a bid to move nearer the communities we serve. New simplified planning and reporting systems will be developed with key performance indicators agreed upon internally by all LABE staff.

Labe Financials 2013



The FY 2012-2013 financial Report, which includes the organization's audited financial statements, is available to view, download or print at the link: www.labeuganda.org

There was an increase in budget base projection from last financial year to a realizable budget of 3,286,332,292/= during the year ended. The increment of 69% is mainly attributable to the direct funding by Comic Relief of project GR0012427 (Supporting Children School Readiness and Retention) in the 8 districts of West Nile and Northern Uganda. LABE also brought on board the Home School Links project – a 2 year project funded by Trust Africa. LABE managed to realize its set budget target for the year, exceeding it by 19%.

Our donors & partners make it all worthwhile.

Special gratitude to Comic Relief, Oxfam Novib, Education Action International, Trust Africa, all our stakeholders and partners in enabling LABE accomplish the year's set objectives.

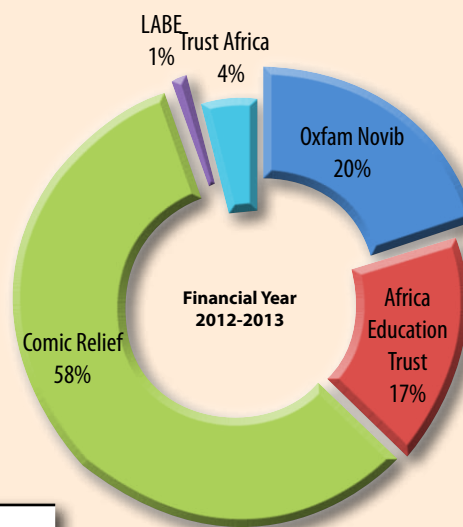
2013 in Review, Labe Financials

Below is a snapshot of some of our donors' contributions to respective projects.

We are indebted to all for their financial support that has enabled LABE achieve its objectives during the year.

Income By Source Per Donor/Source:	
Source	%age
LABE	1%
Trust Africa	4%
Comic Relief	58%
Africa Education Trust	17%
Oxfam Novib	20%
Rabo4Share	0%
Total	100%

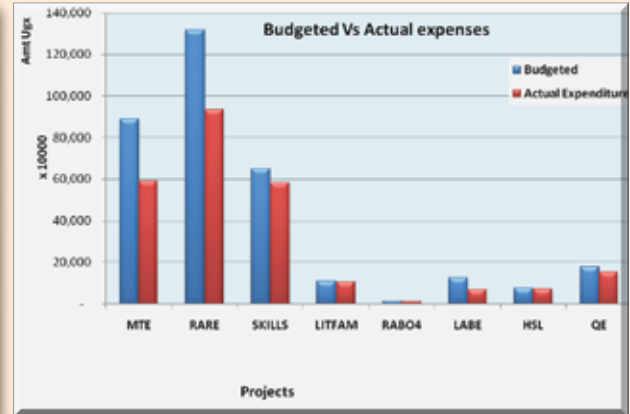
Proportion of Income Sources



Allocation Per Programme:		
Income	UGX	%age
Grants	3,212,075,750	978%
LABE Income	40,910,000	1%
Interest / Ex rate variations	33,346,542	1%
Total Income	3,286,332,292	100%
Expenditure		
LABE	68,210,000	3%
Trust Africa - HSL	71,628,334	3%
Supporting Children Readiness & Retention	933,131,901	37%
MTE –GR002-12427	591,952,312	24%
Oxfam Novib –Project A-0183-02-5094 - SKILLS	581,611,467	23%
Oxfam Novib- A-02307-02-502094 - LITFAM	105,071,510	4%
Oxfam Novib A-01114-03-502094 - OE	153,659,956	6%
RABO4Share	13,283,836	1%
Total Expenditure	2,518,549,316	100%

Allocation Per Programme & Activities:

Income	UGX	%age
Grants	3,212,075,750	98%
LABE Income	40,910,000	1%
Interest / Ex rate variations	33,346,542	1%
Total Income	3,286,332,292	100%
Expenditure		
Admin & overhead costs	796,838,059	32%
Programme & activities	1,671,066,065	68%
Total Expenditure	2,467,904,124	100%



Literacy and Adult Basic Education (LABE)
(A Company Limited by Guarantee without share capital)
STATEMENT OF FINANCIAL POSITION AS AT 30TH JUNE 2013

	Notes	2012/2013 UGX	2012/2013 KES	2011/2012 UGX
A NON CURRENT ASSETS:				
Property and Equipment	4.0	298,815,945	€ 90,550	315,281,811
Total Non Current Assets		<u>298,815,945</u>	<u>€ 90,550</u>	<u>315,281,811</u>
B CURRENT ASSETS:				
Receivables	5.0	46,667,722	€ 14,232	120,841,021
Prepayments	5.1	31,831,739	€ 9,646	33,851,251
Bank and Cash balances	5.0	1,300,450,208	€ 394,076	486,307,245
Total Current Assets		<u>1,379,249,669</u>	<u>€ 417,954</u>	<u>641,000,517</u>
Net Assets		<u>1,678,065,614</u>	<u>€ 508,504</u>	<u>956,377,328</u>
FINANCED BY:-				
EQUITY AND LIABILITIES				
C EQUITY:				
Capital Fund	8.0	298,815,945	€ 90,550	315,281,811
General Fund	9.0	53,163,638	€ 16,110	82,646,600
Total Equity		<u>351,979,583</u>	<u>€ 106,660</u>	<u>397,928,411</u>
D CURRENT LIABILITIES:				
Restricted Funds	10.0	1,307,696,431	€ 396,280	633,250,217
Payables and accrued charges	7.0	15,429,000	€ 5,585	25,062,500
Total Current Liabilities		<u>1,323,085,431</u>	<u>€ 401,864</u>	<u>658,442,867</u>
Total Equity & Liabilities		<u>1,678,065,014</u>	<u>€ 508,500</u>	<u>956,377,328</u>

The notes to the accounts on pages 7 to 31 form an integral part of these financial statements.

These financial statements were approved by the Board of Directors of Literacy and Adult Basic Education (LABE) and were signed on its behalf signed on its behalf by:-


Chairperson


Executive Director



Extracts of Audited Expenses for Financial Year 2012-2013

The financial statements of the organization was examined by external auditors (extracts here with), which express a fair view of LABE's operations and copies are available upon request by interested parties.

Literacy and Adult Basic Education (LABE)
(A Company Limited by guarantee not having share capital)

Report of the Independent Auditors

To members of Literacy and Adult Basic Education (LABE)

We have audited the accompanying financial statements of Literacy and Adult Basic Education (LABE), which comprise the Statement of Financial Position at 30th June 2013 and the Income Statement, Statement of changes in equity and cash flow statement for the year then ended and a Summary of Significant accounting policies and other explanatory notes.

Directors' Responsibilities:

The Directors are responsible for the preparation and fair representation of the financial statements in accordance with International Financial Reporting Standards, the Uganda Companies and Donors' Contracts. This responsibility includes: designing, implementing and maintaining internal control relevant to the preparation and fair presentation of the financial statements that are free from material misstatement, whether due to fraud or error, selecting and applying appropriate accounting policies; and making accounting estimates that are reasonable in the circumstances.

Auditors' Responsibilities:

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with International Standards on Auditing. These Standards require that we plan and perform our audit to obtain reasonable assurance that the financial statements are free from material mis-statement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on our professional judgment, including the assessment of the risks of the material mis-statement of the financial statements whether due to errors or fraud.

In making those risk assessments, we considered the internal controls relevant to the organisation's preparation and fair presentation of the financial statements in order to design audit procedures that were appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal controls.

An audit also includes evaluating the appropriateness of the accounting policies used and the reasonableness of accounting estimates made by the Directors, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements give a true and fair view of the state of affairs of the organisation as on 30th June 2013, and the surplus and cash flows for the year, then ended in accordance with International Financial Reporting Standards in as far as they are applicable and comply with the companies Act, CAP110, and the Donors' Agreements.

Reporting on Other Legal and Statutory Requirements:

The Company's Act requires that in carrying out our audit, we consider and report to the following matters:-

1. We have obtained all the information and explanation which to the best of our knowledge and belief were necessary for the purpose of our audit
2. In our opinion proper books of accounts have been kept by the Company, as it appears from our examination of these books; and
3. The financial statements are in agreement with the books of account.


LAWRIE & PROPHEET & CO
Certified Public Accountants

20.12.2013


IBAAS ACCOUNTANTS & AUDITORS
Certified Public Accountants

20.12.2013



Governance and Staffing Issues

In the course of the year we had some staff concluding their contracts and moving on. The two Peace Corps volunteers Ms, Nancy Wesson and Ms, Betty Lambert completed their two year attachment with LABE in November 2013 and returned to the USA. We take this opportunity to thank them for their contributions to LABE's work.

Mukula Simon longtime M&E Officer becomes the Monitoring Evaluation and Learning (MEL) Manager. Opio Richard and Atibun Mathew become the Program Officers of Nwoya and Moyo respectively.

Outgoing end of 2013



Ms, Nancy Wesson
Peace Corps
Volunteer, Gulu



Ms, Betty Lambert
Peace Corps Volunteer,
Arua

Board Members



Rosie Agoi, Chairperson
Asst. Secretary General
UNATCOM



Ismail Banduga -
Norwegian Refugee Council



Ebulu George William -
World Vision, Uganda



Dick Francis Tumusiime
Director, DIFRA Language
Services



Resty Muziribi - Assistant
Commissioner Pre-primary,
MoES



Grace Alupo (Lecturer
Kyambogo University)



Sarah Ali - Founder &
Patron of Adjumani Women
Association.

At the Secretariat



Stellah Tumwebaze .K:
Executive Director



**Joseph Kaaya: Head of
Finance**



Joyce Katigo:
Administrative Officer
(Intern)



Godfrey Sentumbwe:
Head of Programs



**Emma Adengo: Office
Assistant**



Humphrey Muhangi:
Fundraising &
Partnerships
Manager



**Rose Adong
Administrator**

In Northern Uganda



Simon Mukula:
Monitoring,
Evaluation & Learning/
Team Leader



**Joy Oroma: Program
Officer - Gulu**



Omule Geoffrey:
Program Officer, Amuru



**Collin Wokorach Driver
(Task)**



**Opio Richard: Program
Officer - Nwoya**



**Ojok Emmanuel
Community Mobiliser -
Task, Gulu**

In West Nile



**Joyce Nairuba: Team
Leader, West Nile**



**Fred Buzu: Program
Officer, Arua**



**Drani Vick: Program
Officer, Koboko**



**Dominica Tarakpwe:
Program Officer,
Adjumani**



**Dumba Lawrence:
Driver**



**Atibun Mathew:
Program Officer -
Moyo**



**Sauda Ropan: Program
Officer - Yumbe**



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