



2014

Annual Report

Literacy and Adult Basic Education (Labe)

Table of Contents



A message from our Chairperson

ii

Executive Director's message

iii

AET and LABE partnership

iv



Who we are

1

Our Approach

2

Key Achievements

3-7



Case Study

8

Continuing projects

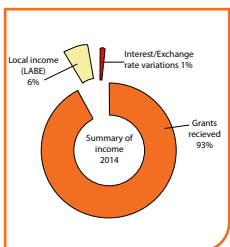
9

Priorities for 2015

10

Financial Review 2014

11



Governance and staffing issues

13-14





A message from our Chairperson

"Envisioning a literate and informed society, able to participate fully in its own development"

Dear Partners,

On behalf of the Board of Directors, I would like to thank you very much for the support you have given LABE in 2014 as we implemented and continued to implement a number of projects in West Nile and Acholi Sub region.

LABE's vision of "envisioning a literate and informed society able to participate fully in its own development" continues to unfold in the activities implemented under the projects of Strengthening Knowledge and Instruction through Local Languages (SKILLs), Supporting Childrens school Readiness and Retention (RARE), Promoting Early Learning through Home-School Links and Literacy Training in Families Phase 4. With your continued support, LABE's dream will finally be attained and the citizens of West Nile and Acholi sub region will enjoy the benefits of literacy, information and full participation in development processes.

We have enjoyed the support of our donors, Oxfam Novib, Comic Relief, Trust Africa and Africa Education Trust (AET). Our partners at the district level are appreciated for their support in terms of technical and logistical support. The Ministry of Education and Sports (MOES) together with National Curriculum Development Centre (NCDC) are acknowledged for the over arching guidance accorded to LABE. LABE staff that steers the smooth implementation of the projects is also greatly appreciated.

The Board of Directors looks forward to continue serving LABE as per our mandate as well as working with our partners to take LABE to greater heights.

Rosie Agoi

Chairperson Board of Directors, LABE



Executive Directors' Message

"To promote 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!

It is with great pleasure that I present the annual report detailing LABE work for the year ended 2014. It has been a busy year and I am proud of what we have achieved as a team.

LABE has continued to focus on the purpose of its existence: "To promote literacy practices, increase access to and utilisation of information particularly among the women and children in local communities in order to effectively demand and protect their wider rights". The focus has enabled us to innovate and implement various educational projects targeting pre-school and in-school children and their parents. During the year we have been able to complete several projects namely: a) Strengthening Knowledge and Instruction through Local Languages (SKILLS) b) Home School Links (HSL) c) Quality Educators Projects (QUED) & d) Mother Tongue Education (MTE). These have been evaluated and lessons drawn to inform future educational interventions. The concluded projects were mostly funded by Oxfam Novib. This marks our 16 years' funding relationship with Oxfam Novib. We are humbled for their support and we hope to continue relating with them in education and wider development. In the same year, LABE commissioned a 3 year tracer study to carry out a research for testing theories in families' involvement in children's basic education and produce knowledge generalizable to a wide population. The findings will be used to inform policy on alternative ECD provision and community engagement approaches in promoting early grade learning among the children.

With all LABEs' education projects, we have been able to reach 27386 Pre-school and in-school children, 2498 Parents, 275 Teachers and 528 Parent educators.

In 2015, LABE's 2009-2014 Strategic Plan will be reviewed and a new one developed. We will conduct a midterm review for the RARE project and carry out a baseline survey for the Mother Tongue Education Phase Two project. These will involve working with experienced educationalists in the basic education sector. We plan to intensify our work in early grade reading by innovating new approaches and sharing these with the Government and other stakeholders.

We take this opportunity to thank our donors-Comic Relief, Oxfam Novib, Trust Africa and Africa Education Trust; our partners and beneficiaries for their support in 2014. The support of Ministry of Education and Sports, National Curriculum Development Centre, local government, and teacher training colleges is highly recognized and appreciated.

Stellah K. Tumwebaze

Executive Director, LABE.





AET and LABE partnership

Africa Educational Trust (AET) has partnered with LABE since 2009 to implement the Mother Tongue Education (MTE) Project in 6 districts of Northern Uganda and West Nile. In June 2014, we secured funding from Comic Relief to start phase 2 of MTE.

Over the next four years, we will work in 120 school communities to increase access to quality education by promoting learning in Mother Tongue. Building on the recommendations of the first phase of MTE, the new project will continue to support Primary 1 – 3 teachers to develop teaching skills in early literacy and numeracy using local languages. There will be an additional focus on supporting Primary 4 teachers to gain skills in delivering bilingual education as well as providing basic ICT training to enable teachers to produce and share instructional materials and lesson plans. LABE will work closely with Centre Coordinating Tutors to provide on-going support and supervision to teachers.

Within the surrounding communities, the project will also continue to build strong home-school links through increased parental literacy and parenting skills. 360 Home Learning Centres will be strengthened through provision of resources such as solar lighting and basic instructional materials and support for parent educators to run parents' classes and joint parent-child learning sessions.

Throughout the project, LABE will work closely with key stakeholders including the Ministry of Education and Sports, National Curriculum and Development Centre and the Multi-Lingual Education Network to share project experience and approaches.

MTE 2 also provides further opportunities for AET and LABE to share experience, with AET implementing a similar project in northern Kenya. Recently, AET was able to invite the Executive Director of LABE to the Learning Outcomes Network meeting in Kenya hosted by the Kenya Institute for Curriculum Development. At the meeting, LABE shared their experience of MTE and in implementing language policies in education.

AET is delighted to be able to continue working with LABE and looks forward to developing this successful partnership over the next 4 years.

Lesley Waller

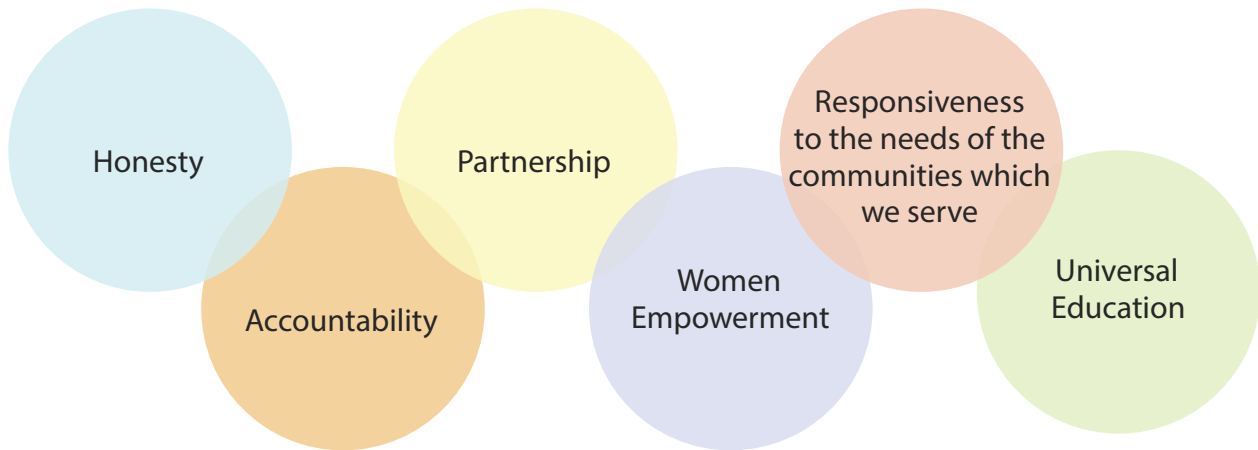
Project Coordinator, AET.

Who we are

LABE's vision: "A literate and informed society, able to participate fully in its own development"

Mission: We exist to promote literacy practices, increase access to and utilization of information particularly among women and children in local communities in order to effectively demand and protect their wider rights.

Values



Direct Beneficiaries



Our Approach

In 2014 we maintained our approach like in the previous years but we have striven to:

- Deepen impact of our work
- Raise our profile nationally and internationally
- Establish effective systems and practices

Across our entire programme we:

Work through existing government
and civil society structures



Innovate

Get the maximum from
minimum resources



Articulate our best practices



- **Work through existing government and civil society structures** - at national, district and community levels to increase our impact
- **Innovate** - and adapt to strategies to mitigate the challenges of low access and low quality basic education for marginalise 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.

Where we work:

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



2014 at a glance: Key achievements

In 2014, we implemented 2 main projects: supporting children's school Readiness and Retention (RARE) and Mother Tongue Education phase 1, the supplementary projects included, Strengthening Knowledge in Instruction through Local Languages (SKILLS), Home School Links, Literacy training in families (Lit family) and Quality Educator Project (QUED). Four of these projects have been successfully evaluated and concluded.

The MTE (Phase one) project was evaluated and the report has been disseminated internationally, nationally and locally. We used its findings and recommendations to generate ideas for the new MTE phase two.

Concluded Projects in 2014



Strengthening Knowledge and Instruction through local Languages (SKILLS) project

In 2014, we concluded the SKILLS project one of Oxfam Novib funded projects implemented in Gulu and Adjumani districts. SKILLS targeted 3900 parents of pre-school children aged 3-5 years in 60 home learning centres (65% female) in 20 schools, 18 members of Acoli and Madi language boards in the 2 districts, 140 teachers (55% female), 16,600 primary one to three school pupils aged 6-13 years old, 120 Parent Educators and 16 Center Coordinating Tutors in 4 Coordinating Centres.



In order to deepen the impact of our work, the project reached 11,035 pupils (50% female and 2226 parents (1660 female) leading to 60% and 82% achievements in literacy . The pupils were equipped with 15,000 copies of local readers in 2 local languages (Acholi and Madi). This directly contributed towards the improvement of children reading skills.

To increase our visibility in 2014, SKILLS contributed to our participation in local and national events that enabled us to share our best practices in basic education more especially in mother tongue promotion. SKILLS project progress and evaluation reports have been shared widely with all our stakeholders.



Establish Effective systems and processes

LABE has continued to work within the existing structures. The management of the computer labs under this project was integrated within the school management. The school appointed the contact teacher responsible for running the lab and ensuring the equipment is in good condition. We also worked with an international volunteer (Rachel Nalumoso) to train teachers in basic computer skills to create low cost educational materials.

Home School Links Project: Taking the school to the community

This was a two year project (2013-2014) implemented in the districts of Koboko and Yumbe in West Nile aimed at improving literacy and numeracy language outcomes among primary one to three pupils. The project targeted pre- school school, in school, teachers and parents. It is planned to close in October 2014.



Teachers using solar powered computers to generate instruction materials.

To deepen the impact of our work, the project supported the establishment of two mini computer labs in 2 focal schools fully equipped with solar powered computers. The centers have been used for producing locally generated classroom learning materials as well as providing continuous teacher professional development by the CCTs.

We have so far reached 1,516 pupils, 92 parent educators and 57 Home learning centres in the two districts. 5000 copies of children own generated magazines have been produced and disseminated for use in home learning centres by children and parents. 3000 copies of children story books in 2 local languages (Kakwa and Aringati); have been produced and disseminated in home learning centers to support the acquisition of literacy skills among the children and Parents.



Literacy Training in families: Lighting homes for education

This was a one year follow up phase funded by Oxfam Novib, aimed at increasing household lighting through the provision of solar lamps in 675 homes so as to increase reading skills among children and their parents.

LABE distributed 675 solar powered lamps to homes. The availability of lights at home made it easier for parents reading with their children at home in the evenings. We have reached 13,500 parents and 5,748 children who now engage in activities such as joint reading activities at home. Solar lighting in homes has also attracted children from upper primary and secondary classes to access homes with light to read and revise their classwork.

As result, over 10 homes outside the project communities in the targeted districts have on their own purchased and installed solar lights to support their children extended learning at home. To sustain solar lamps and project activities in the community, community based technicians will be trained to fix faulty lamps. The Parent Educators have been linked to the members of the language boards and they are working with them closely in developing low cost literacy materials. Parents are actively involved in creating learning materials through story telling which are recorded and used by children in the home learning centers.



Quality Educators Project (QUED)

The tripartite project implemented by LBE, FAWE and UNATU in collaboration with the Ministry of Education and Sports ended in June 2014. This was supported by Oxfam Novib and Education International (EI). In May 2014, this project was announced as the winner of UNESCO-HAMDAN BIN RASHID AL-MAKTOUM prize, which recognized its contribution towards raising teachers' standards.

What the donors said about the prize:

Dear Stellah, Christine and Teopista,

Many congratulations on winning the UN ESCO-HAMDAN BIN RASHID AL-MAKTOUM Prize for our Quality Educators for All project.

On behalf of Oxfam Novib, I like to thank you for the very good co-operation we have had on this project, leading to this great result!

Regards.

Maria Maas -Programme Officer | OXFAM NOVIB



Case study: GRADUATION COMES TO DINGARI VILLAGE IN KOBOKO DISTRICT

Mr. Moro David, a parent at Dingari village in Kuluba Sub county, Koboko district is one of the excited parents whose children graduated to join Lunguma Primary School from the nearby Home Learning Centre in his village in January 2014. This was the first event of its kind to take place in this community.

"I thought graduations only take place in towns, I can now see it here, I feel it and I have touched it, so we are not any different from the town people." Mr. Moro

Moro's 6 year old last born child Sanya Robert was one of the graduants of Dingari home learning centre. According to his father, Robert used to be a very shy boy who could not even comfortably play with fellow children before joining the home learning centre. However, the one year spent at the home learning has made big change in his actions.



Mr. Moro proudly carries Sanya after being pronounced winner of the riddles competition at the Dingari Graduation event



Continuing projects 2014

Supporting Children's School Readiness and Retention (RARE)

During the year LABE continued to make impressive achievements in Home based Early Childhood Development (ECD) to 2,294 pre-school children to graduate and join Primary one when they are school ready. Parents and teachers have reported that children who have accessed home based ECD exhibit better language and social skills noticeable while communicating with others.

LABE also commissioned a 3-year tracer study to test theories in families' involvement in children's basic education and produce knowledge generalizable to wide population. The study is being undertaken by Centre for Basic Research. It seeks to answer questions such as;

- i. What factors facilitate or limit effective parental involvement in children's education at school level?
- ii. In what circumstances does improved parental literacy and parenting skills contribute to better learning outcomes for children?
- iii. How do the learning outcomes of children who have gone through informal home - based and formal centre - based ECD differ by P.3?

To raise the profile of our work with in the community, LABE held graduation events in 7 districts for pre-school children. The events were intended to facilitate parents, teachers, community members and local leaders appreciation of early childhood learning.



Priorities for 2015

1

Early grade Reading in local language

Government of Uganda has received more funding to support local language based early grade reading programmes in schools. As a partner in education, we shall increase community participation in basic education and make it easier for children and families to learn through their languages.

2

Advance Mother Tongue Education Policy

Instruction in Mother Tongue in Uganda continues to be resisted by stakeholders such as parents, policy makers and politicians. This is based on their limited information on its contribution in the learning process of children. LABE will continue to build on the reported positive changes towards MTE through its on-going projects as well adding its voice in the Multi-lingual Education Network platform.

3

Parental involvement

Parental involvement in children's education will continue to define our priority contributions in education in Uganda. We shall encourage the integration of parenting education into adult education work we do.

4

Institutional Development

We shall undertake a process of reviewing and generating ideas for our new strategic plan to guide our interventions in Education. This will be done through consultations with relevant actors in Education, taking into consideration the new developments in Education; globally and at national scene.

2014 Financial Review

During 2014, LABE's operating revenue reduced by 32% to 2,220,501,625/= forming 93% of total revenue. The reduction in operating revenue was mainly in overseas grants as some projects were successfully completed. Local Income raised totaled 141,587,645/= & comprised 6% of operating revenue for the year, compared to 1% in the previous year.

LABE's grants from charitable organizations fell to 2,055,381,654/= in 2014 from 3,212,075,750/= in 2013. This was mainly resultant from successful ending of 3 major projects MTE, Litfamilies, QE funded by Comic Relief and Oxfam Novib respectively. The project also received non-monetary support in form of a volunteer from UK that served in the regional districts during the year.

In 2014 LABE received funds from donors totaling 2,220,501,625/= Grant income contributed to 93% of operating revenue at 2,055,381,654. Of this, 1,305,067,816/= (59%) came from Comic Relief, 611,822,145/= (28%) from Oxfam Novib, 152,500,816/= (7%) from Africa Education Trust, 9,523,203/= (0.4%) from Trust Africa and 141,587,645/= (6%) from other local sources. Our total program expenditure was 1,816,907,969/= (74%) of expenditure for 2014, an increase from 68% in 2013.

Of this, Administration & overhead costs received 644,104,037/= (24%), Programmes & Activities 1,816,907,969/= (67%). Programme expenditure includes activities under: Readiness & Retention of Children in School activities (RARE), Mother Tongue Education (MTE), Quality Educators (QE), Home School Links (HSL) and Strengthening Knowledge Instruction & Learning (SKILLS).

This years' investment in LABE's assets increased to 264,150,381/= (10%) from last year's 50,645,192/= This was basically due to the need to secure physical inputs like vehicles, solar lighting, computers, motorcycles for the respective projects.

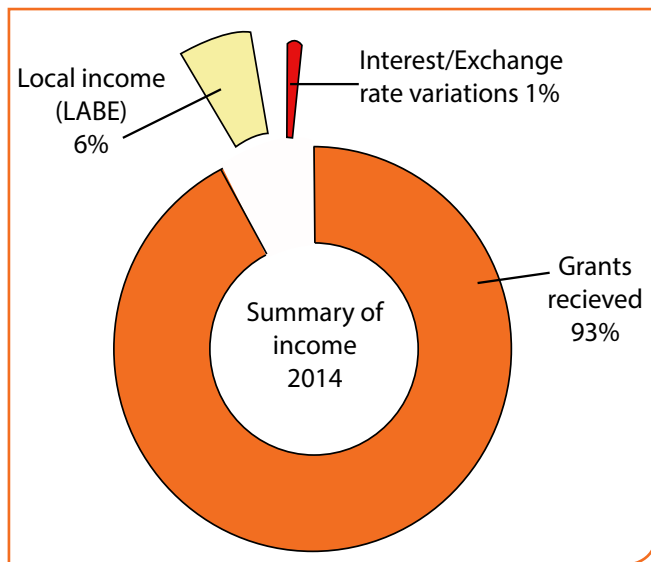
The challenging economic trend of recent years was still evident in 2014, with continuing high economic trend, depreciation of the local shilling, affected the budget ceiling of some of the activities in the various projects as reflected in high cost of living, and implementation. The bulk of LABE's income is generated from overseas grants (93%), and a bare 6% from local income. This also shows the vulnerability of the organization's dependence on external funding. Management is addressing this in the current year to rectify the trend, through developing & marketing a comprehensive business plan.



Our Supporters

We thank you all our generous supporters for your ongoing commitment. However, you choose to give, whether by providing financial support or by donating your time & expertise, you are an important part of LABE's work in promoting its mission. While space restricts us to naming just a few, every individual supporter is making a real difference in realizing our ultimate vision of a literate & informed society able to participate fully in its own development.

We are greatly indebted to Comic Relief, Oxfam Novib, Trust Africa, Africa Education Trust, Rabo4Share for the financial and technical support.



Literacy and Adult Basic Education (LABE)
(A Company Limited by Guarantee without share capital)

STATEMENT OF FINANCIAL POSITION AS AT 30TH JUNE 2014

	2014	2013	2012
	UGX	UGX	UGX
4. NON CURRENT ASSETS:			
Property and Equipment	423,281,534	414,595,100	298,813,441
Total Non Current Assets	423,281,534	414,595,100	298,813,441
5. CURRENT ASSETS:			
Receivables	28,542,218	2,897,100	48,987,100
Prepayments	26,076,840	8,879	21,831,200
Bank and Cash balances	815,117,813	2,897,448	1,896,468,100
Total Current Assets	869,736,871	7,802,327	2,067,186,400
Net Assets	1,293,018,405	1,292,407,427	1,215,999,841
FINANCED BY:-			
1. EQUITY AND LIABILITIES			
EQUITY:			
Capital Fund	423,281,534	414,595,100	298,813,441
General Fund	23,254,830	45,458	23,421,750
Total Equity	446,536,364	415,050,258	322,235,191
2. CURRENT LIABILITIES:			
Provisional Funds	799,582,037	781,428	1,307,688,431
Provisional and accrued charges	75,696,100	2,897,100	18,428,100
Total Current Liabilities	875,278,137	784,325,928	1,326,116,531
Total Equity & Liabilities	1,293,018,405	1,292,407,427	1,215,999,841

The notes to the accounts on pages 10 to 34 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
BOARD MEMBER
EXECUTIVE DIRECTOR

28 OCT 2014

Governance and Staffing Issues

LABE is governed by a board of Directors, comprised of 7 members supported by a patron.

In the course of the year Mr. Banduga Ismail voluntarily resigned from our Board. We also had some staff concluding their contracts and moving on. Four of LABE programme officers left at the end of the financial year.

These included: Omule Geoffrey of Amuru District, Dominica Tarakpwe Programme Officer Adjumani District, Sauda Ropani Programme Officer Yumbe District and Fred Buzu Programme Officer -Arua District. At the end of the year, we received a volunteer from UK Ms Rachel Nalumuso, to work with teachers and parent educators in creating learning materials using ICT.

Board members



Rosie Agoi
Chairperson
Asst. Secretary
General UNATCOM



Ebulu George
William
World Vision,
Uganda



Dick Francis
Tumusiime
Director, DIFRA Lan-
guage Services



Resty Muziribi
Assistant Commissioner
Pre-Primary, MoES



Grace Alupo
Lecturer Kyambogo
University



Sarah Ali
Founder & Patron of
Adjumani Women
Association



Prof. Jassy Kwesiga
Patron

West Nile Staff



Joyce Nairuba
Team Leader



Lawrence Dumba
Driver



Drani Vick
Programme Officer
Koboko



Atibuni Mathew
Programme Officer
Moyo



Kampala Staff



**Stellah K.
Tuwebaze**
Executive Director



**Godfrey
Sentumbwe**
Head of Programmes



Humphry Muhangi
Fundraising &
Partnerships Manager



Joseph Kaaya
Head of Finance



Emma Adengo
Office Assistant



Edward Miiro
Task staff



Joyce Katigo
Task staff



Rose Adong
Administrator

Northern Uganda Staff



Joy Oroma
Programme
Officer Gulu



Collin Wokorach
Driver



Opio Richard
Programme
Officer Nwoya



Ojok Emmanuel
Task Staff Gulu



Simon Mukula
Monitoring, Eval &
Learning Manager

Left LABE



Fred Buzu
Programme
Officer Arua



Geoffrey Omule
Programme Officer
Amuru



Sauda Ropani
Programme Officer
Yumbe



Dominic Tarakpwe
Programme Officer
Adjumani



CONTACT US:

Literacy and Adult Basic Education (LABE)

Kampala Office: Plot 18, Tagore Crescent, Kamwokya, P.O. Box 16176, Kampala, Uganda.

Tel: +256414532116 Mob:+256772181998 Fax: +256414534864

Gulu Office: Plot 9A1, Upper Churchhill Road, P.O. box 1030

Tel: +256788113529

Arua Office: Plot 25, Enyau Road, Junior Quarters (after Shell petrol station)

Mob: +256775725118

Email: labe@labeuganda.org Website: www.labeuganda.org

