

STRENGTHENING GIRL CHILD EDUCATION IN NORTHERN UGANDA

Project Number UGA 502094 - 3886



Evaluation Report

Submitted to:

LITERACY AND ADULT BASIC EDUCATION, UGANDA (LABE)

BY

WARREN NYAMUGASIRA
UGANDA NATIONAL NGO FORUM
KAMPALA

AND

SNOEKS DESMOND
3 ACHADHU, 337 MONTEPELIER ROAD
DURBAN, SOUTH AFRICA

April 2008

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Acronyms

ABE	:	Adult Basic Education
ACAO	:	Assistant Chief Administrative Officer
CAO	:	Chief Administrative Officer
CBOs	:	Community Based Organisations
CCTs-	:	Centre Coordinating Tutors
c-IMCI	:	The Household & Community Component of the Integrated Management of Childhood Illnesses
DEO	;	District Education Officer
DFID	;	Department for International Development
DIS	:	District Inspector of Schools
EFA	:	English for Adults
FABE	:	Family Basic Education
FAL	:	Functional Adult Literacy
FENU	:	Forum for Education NGOs in Uganda
FRC	:	Finnish Refugee Council
ICEIDA	:	Icelandic International Development Agency
IDP	:	Internally Displaced People
KFP	:	Key Family Practices
REPSSI	:	Regional Psychosocial Support Initiative for Children affected by AIDS, Poverty and Conflict
LABE	:	Literacy and Adult Basic Education
LC	:	Local Council
LitNet	:	Literacy Network for Uganda
MGLSD	:	Ministry of Gender, Labour and Social Development
NGOs-	:	Non Governmental Organisations
PAF	:	Poverty Action Fund
PEAP	:	Poverty Eradication Action Plan
PLE	:	Primary Leaving Examinations
PTCs	:	Primary Teachers' Colleges
SMCs	:	School Management Committees
UN	:	United Nations
UNESCO	:	United Nations Educational, Scientific and Cultural Organization
UPE	:	Universal Primary Education
UPHOLD	:	Uganda Program for Human and Holistic Development

Executive Summary

Literacy and Adult Basic Education (LABE) is an indigenous Non-Governmental Organisation that provides literacy and basic education services in Uganda. In 2005, LABE and Oxfam NOVIB entered into partnership to implement a project for Strengthening Girls Education in Northern Uganda. The project was designed to run over a period of 3 years in 6 districts. Eventually the districts of Gulu, Amuru, Koboko, Yumbe, Arua and Adjumani were selected.

Since the existing contractual arrangement between LABE and Oxfam Novib for implementation of the project comes to an end in July 2008, the project is being evaluated to:

1. Assess the extent to which the planned project outcomes and outputs have been achieved;
2. Assess the effectiveness and appropriateness of the strategies employed to encourage child-enrolment, retention and performance;
3. Assess the effectiveness of LABE's governance procedures and how its governance might develop;
4. Identify and recommend opportunities and strategies for future Girl-Child Education projects;
5. Look at synergies and possibilities of replicating current programmes in other areas as well as having to upscale programme to upper classes in the project area

In terms of **Methodology**, the Lead Consultant conducted field work in Northern Uganda and interviewed key stakeholders in Kampala, including officials (at Commissioner level) of the Ministries of Gender, Labour and Social Development (responsible for basic adult literacy) and Education and Sports (responsible for pre-primary and primary education); the staff and Board of LABE as well as LitNet.

On the other hand, the External Consultant reviewed the LABE programme support materials to assess their relevancy and appropriateness and add literature on family learning to draw lessons and experiences for future project development within LABE, and a scan of the international range of Family Literacy Projects to assess how well LABE projects compare with what others are doing. Also she interviewed Oxfam Novib official.

The lead consultant then integrated the findings of the second consultant to produce an illustrated report. The report was then disseminated by the Lead Consultant at a meeting with partners before a final version was produced.

To assess **potential impact of the project** in northern Uganda, a one-day trip was arranged to visit Bugiri district, being the area where the concept of Family Basic Education (FABE) was first fully implemented and perfected to get hints on impact and sustainability of the interventions after LABE's direct interventions have ceased.

To assess outcomes, a case study approach was employed.

The **objectives** of "Strengthening Girl Child Education in Northern Uganda" are articulated as:

1. To improve educational performance of lower primary school girl-children to be at par with boy-children's educational performance through increased parental and community educational support offered to primary school children;

2. To increase daily school attendance rates among girl-children;
3. To strengthen the capacity of primary school management committee to ensure that minimum standards for teaching and learning are observed in their schools;
4. To equip 21,000 newly literate women / women continuing with basic literacy with relevant information and civic virtues for increased participation and leadership in civic activities through provision of effective demand-driven literacy services;
5. To strengthen the National Literacy Network for Uganda (LitNet) and support it to advocate the prioritization of women and girls basic education rights in the national poverty reduction strategies.

In attempting to meet the project objectives, LABE employed the following strategies successfully and effectively to encourage girl-child enrolment retention and performance: Formation of women's and girls' pressure groups, involvement of communities through joint lessons and training of Parent educators and school Management committees as well as introduction of father-daughter reading clubs. Other strategies include introduction of home learning corners, production and dissemination of Policy-makers' leaflets; petitions and advocacy and show casing good practices at district, national and international level.

Performance

LABE is innovatively addressing what All involved in education acknowledge as the biggest challenge-community involvement in education. It is focusing parents, teachers and school management committees on child learning at school and at home. Performance on all objectives averages over 75% which is remarkable. Overall, 42,350 girls, boys, women and men directly benefited and another 211,750¹ benefited indirectly associated with 326 schools in 6 districts.

One major outcome is the formulation of girl-child by-laws in a number of districts at LABE's instigation. LitNet has also supported the formulation of a Public-Private partnership policy for Basic Education.

In terms of perception, LABE is rated the best in its niche and is highly regarded and appreciated both by district education and political leadership levels and by parents, teachers and girl-children, as can be well attested in the wide range of testimonies a sample of which has been captured in the report. And all this has been achieved at minimal cost roughly calculated at Euro 1.8 per capita.

LABE Materials: Overall LABE education support materials are professional. The messages are clear and there is only a small amount of text. This is good for those learning to read. For those who are not able to read, the illustrations are clear enough to be discussed and understood.

Challenges that remain

It seems obvious to the evaluators that while excellent progress has been made in "Strengthening Girl Child Education in Northern Uganda", the task is no where near complete. In addition to the fact that some of the districts and their schools have just gotten on to the programme, the region faces a legion of other problems not least the fact that girl-child education is still undervalued – girls still considered good for baby-sitting, good for early marriage, preferably to a rich man, etc. There is a generation of parents that have stayed in exile for long periods and missed out on education themselves. These particularly discount girl-child education.

High drop out rates from primary 5 are almost universal in schools in this region, with few exceptions. So girl children lack role models.

¹ Factor of 1 direct beneficiary to 5 indirect beneficiaries

Capacity-building for SMCs and teachers and Parent Educators still needs deepening. The sessions observed by the evaluator revealed how the understanding of some of the key concepts of enhanced learning for the girl child are still sketchy.

Governance

According to the out-going Board Chairperson, LABE Board has gone through the youthful, consolidated and maturing phases. Essentially, the Board is aspiring to become more technical and professional. In the recent past, the Board has been involved in the management of the transition in management, the shift to Northern Uganda and improvement of organizational policies. The Board has also explored ways to involve the private sector more. This has been a big challenge as there is a tendency in the private sector for “big fish not to have time for such activities while small fish have no powers to make the necessary decisions”.

In terms of improvements, the Board should do more to familiarize itself with the work on the ground, through more field visits; undertake more advocacy at national level and participate more in resource mobilization. While the strategy of “LABE work speaks for itself” has worked in the past, there is need for more aggressive advocacy to make policy makers appreciate and adopt more of LABE’s approach to basic education.

Conclusions and Recommendations

1. LABE’s niche and its effectiveness to deliver on its programmes are not in any dispute. However, it is clear from this report that it is only scratching the surface of the problems of poverty, wrong attitudes, and silent disasters. While LABE has secured some resources from DFID, an extension of Oxfam / Novib funding is needed to complete the initiatives already underway, deepen its interventions and to expand in other classes and schools. It is clear that some training (e.g. for some SMC, teachers and Parent Educators) has not yet taken deep root and need further consolidation.
2. LABE initiatives are highly demanded and need to be extended to all P.1 and 2 classes and to higher classes in the schools where LABE is involved if the impact is to be full. If resources do not permit this level of expansion, LABE should consider the reduction in the number of schools in order to cover entire streams of the classes targeted.
3. LABE should be supported to adopt and refine methodologies for rapid extension of their services to other schools. In the next phases, LABE should concentrate on inculcating its methodologies into PTCs, expanding current planned collaboration with CCTs and ensuring that all new and refresher teachers undergo training in these methods. (LABE already successfully works collaboratively with CCTs). LABE should explore other mechanisms to support SMC training, e.g. building the capacities of local government officials, training colleges, etc. It should also explore ways and means of influencing policy makers to mainstream LABE interventions so that LABE plays a facilitative role.
4. The above three recommendations require effective support by the Ministry of Education and Sports. LABE’s approach addresses the areas of significant challenge to the ministry of education; these are effective community involvement in children’s education and school management, effective teaching including access to low cost, home –made basic teaching and learning materials. The ministry needs to examine the LABE’s approach to these

challenges with the view to adopting them for replication and mainstreaming as many schools as possible particularly those that have suffered the effects of conflict or hard to reach districts as in its promotion of co-teaching, thematic curriculum and teaching in mother tongue. LABE should devise a strategy of increasing awareness and exposure of the relevant Ministry officers to LABE's approaches including periodic field visits to LABE's operational areas.

5. LABE should reduce on its role of direct delivery of services and concentrate on quality control to make sure that methods are properly employed. This is particularly important as the Bugiri lessons show that continuing to give books, manila, chalk, etc, creates a dependency and makes some of the interventions less likely to be sustained after LABE leaves.
6. Because LABE is handling children at foundational and sensitive stages of their development and formation, all LABE partners need to internalize the essence of what LABE does in order not to view it as a short term project (although actual funding can be in short term phases, the partnership should be in longer range to enable proper inculcation of its approach to learning). OxfamNovib probably already understands this, having accompanied LABE in different programmes since 1999. To maximize value for money, avoid duplication and unhealthy competition, OxfamNovib should encourage all the counter part partners to work collaboratively as a way of sharing skills and expertise and eliminating duplication. This is particularly since there so much unmet need.
7. LABE is encouraged to review other programmes on family learning to continue to enrich its programmes.
8. In the current phase of the programme, LABE has successfully focused at district and community level. Even within the current staff constraints, there are ways to use the field successes to influence policy. One way to do this is to provide briefings on a regular basis, such as quarterly to coincide with LABE meetings; to ensure its Board Members play a greater advocacy role. Field success to influence policy and enhance visibility at all levels LABE should increase its publicity by; among others, ensuring that all its materials including small items such as pens which are purchased in large quantities to schools carry LABE's logo and appropriate messages.
9. Through its consultancy work, LABE raises additional and flexible resources to supplement donor funding. LABE might wish to consider separating consultancy from its mainstream work by setting up a separate operation to handle that. The outfit should also explore other avenues for strengthening LABE's institutional sustainability.
10. Review the board rotation policy and mechanism to provide for greater institutional memory (by keeping at least 1/3 of the out going board and putting into lace a longer courtship period for in coming members) and keeping out going board members actively involved in LABE's work as promoters and 'good will ambassadors'.

1.0 Background

Literacy and Adult Basic Education (LABE) is an indigenous Non-Governmental Organisation that provides literacy and basic education services in Uganda. Its mission is 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. Since inception in 1989 LABE has undertaken various activities throughout the country, including training, materials development, design and evaluation of basic education programmes, among others.

Family learning, which was first referred to as family literacy, was first named, researched, written about and implemented through programmes in the United States of America and the United Kingdom. However the practice of family literacy or family learning in homes takes place all over the world to a greater or lesser degree depending on the level of parent-child interaction within those homes. However, it is important to distinguish between family learning programmes and family learning practices. Family learning programmes refer to programmes such as those initiated by LABE through FABLE. Family learning practices refer to what actually happens in the home, and what may be transferred to schools, as seen in the FABLE programme.

In recent years more attention has been paid to family learning/literacy projects in Africa. This has led to more projects being documented and results, questions and impact shared both within country, between countries and beyond. Recent initiatives include

- The UNESCO funded North-South Exchange on Family Literacy²;
- A meta-study on family literacy, language and numeracy³;
- The forthcoming book on Family Literacy: *Experiences from Africa and around the world*⁴.

In 2005, LABE and Oxfam NOVIB entered into partnership to implement a project for Strengthening Girls Education in Northern Uganda. The project was designed to run over a period of 3 years in 6 districts. Eventually the districts of Gulu, Amuru, Koboko, Yumbe, Arua and Adjumani were selected. LABE and Oxfam Novib have worked in partnership since 1999 on a number of initiatives focused around literacy, training for literacy, and women and girl-child education in northern Uganda. On its part, the implementation of the programme contributes to the realisation of Oxfam Novib's two of its strategic objectives The right to basic social services – education in this case; and the right to be heard (in terms of social and political participation).

1.1 The objectives of the evaluation:

Since the existing contractual arrangement between LABE and Oxfam Novib for implementation of “Strengthening Girl Child Education in Northern Uganda” comes to an end in July 2008, the project is being evaluated to:

² contact: Maren Elfert m.elfert@unesco.org

³ By researchers at the University of Sheffield, UK; (Brooks, G. Pahl, K., Pollard, A., and Rees, F. 2006. Effective and inclusive practices in family literacy, language and numeracy: a review of programmes and practice in the UK and internationally. England: NRDC and CfBT Education Trust.)

⁴ Edited by Snoeks Desmond and Maren Elfert and published by UNESCO and dvv international

1. Assess the extent to which the planned project outcomes and outputs have been achieved;
2. Assess the effectiveness and appropriateness of the strategies employed to encourage child-enrolment, retention and performance;
3. Assess the effectiveness of LABE's governance procedures and how its governance might develop;
4. Identify and recommend opportunities and strategies for future Girl-Child Education projects;
5. Look at synergies and possibilities of replicating current programmes in other areas as well as having to upscale programme to upper classes in the project area

1.2 Methodology

The evaluation involved two consultants; the Lead consultant based in Uganda and the second consultant based in South Africa. There was gender balance as one consultant was female and other male. The consultants employed qualitative methods of data collection and depended on LABE to provide all relevant project documents, reports and statistics on inputs and outputs.

In terms of the division of roles, on the one hand, the Lead Consultant conducted the field work in Northern Uganda and interviewed key stakeholders in Kampala, including officials (at Commissioner level) of the Ministries of Gender, Labour and Social Development (responsible for basic adult literacy) and Education and Sports responsible for pre-primary and primary education; the staff and Board of LABE and LitNet.

On the other hand, the External Consultant reviewed the LABE programme support materials to assess their relevancy and appropriateness; LABE literature on Family Learning to draw lessons and experiences for future project development within LABE, and a scan of the international range of Family Literacy Projects to assess how well LABE projects compare with what others are doing. She interviewed Oxfam Novib and Educational Action International officials.

The lead consultant then integrated the findings of the second consultant to produce a report illustrated by both. The report was then disseminated by the Lead Consultant at a meeting with partners before a final version was produced.



AWOPA Mothers' Pressure Group bid farewell to the evaluator

While in the field, the Lead Consultant met with LABE field staff to assess the processes and tools used in the course of their work, interacted with district officials of administrative and political arms of government to assess how LABE's work fits in the districts' development plans and sector priorities and to establish their appreciation of LABE's approach to basic learning. He observed and then interacted with teacher/parent educators' lesson planning sessions and actual joint parent/pupil sessions and attended and interacted with the combined sessions of School Management Committees, the Parent-Teacher Associations and Teachers of a number of schools. He also visited and interacted with Language Committee representatives and women's groups. Lastly, the consultant was able to visit selected homes to observe home learning corners, one of the important innovative approaches employed by LABE to enhance family learning. In addition, the consultant met with a few partners who interact with LABE at field level. A video recording of some of LABE's activities was made, to give a visual impression of the work. In all cases the interlocutors were pre-selected by LABE.

Districts for field visits were selected in such a way that the evaluator would sample area where work has been going for three years (Yumbe and Gulu) and those where work has been on-going for a shorter period (Koboko).

To assess potential impact of the project in northern Uganda, a one-day trip was arranged to visit Bugiri district, being the area where the concept of Family Basic Education (FABE) was first fully implemented and perfected and would give hints on impact and sustainability of the interventions and approaches LABE is employing well after LABE's direct interventions have ceased. The evaluators met with the District Education Officer and visited two schools that had a FABE programme to talk to the Head Teachers, teachers, parents and pupils who were involved in FABE activities.

To assess outcomes, a case study approach was employed.

Due to time constraints, it was not possible to visit more districts in the project area.

The detailed Terms of Reference are attached as **Annex 1 and 2** and the work schedule for the lead consultant in **Annex 3**.

1.3 A brief description of the project

LABE started as a modest venture by students at the Makerere University Institute of Adult and Continuing Education. Initially it concentrated on offering literacy training to people in the neighbourhood of the university, including refugees. From 1995, LABE broadened its activities to other parts of the country and to supporting local and central governments, private sector organisations and international Non Governmental Organisations. From 2001 LABE consolidated its work in Eastern Uganda. From 2005 LABE has focused a great deal on Northern Uganda as well as giving greater attention to advocacy at national and regional levels.

While national statistics indicate a drop in poverty levels from 35% to 31% between 2001 and 2005, the North remains the poorest region in the country with poverty levels at 67%. Education, the most powerful determinant of inequality, explains 25% of inequality⁵. Whereas significant achievements have been made in increasing access to primary education countrywide, many children in northern Uganda, particularly the girl

⁵LABE Project Document

child, are still excluded from education of even the most rudimentary quality⁶. Negative attitudes about the girl-child education are prevalent among parents, communities and children themselves. Girls start school late and drop out early to get married or to take up household chores full time.

Over twenty years of conflict in Northern Uganda have negatively impacted on basic education thereby undermining UPE and functional Adult Literacy (FAL) targets for the region. Refugee and international displacement have further aggravated the problem. In districts such as Koboko, much of the population had been exiled for a long time, creating generations of parents that do not have or value education. In districts where this may not be the case, much of the population, for example in Gulu and Amuru, has been and remains in Internally Displaced People's camps. And, although some form of basic education is available in refugee and IDP camps attendance and achievements rates are generally low. Proximity to the border for such districts as Koboko means that many children get involved in activities that prevent them, particularly girls from continuing with their education at early stages of their development. Drop out rates become dramatic from Primary 5 almost in every school in the project area. Primary leaving examination grades are very low and even lower among the few girls that reach that level.

To address the problems identified in the 6 districts **the objectives of “Strengthening Girl Child Education in Northern Uganda”** are articulated as:

1. To improve educational performance of lower primary school girl-children to be at par with boy-children's educational performance through increased parental and community educational support offered to primary school children;
2. To increase daily school attendance rates among girl-children;
3. To strengthen the capacity of primary school management committee to ensure that minimum standards for teaching and learning are observed in their schools;
4. To equip 21,000 newly literate women / women continuing with basic literacy with relevant information and civic virtues for increased participation and leadership in civic activities through provision of effective demand-driven literacy services;
5. To strengthen the National Literacy Network for Uganda (LitNet) and support it to advocate the prioritization of women and girls basic education rights in the national poverty reduction strategies.

1.4 LABE's Unique and strategic positioning

By the time LABE designed and implemented 'strengthening Girl-Child Education in Northern Uganda it was already a "household name in the literacy world in Uganda"⁷. In 2001, LABE won a Commonwealth Award among 5 outstanding NGOs in Africa engaged in rural development. In 2002, LABE was the winner of Worldwide UNESCO Literacy Prize (among 4 winners both as government or NGO) for "stressing literacy for development and development of partnerships". In 2004, LABE won the UN Habitat category for "outstanding contribution to community participation and poverty eradication in East Africa".

⁶ LABE: Strengthening Girl Child Education in Northern Uganda, 2005

⁷ Professor Larage (UK), training for literacy choices, February 1998

In its 19 years of existence, from its humble beginnings by a group of students, LABE has forged partnerships with NGOs and CBOs at village, district, national and international levels. In 2003 LABE drafted the bulk of the Adult Literacy Thematic paper for the country's Poverty Eradication Action Plan (PEAP), the overarching national planning framework that determines national and sector priorities. Consequently, according to the Commissioner in the ministry, Adult Literacy gets the highest budget in the Ministry of Gender, Labour and Social development's budget, being under the Poverty Action Fund (PAF) for directly poverty reducing activities. LABE has been involved in reviewing the Literacy Trainers' Manual, National Adult Literacy Strategic Investment Plan, National Adult Literacy Assessment and Qualifications Framework, and a National Civic Education Core Curriculum. LABE has been innovating new ways of delivering basic education for marginalized women and children, educationally disadvantaged households and evolved imaginative public-private partnerships where local governments work with civil society and communities in participatory frameworks. In this evaluation it is important to identify some of the determinants of LABE's success and assess whether LABE continues to scale success and propose what needs to be done to make this success sustainable.

2.0 Evaluation findings

2.1 Performance by specific objectives:

2.1.1 Evaluation of Objective: To assess the extent to which project outputs and outcomes have been achieved (2005-2008)

The project has the following expected outcomes:

- 21,000 women know, demand and defend their own and their daughters civic and educational rights
- Increase the proportion of girl children completing basic education, a reduction in attainment gap between boys and girls and increase in literacy rates for women and girls in 360 schools / communities in 6 districts
- Reviewed national and local policies and practices that improve basic educational opportunities for girls and women

Outcome 1: 21,000 women know, demand and defend their own and their daughters' civic and educational rights

- To equip 21,000 newly literate women / women continuing with basic literacy with relevant information and civic virtues for increased participation and leadership in civic activities through provision of effective demand-driven literacy services



Women Pressure Group in Yumbe District

Table 1: Achievement against planned outputs for Output 1

Planned outputs	Achieved	%age	comments
960 adult education facilitators guide books produced and used by 960 basic education facilitators (75% women)	686 books produced and distributed to parent educators and teachers in 360 schools	71.5%	The copies produced were used in the training of Parent Educators and teachers in 4 districts. 274 copies to be produced and used in Adjumani and Arua.
22,000 learners work books and 9600 follow up readers produced in 5 local languages and distributed.	16,000 work books produced in 4 languages (Acholi 6000; Aringa 7500; Kakwa 1,000 and Lugbara 1,500) and 9500 follow-up readers (in form of charts, calendars, stickers and strips) produced in 4 local languages.	72.7%	The materials carry different messages; some are for community mobilization and advocacy. These materials are being used in homes, parent classes, communities and schools.

Planned outputs	Achieved	%age	comments
120 posters and 90 comic charts on adult basic education and 24 local newspaper pull outs adapted to have positive messages about women	2000 charts on girls child education campaign produced in 4 languages and distributed in 4 districts 50 copies of the evolving video recorded and distributed to 50 women groups in northern Uganda.	100+	Instead of producing 90 comic charts and 24 pull outs, 2000 charts were produced. Considering the reading culture and the attitude towards buying newspapers, the pull outs would not have been appropriate in the targeted regions. This was part of the supplementary materials produced for and used for community mobilization for girl child education campaign.
2000 copies of revised Adult Basic Education core curriculum reflecting learning needs of women produced	1000 copies of ABE curriculum were produced and distributed in northern Uganda and west Nile	50%	The materials were produced in partnership with Finnish Refugee Council (FRC).
80 sub-county adult literacy plans reflecting women's basic learning needs produced	64 sub-counties now include literacy in their plans	80%	In the sub-counties (4 districts) where this is happening, the process of developing sub county literacy plans was led by the women pressure groups with support from LABE.
120 school open days per term held in 20 selected schools per district (1080 school open days held in 3 years)	905 open days conducted in 318 schools	83.3%	Out of 120 schools targeted to hold school opens days per term, 150 schools were reached. The increase was brought about by the wider school coverage in Yumbe district.
3240 members of SMCs, LC1 and women councils in 480 villages with basic skills in planning and management of public and school resources	2529 (843 women – 33%) members of SMCs trained	78%	So far, SMCs have been trained in 281 schools. The remaining 79 will be trained in 2008.
30 children sessions conducted by parents in each of the 480 schools	241 schools have conducted children's 546 sessions	80%	174 parent educators planned for the last phase
720 Parent Educators trained to co-manage and co-teach children classes	576 (192 women-33.3%) parent educators trained to co teach with teachers in 360 schools	80%	The participation of women in all in the 6 (especially Koboko and Yumbe) districts is very low. This is as a result of low education levels among the women that

Planned outputs	Achieved	%age	comments
			qualify to be selected and trained as Parent Educators.
21,000 parents providing weekly educational support to 28,800 girls during joint parent-child learning sessions	13,500 (9450 women and 4050 men) parents that have gone through adult literacy classes	64.3%	Majority parents currently supporting the children are women. Fathers are not forthcoming in most of the districts, partly explaining the low number of fathers reached to date.
21,000 parents equipped with basic skills to help children in reading, writing and numeracy	14400 (9792 women & 4608 men) parents that have gone through adult literacy classes.	68.6%	14400 parents from 4 districts have attended adult literacy classes and have the capacity to support their children in reading, writing and numeracy both at home and in school

Source: LBE project documents and reports

Average score: 76%

Outcome 2: Increase the proportion of girl children completing basic education, a reduction in attainment gap between boys and girls and increase in literacy rates for women and girls in 360 schools / communities in 6 districts

- To improve educational performance of lower primary school girl children to be at par with boy-children's educational performance through increased parental and community educational support offered to primary school children
- To increase daily school attendance rates among girl children
- To strengthen the capacity of primary school management committee to ensure that minimum standards for teaching and learning are observed in their schools



Children only class in Yumbe district

Table 2: Achievements against planned outputs for Output 2

Planned outputs	Achieved	%age	comments
210 SMCs developing Annual School plans and monitoring utilisation of school funds (at least 25% of trained SMCs are women)	156 SMCs developing annual school plans and monitoring the utilisation of school funds	74.3%	Out of 210 schools targeted, only 156 schools have had their SMCs trained. The remaining 54 were scheduled in the second quarter of the third year.
Updated information on school plans, expenditures and school performance, attendance, enrolment displayed on school and public notice boards in 360 schools (3360 SMC school reports produced and distributed to LC1-3 councils)	168 schools have been provided with boards for use in displaying the information on school expenditures and performance	71.3%	Displaying information on government resources is a local government requirement; however, some school heads are taking long to adhere to this.
At least 27 petitions on public resources mismanagement presented during peaceful demonstrations by women groups to sub-county government officials	29 petitions have been presented by women groups (13 in Gulu; 8 in Amuru and 8 in Yumbe)	100%	The petitions were presented to district and sub county local councils aimed at lobbying them to increase resources allocation to adult literacy programmes
210 quarterly independent reviews meetings of SMCs to monitor the utilisation of school funds	157 SMCs in 6 districts have been supported to hold quarterly meetings aimed at monitoring the utilization of school resources.	75.7%	Majority of SMCs are weak. Some members of the SMCs are equally semi-illiterate and require rigorous training in order to initiate activities on their own.
432 different audiotapes of fathers reading and messages on HIV/AIDS recorded	238 schools supplied with HIV/AIDS fliers	66%	Assorted HIV/aids materials from Straight Talk Foundation and Ministry of Healthy were compiled and distributed to 238 schools and public places in 6 districts. These replaced the audio tapes that were initially planned. The change was occasioned by cost and appropriateness factors. Audio tapes required the communities to have radios and batteries and majority did not.

Planned outputs	Achieved	%age	Comments
			There are challenges in handling HIV/Aids in Muslim dominated communities (such as Yumbe) and the use of charts and posters would not be easily accepted in homes.
432 girls reading together literature of their choice, and discussing with their fathers areas of further support	420 girls from 240 peer pressure groups reached	97%	Out of 432 targeted girls, 420 leaders of girls' pressures groups have been reached in 4 districts. Fathers' turn up for schools activities is still very low. Most fathers regard girls' education a role for mothers.
1200 homes providing physical space, lighting and writing materials for girl-children's study at home in 60 sampled communities in the 6 districts	1000 homes in 4 districts of Amuru (115), Gulu (125), Koboko (60) and Yumbe (700) providing physical space	83%	Home learning activities precede a number of family learning activities such as joint learning and parents' only classes. Since parents-only classes have not yet started in Arua and Adjumani, home learning activities are yet to be initiated in these two districts.

Source: LABE project documents and reports

Average score: 82%

Outcome 3: Reviewed national and local policies and practices that improve basic educational opportunities for girls and women

- To strengthen the national literacy network for Uganda and support it to advocate the prioritization of women's and girls' basic education rights in the National Poverty Reduction Strategies.



LitNet petition exercise in Northern Uganda

Table 3- Achievements against planned outputs for Output 3

Planned outputs	Achieved	%age	comments
250 school- community plans produced integrating views of parents and teachers	167 school plans integrating views of parents and teacher produced.	67%	The local government planning cycle starts at village level. This enabled the parents to highlight education issues during the community planning seasons and the issues were taken to the sub county level for further analysis
210 primary school development plans integrated into local government sub-county education plans	Out of 210 school plans produced, only 173 have been integrated into sub county level development plans.	82%	Funding education is still limited to the central government and non government actors. Majority districts and sub counties have not come out strongly to allocate and release funds to the sector from their own local resources.
A national level literacy Network strengthened.	<p>LABE continues to host and participate effectively in LitNet and through LitNet in FENU.</p> <p>LitNet initiated the formulation of PPABE- a policy document which is being implemented at district level.</p> <p>District and sub county literacy planning processes have been initiated by LitNet and LABE.</p>		<p>LitNet is increasingly becoming autonomous and members need to take greater responsibility in ensuring that it gains full autonomy while continuing to be effective.</p> <p>LitNet now has its own coordinator who is not a staff of LABE and they establishing a board.</p>

Source: LABE project documents and reports

Average score: 78%

Changes in programming

It is important to note that:

- 360 schools were targeted (60 schools in each of the 6 districts). Of those 309 (86%) have been enrolled and 51 Memoranda of Understanding with 51 schools are planned to be signed in the last phase of the project.
- There have been some changes in district selection from those in the original project document which included Maracha and Pader and the actual districts now undertaking the project which are Gulu, Amuru, Koboko, Yumbe, Arua and Adjumani.

Furthermore, there was phased roll out of the project as follows: In 2005/06, the project started in three districts of Yumbe, Gulu and Amuru. These were then followed by one (Koboko) district in FY2006/07 and two more districts (Arua and Adjumani) in FY2007. In each district there was further phasing as it was not feasible to roll the programmes out in all schools at the same time, for logistical and capacity reasons. In fact all outcomes were not expected to be realised with only Oxfam Novib resources. Additional resources were expected from COMIC RELIEF and DFID. While DFID funds have now come through, COMIC RELIEF funds did not materialize.

**Table 4 - LABE's Geographical scope of work and level of implementation per district:
June 2005-February 2008**

District	Start time	%School coverage ⁸	Reasons for early or late start
Gulu	Dec 2005	100%	Slightly late start due to rigorous security screening mechanisms by the District Disaster Management Committee and NGO Forum before a national or international organization is allowed to operate. This included local registration with the district NGO Forum. Besides insecurity was at its worst.
Amuru	June 2006	100%	Amuru was part of Gulu district until July 2006. The conditions are same as in Gulu.
Yumbe	July 2005	125%	Early start was due to security of the area. District has been very stable and all the schools were easily accessed. UPHOLD funding enabled LABE to reach an extra 15 schools.
Koboko	April 2007	75%	This was part of phase two of the project. LABE needed to learn lessons from other districts before it scaled up. LABE had old partners such as Koboko United Women's Association and a good reputation in the district.
Arua	July 2007	72%	This is another phase 2 district. The lessons learnt from Northern Uganda and Yumbe supplemented the implementation process in Arua. The district still valued LABE's earlier work (1990's) and this facilitated easy entry and cordial working relationships in the district. The district has supported LABE with office space and access to resources such as vehicles and use of staff.
Adjumani	July 2007	72%	As above

⁸ Target was 60 schools per district

Figure 1 - Number of Schools: Targeted Vs Actual

	Gulu	Amuru	Yumbe	Koboko	Arua	Adjuman
Target	60	60	60	60	60	60
Actual	60	60	75	45	43	43

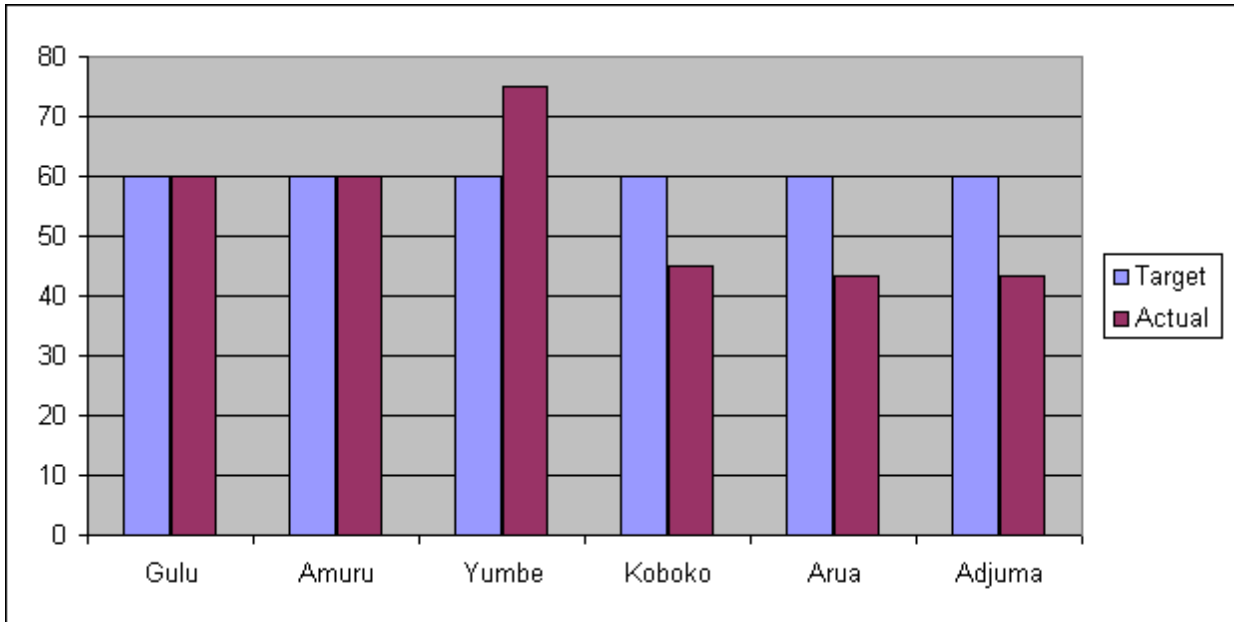
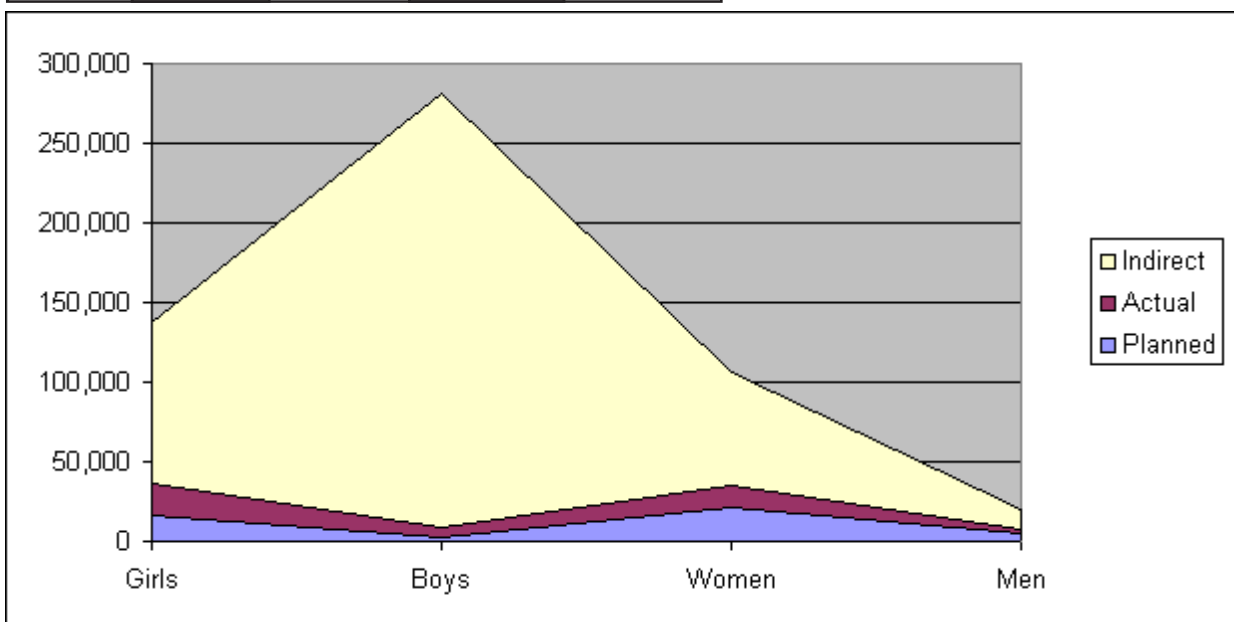


Figure 2-Direct and Indirect Beneficiaries

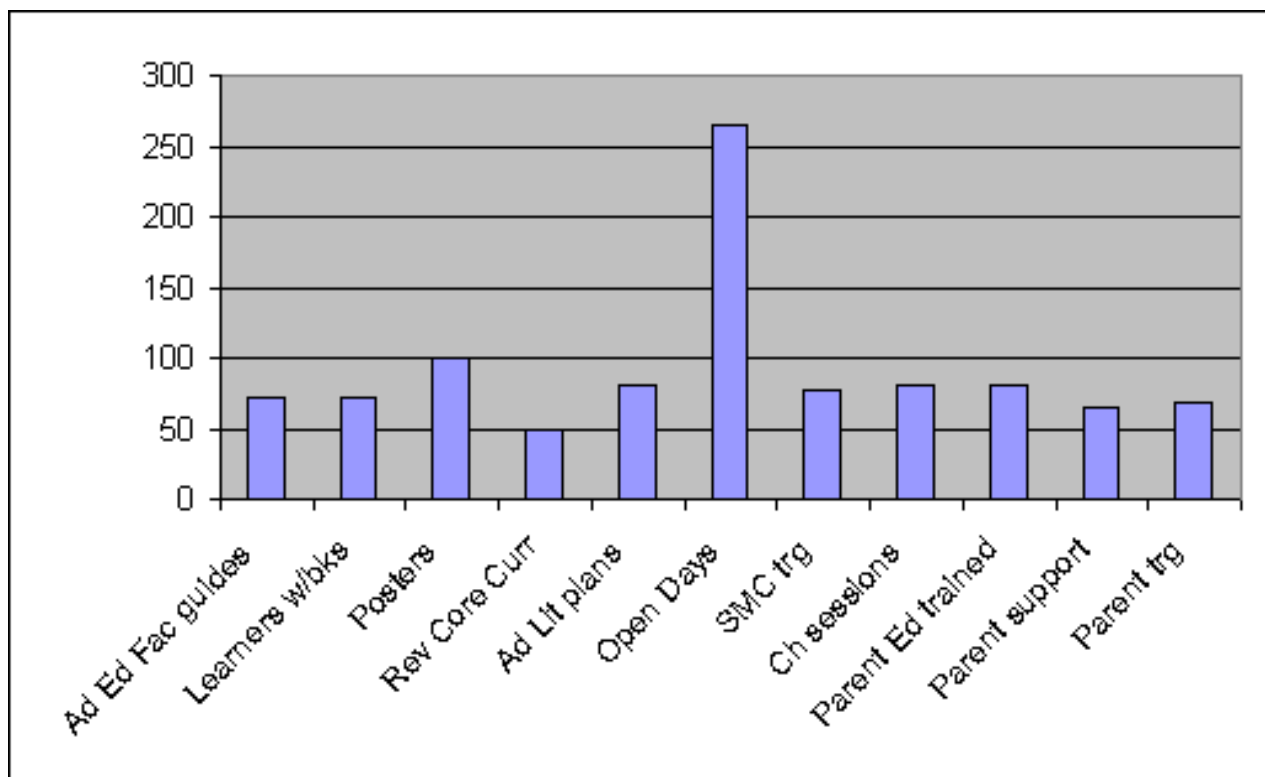
	Girls	Boys	Women	Men
Planned	16,000	2,650	21,000	5,111
Actual	20,200	5,550	14,150	2,450
Indirect	101,000	272,750	70,750	12,250



All this has been achieved at a minimal cost of Euro 1.8 per person⁹

Figure 3-Outcomes

Ad Ed Fac Guide	Learners w/bks	Posters	Per core curr	Ad Lit Plans	Open Days	SMC trg	Ch Sessions	Parent Ed Trained	Parent Support	Parent trg
74.5	72.7	100	50	80	265	78	80	80	64.3	68.6



2.1.2 Evaluation objective: To assess the effectiveness and appropriateness of strategies geared at encouraging child enrolment, retention and performance

Table 5- Effectiveness and appropriateness of LABE strategies

Issue	Strategy	Appropriateness	Effectiveness
Child enrolment	Formation of women's pressure groups	Highly appropriate, as groups exist, understand and execute their roles	Pressure groups have resulted in a number of girls who had dropped out of school re-joining. Examples were cited by Awoba, Gimo and Lubanga Lakica Women's groups. Members of these groups want LABE to help with formation of men's pressure groups.
	Involvement of the community through parent educators (core aspects of the strategy) and joint parent-child sessions (core) and involvement of Local	Highly appreciated by district officials, parents and communities Turn up very high, lessons have been extended to allow for	Strategy has greatly improved school-community relations, e.g. at Banika P.S. the strategy has turned round very poor school – community situation into highly dynamic relations, visible to a naked eye.

⁹ This figure is reached at by dividing Euro 450,000 by the total population served (254,100)

Issue	Strategy	Appropriateness	Effectiveness
	<p>Councils and introduction of father-daughter learning sessions</p> <p>LABE's participation in education sector cluster meetings</p> <p>LABE's participation in global education campaign</p>	<p>enough time for joint learning sessions</p> <p>Education Cluster meetings a formal forum in Gulu used for information sharing and raising issues between policy makers and practitioners</p> <p>Annual forum where education advocacy messages are disseminated to policy makers and education actors.</p>	<p>In some schools such as Teremunga (the top school in Koboko) the Head Teacher wants all his teachers to go through the programme and even employs some of the parent educators to fill in for substantive teachers when absent.</p> <p>An effective forum for sharing information, raising issues with policy implementers and avoiding duplication.</p> <p>Gulu district girl's education ordinance is at council level.</p> <p>LABE's work well respected globally.</p>
Retention	Formation of women's and girls' pressure groups	In a family, women are the most concerned about the education of the girl-child.	Teacher absenteeism has been significantly reduced. "No teacher dares miss a joint parent-child session".
	<p>Involvement of the community through parent educators and joint parent-child sessions and involvement of Local Councils and introduction of father-daughter learning sessions</p> <p>Introduction of 'home learning corners' and use of local material for teaching aids</p>	<p>Girls have found it easy to form peer pressure clubs, usually one for primary 3-5 girls and another for P. 6&7 girls.</p> <p>The introduction of father-daughter sessions will reinforce girl-child education</p>	<p>Schools observed were very well attended and the strategy is highly valued by policy makers and parishioners</p> <p>Home learning corners help the family recognise the need to create time and space for the child to learn at home. This reduces the chores for the girl-child. Use of local learning aids makes it possible for all families to use.</p> <p>Home learning corners reinforce learning at home creates time for the child and</p>

Issue	Strategy	Appropriateness	Effectiveness
	<p>Production and dissemination of policy makers leaflets</p> <p>Petitions by girl peer pressure</p>	<p>Very appropriate as the one leaflet seen by the evaluator was specific to and apt at the analysis of performance of schools in the project area, highlighting factors that determine good learning outcomes in primary schools.</p> <p>Children's involvement in monitoring attendance of fellow girls highly appropriate</p>	<p>parent to learn and seems very effective as local materials are used.</p> <p>Evaluator did not check the effectiveness of the leaflet although it is not difficult to imagine that this kind of material would be very effective.</p> <p>In the project areas so far an estimated 600 girls have rejoined due to a combination of strategies</p>
Performance	<ul style="list-style-type: none"> • Training of SMCs and re-orienting them to focus on performance and effective learning • Training and involvement of parent educators • Introduction of joint child – parent learning sessions • Introduction of home learning corners • Provision of learning materials • LABE's participation in education sector cluster meetings • Support to Local Language Boards • Production 'Policy Makers Leaflet' 	<p>Judging by the performance at PLE of school in the project area, these initiatives are very appropriate. Yumbe only passed 7 in grade 1 and 516 pupils failed to get a grade; Koboko passed 78, more than 50 of whom were from one school – Teremunga. Gulu passed 17 and failed 417; etc. Out of the 10 bottom districts in the country, the region had 5.</p> <p>It is assumed that the initiatives introduced by LABE will arrest this situation. This is based on proven experience from elite schools where parent assisted home work is a common practice and in Bugiri where FABE was perfected.</p>	<p>SMCs that have been trained tend to focus on learning and performance rather than improvement of infrastructure for its own sake.</p> <p>Parents love all the activities that involve them and one Local Language Board member was cork sure that children with participating parents perform better at school than those without.</p> <p>The activities/innovations LABE has introduced help with attendance of children and teachers, improve the management of the schools and have spin-off effects in terms of improving the school environment for the girl child, adding intrinsic value on the girl child, delaying marriages, child bearing and ultimately leading to better health of the girl child and the family.</p> <p>On performance at PLE, the experience from Bugiri shows some improvement.</p>

Source: compiled by the evaluator

Table 6- Assessment of outcomes

Planned Outcome	Assessment
<p>21,000 women know, demand and defend their own and their daughters civic and educational rights</p>	<ul style="list-style-type: none"> • Women and girl pressure groups are active in all the districts where they have been formed. They are involved in returning girls to school after dropping out. • In 4 districts there is a process of developing sub county literacy plans led by the women pressure groups (with LABE only in a supportive role). • Petitioning districts and sub-counties is increasing pressure on them to allocate more locally generated funds to education. • Women participate effectively on SMCs leading to better utilisation of school resources. • Teacher absenteeism has been significantly reduced. “No teacher dares miss a joint parent-child session”. • However, the majority of SMCs are still weak because some members are semi-illiterate and still require rigorous training for them to initiate activities on their own.
<p>Increased proportion of girl children completing primary basic education, a reduction in the attainment gap between boys and girls and increased literacy rates for women and girls in 360 primary schools / communities in 6 districts.</p>	<ul style="list-style-type: none"> • Girl child enrolment and retention at primary 1 and 2 is very high; higher than in any other class in all schools in the project area. • With automatic promotion, completion of basic education is not a problem. The main problem in majority of schools is quality of education. In LABE supported schools, the quality is good as teachers are trained in teaching children, are assisted by Parent Educators and community involvement in the school. • However, participation of Parent Educators in all the 6 districts is still low, largely as a result of low education levels among the women that qualify to be selected and trained as Parent Educators. The challenge is most acute in Koboko and Yumbe districts. • While no information was available to assess the attainment gap between girls and boys, anecdotal evidence suggests that girls in project schools are performing as well as and sometimes better than the boys. • Girl child educational attainment has been boosted by the participation of fathers through the father-girl-child reading sessions. Men said that they now value their daughters more. However, father participation is still low due to cultural beliefs that girl-child education is a mother’s role. • More women are currently supporting their children’s education as a result of the increase in their literacy. For example, 14,400 parents in 4 districts who have attended literacy classes have the capacity to support their children in reading, writing and numeracy, both at home and at school. According to one interlocutor, there is evidence to suggest that children whose parents are enrolled in the programme perform better than those who are not.
<p>National and local policies and practices that improve basic educational opportunities for girls and women reviewed</p>	<ul style="list-style-type: none"> • In terms of influencing policy, in this phase LABE has focused more at district and community level, for which there is a lot of evidence to show. For example, at district level, girl child ordinances are being debated by District Councils (e.g. Gulu), partly as an influence of LABE. At national level LABE has actively participated in such activities as International Literacy Days and Social Sector Reviews. Along with the other LitNet members, LABE has promoted Public/Private Partnerships in Adult Basic Education.

2.1.3 Overall Assessment

Overall LABE is highly regarded and its work highly appreciated and respected as the following quotes sampled among the various interlocutors suggest:

“When ranked among its peers, LABE is the best”, said the Commissioner for Disability and the Elderly, Ministry of Gender, Labour and Social Development, the ministry responsible for Adult Functional Literacy.

“LABE is helping parents to be less of frogs (which lay eggs and do not have to incubate them) and more of hen (which incubate the eggs and gather the chicks)” Assistant Chief Administrative Office, Koboko; “LABE is greatly appreciated for rejuvenating education”. The vision of the district is that by 2015 we are a knowledgeable, healthy, wealthy and peaceful people. Education is the pillar and whoever comes to assist us in that is welcome. By involving parents in the school, LABE has significantly reversed the ‘I don’t care’ attitude of some teachers who could sit under a tree all day long instead of teaching”, District Vice Chairperson, Koboko district; “if there was a possibility of LABE taking on all schools, there would be hope after some time”.

“LABE is our only partner in education; we want to get more first grades in our PLE. But you do not start working for Grade 1 in Primary 7; you start in Primary 1 and 2 where LABE concentrates”, Chief Administrative Officer, Yumbe district. According to the Coordinator, Needy Kids, who is also a member of the Local Language Board, “you can see that children whose parents are enrolled in the programme are brighter than those who are not”.

Another way of articulating the overall impression that LABE’s work is appreciated is to answer the questions that were raised constantly during the field visits: How can LABE’s work be rolled out to all schools? “Whenever LABE is running a training session, Head teachers approach me as the DEO requesting to participate even without facilitation, not even lunch”, said DEO Koboko, demonstrating the level of demand for LABE approach to learning. In some sub-counties mothers still groom their children for marriage not for school; women pressure groups supported by LABE are only beginning to address this endemic problem.

“We do not want to hear that LABE programme is ending. Most of the teachers still need exposure to LABE methods, particularly in hard-to-reach districts which are only now beginning to change over from using non-trained teachers to trained teachers” CAO, Yumbe district. “The Learning Corner has become prominent in the education review. We need to find a way to multiply what LABE does such as intensifying collaboration with centre Coordinating Teachers which still need regular follow-up. Don’t leave half-baked products behind”.

2.1.4 Benefits of the project (notes from the field)

As a district, LABE intervention is appreciated in terms of its improvement of education. Thus being a post war area, many children who were in exile missed out on educational opportunities. There is a generation of parents which does not put a premium on education because the parents did not get it themselves. They were not concerned about what happens in schools. Performance is poor as a result. By successfully involving parents, LABE has given us the answer to the biggest challenge in the district. School Management Committees, which had become dormant, have been revived. Through them the community is questioning many things about the school, which is excellent. LABE is trying to extent

the school into the community and vice versa. Teachers are being taught how to teach thematic curriculum properly. Parent Educators have been trained to support regular teachers in class management. There is now the need for LABE to focus on Quality Assurance and additional schools need to be taken on. Girl child education is still a very big problem largely due to effect of the war, religious practices and cultural attitudes and due to widespread poverty. Girls are married off at 13-15 years of age. The district Council has fully embraced LABE and has signed an MoU with it - District Education Officer, Koboko



ACAO Koboko exchanging MoU with Director, LABE

The biggest problem in our district is that parents do not take their responsibility to encourage children seriously. This leads to high drop out rates. Also there is an 'I don't care' attitude among teacher. In most sub-counties, schools are getting no first grades in Primary Leaving Examinations. When we see those schools get first grades, we shall know that LABE's work is done. In Lugala sub-county, mothers groom their girls to get married to well-to-do men who buy a good dress for them. They do not report cases of defilement, preferring instead to negotiate locally with the defiler. LABE should address these challenges and return to women empowerment. (LABE targeted this area first). Hon. Beatrice Agele, District Vice Chairperson, Koboko district

It is not easy to distinguish the parent Educators from the trained teachers. Parent Educators are as confident, participatory and knowledgeable as their trained counterparts. They got the same things wrong or correct as the teachers. The strategy is making them better and more effective teachers. Evaluator's observation of a joint session of Teachers and Parent Educators, Teremunga, Koboko

As a mother, I have had my eyes opened on the girl-child. Even when society is against it, my son fetches water and can cook for us. Ms Rachel Akulia, Chairperson, Koboko United Women's Association (KUWA)

LABE is the only partner in education in Yumbe district. Yumbe has good education infrastructure. Even the Teacher Training College is among the best in the country. But as a district we have the problem of software. All teachers need exposure to LABE methods. The learning corner introduced by LABE has become prominent in the education review. LABE's activities are fully incorporated in the district plans. While local NGOs lack capacity, LABE has no capacity problems. All it needs is a multiplier effect by working more collaboratively with Centre Coordinating Tutors. (LABE already working with 4 CCTs but they need a lot of follow-up to make sure they fully understand and pass on the concepts correctly – as one interlocutor put it, it is important that LABE does not leave behind 'half-baked' products). I respect LABE. CAO, Yumbe district

Through the work of LABE established 'Pressure Groups', a number of girls who had dropped out of school have gone back. LABE gives teachers teaching materials, such as Manila paper and helps to train them in lesson preparation. If possible their programme should be extended. Other agency programmes do not address effective learning, which is the niche of LABE. LABE staff is vibrant and are good at coordination. LABE is in 75 schools and these should not be dropped. Through a schools cluster system, LABE can reach even more schools. Although LABE has been in Yumbe for only 2 years, it has been very effective. The withdrawal of UPHOLD in 2007 makes the presence and expansion of LABE activities even more demanded to address the five pillars of education:

- 1. Teacher effectiveness*
- 2. Community involvement in education*
- 3. Training Head Teachers in financial management and administration*
- 4. Cooperative learning, which is child-centred with the teacher only a facilitator*
- 5. Support to supervision*

LABE has been inculcating change in culture and attitudes towards girl-child education. Some faiths often forget that the fight (jihad) to acquire knowledge should include educating the girl child. The whole humanity, including girls needs to acquire knowledge. We can learn from Bugiri experience, since the district is also pre-dominantly Muslim. Acting CAO, Yumbe district

You can see that children whose parents are enrolled in the LABE programme are brighter than those not enrolled, which can be attributed to home learning. As a teacher, I know that girls are left behind because they are used as baby sitters by parents. They join primary one when they are 8-10 years of age and at 13, "when they have matured", they are taken out of school to be married off. Women pressure groups are effective in fighting against this tendency. I know because I have one in my school. Their work is to see who is keeping their daughter at school. They send scouts to check. Even when a child is already married off, they help pull her back to school. An example is one in Barakala who is now in senior 1 at Yumbe Secondary – Local Language Board member, Head Master of Banika Primary School

At Banika Primary school, a joint learning session was observed. A father was concentrating so much helping his daughter virtually oblivious of what was going on around him. It was clear that such a father is not eager to get his daughter married off quickly. Evaluator's observation



Muslim men very engaged in a joint Parent/Pupil session at Banika Primary School, Yumbe.

Prior to LABE's intervention the School-community relations were totally broken down. Since LABE's intervention, the situation has been turned round and now there full community participation and an air of vibrancy and expectation. Evaluator's observation

Clearly a learning corner is effective way of teaching. A Primary 2 girl could identify and read many of the items we pointed to. The mother has a calendar where she marks daughter's attendance at a school, days for joint sessions, etc. Observation, Parent of Banika Child

Mother pressure helps children go to school. We use songs to attract audience to talk about girl-child education. If we find a child loitering when it should be at school, we go with the child to the parents and talk to them. If the situation does not improve, we involve LCs. AWOPA Mothers Pressure Group, Yumbe

Here girls in lower classes perform better than boys. The training in school management is better than the training we received at district. SMC Planning session at Yiiba Primary School, Yumbe district

Notes from Gulu

Illiteracy is a key constraint to recovery and development. Less than 5% of children at primary four level can read or write in their mother tongue, LABE has been contacted to intervene by bringing together efforts of other players. The key elements in education are parents' involvement, functionality, literacy and discipline. LABE is well placed to address these Gulu is an expensive place to work in and in face of rising cost of living the concept of voluntarism has become a big challenge and education becomes a secondary priority to survival. As people return to their villages, information collection mechanisms which had been built in camps collapses. Parishes are extremely large and coordination becomes a big challenge. Girl-Child education is an underlying issue with many other factors impacting on it such as the presence of a large number of soldiers impacting on it consequently in 2004 Girl-Child education was identified as a "silent disaster" yet it cannot be enforced from above it has, parents have to set standards and enforce them campaigns, such as that of UNICEF, which

do not involve challenging communities come to naught; they can be as bad as the presence of soldiers. There is limited number of female teachers and those who are there, are there as a last resort therefore to improve girl-child education there is need to make the school environment right for the girls, involve male teachers and even recruit boys as allies of a the girl child. We depend on LABE as the hand that helps others in literacy, peace consolidation and girl-child education. Jeffery Okello, Gulu NGO Forum.

Girl-Child retention is a big challenge for various reasons including the fact that in IDP camps there is early exposure of girls to boys; some girls head families and need more assistance to continue with the education. Female teachers help with girl-child retention because they are vigilant and fast at spotting problems particularly those trained by LABE. If we continue in partnership with LABE we shall produce some good results. We have signed MoU because LABE is viable. Openytoo Joseph, Headmaster Unyama Primary School.

We parents come to joint sessions to show love for our children to understand how our children are performing and to guide them. Parents at Unyama Primary School joint session.

Parent/community participation is low yet very key to children's education. LABE is focused on literacy for children, training teachers in thematic curriculum and training parent educators which increases parent/community participation. In PLE performance schools under LABE programme were the best. Outside these schools, some schools presented no girls in P7. LABE was part of a small committee to draw up a strategy to improve performance in schools, for the past few months, we have been running the department with out money but LABE has supported us with school supervision. The education ordinance is being formulated to boost girl-child education.

Mr. Robinson Obot, District Inspector of Schools representing DEO.

LABE programme is instrumental in enhancing literacy for which there is little other support so the demand is high but the cost is rising as communities disperse from camps. If LABE can follow the population and work there it will help consolidate peace and build confidence. There is no literacy in Luo; the current teachers are not trained to read in their mother tongue. Mr. Steven Oloya, Assistant CAO.

There is big load of people who have not completed school, attitudes toward a girl-child is still negative in the community, a number of parents do not appreciate the need for education for their children especially girls, there is a big problem of child mothers. Joe Lakoni, Froukje Zwaga, Frank Velthuisen, War Child Holland.

In the post-conflict phase the future lies with children for the family, community and country -Father at a School Management Comity meeting.

Girl retention is improving; for example, out of 160 pupils in P6, 70 are girls. Women and girl pressure groups are working hard to bring all girls of school going age back to school. Jimo Primary School Gulu.

Evaluator was introduced to 9 child mothers by Jimo Waya. LABE trained the group in counseling and convincing parents and children to go back to school, their aim is to reverse the trend of girls dropping out of school. Difficult cases were sited e.g. a father wanted to kill a daughter when she said she wanted to go back to school but with counseling they are now reunited. LABE works with UNICEF to provide counseling to

girls which help them to stay in school. As one woman noted, LABE support is needed to address the root causes of child mothers which is poverty. Evaluator's observations at Jimo Waya Women's Group

A visit to Lubanga Lakica highlighted the activities of the women's group found to help young girls return to school through drama, meetings and counseling on HIV AIDS, LABE has helped them to make a video to send powerful messages to the community and to promote peace and reconciliation in families. Men want LABE to help them form a similar group. Evaluator's observations

2.1.5 Testimonies

Edea Margaret a 9 year old pupil goes to Maasa P/S and is in P.2 and lives with her mother. She attributes her good performance in class to hard work and good socialization. Her day begins at 6.30am; she has to ensure household chores are done before she goes to school. In the afternoon she joins her mother to collect firewood for sale. Her mother has supported her to establish a reading corner at home. Her mother helps to stock it with some basic materials such as counters, fruits and pictures. She uses this place together with her siblings to practice counting and it has facilitated them to learn faster. Her teacher Margaret Asia confirms improvement in Edea's class performance.



One of the classes supported by LABE with wall learning materials

A mother of Joy Elema, a pupil of Amuru P/S, who is viewed as role model in her community shares her experience and how her close involvement in her children's schooling has enabled her support and check on her children's performance. She goes at least once in a week to monitor her children's schooling. She is also one of the few women who are in the School Management Committee.

Mabor Shema is a 12 year old Sudanese national who lives with her parents in Alere refugee settlement, 18 Km from Adjumani town, awaiting repatriation back to Sudan. She went through the non-formal education system until the age of 7. They have formed a group to promote refugees' girls education for the refugees in the camp, which has lasted for 1 year and 6 months. However, with the current trend there is uncertainty

whether the group will continue after their repatriation, but her ambition is to continue promoting this initiative when she goes back to Sudan. They counsel fellow girls, organize drama and plays to promote refugee culture and education.

FABE gives hope to Zaituna Kanchua (Yumbe)

Zaituna, now 19 years old, dropped out of school in June 2006 at the age of 17 and got eloped with a man in the near-by village. Their marriage did not last long as in May 2007 a group of women camped in their compound for a day demanding for the release of Zaituna who had just given birth to a baby boy. Zaituna appreciates the work of the women pressure group that has seen her back to school. She did her primary seven exams and passed in a second grade. She has now enrolled at Yumbe high school and she hopes to complete her secondary education. Her ambition is to become a teacher. Zaituna's mother helps her with baby seating and she vows never to go back to her marriage.

My life in school (Gulu)

My mother sent me to Palenga primary school when I was already old. In class, boys laughed at me and called me all sort of names. I reached a point when I could not hold this any longer so I confided in my friend who introduced me to the girls' pressure group in our school. The girls counseled me and taught me how respond to the boys in case they disturb me again. This has built my self esteem and I feel motivated to continue with my education (Girl in Gulu).

A case from LABE's old partners

After 6 years of concrete intervention in Iganga district (eastern Uganda) LABE wound up its activities in 2000 to work in other districts. The programme activities benefited a big number of community members who trained as trainers, instructors and the actual learners as receivers of the programme. Below, Moses Balikowa, one of the people who benefited from the LABE activities narrates how LABE transformed his life;

From: Moses Balikowa [mbalikowa@hotmail.com]
Sent: Sunday, April 06, 2008 1:53 PM
To: labe@africaonline.co.ug
Cc: info@labeuganda.org
Subject: From Being a literacy Instructor to Project Manager

Let me take this opportunity to thank LABE for the work you are doing of promoting literacy programmes in Uganda. I'm Balikowa Moses, Manager Nakisenhe Adult Literacy Group (NALG). I started as a literacy instructor in 1993 and I was trained by LABE and MTEA and after some time I was trained as LIT. Now I have access to internet and we have it in the office. I did computer training and I completed my O level.

According to the trainings provided to me by LABE and other organizations I managed to expand the organization and register it in Uganda. NALG now is working as NGO and promotes Literacy activities, Improved Agriculture practices, Nutrition, and Marketing. The organization now pays me 600,000= as my monthly salary. This is a very good income for me because I have even more time to do other things like working in my farm and having enough time with my family. The main work I'm doing now is to coordinate all of the organization activities and soliciting funds for the organization.

The organization has different sources of income; some are: - Commission from the marketed produce (The group collects members produce and market now NALG is one of the suppliers of WFP). Members pay membership fees. This is also a good income for the organization and we get some funds from the donors.

I pray that LABE continues with this system of bringing up small groups. This helps the community because now the community is developing through NALG.

Thank you LABE

Balikowa Moses
NALG Tel:0782455783

From field notes and case, it is evident that LABE has a niche in the promotion of literacy almost exclusive to itself. It is also clear that work it sets out to do in northern Uganda is hardly done and the interventions must extend beyond the current period of the project.

2.1.6 Lessons from Bugiri District

Family Basic Education (FABE) was implemented in Bugiri district in 34 schools and has since wound up. A visit was made to the DEO and to 2 schools; Namuntenga and Kyaiku. At Namuntenga there was interaction with the Headmaster, selected teachers, a parent educator and some parents. At Kyaiku there was interaction with the Headmaster, Chairman PTA/Vice Chairman SMC, adult literacy instructor, parents and 14 pupils of classes 3-7 who had participated in FABE. The purpose of the visit was to assess the FABE's potential for sustainability and its impact on the area. The following are note worthy;

1. LABE's work was rated excellent, community involvement in schools has been to a large extent been sustained. To the parents, the school has been demystified and they no longer fear it. Many of those met were able to articulate all the elements of FABE.
2. In terms of performance schools are well run and managed, parents support the learning process and UPE is better appreciated. It's widely reported the children rate of assimilation is greater in "FABE schools" and head teachers do not want their LABE trained teachers to be transferred. In terms of pupil performance an interesting phenomenon has emerged where schools porch bright students trained under FABE in order to enhance their PLE grades. Also parents are moving bright children to private schools so while there has been an improvement in pupil performance FABE schools have become nursery beds for other schools.
3. An association of FABE Head teachers, teachers and parent educators has been formed to continue key elements of FABE programme.
4. An ordinance to support schools improve education is in the offing.
5. There seems to have been a problem regarding LABE's exit. The question on everybody's lips, virtually and out cry, is "when is FABE coming back"? They decry the lack of materials that LABE used to provide, the facilitation that was provided to parent educators, the volunteers and visitors that used to visit. More importantly, some of the things that the schools and communities could do, they have slackened, such as parent involvement, almost as if they were not fully prepared for LABE exit.

2.1.7 Challenges

Some notable challenges include the disruption caused by the recent drive for the population to leave camps and return to their original villages. While this is a positive development for the region and the country, it has created enormous mobilisation and coordination challenges as children in one school head in different directions; women's groups disintegrate and some parents separate with their children, preferring to leave them behind in the camps in the hope that they get better education. To put this into perspective, it is important to note that when the project was designed, the total population in Internally Displaced People's camps was 1,542,204. Presently, of the 20 camps LABE was targeting, few remain intact as most people are now returning to their villages. Information coordination mechanism developed in the camps are now obsolete in the obtaining situation.

Another challenge is the transfer of teachers and head teachers which affects the joint learning sessions in the entire district where the project operates. Northern Uganda was affected by floods in 2007, which made

some project areas inaccessible for considerable periods. The question of remuneration for the Parent Educators keeps coming up. Presently they offer their services free of charge and it is up to the individual schools to give them a token of appreciation. This poses a real challenge as they invest considerable amounts of their time in co-observing and co-managing classes in an economic reality of rising costs. However, lessons from Bugiri would militate against encouraging payment unless a mechanism to sustain it is put in place.

Some teachers complain of poor management of time during parents/child sessions. “Parents crowd out children as they too demand attention. Children feel very close to their parents and sometimes fail to pay attention to the instructions of the teacher. Lessons take longer.” These are signs of the challenge of not effectively mastering the combination of pedagogical and andragogical methods when teaching children and adults together respectively.

Another challenge is that of children without an adult support at home. Presently, the selection procedure is that once parent educators have been identified, they together with teachers, select up to 30 parents to participate in the programme, on the basis of being illiterate but with participation potential. This is likely to leave out orphans and other vulnerable children without parents/guardians. In future interventions, this should be given some attention as such children headed households need special support to benefit from interventions like this.

3.0 Review of LABE Support materials/learning aids promoted by LABE

One of the key components of LABE's initiatives is provision and promotion of programme support materials. In this evaluation, it is important to assess their relevancy and appropriateness. Materials reviewed include:

3.1 Review of LABE programme support materials and assess their relevancy and appropriateness

Materials received for review:

- T-shirt message
- Sukulu Muke ri a'du ni? (Lugabara language)
- Sukulu Mukeri edi ingoi ya? (Aringa language)
- I can become anyone of my dream
- The FAL Curriculum-in-use
- English for Adults (EFA) Instructor's Resource Book
- Becoming self reliant business people: The Facilitator's Guidebook and the Learner's Workbook
- Follow up readers Acholi and Aringa
- Numeracy material

Overall the quality of the materials is very good. They are well presented and accessible to adults and children, depending on the user group. There are a few (very few) typographical errors but these do not detract from the materials as a whole. The text is clear and the illustrations/photographs add to the attractiveness of the books etc.

- **T-shirt message**

Assessment:

If the message was translated into different languages it would be clear to those who can read.

Suggestion: a logo or simple illustration could provide those who cannot read with an indication of what is being promoted e.g. "safe schools".

- **Sukulu Muke ri a'du ni? (Lugabara language)**
- **Sukulu Mukeri edi ingoi ya? (Aringa language)**

Assessment:

This can only be done based on the illustrations as the evaluator was not able to understand the written words.

- The illustrations are clear. However, do they represent the families who receive them? The people look quite urban, rather than rural i.e. hairstyle, clothes.
- The illustrations are very lively. There is a lot of movement, smiling and the excitement is obvious. This is a good way to encourage people to pick them up and look at them.
- The text is clearly written. The sentences are short. This is good for those who have low levels of literacy.

- Are people in the rural area familiar with the “light bulb” as a way of showing that someone has understood something, or has a bright idea? If not, then something more appropriate should be chosen.
- There are only three illustrations per page and this is good for people who are not used to reading – adults or children. They do not feel worried that they have a whole page of small illustrations to get through before understanding the message or story.

- **I can become anyone of my dream**

Assessment:

Assumption is that these are translated into the appropriate languages for the groups.

Page	Assessment	Suggestion
1	The message is clear. The illustrations are gender sensitive with a woman in the role of a doctor and a teacher. The message is simple – “love, care and guidance” The first statement will build confidence and raise expectations of children that they are allowed to dream, and can work towards achieving their dreams	
2	The messages are clear. The food appears to be what would be locally available Interaction between child and adult is positive, showing hand gestures and eye contact.	
3	The messages are backed up with examples. This will help those who may not be clear about how to go about implementing the messages. Illustrations show movement and are lively.	
4	Messages are clear Illustrations depict rural village life	The child playing with toys could be changed to appear more like a child than an older man.
5	Messages are clear Examples back up the messages. Illustrations are appropriate to the context in which LABE works.	
6	These are very positive messages about important values. The illustrations provide examples, as well as the text	In the illustration about sharing, the one child is a bit too big in relation to the other child. They should be the same size.
7	Clear messages.	
8	Clear messages	Is “fear” appropriate or would “love” be a more acceptable concept for children?

General comments: the messages are clear and there is only a small amount of text. This is good for those learning to read. For those who are not able to read, the illustrations are clear enough to be discussed and understood.

The messages are key messages for holistic child development. This is a good example of support material. Each page could be discussed at length. The overall idea of a child having a dream is positive, and will build self confidence. The idea of a child having a dream that can be realized with support is also a good message to give to parents. Basing the whole document around this idea of having a dream of achieving potential provides a focus for every page.

- **The FAL Curriculum-in-use**

This book is well presented with colour photographs on the cover which makes it attractive to readers. My assessment of this is very positive and this is not surprising, given that the material was tested with a wide range of people before it was published.

Some comments:

Chapter 1 This Introduction makes it is clear who should use the book and guidance is given on how it should and should not be used. It also shows how this booklet can be used by those using different approaches to literacy i.e. competency-based or participatory psycho-social.

Chapter 2: The competencies and key skills are clear. The Functional Adult Life skills Competencies (Page 13) give the adult learner tasks that will help them become more responsible and respectful members of the group as well as of the wider community.

Chapter 3: Clear guidance on materials and ways of assessment are provided. The assessment examples engage the learner so that they contribute to their own assessment – this demonstrates a respect for the learners and acknowledges their status as adult members of the community.

Chapter 4: This is excellent, very easy to follow and examples are provided for less experienced facilitators.

Appendices: A positive inclusion is 3 which indicates links with the Ugandan Constitution thus encouraging nation building. 4 is very useful with the examples of activities to use to check competencies.

- **English for Adults (EFA) Instructor’s Resource Book**

Another well presented booklet. One question arises – why the use of “Instructor” in the title when other booklets speak of “facilitators” or is this a different group of people?

The table of contents is presented in an interesting way. There is a lot more information than is usually provided in a table of contents. However it does enable the user to see at a glance what is covered in each Unit.

A good range of everyday (e.g. Money) and community-building (e.g. Education and schools) topics are covered.

The communicative language instruction approach promoted in the introduction is followed throughout the book.

2B was particularly interesting – this is a good activity that could be done in the group and also taken home to do with family and neighbours. 6B was also very interesting.

9B is an important activity that fits well with the aims of LBE of strengthening school participation and parental support for children.

10A will give rise to discussions around a range of important issues such as gender, human rights, education. It is hoped that facilitators will be guided to take these discussions further than indicated in this book and will give more time to general discussion as the activity is a very good starting point for more intense debate.

- **Becoming self reliant business people: The Facilitator’s Guidebook and the Learner’s Workbook**

This is not an easy topic but one that many people want to know more about. The material takes people clearly through what can be a complicated exercise. The introduction clearly outlines what the book will cover. The Note (page ix) is particularly good as it encourages facilitators as well as reminding them of their responsibilities. The Flip Chart was not available but it was easy to imagine what this covered by reading each module and this did not detract from the assessment.

The modules covered questions which will help learners think about their own motivation and dedication to reaching their goals e.g. Module 2 Developing my Business Plan where learners must think about why they want to become business people right through to all the steps that must be covered.

Also valuable is the use of the discovery method – moving from the known to the unknown e.g. mothers planning supper (known) to developing a business plan (unknown).

One gap noticed in these materials is that there could be more on how to interact with customers e.g. honest, polite, keeping promises.

- **Follow up readers Acholi and Aringa**

Although I was unable to understand the text, the photographs were clear and interesting. They show family members who could be identified with by both adults and children. The photographs mostly show active involvement with either the materials (teacher pointing to classroom items) or between adults and children. A lot of discussion could be generated by photographs such as these and good practice promoted e.g. and adult talking to children, eating/drinking together, a father involved with children. The classroom is well equipped with low-cost materials that could easily be replicated by the readers of these books.

I assume the questions at the end relate to the pictures and messages in the book and these will extend the usefulness of the books.

- **Numeracy material**

The use of everyday objects alongside a number is very good as this ensures that there is something familiar for the learner to identify with as he or she embarks on learning to write numbers.

Some of the illustrations (e.g. pages 2 and 8) may be a little unfamiliar to the learners and it would have been better to continue to use familiar objects as in pages 1 and 6.

Some exercises will engage the learner more easily than others e.g. pages 43 and 44 as these have questions for them to relate to. I assume that the other activities are given to the learners to consolidate learning that has taken place in a more interactive way in the sessions. If this is the case then the activities are useful. If these are stand-alone activities it may be useful to provide support to the facilitators on how to use them in a way that engages the learner rather than merely presenting them with a page of isolated numeracy activities.

3.2 General comments: the messages are clear and there is only a small amount of text. This is good for those learning to read. For those who are not able to read, the illustrations are clear enough to be discussed and understood.

The messages are key messages for holistic child development. This is a good example of support material. Each page could be discussed at length. The overall idea of a child having a dream is positive, and will build self confidence. The idea of a child having a dream that can be realized with support is also a good message to give to parents. Basing the whole document around this idea of having a dream of achieving potential provides a focus for every page.

Other materials produced by LABE include Bi-lingual Calendars; Numeracy books (translated); Readers (in Aringa and Acholi) and Posters produced jointly with UNICEF.

3.3 Challenges that remain

It seems obvious to the evaluators that while excellent progress has been made in “Strengthening Girl Child Education in Northern Uganda”, the task is no where near complete. In addition to the fact that some of the districts and their schools have just gotten on to the programme, the region faces a legion of other problems not least the fact that girl-child education is still undervalued – girls still considered good for baby-sitting, good for early marriage, preferably to a rich man, etc. There is a generations of parents that have stayed in exile for long periods and missed out on education themselves. These particularly discount girl-child education. Furthermore, education in camps where much of the population in Northern Uganda has lived for two decades is not at par with the rest of the country, as demonstrated by PLE results of the districts in the project area. Girls who go to school start school late (8-10 years of age) and mature early, leaving school after 3-4 classes to get married.

High drop out rates from primary 5 are almost universal almost all schools in this region, with few exceptions. So girl children lack role models. In Gulu, as in many other districts, schools present very few girls for Primary Leaving Examinations; with some presenting no girl at all. Records at Tekibur Primary school revealed that while from primary 1 to 3 girls are at par with boys in enrolment, at primary 7 there were 12 girls to 42 boys in 2006.

Capacity-building for SMCs and teachers and Parent Educators still needs deepening. The sessions observed by the evaluator revealed how the understanding of some of the key concepts of enhanced learning for the girl child are still sketchy. LABE was admonished not to leave behind “half-baked products”. In Muslim communities the “fight to acquire knowledge” is not yet extended to the girl child. Defilements are not reported, with parents preferring to settle them locally, usually by payment of some amount of money and marrying the girl off.

The challenge of expansion to more schools through the cluster concept has not yet been fully exploited but the demand is very high. There are few agencies supporting government on this aspect. Those which were, such as UPHOLD, have wound up while others such as Food for Assets do not address improvement of effective learning. Other initiatives towards the girl child, such as the campaign by UNICEF to promote girl child education, particularly ending early and forced marriages did not succeed because it did not involve challenging communities.

Illiteracy is still a very big challenge in some schools. For example, in some schools in Gulu district, it is reported that less than 5% can read or write in their mother tongue by Primary 4. LABE is best suited to bring together the efforts of other players to address this problem, illiteracy having been identified as a key constraint to the recovery of the region and to development – Geoffrey Okello of Gulu NGO Forum.

From Bugiri experience, the materials LABE gives out can become a problem in future as they seem to create too high an expectation and even dependency on LABE. From the earliest stage in project implementation exit strategies need to be put in place to guard against this.

4.0 Evaluation objective:

To assess the effectiveness of LABE's governance procedures and how its governance might develop

4.1 Governance

At governance level, LABE is governed by a board comprised of 7 members. (*See the list attached in Annex 6*). The board serves for a term of 4 years and has four scheduled meetings in a year. Its duties are spelt out in LABE constitution and Articles of Association (*see annex*) and include providing strategic direction to the organisation and guidance to management under a policy of more of eyes on and hands off fashion. The Board meets quarterly although it can have extra-ordinary meetings. Identification of new members is assigned to the Director and the chair of the Board, who select the organisations from where the new members will come and indicate the gender required. The organisations then submit names and a new Board is constituted. Currently 5 of the 7 members are women. Considered together with a female Director, LABE can be said to be a women led and managed organisation.



Evaluator (extreme left) meeting with LABE Board (left is Mr. Basilio Okello, the current chair)

The current board is drawn from the different aspects of LABE's work and these are; the Ministry of Education and Sports (responsible for pre- primary and basic education), World Vision (representing international organisation involved in basic education), Norwegian Refugee Council (representing partners in Northern Uganda), Kyambogo University (academic institution), Uganda National Commission for UNESCO (representing UN bodies), Adjumani Women's Association (representing women's groups) and DIFRA Language Services (presenting the private sector)

According to the out-going Board Chairperson, LABE Board has gone through the youthful, consolidated and maturing phases. Essentially, the Board is aspiring to become more technical and professional. In the recent past, the Board has been involved in the management of the transition in management, the shift to

Northern Uganda and improvement of organizational policies. The Board has also explored ways to involve the private sector more. This has been a big challenge as there is a tendency in the private sector for “big fish not to have time for such activities while small fish have no powers to make the necessary decisions”.

In terms of improvements, the Board should do more familiarize itself with the work on the ground, through more field visits; more advocacy at national level and more participation in resource mobilisation. While the strategy of “LABE work speaks for itself” has worked in the past, there is need for more aggressive advocacy to make policy makers appreciate and adopt more of LABE’s approach to basic education.

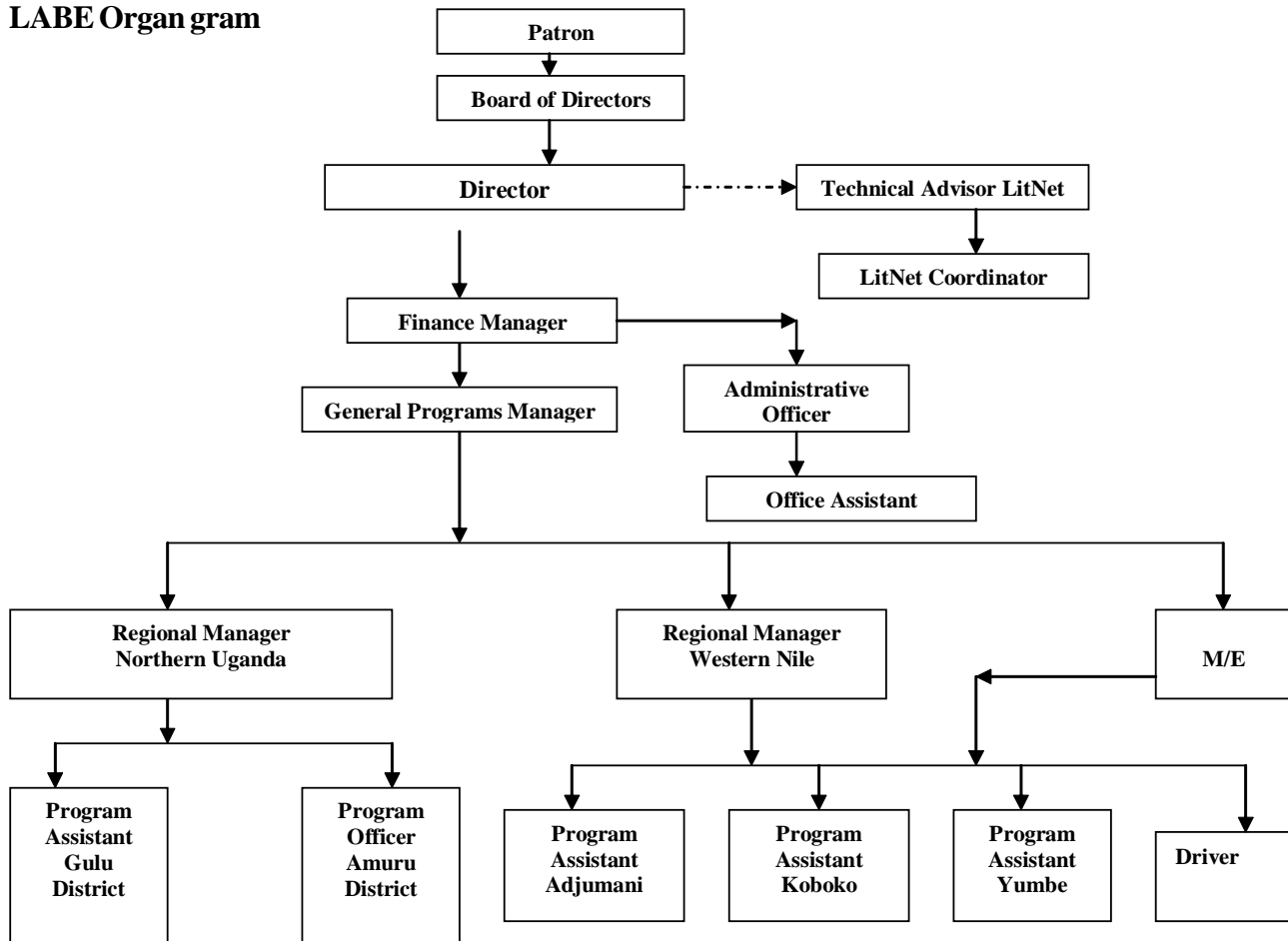
In terms of selection of new Board members, LABE board should constitute a standing Board search committee that ensures there is early identification and courtship of potential Board members.

Literacy and Adult Basic Education (LABE) is a leading indigenous national NGO whose focus is adult education and related service. Established in 1989 in Makerere University Institute of Adult and Continuing Education, LABE currently has a full staff of 13, part time of 1 and various task- people.

LABE has 4 Units; *Management and Administration* comprised of the Director, Finance Manager and the Administrator, *Programme implementation* comprised of two Regional Managers and 5 programme Assistants, *Monitoring and Evaluation* is led by the M&E officer based in West Nile and *Curriculum and programme Development* is led by the General programmes’ Manager based at the secretariat. The management is supported by a senior management committee comprised of 2 regional managers, M&E, General programmes’ Manager, Finance and the Director. The committee meets quarterly. The regional offices meet once a month to discuss activity reports and work plans before they are submitted to the head office.

In addition to the 4 units, LABE has consultancy unit which has in the past undertaken various assignments for different clients including ICEIDA, UNESCO, GTZ-PEVOT, FRC, Mothers Union worldwide and MGLSD among others.

LABE Organ gram



List of LABE staff

Name	Gender	Designation
Stellah Keihangwe Tumwebaze	F	Director
Joseph Kaaya	M	Finance Manager
Godfrey Sentumbwe	M	General Programme Manager
Daphine Asiiimwe	F	Administrative Officer
Humphry Muhangi	M	Regional Manager, Northern Uganda
Simon Mukula	M	Regional Manager/ME West Nile
Joseph Nambago	M	Programme Manager, West Nile
Sauda Ropani	F	Programme Assistant, Yumbe
Grace Diri Anika	F	Programme Assistant, Koboko
Joy Oroma	F	Programme Officer, Amuru
David Ojara	M	Programme Assistant, Gulu
Ema Adengo	M	Officer Welfare officer, Kampala
Lawrence Ddumba	M	Transport officer, West Nile.
Carolyn Acen	F	Programme Assistant, Adjumani

The organization is currently expanding its activities in 6 districts of Northern Uganda and west Nile. Two major projects focusing on Northern Uganda are being implemented. The focus of these projects is girl child education and adult basic education for women. The projects are financed by Oxfam Novib and DFID UK.

Over the years, LABE has won various National and International Awards.

4.2 Report on the interview with the Programme Officer; east and central Africa, Oxfam Novib

The interview questions were sent and responded to via email. The consultant and the Oxfam Novib representative then had a follow-up telephone conversation. The following is summary of these interactions:

The narrative reports are submitted on time and with the employment of a monitoring officer the collection of statistics has improved. Statistics need to be interpreted and the lessons learnt from these will enrich the reports and help LABE in planning.

Reports should not only contain information on successes but also on difficulties and how these have been dealt with in the organization. At times difficulties have been discussed in conversations but should also be written into reports. The difficulties experienced during 2005 gives rise to the concern that needs to be addressed and this is that the Board and management need to have very clear guidelines so that they can take decisive and timely action when necessary.

LABE links their activity reporting to the agreed outcomes and this is important. Reports should also include LABE's assessment of the impact of their programmes, the impact of the number of meetings held or training sessions organized.

LABE is funded by different organizations and reports including all activities could be presented to all donors so that the overall impact can be assessed. Many NGO's face the problem of having to report to different donors in a range of formats. This could be overcome by LABE suggesting a streamlined and comprehensive format for reporting to all donors in one document. In this way all donors will be able to see the impact of their funding within the whole organization.

LABE could consider whether or not the consultancy work they undertake could be located within a separate unit. In this way no conflict of interest would arise between undertaking income generating opportunities and LABE's role within civil society.

LABE submits financial reports on time and in line with the requirements of the donor.

The work done by LABE with women and girls is important and this evaluation will provide information on how they have benefit from the interventions undertaken by the organization.

5.0 Evaluation objective:

To identify and recommend opportunities and strategies for future Girl-Child Education projects

5.1 Review of literature on Family Learning to draw lessons and experiences for future project development within LABE

There are a range of programmes but the ideas suggested here have been selected because of their potential relevancy to the communities with whom LABE works. While many of the international programmes have interesting activities, what is needed in the Ugandan context are those that addressing the issues that relate to daily life in often difficult circumstances. As Kate Pahl states in the meta-study:

“Others, notably the programmes in Uganda, South Africa and Nepal and the MAPPS project, engaged more directly with the out-of-school experiences of the women who participated, and the programmes were shaped by their experiences. In most cases, this was from necessity, as to engage with participants meant learning to listen to their concerns, which may focus on health and access to water and electricity, not literacy. Again this reflects the more holistic approaches many programmes have taken.” (Brooks et al: pp 58-59)

Some of the benefits of family learning are not easily measured but through evaluations LABE has found ways to do this, for example, a growth in self-confidence especially in women is measured through their involvement in community structures; support for children’s learning through observing learning spaces in homes.

This section of the evaluation report is divided into two parts:

- Interesting initiatives that may be suitable for implementation/adaptation in Uganda by LABE
- Summaries of a range of international projects

5.2 Interesting Initiatives

Choices for these were made based on an understanding of what is important to LABE in their work with families:

- a) to reach both adults and children to meet the needs and interests of both groups;
- b) to develop an African model of family learning;
- c) to provide support for and acknowledgement of spoken language in the home and honouring of oral culture;
- d) preference for streamlined or simple interventions rather than those that are over-complicated and requiring huge resources;
- e) linked to, but not necessarily based in, schools;
- f) responding to the HIV and Aids pandemic.

The following ideas are listed in alphabetical order. Where contact details are available, these have been provided.

5.2.1 Books for Babies

This can be done by providing a book for each baby as they leave the healthcare facility after birth, or at the first clinic visit made by mother and baby. This has been done in the UK with success and research showed an impact up to the age of 7. A similar project has also been implemented in Canada.

As many families in Uganda are not used to receiving books for very young children, they may need some support in order to make full use of this resource. A suggestion would be to have a more experienced mother run sessions for pregnant or newly-delivered mothers at the healthcare facility. These could be designed in blocks of 3 or 4 sessions which mothers could join in at any time. Or they could be run several times a year. The sessions could include information on:

- why babies need books – the importance of laying an early foundation for literacy
- how to look at books with babies and young children
- the parents role in modeling positive literacy habits

Giving each baby a simple book reminds mothers of the importance of looking at books even with very young children. If there are older siblings the book will be something for them to look at by themselves or with a parent. However it is probably better to give a book at the end of the 2 – 3 sessions where the facilitator has explained the importance of talking, listening and reading to babies and young children.

5.2.2 c-IMCI

The Household & Community Component of the Integrated Management of Childhood Illnesses (c-IMCI) is an international approach to helping families to have healthy babies and young children. It is particularly important in areas which are not well served by health facilities, where clinics are far from homes or provide intermittent services. The c-IMCI is an integrated ‘whole child’ approach that aims to promote the health of children at home.

c-IMCI looks at the barriers to child health because in developing countries there are deaths of many children under the age of 5. These children do not die from complicated medical conditions or because they need expensive medical treatments. Most children die from illnesses that are preventable and easy to treat. Across the world 7 out of 10 of the children who die before the age of 5 die from pneumonia, diarrhea, malaria and measles. In 6 out of 10 deaths, malnutrition is part of the cause.

In response to this the Integrated Management of Childhood Illness (IMCI) has been developed. At community level IMCI has developed 16 Key Family Practices (KFP):

- Breastfeed exclusively for 6 months
- Start adding complementary foods at 6 months
- Provide adequate amounts of micronutrients
- Promote a child’s mental social and physical development through play and stimulation, and growth monitoring
- Safe disposal of faeces
- Hand-washing with soap
- Malaria prevention
- Prevention of child abuse/neglect

- Adopt and sustain behaviour e.g. in relation to HIV/Aids
- Continue to feed and give extra fluids during illness
- Give children appropriate home treatment for illness
- Prevent injuries and accidents
- Immunization
- Danger signs of illness
- Follow recommendations in relation to treatment follow up and referral
- Care of pregnant mother
- Participation of men

The programme that could be followed would be to train local women as facilitators so that they can run sessions to cover the 16 Key Family Practices (KFP) or messages. Once community members are familiar with these messages, they can pass them onto others in the community and in this way achieve more of an impact.

5.2.3 Confidence building

Adult literacy or family learning sessions can be used as a time where women can tell their own stories. This has been done in Nepal and the booklet produced by the women there encouraged the Family Literacy Project in South Africa to do the same. Women were free to tell their stories, and to reflect on how strong they are. They tell stories about their own childhood and this provides an opportunity to reflect on what they valued in the way adults treated them and how they, in turn, can now treat their own children.

The stories written by the women can be gathered together and bound and shared with others in the community. Many women who have taken part in similar exercises have become very confident once they saw that someone else took their stories seriously and were interested in what they had to say. Confident mothers usually pass this confidence on to their children.

5.2.4 Making books

There are few books in African languages and few of these are for young children. To meet the need for books for young children, an NGO in South Africa – Woz’obona – developed a “Let’s Make Books” programme.

The “Let’s make books” programme is simple: paper and crayons or pencils are provided for children. The children draw whatever they like. The adult (parent or teacher) says “Tell me about your picture” and as the child talks about her picture, the adult writes down her words. There you have the start of a book. The programme is based on a “writing to read” approach. As the books are made (by folding the paper and encouraging the child to draw more of her story) they can be taken home to read to the family. They can also become part of the classroom library.

In workshops where this approach is presented to families, the facilitator has the opportunity to model good interaction between children and adults. Contact details: wozajhb@mail.ngo.za

5.2.5 Mother – Child

A successful mother-child programme has been developed in Turkey. The programme is based on the understanding that if mothers and children engage together in an activity this will help children's language development. This understanding is derived from Vygotsky's argument for the need for 'scaffolding' a child's learning i.e. the adult provides support for the child and helps her move to the next stage in her development.

The programme has two parts: one part focuses on the overall development of the child; the other part focuses on the cognitive development of the child. It is a 25 week programme. The mothers attend weekly meetings and follow pre-set worksheets and are encouraged to share books at home with their children as part of the early literacy and numeracy needs of the children who will be entering school. There is input aimed specifically at supporting the women's health and developing their own self image.

It is suggested that some examples of worksheets and session outlines be obtained to develop a similar programme relevant to Uganda. Contact details: <http://www.acev.org/english/index.asp>

5.2.6 Photo-voice

A full description of this is given on: Wang C (2005) Photo Voice: Social Change through photography [www document] URL:http://www.photovoice.com/method/index_con.html

This has been adapted by the Family Literacy Project in South Africa to make it simpler and easier to manage. Reports on the evaluations are on the www.familyliteracyproject.co.za under the heading "knowledge" and there are the reports by Jill Frow for the 2006 and 2007 evaluations.

The benefit of using this approach to monitoring and evaluation is that community facilitators involved in LABE would be involved in this directly. An outline of this initiative is:

- 2) Introduce the facilitators to Photo Voice and give them lessons on how to use the cameras (use disposable or basic cameras)
- 3) Decide on a question that you want answered so that the exercise has a focus, for example: "How we know that children and adults are enjoying reading together" or "How we know that girl children are supported to go to school regularly"
- 4) The first spool of photographs is taken to provide evidence to answer the question that has been selected. These photographs are then displayed and discussed at a facilitators meeting and each photograph must have a short statement made about it – questions asked could be "Why do you think this photograph provides the evidence we are looking for?" or "Tell me why you took this photograph?" So now, you have the photo **and** the voice.
- 5) A second round of photographs can be taken especially if it is the first time facilitators are using cameras as they need time to experiment and get used to the cameras.
- 6) The photographs and story captions are taken back to the community and group members are encouraged to talk about the photographs and choose the ones they thought were the best reflection of the statement or question that has been chosen.
- 7) A written evaluation of the process can be completed by each facilitator

The value of this approach is that it can:

- Promote a sense of ownership of the monitoring and evaluation process.
- Promote observation and reflection in the family learning facilitators – important skills that may need more development in the facilitators.
- Motivate the facilitators to bring about visible changes in their communities – all evaluations bring about some change as people know they are being observed. This approach makes it explicit that change is expected and the facilitators are aware that they have a responsibility to make this happen.
- The photographs often show unguarded and informal moments that really do reflect what is happening around the statements or questions chosen to guide this activity.

The problem with this approach is that it is time consuming as the spools have to be collected from the rural sites, taken to the nearest town for developing and then returned to the sites. However, it is worth trying.

5.2.7 Psychosocial care and support

REPSSI is an organization working in Southern and Eastern Africa and making or strengthening contact with them may lead to a partnership beneficial to both LABE and REPSSI. Their aim is to support the psychological wellbeing of all children affected by HIV and Aids, poverty and conflict. They have recently produced a book “Psychosocial care and support for young children and infants in a time of HIV and Aids: a resource for programming”. This contains a lot of information that could be used as a basis for a series of workshops for adult care-givers. The contents include:

Holistic child development including psychosocial development; Loss, bereavement, grief and mourning; Abuse; Resilience: the ability to bend but not to break; Communication and psychosocial care and support; Play and psychosocial care and support; Counseling young children with psychosocial problems.

5.2.8 Hero Book

Another resource from REPSSI is the Hero Book. This is aimed at children but can easily be adapted for use with teenagers and adults. It is 15 workshops that help the participants to build confidence in themselves by using a hero image in the beginning – children are asked to name a hero. Then through the workshops they gradually come to see that in their own lives they are actually the hero, they can be strong and they can cope with problems that may arise in their lives. Contact details: knowledge@repssi.org; www.repssi.org

5.2.9 Sharing African resources

A number of organizations working in family literacy have developed programmes suitable for use in rural African communities. It makes sense to make links with organizations such as Tostan (Senegal) and Family Literacy Project (South Africa) to suggest sharing materials. In this way LABE will not need to develop, for example workshop outlines of a course to introduce family literacy to a community (Introduction to Family Literacy by Snoeks Desmond. Published by Family Literacy Project www.familyliteracyproject.co.za and a range of other publications relevant to rural families and written in plain language). The Tostan (Senegal) programme has a focus on working with grandmothers and acknowledging the important role they play in the families and the raising of young children.

Annex 5 lists a range of International Family Literacy Projects that LABE could learn from

6.0 Evaluation objective:

To look at synergies and possibilities of replicating current programmes in other areas as well as having to upscale programme to upper classes in the project area

(There is no doubt that the interventions of the programme would benefit all schools in other parts of the country, particularly in less privileged schools and hard-to-reach areas. However, unless the Ministry of Education adopts the approach and chooses to use LABE as a consultant in rolling it out, we would recommend that LABE focus on rolling out in higher classes and other schools in the region where it is already operating, staying long enough to make sure, through effective quality mechanisms, that it is done well and one can have proof that it results in improved performance at higher levels)

6.1 Outcomes of LABE initiative

While assessing outcomes of such initiatives as those LABE is promoting, from the field work we can identify the following:

- Children whose parents have enrolled perform better than those whose parents have not
- The change in school-community relations have led to a much improved learning environment for the girl child, a fact appreciated by head teachers, district officials and ...
- The participation of fathers (though still low) is big leap in the appreciation of the value of educating the girl-child
- Professionals such as Head Teachers, DEOs and CAOs see value in and highly appreciate LABE approach to girl-child education
- Some parents, such as the Chairperson of KUWA have defied cultural norms to elevate the place of the girl child in the family
- Because of LABE interventions, it is expected that there will be fewer early marriages and ultimately better health for girl child and their future families. Already many young girls of 16 years and below are returning to school after running off to get married.
- It is expected that more girls will sit PLE and go on to higher education and professional courses.

6.2 Key determinants of LABE's success

The achievements which LABE has registered are remarkable and beg the all-important question, "what are the determinants or pillars of such success? What are its secrets and can they be sustained and replicated?" some of the factors include:

- Near-total commitment to the cause of adult literacy and girl child education
- Aspiring to Professional excellence
- Focused
- Full integration into Government priorities and plans, particularly at district and sub-county levels
- District based operations
- Self criticism of its work
- Promoting partnerships that work
- Innovativeness
- Widened mission to respond to environmental changes
- Flexibility

6.3 LABE and National Priorities

PEAP prioritises adult literacy, while UPE is the priority of national priorities. According to officials of the Ministries of Education and Sports and Gender, Labour and Social Development, community interest and participation in schools remain the biggest constraint to educational performance. In its focus on literacy through enhanced community participation, LABE has a clear niche, along with Girls Education Movement. In the current phase of the programme, LABE has successfully focused at district and community level. Clearly, not enough information is percolating through to the top policy levels of the partner ministries. Even within the current staffing constraints, there are ways to use the field successes to influence national level policy. One way to do this is to provide briefings on a regular basis, such as quarterly to coincide with LABE meetings; organize field exposure to key ministry staff and ensure its Board Members play a greater advocacy role, by using their profile and contacts among others. Another way is to ensure LitNet promotes LABE achievements and innovations and through FENU and directly it influences the national level policies.

7.0 Conclusions and Recommendations

1. LABE's niche and its effectiveness to deliver on its programmes are not in any dispute. However, it is clear from this report that it is only scratching the surface of the problems of poverty, wrong attitudes, and silent disasters. While LABE has secured some resources from DFID, an extension of Oxfam / Novib funding is needed to complete the initiatives already underway, deepen its interventions and to expand in other classes and schools. It is clear that some training (e.g. for some SMC, teachers and Parent Educators) has not yet taken deep root and need further consolidation.
2. LABE initiatives are highly demanded and need to be extended to all P.1 and 2 classes and to higher classes in the schools where LABE is involved if the impact is to be full. If resources do not permit this level of expansion, LABE should consider the reduction in the number of schools in order to cover entire streams of the classes targeted.
3. LABE should be supported to adopt and refine methodologies for rapid extension of their services to other schools. In the next phases, LABE should concentrate on inculcating its methodologies into PTCs, expanding current planned collaboration with CCTs and ensuring that all new and refresher teachers undergo training in these methods. (LABE already successfully works collaboratively with CCTs). LABE should explore other mechanisms to support SMC training, e.g. building the capacities of local government officials, training colleges, etc. It should also explore ways and means of influencing policy makers to mainstream LABE interventions so that LABE plays a facilitative role.
4. The above three recommendations require effective support by the Ministry of Education and Sports. LABE's approach addresses the areas of significant challenge to the ministry of education; these are effective community involvement in children's education and school management, effective teaching including access to low cost, home-made basic teaching and learning materials. The ministry needs to examine the LABE's approach to these challenges with the view to adopting them for replication and mainstreaming as many schools as possible particularly those that have suffered the effects of conflict or hard to reach districts as in its promotion of co-teaching, thematic curriculum and teaching in mother tongue. LABE should device a strategy of increasing awareness and exposure of the relevant Ministry officers to LABE's approaches including periodic field visits to LABE's operational areas.
5. LABE should reduce on its role of direct delivery of services and concentrate on quality control to make sure that methods are properly employed. This is particularly important as the Bugiri lessons show that continuing to give books, manila, chalk, etc, creates a dependency and makes some of the interventions less likely to be sustained after LABE leaves.

6. Because LABE is handling children at foundational and sensitive stages of their development and formation, all LABE partners need to internalize the essence of what LABE does in order not to view it as a short term project (although actual funding can be in short term phases, the partnership should be in longer range to enable proper inculcation of its approach to learning). Oxfam Novib probably already understands this, having accompanied LABE in different programmes since 1999. To maximize value for money, avoid duplication and unhealthy competition, OxfamNovib should encourage all the counter part partners to work collaboratively as a way of sharing skills and expertise and eliminating duplication. This is particularly since there so much unmet need.
7. LABE is encouraged to review other programmes on family learning to continue to enrich its programmes.
8. In the current phase of the programme, LABE has successfully focused at district and community level. Even within the current staff constraints, there are ways to use the field successes to influence policy. One way to do this is to provide briefings on a regular basis, such as quarterly to coincide with LABE meetings; to ensure its Board Members play a greater advocacy role. Field success to influence policy and enhance visibility at all levels LABE should increase its publicity by; among others, ensuring that all its materials including small items such as pens which are purchased in large quantities to schools carry LABE's logo and appropriate messages.
9. Through its consultancy work, LABE raises additional and flexible resources to supplement donor funding. LABE might wish to consider separating consultancy from its mainstream work by setting up a separate operation to handle that. The outfit should also explore other avenues for strengthening LABE's institutional sustainability.
10. Review the board rotation policy and mechanism to provide for greater institutional memory (by keeping at least 1/3 of the out going board and putting into place a longer courtship period for in coming members) and keeping out going board members actively involved in LABE's work as promoters and 'good will ambassadors'.

Annex 1: Terms of Reference

Lead Consultant

Background

Literacy and Adult Basic Education (LABE) is a registered indigenous Non-Governmental Organisation mandated to provide literacy and basic education services in Uganda. The organisation, since inception in 1989, has carried out various activities through out the country such as trainings, materials development, design and evaluations of basic education programmes. This has been possible with funding support from donors such as DFID, Oxfam Novib and Comic Relief.

LABE and Oxfam Novib have worked in partnership since 1999 on a number of initiatives focused around literacy, training for literacy, and women and girls education in northern Uganda. This was prior to the lessons that LABE learnt in Eastern Uganda on the Family Basic Education Project (FABE) funded by Comic Relief and DFID. These were later replicated in northern Uganda with match – funding support from Oxfam Novib in 1999 and later in 2005. The FABE approach to addressing the educational needs of the children and adults in northern Uganda directly targets children and adults especially those whose education system has been disrupted by the 20 years' internal conflict.

The implementation phase of the current three year Project, funded by Oxfam Novib, will come to an end in June 2008, LABE is therefore seeking services of a competent evaluation firm to review the Project to inform the design and implementation of successor education programmes.

Project scope: Northern Uganda and West Nile (The districts of Gulu, Amuru, Koboko, Yumbe, Arua and Adjumani)

Project Outcomes

- 1) 21,000 women know, demand and defend their own and the daughters' civic and educational rights.
- 2) Increased proportion of girl children completing primary basic education, a reduction in attainment gap between boys and girls and increase in literacy rates for women and girls in 360 schools/communities in 6 districts.
- 3) Reviewed national and local policies and practices that improve basic educational opportunities for girls and women.

The main issues to which this project was designed to respond are;

Specific Project Objectives

- To improve educational performance of lower primary school girl children to be at par with boy-children's educational performance through increased parental and community educational support offered to primary school children.

- To increase daily school attendance rates among girl children
- To strengthen the capacity of primary school management committees in to ensure that minimum standards for teaching and learning are observed in their schools.
- To equip 21,000 newly literate women continuing with basic literacy with relevant information and civic virtues for increased participation and leadership in civic activities through provision of effective demand driven literacy services.
- To strengthen the national Literacy Network for Uganda (LitNet) and support it to advocate the prioritisation of women and girls basic education rights in the national poverty reduction strategies.

Project out puts

- 1) 960 adult basic education facilitators guide books produced and used by 960 basic education facilitators (75% women).
- 2) 22,000 learners work books and 9600 follow up readers produced in 5 local languages and distributed.
- 3) 80 sub county adult literacy plans reflecting women's basic learning needs produced
- 4) 120 school open days per term held, drawing at least 300 parents in each of 360 supported schools
- 5) 3240 members of SMCs,LC1 and women councils (40%) women in 480 villages with basic skills in planning and managing public and school resources
- 6) 30 children sessions conducted by parents in each of the 360 schools per year-to reinforce school learning with indigenous knowledge and local expertise in practical skills
- 7) 720 parent educators trained to co-manage and co teach in children classes
- 8) 21,000 parents providing weekly educational support to 28,800 girls during joint parent child learning sessions
- 9) 21,000 parents equipped with basic skills to help children in reading, writing and numeracy
- 10) 423 girls reading together literature of their choice, and discussing with their fathers areas of further support.
- 11) 1200 homes providing physical space, lighting and writing materials for girl- children's study at home in 60 sampled communities in 6 districts
- 12) 210 school management committees developing annual school plans and monitoring the utilisation of school funds (at least 25% of the trained SMC members are women).
- 13) Updated information on school plans, expenditures and school performance, attendance, enrolment displayed on school and public notice boards in each of the 360 schools. (3360 SMCs school reports produced and distributed to LCI-3 councils)
- 14) At least 27 petitions on public resources mismanagement presented during peaceful demonstrations by women groups to sub county government officials
- 15) 250 schools plans produced integrating views of parents' ad teachers.

Objectives of the Evaluation

The overall objective of the evaluation is to assess the efficiency and effectiveness of the Project with a view to drawing lessons that will inform the design and implementation of future educational projects and programmes.

The specific objectives of the evaluation are:

- 1) To assess the extent to which Project outcomes and outputs have been achieved. In the Project's .
- 2) To assess the effectiveness and appropriateness of strategies geared at encouraging child enrolment, retention and performance
- 3) To assess the effectiveness of LABE's governance procedures and how its governance might develop.
- 4) To identify and recommend opportunities and strategies for future Girl-Child Education Projects.
- 5) To look at synergies and possibilities of replicating current programmes in other areas as well as having to upscale programme to upper classes in the project area.

3. *Methodology*

The consultant will employ a blend of quantitative and qualitative methods in data collection and analysis LABE will provide of all relevant Project documents, office space at the secretariat, transport from the secretariat to the field, making necessary appointments / preparations for meetings with respondents, provide a coordinator and constitute a review team for the evaluation to provide timely input into the evaluation as it progresses.

Concrete deliverables

1. A draft Evaluation report 1 week after signing the contract
2. Conduct an initial dissemination meeting with staff and Board members to discuss the initial findings
3. Present a highly illustrated Final Evaluation report with pictures and case studies/ testimonies (in both hard and soft copy – in Ms Word

4. **Time Frame:**

The Evaluation is expected to take a maximum of 20 days, effective 25th February, 2008.

4. Composition of evaluation.

Team Leader: A Ugandan based consultant with experience of evaluating Education programmes.

Co-evaluator: A consultant from overseas with experience and knowledge of family literacy education will team up with the lead evaluator to give the report the wider education perspective.

Associate Evaluators: LABE staff, Board members and Government representatives.

Annex 2: Terms of Reference for the Co-Evaluator (Ms Snoeck Desmond)

The specific objectives of the evaluation are:

- 1) To assess the extent to which Project outcomes and outputs have been achieved.
- 2) To assess the effectiveness and appropriateness of strategies geared at encouraging child enrolment, retention and performance
- 3) To assess the effectiveness of LABE's governance procedures and how its governance might develop.
- 4) To identify and recommend opportunities and strategies for future Girl-Child Education Projects.
- 5) To look at synergies and possibilities of replicating current programmes in other areas as well as having to upscale programme to upper classes in the project area.

Specific tasks

- a. Review LABE programme support materials and assess their relevancy and appropriateness;
- b. Interview the project financial partners (donors) – Oxfam Novib – and document their views on LABE and the project as a whole;
- c. Review literature on Family learning and draw lessons and experiences for LABE's future project development;
- d. Compile case studies and testimonies for use in enriching the report;
- e. Illustrate the report using graphics to highlight the findings and recommendations.

Methodology

The consultant will review relevant Project support materials provided by LABE staff, search the internet for literature on Family Learning and interview project financial partners, document the findings and email them to the Lead Evaluator for incorporation into the main report. The evaluator will then graphically illustrate the amalgamated report. She will be part of a review team for the evaluation to provide timely input into the evaluation as it progresses.

Concrete deliverables

A draft report on the assessment of LABE materials and literature on Family Learning;

Present a highly illustrated Final Evaluation report with pictures and case studies/ testimonies (in both hard and soft copy – in Ms Word)

4. Time frame:

The Evaluation is expected to take a maximum of 20 days, effective 25th February, 2008.

5. Composition of evaluation team.

Team Leader: A Ugandan based consultant with experience of evaluating Education programmes.

Co-evaluator: A consultant from overseas with wide experience and knowledge of family literacy education will team up with the lead evaluator to give the report the wider education perspective.

Associate evaluators: LABE staff, Board members and Government representatives.

Annex 3: Schedule for Consultants

Schedule for Warren Nyamugasira

Date	Location	Activity
25 Feb. 08	Kampala	Pre-evaluation meeting with Senior LABE staff to finalize contract terms, logistics, process and tools and sign contract
26, 27Feb 08	Kampala	Preparation for field work
28 Feb	Entebbe/Arua	Consultant flies to Arua
	Arua/Koboko	Travel to Koboko and commencement of field work
	Koboko	Meetings with district officials: DEO, CAO and Vice Chair, LC5
		Interact with LABE staff
		Attend and observe a Teacher-Parent-Educators lesson planning and preparation of materials session at Teremunga Primary school
		Visit the Chairperson of Koboko United Women's Association
		Visit the Manager of Koboko United SACCO
		Travel to Yumbe
29 Feb 08	Yumbe	Meeting district officials: CAO, DEO, DIS,
		Meeting with the Local Language Board members
		Observe Parents' and children joint learning sessions at Banika P.S.
		Visit 2 home learning corners around Banika Primary School
1 March 08	Yumbe	Interact with Awoba mothers' Pressure Group, Awoba Parish
		Observe and interact with a joint School Management Committee, Parent-Teachers Association and Head Teacher School Development Planning meeting at Yiiba Primary School
		Travel to and over-night in Arua
2 March 08	Arua/Gulu	Travel to Gulu
3 March 08	Gulu	Interact with the LABE Regional Manager, Northern Uganda, discuss programme, obtain briefing and materials
		Interact with Director, NGO Forum Gulu
		Observe and interact with a joint parents-children learning session at Unyama Primary School
		Meeting district officials: DIS, ACAO, Vice Chair, LC5
4 March 08	Gulu	Interaction with officials of War Child, Holland
		Interact with Observe and interact with a joint School Management Committee/Parents-Teachers Association, Parent-Educators and School Administration session, Gimo Camp Primary School, observe a simulated home learning corner,
		Interact with the Gimo Waya Women's Group
		Meet with Head Teacher, Tekibar Primary School
		Visit Lubanga Lakica Women's Group (visit a camp home, watch Evolving Video and interact with women in transit from camp back to village)
5 March 08	Gulu/Entebbe	Fly Gulu to Entebbe
6March 08	Kampala	News item on LABE work in Gulu aired on Uganda Broadcasting Corporation
18March08	Kampala	Meeting with LABE Director to review schedule, and receive additional materials

Date	Location	Activity
19March08	Kampala	Meet with Commissioner in Ministry of Gender, Labour and Social Development
21-24 March	Kampala	Writing up the report, integrating material from second evaluator
25 March	Kampala	Meet LitNet and Ministry of Education officials
26 March	Kampala	Meet LABE staff for clarifying outstanding issues
27 March	Kampala	Meet with LABE Board
28 March	Bugiri	Meet with DEO and visit Namutenga and Kyaiku Primary Schools
29 March	Kampala	Report writing
30 March	Kampala	Meet with LitNet Technical Advisor
30 March	Kampala	Submit 1 st Draft of the Evaluation Report
1 st -11 th April		Shares 2 nd draft, incorporates changes/comments
14-16 th		LABE staff and Board members read the report and send comments
30 March	Kampala	Submit 1 st Draft of the Evaluation Report
1 st -11 th April		Shares 2 nd draft, incorporates changes/comments
14-16 th April		LABE staff and Board members read the report and send comments to the evaluator
18 th		Consultant presents the report to LABE staff and the Board

Annex 4: List of interlocutors

Koboko District

List of Teachers and Parent Educators

1. Adrabo Batista
2. Otoma Joel
3. Taban Rudolf
4. Draru Margaret
5. Dudu Mary
6. Buni Muhamad
7. Atoma Shakira
8. Gire Salima
9. Taban Martin
10. Cahndiru Ramla
11. Alezuyo Loy
12. Abure Peter
13. Taban Gabriel
14. Tokoru Rosline
15. Afe, Aru Palma
16. Atiku Marchelo
17. Ongulu Joyce
18. Wilaru Zaituni
19. Asiki Philip
20. Hellen Bako
21. Data Kasim

Koboko District Officials interviewed

Name	Designation
1. Mr Aliga Yunus Awaa	D.E.O
2. Mr: Asiandu Patrick	Assistant C.A.O
3. Mrs: Agele Beatrice	Vice Chairperson Lc5
4. Mr: Dimba David	Chairman Koboko Language Board.

Koboko United Women Association (KUWA)

Name	Designation
Akulia Rachel	Chairperson
Kalsum Aate	Member
Akulia Rachel	Member
Kebita Grace	Member
Atai Bety	Member
Florence Nata.	Manager Koboko United Sacco

Banika primary school joint learning session P.2

<i>S/n Name of parent</i>	<i>Name of the child</i>
1 Siriba Rasulu	Naida Samiya
2 Anyifi Yasin	Orodiyo Arafa
3 Samadu Ifiku	Boyi Galumgbe
4 Cheka Zabibu	Atiku Gadafi
5 Songu Muktairi	Adraki Zalaika
6 Angatika Zam	Boyi Majidi
7 Asibuku Mahadi	Zubeda Geriya
8 Waiga Wahabu	Orodiyo Kaifa
9 Adaku Maliki	Asiku Busa
10 Driciru Jamila	Geria Samira
11 Azaga Animu	Bagaru Jamila1
12 Cheka Amina	Alli Lemeriga
13 Chadiru Samira	Lekuru Sauda
14 Ijosi mauzu	Mobile Rahuman
15 Ajiko Hiba	Drichiru Faiza
16 Fikira Amana	Sakila Majuma
17 Siriba Toah	Gumgbe Animu
18 Sinadungu Anuli	Vuni Wahabu
19 Maliko Faiza	Dawa Samiya
20 Bako Afisa	Adebuga Miraji
21 Agua Kalisum	Alodriko Zalika
22 Sora Zaina	Minima Kaifa
23 Ajiko Ramula	Alima Naseya
24 Kabidi Raima	Razaki Saidi
25 Alagani Amiza	Nesia Kadija
26 Malibo Akim	Amiri Ajofi

27 Mambo Rahuman	Basiri Aniku
28 Afikoru Samira	Anigasi Kalidi
29 Faida Zabibu	Lichoga Baduru
30 Sida Medina	Peace Faraji
31 Aniku Zuberi	Surundu Rashid
32 Nadia Idebaku	Mafu Azizi
33 Taban Jamal	Ichiki Rasulu
34 Zura Jonabu	Alidru Akim
35 Tokora Samia	Oledri Sifa
36 Guma Sharif	Drate Asiku
37 Asiku Samadu	Amiri Ajofi
38 Malibo Akim	Muramaku Toah
39 Chadiru Asina	Nishai Ondo
40 Subu Saluwa	Razaki Saidi
41 Ifiku Sukuru	Amaku Mudasiri

Member of School Management Committee for Yiiba Parents' school

Members of the district officials interviewed

<i>S/n Name</i>	<i>Title</i>
1 Aliga Filamungu	Chair person
2 Edema Sunday	Vice Chair person
3 Ajiko Rachael	Member SMC
4 Aroma Elly	Member SMC
5 Amute Stephen	PTA Chair Person
6 Onzeru santina	Member SMC
7 Enima Simon	Member SMC
8 Dilinga Peter	Member SMC
9 Amaguru Florence	Secretaty
10 Omega Zuberu	Member SMC
11 Ondoga Robert	Member SMC
12 Eyotaru Ruth	Member SMC
13 Agondua Joseph	Member SMC
14 Etoru Nesta	Member SMC
15 Asima Arekagilo	Member SMC

Yumbe District officials

<i>S/n Name</i>	<i>Title</i>
1 Mr Mbooge Isa	CAO Yumbe
2 Mr Jamal Brahan Abdi	DEO Yumbe
3 Mr Alokore Drani Hampton	Inspector of schools
4 Mr Ondoga Karim	Aringa language board member

Gulu District

Mr. Robinson Obot ,	District Schools Inspector
Mr. Stephen Oloya,	Assistant CAO-Gulu

Mr Makmot Kitara
Okello Geoffrey
Helen Amongi
Openytoo Joseph

Vice-Chairman, Gulu
Ag Coordinator NGO Forum Gulu
H/Mistress Tekibar primary school
H/M Pakwero Primary School

Members of Jimo Waya Women Group

Awil Evelyne, Labong Rose, Acheng Martina, Auma Rosalba, Akello Hellen, Aciro Nighty, Abwol Lucy, Amono Jenny, Apiyo Jenet, Aber Catherine

Participants at Jimo primary school joint learning sessions

Mrs. Langol Lucy
Mr. Okumu Simon

Participants at Lubanga Lakica women's group

Grace Lapolo, Christine Akello, Aroma Hilder, Joanita Annena, Jairus Auma, Linda Akello.

Warchild Holland

Froukje Zwaga- Head of Delegation
Joe Lakoni -Field programmes Officer
Frank Velthuisen- Team Leader

LABE staff met in the Districts

Humphry Muhangi- Gulu
Grace Diri Anika-Koboko
Sauda Ropani-Yumbe
Joseph Nambago-Arua
Simon Mukula-Yumbe

Bugiri district

Mr. Ingabi David, DEO-Bugiri

Namutenga Primary School

1. Weere Nasulu
2. Batulemye Moses
3. Nuulu Kamadi
4. Akello Winfred
5. Asha Nabirye
6. Lusi Kaado
7. Harriet Wanyama
8. Karivamuchi Hamida
9. Bayiga Mayimuna
10. Mpiiya Rober

Kyaiku Baptist Primary School

1. Mukwena Stephen Headteacher
2. Funga Rashid Chairman-PTA
3. Nkuutu Robert Chairman-SMC
4. Namaganda Monic Teacher-P.2
5. Nambeela Joyce P.1 Teacher
6. Twalibangi John P.2 instructor

Parents

1. Nandegho Jamwa
2. Zaituni Haji Mukasa
3. Kabugute Nasabbu
4. Nabirye Jamwa
5. Naigaga Salima
6. Namuhambe Kaana
7. Naigaga Mariam
8. Mugoya Bumali
9. Okello Mark
10. Mwandha Majidu
11. Butike Awali
12. Butibe Rashidi
13. Mugoya Farouk
14. Akello Topistor
15. Ochola Joseph
16. Othieno Alitunsi
17. Nabirye Alaisa
18. Kadija Siragi
19. Kagoya Florence

20. Fahida Amini
21. Nangobi Nulu
22. Namulondo Lovisa

Students

1. Nantabo Siyama P.4
2. Nansamba Juliet P.5
3. Mukebezi Scovia P.4
4. Mudali Rosemary P.3
5. Mwesigwa Simon P.4
6. Napina Marima P.3
7. Bando Ibrahim P.3
8. Mugabe Mundiru P.6
9. Kagoya Safiya P.5
10. Kisakye Catherine P.4
11. Nalubega Norah P.6
12. Bazibu Bakali P.7
13. Mukungu Cranima P.4
14. Kulobone Jamali P.7

Kampala District

Mr. Herbert Baryayebwa- Commissioner, Ministry of Gender, Labour and Social Development

Ms. Resty Muziribi- Assistant Commissioner, ministry of Education and Sports

Coordinator, LitNet

Technical Advisor, LitNet

LABE Board and secretariat

Mr Basilio Okkelo- Chair

Tumusiime DickFrancis –Board member

Sarah Ali- Board member

Stellah Keihangwe Tumwebaze- Director LABE

Humpghry Muhangi- Staff

Godfret Sentumbwe-Staff

Joseph Nambago-Staff

Simon Mukula- Staff

Annex 5

INTERNATIONAL RANGE OF FAMILY LITERACY PROJECTS

The following short descriptions are provided to show the range of organizations involved in family literacy/learning programmes.

Bahrain

The Mother-Child Home Education Programme provides a 25-week home-based education programme for pre-school children and their mothers. One of the components is aimed at supporting mothers, and the other component is a cognitive training programme that mothers carry out in their homes with materials developed by the NGO. Mothers are visited in their homes to provide support to overcome individual problems.

Canada

Eduk is an NGO working mainly in the area of literacy and family literacy for the francophone minority in the country. One of the programmes is a five day course on the foundations of family literacy offered to adults.

Germany

The Hamburg based FLY project involves the parents of five-year old pre-school children in order to involve them in everyday school life with regard to literacy activities. Parents spend time with their children in schools as well as time on their own and also take part in joint parent-child out of school activities.

Greece

The Parents' Schools Programme offers courses for parents on parenting, intergenerational communication, and encouragement of the participation of parents in school activities, violence and health issues.

Guatemala

The National Committee on Literacy focuses on child members of families and supports them to teach their parents literacy. The main objective is to assist educational development within the home and to strengthen family relations by attributing responsibilities to all its members.

Mali

The NGO World Education provides training and support to 700 Parent Association and School Management Committees. Adult literacy forms part of this programme. They are currently testing the use of locally-appropriate technology to illuminate night-time literacy classes.

Malta

The Foundation of Educational Services has a range of programmes including the *Hilti* (My Ability) Programme which is after-school family-oriented service that complements and reinforces teaching and learning in the school through sessions attended by children on their own and parents on their own. Parents and children come together for a joint session before breaking into separate groups once again in order to process the experiences of the joint sessions.

Namibia

The Government of Namibia runs a family literacy programme in each of the 13 regions. Local people have been trained as family literacy promoters and run a 10-week programme for parents of primary school children. The course supports parents to take a more active role in the education of their children

New Zealand

The Manukau Family Literacy Project involves adults attending a tertiary programme in their children's schools, combined with studies in child development and being a participant in the reading and numeracy components of their children's schoolwork.

Palestine

The Mother-to-Mother Programme supports the parenting skills of young mothers. The Learn-by-Play Programme helps build relationships between pupils and teachers in a stimulating educational environment. Other programmes include the Combating Domestic Violence Programme and the Prevention of Early Marriage Programme.

Romania

Center Education 2000+ bases their programme on the model developed in Malta and is the only literacy programme running in the country which equally targets parents and children.

South Africa

The Family Literacy project was started to address the low literacy achievement of many pre- and primary school children by working directly with adults to build their confidence as 'first educators' of young children. The adults now receive adult literacy and training in basic health messages which they take to neighbours through a home visiting programme.

Turkey

The Mother Child Education Foundation conducts research and develops and implements programmes in early childhood education and adult education especially for disadvantaged pre-school children and their families.

United Kingdom

One of the models of family literacy is the Basic Skills Agency model which has three strands: sessions for parents in which they worked on their own literacy and on how to help their children; parallel sessions for children in which they receive high quality early years provision for reading, writing and talking; and joint sessions in which parents tried out something with their children that they had practiced in their separate session.

United States of America

The National Center for Family Literacy provides model demonstration of best practices, and training for teachers and programme administrators, conducts research as well as advocating for family literacy at a national government level,

Vanuatu

The Book Flood Project is a book-based approach to literacy and language teaching and learning. 8 and 9 year old children are targeted and their parents attend workshops aimed at raising awareness of the importance of providing support for children in their homes as well as in the schools.

Annex 6

.L.A.B.E Board Composition and their duties

1. Mr Basilio Okello- Chairperson

Programme director, World Vision, Kisozi House
Kampala

2. Ms Resty Muziribi

Assistant Commissioner-Pre primary
Ministry of Education and sports

3. Ms Rosie Agoi

Programme Officer Education
Uganda national Commission for UNESCO
Uganda

4. Mr DickFrancis Tumusiime

Executive Director
DIFRA Language services
Kampala

5. Ms Saral Ali

Patron Adjumani Women Association
Adjumani District

6. Ms Mary Kulabako

Lecturer
Kyambogo University

7. Ms Christine

Coordinator,
Youth Programme Pack
Norwegian Refugee Council

ANNEX 7 THE DUTIES OF THE BOARD OF DIRECTORS

- i. Ensure the organization's plan and activities are in the harmony with its mission
- ii. Review and approve overall plans and budgets submitted by the secretariat
- iii. Look for ways of raising funds and other resources for LABE
- iv. Ensure regular auditing of accounts and endorse audited statements submitted by the secretariat
- v. Establish and review the constitution
- vi. Monitor use of LABE resources
- vii. Ensure that all lands, buildings and other property or investment acquired by LABE are legally registered in the name of the organization
- viii. Convene the meeting of the Board of directors in consultation with the secretariat
- ix. Assume responsibility, but not legal liability, for activities of LABE board of directors
- x. Meet representatives of funding authorities of LABE at least once a year
- xi. Assume responsibility for the recruitment of, supervision, management, appraisal and if necessary, termination of the director of LABE