



LBE

LITERACY AND ADULT BASIC EDUCATION

THE LIFE LONG LEARNING PROMOTING ORGANISATION

Profile

An orange speech bubble with a white border and a white outline. The bubble is filled with a gradient of orange and red. It has a tail pointing downwards and to the left.

**The provider of
lifelong learning
opportunities**

**Since
1989**



OUR STORY

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TIME LINE



1989

LABE was started by a group of Makerere University Adult Education under-graduate students to facilitate adult literacy and English classes for refugees from Sudan, Rwanda, Congo and Somalia.



LABE wins UNESCO Noma literacy award. Pilots the Family Basic Education (FABE) approach in Eastern Uganda.

2002



2003

LABE wins a Common wealth prize.



2005

Got funding from Oxfam Novib to operate in Northern Uganda supporting women and girls' right to education



1993

We get first donor funding to operate in Eastern and Western Uganda -training CBOs in literacy provision for rural communities.



2000

Got 5 year funding from DFID and start working with government departments and ministries, provide literacy consultancy services to International agencies like FRC, ICEIEA

Contributed to the development of the first 5 year National Adult Literacy Strategic Plan (NALSIP) 2002/3 - 2007 in Uganda



20

004

Our Family Basic Education approach wins Mashariki Innovations in Local Governance Awards programme and UN-HABITAT MILGAP sub region award for the Community participation category

We widened our scope to include children basic education and teacher development and got our first direct funding from Comic Relief for a special initiative 5 year project to pioneer delivery of non-formal Home-Based ECD in 8 Districts



2012



2015

We got 8 Years funding from Comic Relief through AET to operate in West Nile and Northern Uganda supporting Mother Tongue Education

09

Pedagogy handbook for teaching in local language developed with the National Curriculum Development Centre (NCDC)

2018

Developed the complementary learning Framework for early childhood care and education, Multi-age package (3-5 years) and (5-6 years) with the National Curriculum Development Centre (NCDC) and our Home-based ECD model is adopted by new players. Baylor Uganda and St Matia Mulumba Parish, Kasese.

2017

Government recognition of our Home Based ECD model



New Partners like ELMA, Child to Child UK get on board to deepen quality and inclusive ECD through peer learning

OUR VISION, MISSION & VALUES

LABE is an indigenous NGO registered with the national NGO board as MIA/NB/2004/10/1197 and is governed by a Board of Directors.

LABE has concentrated on literacy and basic education interventions which have been strongly driven by national and international development agenda, such as the Millenium Development Goals and Sustainable Development Goals.



VISION

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



MISSION

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



CORE VALUES



PARTNERSHIP

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

POSITIVITY TO COMMUNITY PARTICIPATION



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

TRANSPARENCY



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

PROFESSIONALISM



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



INCLUSION

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



INNOVATION

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



SAFEGUARDING

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

MEET SOME
OF THE LABE
MOVERS





01

Patrick Kiirya
Founder
Director
(1989-2008)

Patrick is one of the founders of LABE. Having initially trained as a secondary teacher, he pursued his passion for education further with a diploma in Adult Education and later a Bachelor of Arts Degree in Social Work and Social Administration. It is during this time that he ventured into putting what he learnt into practice. His dream provided literacy opportunities for many young refugees from Sudan, Congo and Somalia in the late 1980s, and this was the birth of LABE. LABE essentially started as a voluntary association.



02

Joseph Kaaya
Head of Finance
(1997-to date)

Joseph joined LABE from USAID in 1997 as finance coordinator & rose through the ranks to current position of Head of Finance. His professional training is in accounting & finance spanning over 26 years – having worked with various international & national NGOs in various positions. He holds a Bachelor of Commerce Degree of Makerere University, a Masters of Business Administration Degree from Edinburgh Business School of Heriot Watt University, United Kingdom plus a couple of professional post graduate trainings & qualifications. His background expertise gives him a lead on even the most complex aspects of managing the finance & accounting department. He played a key role in professionalizing LABE in the initial years by setting up systems, policies and procedures. He saw LABE grow from its infancy to attracting international funding & winning Awards.



03

**Godfrey
Sentumbwe**
Head of Programs
(1998 to date)

Godfrey graduated in 1994 with a Bachelor of Arts Degree in Social Work and Social Administration, but this was after his training and diploma in Secondary Education. He met Patrick (the founder of LABE) during their school days and together they navigated the adult literacy world. He was one of the first LABE trainers and was key in the shift of LABE's focus from an only adult literacy oriented organisation to include children's basic education.



04

**Stellah
Tumwebaze K.**
Executive Director
(2008 to present)

Stellah Joined LABE in 1998 as an intern/volunteer after her first-degree course from Makerere University. She currently holds MA in Management Studies, Diploma in Project Planning and Management, stellah grew through ranks from a volunteer to the current day Executive Director. She is LABE's first female Executive Director.



05

Rosie Agoi
Chairperson,
Board of Directors

“ My dream is to see LABE reach out to the marginalised groups in Northern Uganda and make a contribution to the attainment of SDG4 especially those pertaining to the women, youth and the children.



06

John Eremu
Vice Chairperson,
Board of Directors

“ My dream is a LABE with a strong partnership across the board; LABE that has exponentially expanded beyond the existing districts and regions with our home learning ECD model adopted by MoES as replicable across the country.

A LABE whose VSLAs have grown into fully fledged SACCOS and become first choice source of affordable credit to its members.

WHAT DO WE DO?



We support the development of literacy, numeracy, language and life skills for all age groups using a whole family approach to education called *Family Basic Education (FABE)*.

Our goal is to develop dynamic intergenerational aspects of learning in families to enable regular engagement of parents and all children in enriched social and cognitive development activities. Through FABE we build a family's readiness to learn and interest in developing knowledge and skills to transform the lives of individual family members, the family as a whole and the wider community.

Learning activities take place in Home Learning Centres (HLCs), for easy access, to ensure inclusiveness and involvement of family members in one another's learning but also, sustainability.

WHY DO WE DO IT?



Sustainable Development Goal (SDG) 4 of the 2030 Agenda requires countries to 'ensure inclusive and equitable quality education and promote lifelong learning opportunities for all'. It is unrealistic to rely on formal education and schools as the only solution, families and communities need to be brought on board. Family Basic Education can play a role in supporting SD4 overall goal, as well as in contributing to the achievement of the following SDG 4 targets: 4.1 on primary and secondary education; 4.2 on ECD; 4.5 on elimination of gender disparities in education; 4.6 on adult literacy and numeracy.

According to the UIL policy brief 9 on engaging families in literacy and learning, Family learning can contribute to the achievement of other SDG 4 targets as well as to SDGs addressing issues of poverty, nutrition, health and well-being, gender equality, water and sanitation, decent work and sustainable communities.

Uganda's 2016 National Integrated Early Childhood Development policy principle 5.4 on family and community engagement requires ECD programmes to actively engage and empower families and communities to participate and own programs for the care and development of their young children. Fabe encourages formal, nonformal and informal learning; bridges artificial barriers between generations, home, school and community. Through Fabe families and communities can be actively engaged in basic education programs.



HOW
ARE WE
DIFFERENT?





Our Family Basic Education approach facilitates intergenerational learning opportunities for and among different generations. We aim at making all learning spaces – (formal and non-formal), places of ongoing, voluntary learning throughout life (life-long learning) and learning in real contexts and authentic settings (life-wide learning) from childhood to adulthood.

We learnt that learning can take place anywhere and is not limited by space and time. So, we facilitate the provision of low-cost, affordable, culturally-appropriate and empowering education to marginalized communities and families through informal Home Learning Centre spaces.

We nurture community growth from the inside out using the Asset-Based Community-Driven development approach. We focus on the half-full glass and teach the community to fish rather than give them the fish to foster community participation and agency in education.

We are concerned with wider access, quality assurance and bringing education issues from the periphery to the attention of National level stakeholders, so we cultivate a Multi-level Partnerships delivery model to allow for more integrated support. To ensure cost-effectiveness and efficiency, we work with and through already existing and successful systems and structures; the national education systems at macro-level, district structures at meso-level and community structures at micro-level.

WHAT VALUE DO WE BRING TO STAKEHOLDERS?

Our Family Basic Education approach produces members of society with transferable skills for life, community involvement and work. In the Home Learning Centres (HLCs), you can have quick access to different categories of community members. Structures to mobilise for, manage and sustain interventions are already set up in these HLCs. You will be able to reach the final beneficiary and make a lasting impact.

LABE HOMEBASED ECD TOOL KIT



LABE is committed to operate as a catalyst and partner in the promotion of literacy and basic education at local, national and international levels. We add value through;

CAPACITY BUILDING

Develop capacity of literacy and basic education providers to acquire skills, share and apply knowledge needed to strengthen literacy practices in communities and schools.



1

CREATING AWARENESS ABOUT EDUCATION POLICIES

Advocate for and create awareness about existing education policies and community right to participate in education.



2

BASIC EDUCATION POLICY IMPLEMENTATION

Support implementation of key policies in basic education such as; the 2006 local language policy for lower primary, the 2007 ECD policy and the 2009 gender in education sector policy



3

WHAT DO
OTHERS SAY
ABOUT OUR
WORK?





2010-2019

NOTABLE ACHIEVEMENTS

PROGRAMMES AND SERVICES

We continued to initiate, improve and expand our portfolio of programmes in literacy and basic education. The innovation of home-based ECD for pre-school children and parenting education through literacy for adults, helped communities and education policy makers understand the intergenerational nature of basic education.

'In my view, finally people are seeing the use of HLCs. At first, they were not valuing the HLC. Now that schools are closed, even teachers are coming to teach from the HLC, and parents must now send their children including those in primary school to learn from here.'

“ *Lakot Lilly, Parent Educator
Wiipolo Home Learning Centre,
Gulu district.*

This is good. This visit has given me more hope that as the government, we can also use the same model as we are trying to implement our early childhood development centres policy that will see every child get quality education”

“ *Permanent Secretary, Ministry of Education and Sports, Mr. Alex Kakooza, during his visit to project sites (HLCs) in Northern Uganda*

PARTNERSHIPS

We established strategic partnerships and working relations. In November 2019, we formalized the Memorandum of Understanding with the Ministry of Education and Sports to increase access and improve the quality of early learning in Uganda. We have worked with the National Curriculum Development Centre to improve on the quality of non-formal ECD provision and early primary grade learning. LABE has strengthened engagements with families, community members and primary schools to rely more on the community self-help approach as a solution to some pressing educational challenges in their communities. Consequently, 56 HLCs have gradually set up their own VSLAs to self-finance aspects of their education interventions.

Home Learning Centres are the cheapest means since they require the community to work together.”

“ *Hajati Safina Mutumba, Senior Education Officer, Pre-primary Education, Ministry of Education and Sports*

The HLC concept is one that can bring education nearer to communities... The approach has also made it possible, for the first time, for the idea of integrated ECD services to be provided in one place. LABE has demonstrated that local, low cost, intergenerational, community-led HLCs can be established even in the remotest rural contexts”

“ *SURE project Mid-term Review Report, Assoc. Prof. Godfrey Ejuu et.al, Dept. of ECE Kyambogo University*

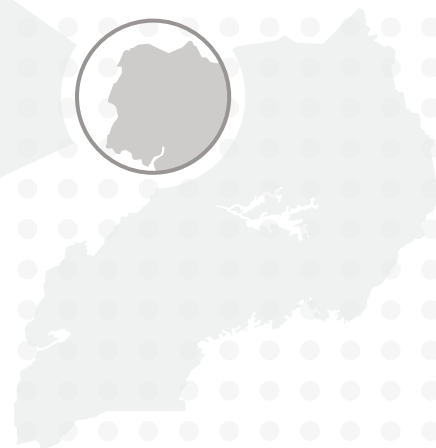
GOVERNANCE, ACCOUNTABILITY AND PROGRAMMES MANAGEMENT CAPACITY

We have strengthened our governance at both community and national levels. We have continued to build our internal capacity in managing programme portfolios. We have put in place key safeguarding policies that promote our accountability and brand. We have consistently maintained a clean bill of audit in these past ten years.

I just wish all the programmes were run like that...it's a gem to have in the {funding} portfolio”

“ *Interview with Comic Relief, SURE Final Evaluation Repo*

OUR AREAS OF OPERATION



A group of people, including children and adults, are dancing in a circle on a dirt ground in a village square. In the background, there is a traditional thatched hut and a large, dense tree. The scene is captured in a slightly desaturated, blue-toned photograph.

Special feature

FAMILY BASIC EDUCATION: ENSURING CONTINUITY AND POSITIVE ENGAGEMENT IN EDUCATION DURING COVID-19 SCHOOL CLOSURES

In Uganda, statistics about access to internet, TV and electricity are dire;



Only **17.4%** of households own TV sets.



While homes with electricity make up a mere **26.7%** of the total population

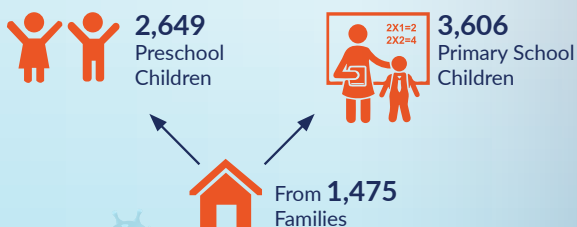


Internet connectivity stands at **40%**

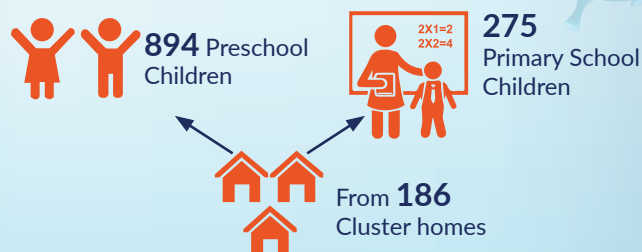
Sources: 2016/2017 Uganda National Household Survey & 2016 Sustainable Energy for All World Bank Statistics

This makes relying on remote learning approaches to address education continuity a challenge. However, during the March 2020 and June 2021 lockdowns in Uganda, LBE proved that a child in a poor rural area lacking connectivity to TV and radio-based distance learning, can continue with their education at home. With the support of LBE, learning sessions were held in cluster homes and Home Learning Centres (HLCs) set up in 4 districts of Koboko, Obongi in West Nile and Gulu, Nwoya in Northern Uganda.

Directly Reached During March 2020 Lockdown



June 2021 lockdown indepth learning activities organised for;



Our approach included combining information provision about COVID - 19 and ensuring learning continuity through safe home-schooling;

Information Provision on COVID-19

- Realising that families LBE interacted with could not easily understand all COVID-19 messages disseminated by government, LBE produced bilingual (English and local language) materials. The COVID-information materials include comic booklets, a board game and cards game played by all family members.
- In addition, 1,475 families around the 53 HLCs were directly supported to set up simple tippy-taps as their hand washing points. Older primary school children were trained to support younger siblings how to wash hands using these taps.



Home Schooling through Home Learning Centres (HLCs)

- We distributed print-based education materials produced by the National Curriculum Development Centre to families attached to the HLCs, focusing on lower primary classes. Primary school teachers come to the HLCs to support small groups of children using these self-study materials. NCDC materials are also supplemented by LBE-produced readers in children's languages and a sound wheel game which they continue to use at home. We distributed print-based education materials produced by the National Curriculum Development Centre to families attached to the HLCs, focusing on lower primary classes. Primary school teachers



come to the HLCs to support small groups of children using these self-study materials. NCDC materials are also supplemented by LABE-produced readers in children's languages and a sound wheel game which they continue to use at home.

- We have provided **Home Based ECD**, through a Home Learning Centre by bringing together up to 21 pre-school children of 3 to 6 years from nearby homes to be managed by a Parent Educator/Caregiver in one selected home we call a Home Learning Centre (HLC). Then, through Cluster homes where small groups of 4 to 6 children meet at one home, we call a cluster home and are supported by a Parent Educator who moves from one cluster home to another. Home based ECD is supported by Peer Assisted ECD involving upper primary school children (Young Facilitators) working with the preschoolers through fun and play-based enrichment activities like songs, games, picture-stories to further enhance the preschoolers' school readiness. This Child - to - Child (CtC) learning approach can take place at the HLC, cluster home or even in individual children's homes. Parents are brought on board through the Parenting Education sessions which support them to engage in learning activities with their children at home. They are also guided on how to create a conducive environment for children's learning at home

and getting actively involved in ECD supportive activities at the HLCs.

- We have delivered **Video - Based Learning** for four purposes;
 - i) We work with a select P1 and P2 teachers to draw lesson plans, which they use to teach a small group of 6 to 10 children at a HLC as they are video recorded. The video recorded lessons are then played at other HLCs for other P1 and P2 children using a LABE video set moved from one HLC to another according to an agreed-on schedule. In attendance is a P1 or P2 teacher living near the HLC to guide the learners during the video lesson and Young Facilitators (YFs) to support their peers as they do the activities from the video lesson.
 - ii) We use the video-based learning to support the YFs continue with their own learning. Video - based lessons in Math, English, Science and Social Studies which were previously run on the TV learning programs during lockdowns but could not be accessed by these children are downloaded onto drives and taken to HLCs. These are played on the LABE video set. Secondary school students are brought on board to assist the primary school children understand explanations in the video-based lessons - including giving the explanations in local language. Interested primary school teachers are also allowed to support the sessions voluntarily.

iii) The YFs will also use these video-based sessions as spring boards to keep their primary school peers' [who are identified as most at risk of dropping out of school] interest in education. Identified mentors/role models, teachers, community leaders, opinion leaders support the YFs to sensitize the at-risk children on the importance of continuing with their education, every time they come for a video-based learning session.

iv) The video – based learning is used to amplify the usefulness of HLCs and get more parent engagement. The video is also used to give important information to the parents/community on COVID – 19, the importance of continuing children's education, as well as training sessions say on Village Savings and Loans Activities, for their own benefit.

- Parent Educators and district-based LABE staff also do home – to - home visits, to meet children in cluster homes. They support parents and their children on how to continue learning using the provided materials. Parent-children reading/play sessions, children games sessions, and peer reading/ play activities are encouraged.

The home-based learning interventions used respond to the learning needs of pre-school children, primary school children and their parents/community.

The usefulness of the HLCs is illustrated in the following quotes:



'In my view, finally people are seeing the use of HLCs.

At first, they were not valuing the HLC. Now that schools are closed, even teachers are coming to teach from the HLC, and parents must now send their children including those in primary school to learn from here.'

Lakot Lilly,
Parent Educator Wiipolo Home
Learning Centre,
Gulu district.



... we were just at home doing almost nothing. Then LABE gave us books and games... our teachers came to teach us from the HLC, it made us feel that our normal learning was continuing...'

Wiipolo HLC graduate,
Komakech Allan, 6 years, P1
Pok Ogali primary school,
Gulu district



...We used to beg parents to send their children to the HLC. Now, they are even asking for more study time for the children from 3 to 5 days a week.'

Amonyi Margaret,
Chairperson Agweng HLC,
Nwoya district



GET IN TOUCH NOW

AND WE BUILD A LITERATE, WELL – INFORMED AND PROSPEROUS
SOCIETY, THAT'S ABLE TO FULLY PARTICIPATE IN ITS OWN DEVELOPMENT

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