



2015

Annual Report

Literacy and Adult Basic Education (LBE)

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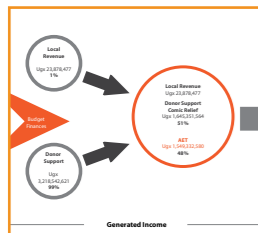
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A message from our Chairperson



“Education is the most powerful weapon which you can use to change the world.”-Nelson Mandela”

Dear Partners,

We invite you to read our annual report and share with us our successes as well as challenges as we promoted literacy and learning in West Nile and Northern Uganda.

I would like to take this opportunity on behalf of the Board of Directors of LABE to thank our partners for the support given to LABE to implement activities as per mandate in the year 2015.

Special thanks go to our donors- Comic Relief, Trust Africa, Oxfam Novib and Africa Education Trust. We are grateful for the financial support towards our projects. We also appreciate the input and guidance given to us by the Ministry of Education, Science, Technology and Sports during the field visits as well as during the working groups. This engagement has gone a long way to strengthen the visibility of LABE among likeminded organizations and in the areas of literacy and adult education.

The district local governments and the teacher training colleges in our focal districts where we operate are remembered and appreciated for their cooperation and support whenever called upon.

Last but not least the Board would like to specially recognize the tireless effort of the LABE staff in generating project ideas, implementing them as well as monitoring, evaluation and documentation. Thank you for your commitment in your work.

The Board would like to urge the donors and Partners to continue working with us in the New Year so that we in turn can reach out to as many people who need our services as possible as we strive to meet the Sustainable Development Goals within our means.

I wish you good reading

Rosie Agoi

Chairperson Board of Directors, LABE



Executive Director's Message

Dear Partners,

Welcome to reading LABE's 2015 Annual Report. In this report, you will note our accomplishments, challenges and our plans for the coming year 2016.

Our projects including concluded ones have continued to impact on the lives of people we set out to serve. To date, we have reached 25967(12440M; 13527F) preschool children with school readiness skills to facilitate their smooth transition from home to school at the age of 6 years. Children have been supported to practice the literacy skills through extended learning in the home learning centres with support of their parents.

Teachers have also been trained in basic journalism skills leading to the production of a teachers' bilingual newsletter. This newsletter written by teachers for teachers is a preliminary step in developing a teacher's community of practice in each district and further enabling teachers to share about the Mother Education learning.

LABE has continued to grow and our partnerships have widened internationally, nationally and at district level.

In November 2014, LABE was invited by Kenya Institute of Curriculum Development (KICD) to share experiences in the implementation of Mother Education in Uganda aimed at informing the Mother tongue education policy development in Kenya.

At National level, LABE has continued to share its best practices through the Reading Association of Uganda, as well as through Basic Education Working groups of the Ministry of Education Science Technology & Sports. As a result, LABE is gaining increased recognition for its innovative work in basic education and early grade reading at national level, and is increasingly consulted on these issues.

In 2016, we will strive to deepen, sustain and build on the remarkable successes which we have registered in the previous years by working proactively with the relevant departments in the Ministry of Education, teacher training colleagues and media. In the same year, we will complete and publish our strategic plan and the long term tracer study.

On behalf of LABE management, I take the opportunity to thank our donors- Comic Relief, Trust Africa, Oxfam Novib and Africa Education Trust; our partners and beneficiaries for their support in 2015. Highly appreciate the support of the various working groups in the Ministry of Education, Science, Technology and Sports, and district local governments and the teacher training colleges in our focal districts in the district districts.

We recognize the support and guidance we have continued to receive from our Board of Directors as well as our friends from overseas.

Stellah K. Tumwebaze
Executive Director, LABE.



AET and LABE partnership

Africa Educational Trust (AET) is privileged to support LABE in implementing the Mother Tongue Education phase 2 project (MTE2). The project is running in 120 school communities in Northern Uganda and West Nile to increase access to quality education by promoting learning in Mother Tongue.

Over the last year, AET visited the project in Northern Uganda and West Nile and observed activities in schools and Home Learning Centres (HLCs). Through these visits, it is clear that the strong relationships LABE builds with schools, communities and district officials are key in enabling project success.

In schools, improved MTE pedagogical teaching skills were observed. By giving ideas and motivation, LABE has enabled teachers to be more creative in developing and using simple instructional and learning materials. LABE is also recognising teacher achievements in MTE and enabling them to share learning and ideas through a teacher developed newsletter.

In Home Learning centres, the establishment of management committees has fostered community ownership. It has been encouraging to see communities coming together to build outdoor play materials, shelters for learning and women's groups making play indoor & outdoor. HLCs focus on providing early years' education for pre-school children providing them with a safe space to learn through play and get the best possible start to their education. They also provide an opportunity for adult learners to gain literacy skills to support their children's education and a place for after school activities for older children.

Over the year, AET also facilitated trainings on Pedagogy enabling new staff, in particular, to gain a much clearer understanding of the bilingual approach and of the reasons for the thematic curriculum and for the use of local languages. Basic Monitoring and Evaluation and Finance Management training also focused on supporting new staff to develop in their roles.

AET appreciates the work of LABE in enabling the project successes seen so far and looks forward to further developing the partnership as the project continues.

Lesley Waller
Project Manager, AET.

Current areas of operation

LABE's area of operation covers 8 districts

Gulu, Nwoya & Amuru in Northern Uganda

Arua, Koboko, Yumbe, Moyo and Adjumani in the West Nile region

Kampala



Who we are

Since inception in 1989, we:

- Are registered as an indigenous national level NGO in Uganda
- Have worked as a catalyst and partner in the delivery of adult basic education at local, national and international levels.
- Innovate, pilot and scale up tried literacy and basic education practices
- Have upheld the belief that there is inherent power and knowledge in the communities we work with

What we do.

- Develop capacity of diverse literacy and basic education providers
- Support implementation of key policies in basic education for children and adults
- Create awareness about the benefits of education

Our Vision

We envision a literate, well-informed and prosperous society able to participate fully in its own development.

Our 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.

Our Values

- Honesty
- Accountability
- Transparency
- Partnerships
- Women empowerment
- Responsiveness to the needs of the communities which we serve

What did we achieve in 2014/2015?

During the year, we continued to register achievements at community and national levels during implementation of on-going and concluded projects. We have been able to do so mainly by working directly with parents, teachers, school children and local community group leaders.

Continuing projects:

We are still implementing the two major projects; the Children's School Readiness and Retention (RARE) project and the Mother Tongue Education Project (phase two).

a) Children's School Readiness and Retention (RARE) 2012-2017:



A mid-term evaluation of this project was carried out by two independent consultant evaluators Dr. Alison Clark from Thomas Coram Research Unit UCL Institute Of Education, London, UK and Dr. Godfrey Ejuu from Department of Early Childhood Education Kyambogo University Uganda. In their final report, they highlighted the following achievements:

- 44676 in- school children have so far accessed early grade reading in 120 project Primary schools :
- 339 established home learning centers are now benefiting 11542 pre-school children. The centers are also accessed by 44676 school children for extended learning and play. These centres are becoming "centers of excellence" in that it is a place where anybody who feels like studying goes. Presence of solar lamps also makes the center the only home with visible light which attracts both Primary and secondary school children to the center at night to do their revisions.
- 3115 pre-school children graduated from Home learning centers and enrolled in P1
- There is an increase in children continuing from P1 to P2 without the need to repeat the year.
- Children with disabilities have been identified and brought to the HLC where they are being supported to learn. Also, by being in the center, they get chance to interact with other children

instead of being locked up in the house all year round

- 2,631 parent learners are enrolled in the Home learning centers in the 8 districts Parenting sessions are also offered at 149 home learning centres targeting both literate and semi-literate parents who are interested in improving their parenting styles

b) Mother Tongue Education Phase 2 (MTE2) 2014-2018.

The project aims at increasing meaningful access to Primary Education for marginalized children through the development and promotion of mother tongue. It is implemented in 6 districts in Northern Uganda and west Nile. Having secured extension of this project to 2018, we have managed to transform teachers, parents, teacher trainers and pupils in focus schools from being the target of change to change agents of mother tongue medium education.



- During this year, we commissioned a baseline survey that was (conducted by two lecturers from Kyambogo University (Mrs. Ruth Kyambadde & Mr. Godfrey Grace Bakaira 2014). The survey was aimed at establishing the status of enhanced local language-based early years instruction and bilingual education and make recommendations on teacher competence in the use of mother tongue.
- The survey identified 3 main factors that affect improvements in teacher training in Mother Tongue Education; i . Head teachers and their deputies are not trained in the use of the local language as the medium of instruction nor how to teach it as a subject making it hard for them to interpret and supervise teaching using local languages. ii. Teachers are poorly resourced. iii . Lack of thematic instructional materials.
- We address the gaps revealed by the baseline by supporting 28(23M; 5F) Centre Coordinating Tutors (CCTs) from 3 Core PTCs (Gulu, Lodonga and Arua) to LBE-MTE methodology. These in turn trained 491 (245M; 246F) teachers from 120 project schools in mother tongue pedagogical skills using the Mother Tongue Pedagogy Hand book. Class room lesson delivery has improved with teachers enjoying sharing local language stories with children and parents with confidence and passion.
- 491 teachers were trained in basic journalism skills leading to the production and distribution of 1000 copies of the teachers' "Bilingual Newsletter" to 600 teachers and 28 CCTs. This is a preliminary step in developing a platform for creating teachers' communities of practice in each district.

Concluded projects : Evaluation highlights

The three evaluated and concluded projects registered significant impacts:

1) Home School Links;

This was successfully implemented in the districts of Koboko and Yumbe with support from Trust Africa (see close out letter).

- 223 Home Learning Centres(HLCs) have been equipped with instructional materials like; PEs packs, Manila, Chalk, news prints, black boards, marker pens, glue, pair of scissors, slates, pencils, pens, prep books and also other materials like solar lamps for children reading at night
- Equipped with outdoor play materials for pre-school children, the HLCs with the attendant Parent Educators are accessing early childhood support to children, increasing parental awareness of the benefits of learning in local languages. PEs are increasingly engaging parents in making play materials used in HLCs
- MTE project experiences and best practices were shared at Regional level MTE consultative workshop in Kenya, November 2014 at the invitation of Africa Education Trust-Nairobi office and Kenya Institute of Curriculum Development (KICD). This increased opportunities for MTE replication outside Uganda.

Case study: Inspired by the MTE project: A story of Ayile James a P.1 teacher at Padrombu P/S Koboko District



Ayile James is a P.1 teacher at Padrombu P/S, Lobule S/c, and Koboko district. Padrombu is one of the schools under the MTE project. Ayile believes that the MTE project has inspired him to create and use variety of instructional materials in Kakwa in his class. **“Before the MTE project, I was silent in using mother in the class and I did not have any moral in developing instructional materials, My class was empty without any visual learning aids because I have never been trained in using mother tongue”, Ayile recalled.** He says under the MTE project, he has been trained in Instructional Materials Development in Local Language, creative teaching ideas, Tips on classroom instruction using Local Language, interpretation of thematic curriculum which has now boosted his morale in teaching in local language. **‘ I have put in to practice the skills and knowledge I got from the trainings to create variety of instructional such as simple fables, syllable dice, syllable wheel, letter, number, picture cards, word family chart,, I have also innovated other materials such the picture and word video and rhyming word sound” a visible happy Ayile said.** He says his class is now rich with instructional materials making learning to read so enjoyable and fun for the children. Ayile is calling other teachers from the neighbouring schools to pay exchange visits to Padrombu to come to share his experiences



2. Literacy Training in Families (LITFAM)

This was a one year project implemented in 8 districts in Northern Uganda and West Nile and aimed at increasing household lighting through provision of solar lamps so as to increase reading skills among children and their parents.

“The combined effect of provision of tangible educational items and training of the school management committees (SMC) positively impacted not only on children’s reading and numeracy but also the parents as well as the community school leaders playing their roles in the education” Litfam Evaluation report 2014.



3. Strengthening Knowledge and Instruction through Local Languages (SKILLS);

This was implemented in Gulu and Adjumani districts of Northern Uganda and West Nile respectively from July 2013 to June 2014. It introduced ICT skills to Primary schools and improved teachers access and use of information through emails. The skills and knowledge acquired by teachers is noted in shared scheming, lesson planning and improved continuous assessment of learners. (SKILLS end of project evaluation)

Work with partners to influence and contribute to national policies.

- At National level: The experience of implementing LABE’s projects such as RARE and Mother Tongue Education Projects lessons learnt have been shared at National level through the MOESTS working groups such as Basic Education Working Group (BEWG), early Childhood Education (ECD) and Teacher Instruction and Training Education (TIET). LABE has continued to be a reference point on issues of early learning, parental involvement and mother tongue and is constantly being consulted.
- Key impacts of our work with Area District Language Boards, CCTs, school teachers and parent educators at the districts and at community level contributed to the appreciation and raising awareness of the benefits of Mother Tongue education as well as the ECD especially in the marginalised post conflict areas of Northern Uganda and West Nile.

- There is increased awareness among district leaders, teachers and parents about the value of using local languages in children’s education. This has been achieved through intensive work with local language boards, radio talk shows and annual events like the Mother Tongue Day celebrations.
- LABE continued to rally other civil society organisations to promote mother tongue education through Uganda Multilingual Education Network (UMLN) with significant successes like the launching of Adult literacy policy. Members range from national NGOs, Cultural and literature associations and international organisations.

Looking forward 2015/2016

Driven by our vision of “a literate, well-informed and prosperous society able to participate fully in its own development” LABE is immensely proud of this year’s achievements, but also takes cognizance of the much still to be done in the marginalized communities of northern Uganda and west Nile recovering from decades of armed conflict.

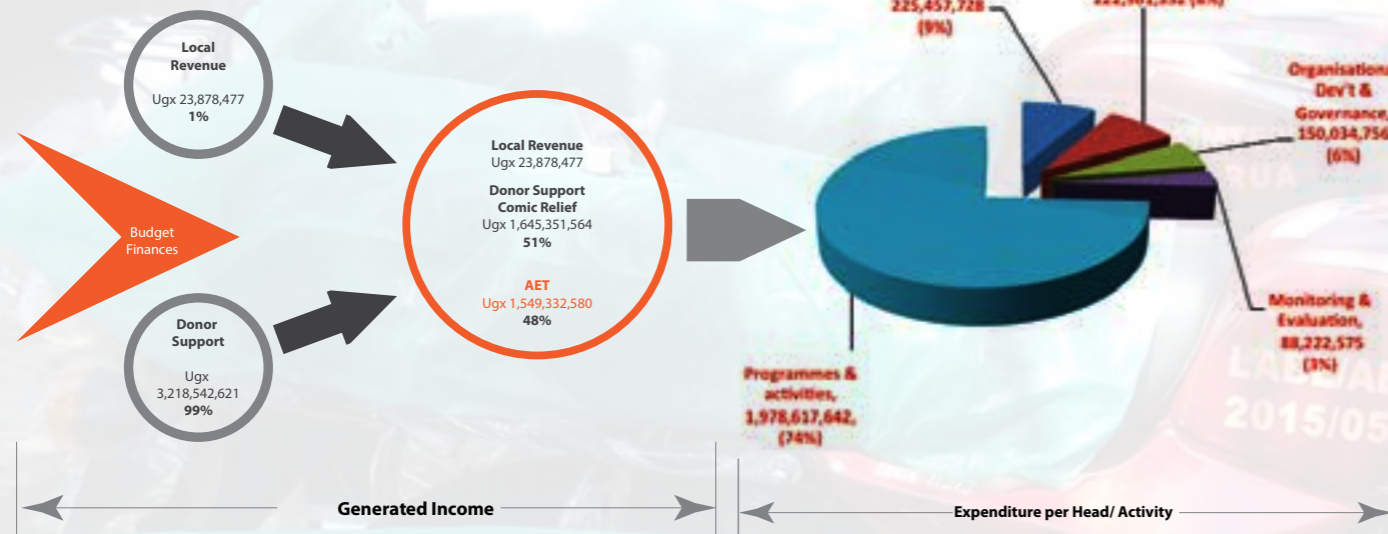
Looking ahead 2016, we’ll:

- Continue to improve the execution of current programmes that raise LABE’s profile and credibility.
- Develop, refine and implement programmes that are in line with government’s policies and priorities in basic education.
- Aspire to be successful in providing professional development that will ensure LABE develops a stable, highly qualified staff and motivated staff that actively fulfills the organization’s mission.
- Scale-up quality basic education programs/practices that help in the effective implementation of government basic education policies.
- Develop and implement fundraising strategies – keep current and attract new donors
- Develop and disseminate LABE’s 2016- 2020 Strategic plan
- Conclude and disseminate findings of the Tracer Study Research Report



Financials 2014/2015

Where our money came from?



Allocation by Sectors

How our money was utilized?

Financial High lights 2014/2015

There was a noticeable increment in revenue by 44.9% from projected 2,220,501,625/= during the year; resulting from approval & implementation of a new project ID:172887 (MTE2) supported by AET.

There was a decline in non restricted funds this financial year; a decline by 83.1% from 141,587,645/= in 2013-2014 to 23,878,447/=. This is caused by a shift in strategy from local income sourcing -concentrating, dedicating, devoting, balancing time mainly on new & continuing projects.

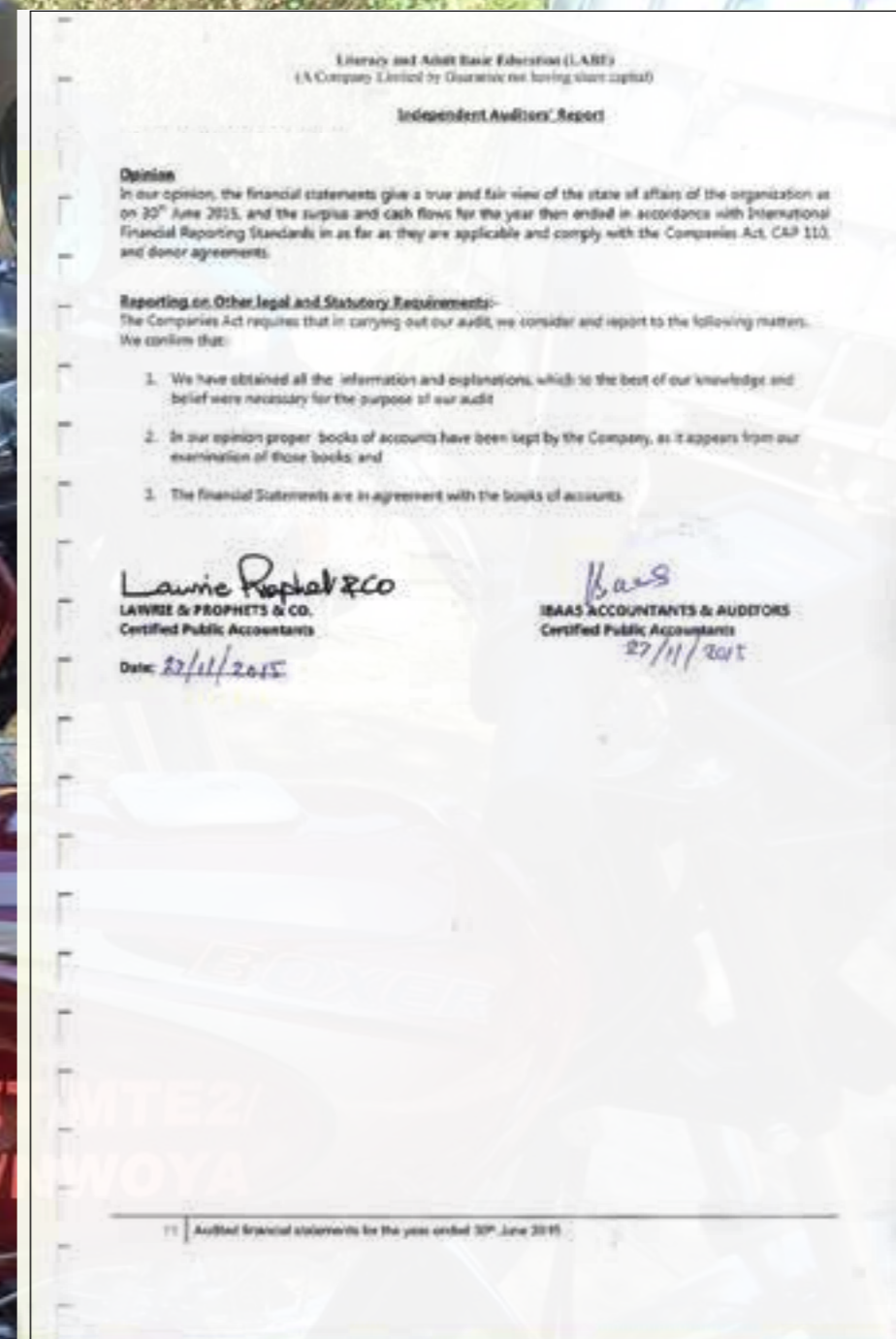
The increment in exchange rates gains of 74.06% arose from the turbulent fluctuation of shillings arising from inflationary tendency during the year.

Expenses increased by 8% from 2,461,012,126/= the previous year to 2,665,294,033/= in 2014/2015.

We continue to appreciate the financial support (and in kind) from all our partners particularly Comic Relief, Africa Education Trust to mention but a few – whose input has made it possible for LBE to achieve its strategic objectives.

The accounts have been examined by external auditors and can be viewed on LBE website: www.labeuganda.org.

Joseph Kaaya, Head of Finance



Literacy and Adult Basic Education (LABE)
 (A Company Limited by Guarantee without share capital)
 STATEMENT OF FINANCIAL POSITION AS AT 30TH JUNE 2015

	Notes	2014/2015 Ushs	2014/2015 Equiv £	2013/2014 Ushs
A NON CURRENT ASSETS:				
Property and Equipment	4.0	444,567,326	£ 106,280	423,285,534
Total Non Current Assets		444,567,326	£ 106,280	423,285,534
B CURRENT ASSETS:				
Receivables	5.0	74,533,693	£ 17,810	28,550,210
Prepayments	6.0	42,166,514	£ 10,080	38,028,545
Bank and Cash Balances	7.0	1,217,905,003	£ 291,196	818,157,813
Total Current Assets		1,334,605,470	£ 319,055	884,734,574
Net Assets		1,779,172,796	£ 425,334	1,308,020,108
FINANCED BY:-				
EQUITY AND LIABILITIES				
C EQUITY:				
Capital Fund	8.0	444,567,326	£ 106,280	423,285,534
General Fund	9.0	26,889,443	£ 6,428	63,524,635
Total Equity		471,456,769	£ 112,708	486,810,169
D CURRENT LIABILITIES:				
Restricted Funds	10.0	1,225,354,373	£ 292,937	785,563,237
Payables and accrued charges	11.0	82,808,902	£ 19,811	35,646,702
Total Current Liabilities		1,308,223,275	£ 312,748	821,209,939
Total Equity & Liabilities		1,779,680,044	£ 425,455	1,308,020,108

The notes to the accounts on pages 15 to 28 form an integral part of these financial statements.

These financial statements were approved by the Board of Directors of Literacy and Adult Basic Education (LABE) and were signed on its behalf on Wednesday 25th November 2015.


 Ms Rose Agol
 Chairperson


 Mr Dick Francis Tumusiime
 Treasurer


 Ms Soellah K. Tumwebaze
 Executive Director



Governance and staffing issues



Capacity building session by Adrienne Gregory of AET at City View Hotel Kampala May 2015

Human Resource: In the course of the year five new programme officers joined LBE, Emma Omoding- Amuru, Herbert Ojul- Nwoya, Patrick Anebo -Arua, Betty Topaco Miriam –Gulu and Afedra John Robinson Yumbe to boost MTE2. We benefited from the services of Ms Rachel Nalumoso a volunteer from UK. She worked with Koboko Language Board as well as promoting ICT in schools.

LBE Staff have had trainings in different areas tailored to the unique nature of the projects undertaken including:

- Mother Tongue education Pedagogy by AET
- Monitoring and evaluation Techniques
- Basic skills in Finance and reporting
- Women in leadership

Board members



Rosie Agoi
Chairperson
Asst. Secretary
General UNATCOM



Ebulu George
William
World Vision,
Uganda



Grace Alupo
Lecturer Kyambogo
University



Sarah Ali
Founder & Patron of
Adjumani Women
Association



Dick Francis
Tumusiime
Director, DIFRA
Language Services



Resty Muziribi
Assistant Commissioner
Pre-Primary, MoES



Prof. Jassy Kwesiga
Patron

Kampala staff



Stellah K.
Tuwebaze
Executive Director



Godfrey
Sentumbwe
Head of Programmes



Humphry Muhangi
Fundraising &
Partnerships Manager



Joseph Kaaya
Head of Finance



Rose Adong
Administrator



Emma Adengo
Office Assistant

West Nile Staff



Joyce Nairuba
Team Leader



Lawrence Dumba
Driver



Reima Amandru
Programme Officer
Koboko



Jimmy Geriga
Programme Officer
Adjumani



Drani Vick
Programme Officer
Koboko



Micheal Maniba
Programme Officer
Adjumani



Taban Ali
Programme Officer
Yumbe



David Andama
Programme Officer
Arua



Anebo Patrick
Programme Officer
Arua

Northern Uganda staff



Simon Mukula
Monitoring, Eval &
Learning Manager



Emmanuel Omoding
Programme Officer
Amuru



Opio Richard
Programme
Officer Nwoya



Ojok Emmanuel
Task Staff Gulu



Joy Oroma
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Collin Wokorach
Driver



Herbert Ojul
Programme Officer
Nwoya





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