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About LABE

Our Vision

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

Our Mission

We exist to promote literacy practices and increase access to information—particularly among women and children in local communities—in order to effectively demand and protect their rights.

We aim to:

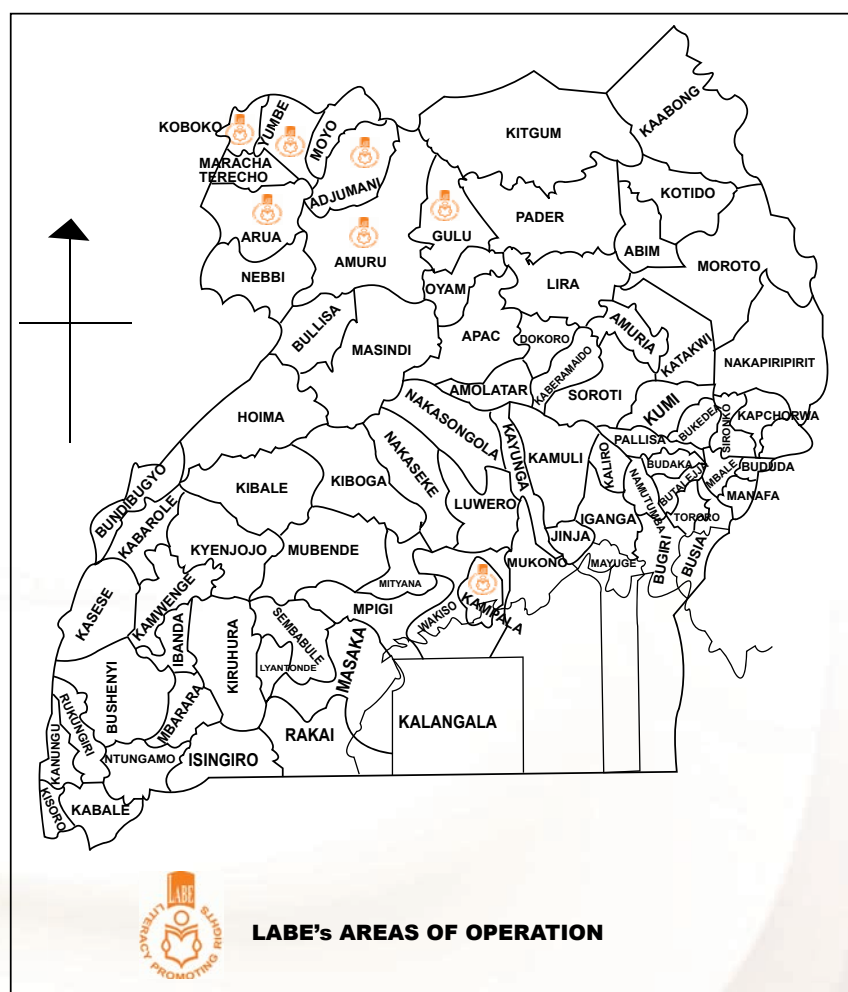
- Provide effective and demand-driven literacy services to women in local communities, integrating a human rights' approach.
- Promote and strengthen community participation in primary school education.
- Strengthen non-literate women's participation in national civic education program activities.

Our values

- We strive towards women's empowerment and universal education.
- We value partnerships.
- We are responsive to the needs of the communities in which we serve.



LABE's Areas of Operation at a Glance



EDUCATION AND LITERACY PERFORMANCE INDICATORS

District	PLE Division 1 Scores - 2008		PLE Division U Scores - 2008		Literacy (18 years above)
	Girls	Boys	Girls	Boys	
Adjumani	4	20	334	353	61%
Amuru	0	1	434	552	54%
Arua	12	40	1034	992	62%
Gulu	16	72	662	791	54%
Koboko	1	17	111	167	62%
Yumbe	0	2	257	293	52%

Source: UNEB PLE Results 2008 and Uganda Human Development Report 2007.

Welcome note from LABE Director.

It is with great pleasure that I present the annual report detailing the activities under taken by LABE in Northern Uganda and West Nile regions for the year ended June 2008. It has been a busy year, not without challenges, and I am proud of what the team has achieved.

Some of the achievements in 2008 include the expansion in staffing. LABE is fully established in each of the six districts of operation. Each district has got a full time resident staff- sourced from the district. So our resident staff have clearer understanding of the local language, community dynamics, values and challenges.

LABE's Family Basic Education (FABE) approach has facilitated quite a number of girls who had formally dropped out of school and got married to re-join school. This gives us joy and gratification to witness lives of children, the poor and the marginalized being changed through our intervention.

LABE is one of the leading organizations in Uganda that has been able to blend children education with parents' education. Children enrolment and participation of parents as children's co- teachers is higher and consistent in schools supported by LABE in each of the 6 districts. Our approach in mobilizing parents for children's education through school management committees, women pressure groups and religious institutions has proved worthy.

The year ahead has new challenges that we shall address. LABE's 2005-2009 strategic plan will be reviewed and a new one developed. Two projects will be proposed and marketed to the donors. The focus of these projects is strengthening mother tongue education and Sexuality reproductive health rights education. All these are aimed at increasing children learning outcomes and parental involvement in children's education.

At governance level, we witnessed the departure of our board chair Mr Basilio Okello who left World Vision Uganda to join World Vision Ghana. We wish him good luck in his new position.

I therefore take this opportunity to add my appreciation to the main donors (Oxfam Novib & DFID) and partners, without them we wouldn't have achieved what we have been able to do. Special appreciation goes to Ministry of Education and Sports for providing us with an enabling environment to carry out our work in schools. The support of the local governments is highly recognized and appreciated.



Stella Keihangwe Tumwebaze
Director, LABE

A message from the Chairperson, LABE Board

As one of the non-governmental players in the educational landscape of Uganda, LABE is committed to the education of adults and children to improve their lives, enable them take advantage of opportunities and make a meaningful contribution to their society.

Addressing gaps and needs in the program, LABE has kept on expanding with more innovations and accomplishments that have been progressively improving the living conditions of communities and providing opportunities where women and children can enjoy their rights.

The foundation of LABE's education program lies in the experience, motivation and skills of its project team. A primary characteristic of this team is the principled belief that what they do makes a difference. The high level of commitment and talent in the team is also very evident. As a result LABE enjoys very strong visibility, respect, recognition and acceptance among a wide range of actors in education.

Like previous years, 2008 has been a great year with LABE. There were a number of successes. In July 2008, LABE successfully concluded the 3 year- Oxfam Novib funded project. The project report indicated that between 2005-2007 in 6 districts of Northern Uganda and West Nile, 1599 girls who had dropped out of school for one year (10% non attendance) returned to school and completed all 3 classes of p.1 to p.3.(Refer to case studies 1-4 in this report).

As a result of this achievement, additional funding has been secured from Oxfam Novib and National Postcode Lottery (NPL) both from Holland to extend the programme for 3.5years in Gulu and Amuru districts.

LABE was also awarded 2 certificates by Uganda Program for Human and Holistic Development

(UPHOLD) in partnership with USAID for having successfully implemented UPHOLD supported activities from 2005 - 2007 in Bugiri and Yumbe districts. The programme aimed at improving the educational performance of pupils through increased parental support as well as improving parents literacy skills in order to follow up the many literacy tasks that are inherent in their children's schooling; making sense of report cards, communicating with teachers and understanding information in children's text books.

I feel humbled and challenged as I take this responsibility as the Board chairperson. I do reckon that a strong foundation has been laid by my predecessors and the LABE team. Our role as a board still remains to ensure that LABE's good work continues to progress. On behalf of the LABE Board, I would like to pledge to remain committed to LABE's Mission and Vision.

We look forward to continued support in 2009.



Mercie Blanche Onyut
Chairperson, LABE Board

Governance

Board members



Mercie Onyut
Coordinator, Norwegian Refugee Council
Chairperson



Rosie Agoi
Education Officer - UNESCO



Alexander Thongom
Institution Development
Officer, World Vision



Sarah Ali
Founder and Patron of Adjumani
Women Association



Resty Muzibiri
Assistant Commissioner
Pre-primary, MoES



Dick Francis Tumusiime
Director, DIFRA Language
Services



Mary Kulabako
Lecturer, Kyambogo
University

Programmes Implementation

In line with LABE's 2008 work plan, the following activities were implemented in the 6 districts of Northern Uganda and West Nile regions. These were implemented in partnership with parents, school policy makers, teachers and children at different levels.

Project activities undertaken in 2008.

Home-school communication:

Activities undertaken aimed at promoting communication between parents and teachers regarding children's schooling activities. Some of the activities conducted included;

- Supporting parents to attend parents- teachers meetings, school open days, school sports and music festivals.
- Training parents in monitoring children's school attendance.
- Facilitating teachers exchange and learning visits.
- Trainings School Management Committees in school funds tracking.
- Training women pressure groups to monitor girls' learning processes.
- Supporting parents to monitor and follow up on teacher attendance and performance.
- Encouraging parents to attend school meetings.

School based involvement

Aimed at promoting parental involvement in planning learning activities with teachers. The activities included the following;

- Preparing parents to take up roles on school management committees through mentoring sessions.
- Supporting parents to produce supplementary materials for use in pupils classes.
- Training parents as co- teachers of their children.
- Supporting parents to enroll in literacy classes and attending joint learning sessions in pupils classes.
- Supporting school management committees quarterly review meetings.

Home based involvement.

These include activities aimed at promoting emergent literacy, early childhood development and parenting education in a home setting. Specifically, the following activities were undertaken;

- Giving parents information to prepare children's readiness for schooling through provision to children of adequate nutrition and good care for brain development. This was done through parenting education in adult literacy classes.
- Parents instructed about children's learning progress and classroom behavior.
- Supporting parents to help children with home work.
- Training parents in child to child learning facilitation.
- Supporting mothers' pressure groups to carry out girls' guidance and counseling sessions.



Home Learning corner: Yumbe District

Strategies for achieving the work plan

Project activities above reflected the following strategies, **training** teachers, **broadening** the literate environment through provision of local language materials, **boosting** parental and a family involvement in girls' schooling, **strengthening** local government ability to properly provide quality education for marginalized children.

New Projects Briefs

“Learn to Live”

LABE successfully completed a 3 year project called Strengthening Women and Girls’ Education project in Northern Uganda. The project was funded by Oxfam Novib covering the districts of Gulu and Amuru in Northern Uganda and Koboko, Yumbe, Arua and Adjumani in West Nile. It was evaluated in March 2008 and came to end in July 2008. With matching funding from National Postcode Lottery and Oxfam Novib both from Holland, a new project “Learn to Live” has been developed to extend the lessons learnt from the previous project. The project covers 50 schools from Gulu and Amuru and will run till July 2011. The project aims to improve access to quality education both formal and non formal; improve educational performance among the children, retain skills and raise the number of primary school graduates among the most marginalized groups from Gulu and Amuru districts.

The beneficiaries of this project are those children, young people and communities who are the most vulnerable and marginalised in Northern Uganda. These were living and still live in camps for internally displaced people, belonging to families with very low asset-bases. Particularly disadvantaged groups include: child-headed households, families with absent or disabled parents.

Expected results

- 300 parent educators trained to co-teach with 100 teachers in children and parents only classes.
- Increased literate environment at family level with each family equipped with a story bag containing local language instructional and learning materials such as booklets, flash cards, posters and games for children.
- Increased parental and family involvement in girls’ schooling through joint and parents-only classes for 3,000 parents, established home learning corners which are equipped with basic reading, writing and numeracy learning materials.
- Strengthened advocacy for children through strengthened capacity of women pressure groups to lobby for quality education for marginalised children, monitor girls attendance, follow up homes with children not in school, retrieving and re - integrating girls to school especially those who had formerly dropped out and got married at early age.
- Increased capacity of higher achievers’ women to offer inspirational model sessions among the girls to enable them set life goals and plan to achieve them. Through this, girls value themselves and strive to attain their set goals. The model sessions are held twice a term in each school.



Parents' - children Joint Learning Sessions

Sexual Reproductive Health and Rights (SRHR) Education

In order to address the high prevalence of gender discrimination, inadequate reproductive health resources and HIV/AIDS Ugandan communities, Literacy and Adult Basic Education (LABE) has been working with its counterparts to initiate a process of mainstreaming sexual reproductive and gender education. With technical assistance from the WPF and Oxfam Novib and partnerships with Health Rights Action Group (HAG), Forum for African Women Educationalists Uganda (FAWEU), Community Empowerment for Rural Development (CEFORD), Agency for Cooperation and Research in Development (ACORD), Uganda National Teachers Union (UNATU), the World Population Foundation (WPF), Building Resources Across Communities (BRAC) and School Net-Uganda, LABE has been at the forefront of the Sexual Reproductive Health education movement.

Principal Target: Mainstreaming the prevention of SRHR problems including HIV/AIDS, in ongoing education programs.

The SRHR project is one of the major components of LABE's mission to promote a literate and well-informed society by incorporating a human-rights approach to women's education in local communities as well as strengthening community participation in primary school education.

LABE has discovered disturbing trends in female drop-out rates over the course of several years working with primary schools in Northern Uganda. The national completion

rate of primary school is 48 percent, compared to 20 percent in the Northern regions of Uganda. The high drop-out rate is due to several factors, including early and forced marriages, early or unwanted pregnancies, and AIDS/HIV infection and complications.

LABE's holistic approach of educating children AND their parents has allowed a greater family role and awareness of SRHR. LABE's initiative aims to build parental involvement by providing necessary and often-neglected guidance and counseling services.

By building SRHR education of young people and their parents in Northern Uganda, LABE aims to reduce the factors that lead to dropping out of school, while equipping the members of these communities to handle individual sexuality, SRH risks and challenges in a positive way.

LABE will use the Situation Analysis survey results to design a SRHR intervention, which will be integrated within the Family literacy project. Presentations, lectures, advocacy activities, and SHRH mother-child discussion sessions will be included within LABE's SRHR initiative.



Focussed Group Discussion SRH&R Study in West Nile

Girls and Women's Education in Northern Uganda outcomes

Case Study1: Queen Amida, 18 years old, Cwero IDP Camp, Gulu District

Orphaned at early age of aged 2, Queen Amida was sent to live with her grandmother in the Moyo District. When she was seven years old, she was pulled out of school by her aunts for domestic chores. For the next ten years, Queen did not attend school and worked in the fields. She wished to go back to school, but due to lack of support and poverty, she could not. When her grandmother died, she stayed alone in a room and continued to work.

When she was 16, Queen met a soldier from the Cwero Internally Displaced Persons (IDP) camp in Gulu district. He took her as his wife and invited her to live in the IDP camp. He accepted that she would go back to school, however during the next two years, his military duties left her alone in the IDP camp.

In addition to helping Queen with basic supplies and access, LABE works with the Legkwo Women's Group, a 32-member women's pressure group who since 2002 have been counseling girls on the importance of education. Members of the group have been taught to read and write by LABE, and have become empowered within the community. Although she is alone, the group mentors Queen and has become to her like another family.

Says Queen, "Now I want to be a nurse or a judge. I want a better future."





Case Study 2: Chandra Afisa, Yumbe District

When LABE facilitated the formation of a literacy and numeracy education group for 30 non-literate mothers in the village of Angwa in Yumbe District, Chandra Afisa, a 35-year-old mother of four school-age children signed up. “I went from the darkness into the light,” says Chandra, whose education stopped at P3 after the war displaced her and her family to Sudan. Her parents could not afford school fees and she married at a young age. Inspired by her education, Chandra enlisted the help of LABE to create a home learning center inside her home. Today she not only holds daily afternoon classes for her children, but also for anybody in the neighborhood who wishes to join. If there is a child in the community who is not going to school, she approaches the parents to discuss the matter.



Case Study 3: Harriet Lekunu, Yumbe district.

With the help of LABE, Harriet Lekunu from Yumbe district has returned to school after having a baby. Her mother watches the baby while she attends classes. “LABE is the reason why I went back to school,” says Harriet.



Case Study 4: Paula Ederu, Arua District

Paula Ederu has spent all of her life in the village of Wandu in Arua for the last 15 years. She enjoyed going to school and playing with her eight brothers and sisters. Her dream has always been to become a primary school teacher. At the age of 15, she was forced to drop out of school due to a pregnancy. Over the next year, when it was discovered that she was not returning to school, of LABE field staff and the headmistress of her former school came to her home to discuss going back to school with her and her parents. As it turned out, Paula’s dreams were still the same: to become a primary school teacher. Her parents were eventually convinced of the merits of going back to school. With the help of LABE, Paula Ederu is currently completing P7.



LABE Evaluation March/May 2008.

LABE contracted a team of 2 consultants; Mr Warren Nyamugasira from Uganda and Ms Snoeks Desmond from South Africa, to conduct the evaluation exercise of a 3 year (2005/2007) Oxfam Novib funded project in Northern Uganda.

The evaluation focused on the progress of the activities and how these impacted on the education of children in post conflict Northern Uganda.

The evaluation assessed the following;

- The extent to which the planned project outcomes and outputs have been achieved.
- The effectiveness and appropriateness of the strategies employed to encourage child enrolment, retention and performance
- The effectiveness of LABE's governance procedures and how it might develop.
- Identify and recommend opportunities and strategies for future girl child education projects development
- Recommend synergies and possibilities of replicating current programme in other areas as well as having to upscale programme to upper classes in the project area.

Key issues of evaluation were;

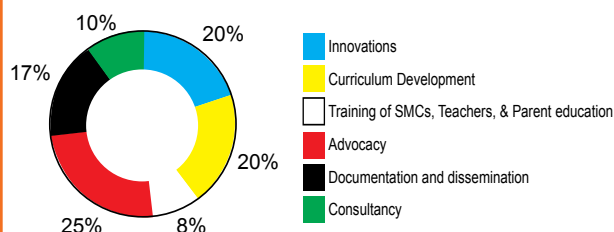
- Partnerships
- Use of literacy and literacy environment at community and home level
- Gender
- Trainings
- Advocacy role
- Governance

Recommendations.

While reviewing the consultant's recommendations, staff ranked LABE 6 core functions as shown below;

- Innovations-**20%**
- Curriculum development (Materials development)-**20%**
- Training of SMCs, Teachers and Parent educators-**8%**
- Advocacy-**25%**
- Documentation and dissemination-**17%**
- Consultancy **10%**

LABE 6 CORE FUNCTIONS



Evaluation meeting with LABE Board members

Following this evaluation, in summary, it was recommended that LABE reviews other programmes on family learning to continue to enrich its own programmes. This is for enabling us to refine our methodologies for rapid extension to other schools and replication by other key stakeholders in children's education.

With this in mind, we have started working hard to reduce on our role as direct deliverers of services to those concentrating on quality control, to make sure that family learning methods are properly employed.

On governance, it was recommended that LABE reviews the existing board rotational policy and mechanisms to provide greater institutional memory by keeping at least 1/3 of the outgoing board and putting in place a longer courtship period for in-coming members and keeping outgoing board members actively involved in LABE's work as promoters and good Will Ambassadors. In order to achieve this, LABE is currently reviewing its constitution to take into the consideration the proposed new thinking and future direction of LABE.

The LABE Staff

The total number of LABE staff rose from 14 in 2007 to 18 in 2008 which is 22% increase. The number of females rose from 6 in 2007 to 7 in 2008, while male staff too increased from 8 to 10 respectively.

LABE promotes equal opportunities in employing staff, however women are highly encouraged to apply given the fact that 80% of LABE's beneficiaries are women. This is intended to promote role modeling in the communities that we serve.

Left LABE



Caroline Acen
Formerly Program officer Adjumani, now with Nebbi District Local Government.

Joined LABE



Latim Anthony Fassie
Administrative Assistant Northern Uganda



Kakanyero Geoffrey
Driver Northern Uganda



Joyce Nairuba
Coordinator, UNESE



Dominica Tarakpwe
Programme Officer Adjumani



Stellas K. Tumwebaze
Director



Humphry Muhangi
Regional Manager,
Northern Uganda



Godfrey Sentumbwe
General Programme
Manager



Sauda Ropani
Programme Officer
Yumbe



Joy Oroma
Programme Officer
Amuru



Joseph Nambago
Programme Officer
West Nile



Emma Adengo
Office Assistant /
Logistics Head Office



Grace Diri Anika
Programme Officer
Koboko



Lawrence Ddumba
Driver West Nile



Joseph Kaaya
Finance Manager



Simon Mukula
Monitoring & Evaluation
Officer / Regional
Manager West Nile



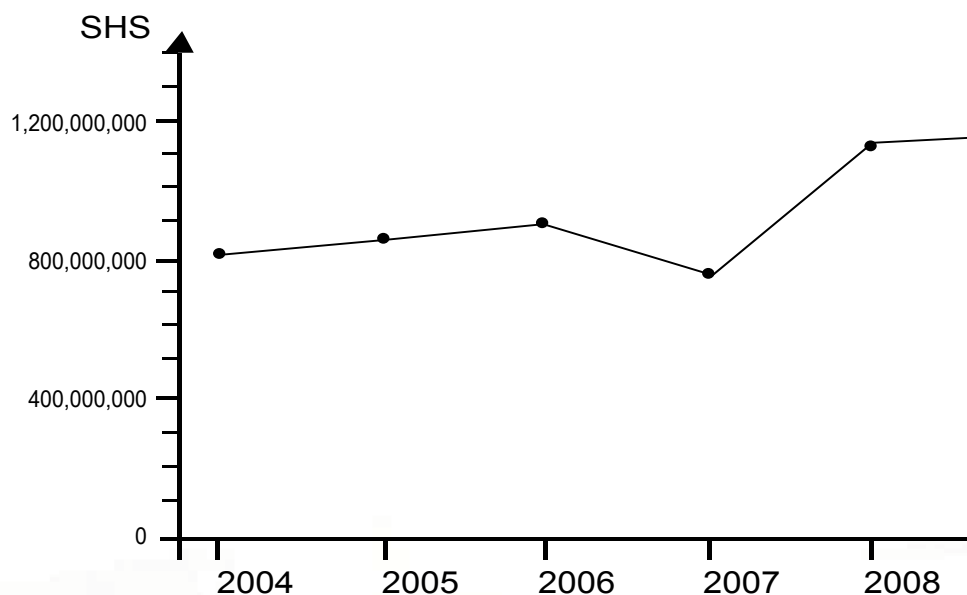
Daphne Asiimwe
Administrative Officer



Ojara David
Programme Officer
Gulu

Finance Matters

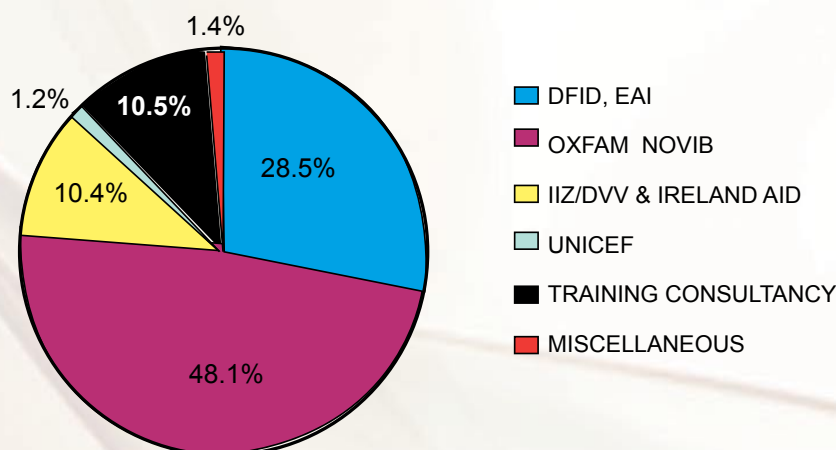
BUDGET TREND



LABE FUNDING SOURCES FOR 2008

Funding Sources	Total (shs)	%age
	Shillings	
Dfid, via EAI	338,784,000	28.5%
Oxfam Novib International	572,390,830	48.1%
IIZ/DVV & Ireland Aid	123,452,960	10.4%
UNICEF	13,964,000	1.2%
Training Consultancy	124,686,608	10.5%
Miscellaneous	16,450,313	1.4%
Total Income in Shillings	1,189,728,711	100%

PROPORTIONATE INCOME DISTRIBUTION 2008



Income Statement for the Year Ended 30th June 2008

	General Fund Shs	Restricted Fund Shs	Capital Fund Shs	2007/2008 Shs
INCOME				
A DONATIONS				
Oxfam Novib - project UGA-50294- 3886	-	323,533,724	-	323,533,724
Oxfam Novib/WPF - project UGA-50294- 6382	-	217,933,330	-	217,933,330
Oxfam Novib - project UGA-02	-	30,923,776	-	30,923,776
DFID - CN 1234	-	338,784,000	-	338,784,000
Ireland Aid & DW/IIZ Grants	-	111,500,000	-	111,500,000
UNICEF - Stay in School project	-	13,964,000	-	13,964,000
Uganda Literacy Network-LitNET	-	11,952,960	-	11,952,960
Subtotal - Donations	-	1,048,591,790	-	1,048,591,790
B Training Consultancies & others				
Finnish Refugee	14,092,000	-	-	14,092,000
Icelandic Development Agency	73,716,150	-	-	73,716,150
Mundri Relief Development Association	9,714,390	-	-	9,714,390
Sale of materials	27,164,068	-	-	27,164,068
Rental & utilities	16,450,313	-	-	16,450,313
Subtotal- Training & Other local income	141,136,921	-	-	141,136,921
Total Income:-	141,136,921	1,048,591,790	-	1,189,728,711
C EXPENDITURE:				
C1 Admin / Overheads:				
Personnel	8,852,500	188,018,647	-	196,871,147
Office running	-	108,760,833	-	108,760,833
Equipment & maintenance	-	11,212,850	-	11,212,850
Subtotal - Admin Overheads:-	8,852,500	307,992,330	-	316,844,830
C2 Capital Expenses:	18,488,400	-	-	18,488,400
Subtotal - Capital Expenses:-	18,488,400	-	-	18,488,400
C3 Core Programmes:				
C3.1 Learn & Live; Girls' & Women Education:-				
Dev't & Implementation of training Courses	-	61,218,027	-	61,218,027
Promote a Literate Environment	-	84,768,226	-	84,768,226
Joint work with Gov't & others	-	89,046,060	-	89,046,060
Advocacy	-	53,507,233	-	53,507,233
Capacity Dev't for LABE	-	40,894,871	-	40,894,871
Organisational Dev't	-	39,514,250	-	39,514,250
Monitoring & Evaluation	-	24,252,450	-	24,252,450
Prog staff	-	52,073,572	-	52,073,572
Activities for increased parental support	-	61,395,925	-	61,395,925
Logistical support to schools	-	61,683,164	-	61,683,164
Info Dissemination	-	5,306,800	-	5,306,800
Subtotal - Learn & Live; Girls' & Women Education:	-	573,660,578	-	573,660,578
C3.2 Advocacy & CSO Support:-				
Preparation activities	-	2,873,200	-	2,873,200
Increase CSO participation	-	26,509,700	-	26,509,700
Strengthen District CSOs	-	22,860,100	-	22,860,100
Support Adult Literacy Incentive schemes	-	35,807,100	-	35,807,100
Strengthen LitNET Governance	-	26,358,060	-	26,358,060
Subtotal - Advocacy & CSO Support:	-	114,408,160	-	114,408,160
C3.3 Training Consultancies	76,571,410	-	-	-
Subtotal	76,571,410	-	-	-
C3.4 Back to School Stay in School Programme:				
Support Children Debates	-	1,657,000	-	1,657,000
Termly quizzes	-	1,202,900	-	1,202,900
Support Children Discussion Groups	-	1,643,000	-	1,643,000
Popularise guidelines for girl child educ	-	584,000	-	584,000
Support Mothers' pressure groups	-	1,125,250	-	1,125,250
Disseminate termly attendance updates	-	906,500	-	906,500
Mentor SMCs	-	50,000	-	50,000
Support SMCs & teachers hold open days	-	482,150	-	482,150
Support schools develop school plans	-	1,771,500	-	1,771,500
Inter school Essay Competitions	-	178,400	-	178,400
Train Peer Pressure Groups	-	320,000	-	320,000
Inter school debates	-	377,950	-	377,950
Train Peer Pressure Groups	-	294,000	-	294,000
Counselling Sessions	-	1,693,800	-	1,693,800
Role Models & talk shows	-	280,000	-	280,000
Subtotal: Back to School Stay in School Programme	-	12,566,450	-	12,566,450
Depreciation	-	-	25,381,373	25,381,373
Total Expenditure:	103,912,310	1,008,627,518	25,381,373	1,061,349,791
Operating Gain/(Loss)	37,224,611	39,964,272	25,381,373	51,807,510
Gain on Exchange Rates variation	-	2,011,500	-	2,011,500
Surplus / (Deficit) for year	37,224,611	41,975,772	25,381,373	53,819,010
Transfer between funds;				
Capital Expenditure	-	-	15,826,400	15,826,400
Adjustments:-				
Disposal of Assets	-	-	- 7,645,979	- 7,645,979
Net Movement in funds	37,224,611	26,149,372	-17,200,952	46,173,031
Balance B/f 1.7.2007	-	- 1,925,355	94,680,792	92,755,437
Funds at 30.6.2008	6,297,422	24,224,017	94,680,792	125,202,231

