



UNBOUND
Kampala



UNBOUND KAMPALA, ICOLEW REPORT 2023/2024





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INTERNATIONAL LITERACY DAY (ICOLEW REPORT-2023/2024).

Introduction:

Through the years, Unbound Kampala has committed to contributing to community level and national development and demonstrating how our work at the grass roots resonates with the international development agenda – sustainable development goal (4) through ICOLEW program.

Integrated Community Learning for Wealth Creation (ICOLEW) is a program as well as a learning approach, designed to integrate literacy and numeracy with livelihoods and life skills. Its objective is to enhance adult learners' literacy and numeracy skills and their application for socio- economic transformation. The program was designed to contribute to Government of Uganda efforts of wealth creation by undertaking integrated learning and training strategies at household level. The program seeks to empower illiterates to participate in the development process, build and enhance literacy and numeracy skills of learners and increase access and utilization of micro-credit services. It targets non and semi literates from 15 years.

PURPOSE OF THE PROGRAM:



Largely, 40% of sponsored parents are not able to read or write at enrollment into the sponsorship program. This hinders participation in program and community activities that require reading or writing, such as, writing to their sponsored friends or planning for their benefits. ICOLEW program was therefore embraced by Unbound Kampala as a means to enhance meaningful participation of parents in personal and community activities. The program equips learners with reading, writing and numeracy skills as well as promoting livelihoods strengthening while enabling them to adopt to technological trends by using phones and seeking for information on the internet

ENROLLMENT OF LEARNERS:

Enrollment of learners was undertaken in Kyebe, Kasasa, Nabigasa and Lwanda sub-counties, Kyotera district. The learners undertake a two years' learning cycle with the learning based on local problems, issues and needs as well as national development agenda. Instruction is conducted in the local language - Luganda which is widely spoken by the learners. At the end of the course, learners graduate at various levels, ranked given their ability to grasp and apply concepts of reading, writing and Numeracy

CEG Enrollment in Kyebe, Kasasa, Nabibasa and Lwanda sub-counties.

C.E.G NAME	PARISH	VILLAGE	No. of learners	Females	Males
Bisoboka	Butiti	Kiwenda	40	33	7
Toggwamusuubi		Kabaale	34	24	10
Balikyewuunya		Kabalungi	45	36	9
Tusuubira		Kabingo	55	45	10
Atannayigayiige	Kisuula	Kisuula luteete	37	35	2
Suubi		Kisuula Bwende	43	38	5
Mukamaasobola	Bethlehem	Kkanga	28	22	6
Kisakyamukama		Luseese	20	15	5
Tukole	Kibumba	Buzindwa	31	22	9
Kwewaayo		Baloole	45	32	13
Twegatte		Kataale	35	32	3
Suubi		Kikande	32	21	11
Balitwegomba	Kannabulemu	Mujjanjabula	34	24	10
Balitwagala		Mugamba	20	14	6
Kwewayo		Mutegombwa	40	36	4
Tulyesiima		Katula	42	35	7
TOTAL	5	16	581	464	117



Ms.Namiro Safina of Balikyewuunya CEG in her poultry project



Quality liquid soap produced and packed by ICOLEW learners of Tukolererewamu CEG Baloole.

Issues Covered for Study

- Low household income.
- Human diseases (HIV/AIDs).
- Human diseases (Malaria).
- Shortage of clean and safe water.
- Rampant domestic violence Violation of children's rights.
- Scanty awareness on inheritance laws [writing of a Will; selling – buying agreements]
- Environmental degradation.
- Low quality and quantity yields in coffee, Vanilla & banana
- Low returns on animal keeping.



ICOLEW Learners getting skills in book binding.



Ms. Yulita of Suubi CEG, doing her numeracy assignment.



ICOLEW learners from suubi CEG acquiring skills in making jelly.

ACHIEVMENTS:

Learners' Village Saving and Loaning Association (VSLA) schemes:

Learners undertake to save on a regular basis and as a result, they are managing functional saving and loaning schemes with a total of UGX 18,435,000 available for loaning to members. This is an increase from UGX 5,840,500 that was saved in 2023.

Progress in Village Saving and Loaning Association (VSLA)/ Cash-Round Model.

Sub county	Parish	Village	CEG name	June 2023	June 2024
Kyebe	Kannabulemu	Katula	Tulyesiima	805,000	2,016,000
		Mujanjabula	Balitwegomba	398,000	439,000
		Mugamba	Balitwagala	530,000	721,500
		Mutegombwa	Kwewaayo	320,000	616,000
	Kibumba	Buzindwa	Tukole	0	680,000
		Baloole	Kwewaayo	0	796,000
		Kataale	Twegatte	0	1,246,000
		Kikande	Suubi	0	1,480,000
Kasasa	Kisuula	Kisuula-Luteete	Atannayigaayige	276,000	1,043,500
		Kisuula-Bwenda	Ssuubi	621,000	1,557,000
Nabigasa	Bethlehem	Luseese	Kisakya mukama	1,621,600	454,000
		Kkanga	Mukamaasobola	100,000	664,000
Lwanda	Butiti	Kiwenda	Bisoboka	255,500	496,000
		Kabalungi	Balikyewuunya	131,000	339,000
		Kabaale	Toggwamussuubi	391,400	5,302,000
		Kabingo	Tusuubira	391,000	585,000
Total				5,840,500	18,435,000

There is increased household incomes and improved quality of life amongst the learners' households resulting from at-scale income generating activities that the learners set out at household and community empowerment group (CEG) level. Particularly,

- o 11 CEGs are actively involved in Liquid Soap Making
- o 5 in Bar soap making
- o 4 in Book Binding from 2 CEGs
- o 4 in Bakery (Cake, Daddies, Dough nuts, Mandaazi, Pancakes and Baggiya)
- o 1 in charcoal lighters
- o 1 in charcoal briquettes
- o 2 in Petroleum Jelly
- o 2 in poultry rearing and
- o 1 in piggery rearing



ICOLEW Learners from Kwewaayo CEG making Charcoal lighters

97 learners' households in Butiti, Bethlehem and Kisuula parishes have set up viable income generating activities having been supported with 25,470 coffee seedlings and 306 from Unbound Kampala. These have been able to implement management practices for improved yields.

Labor Pulling Leverage:

The learners' households predominantly practice farming which is capital and labor intensive. The learners have however been able to leverage on the benefit of belonging to their respective CEGs and as a result;

- 1 CEG has a routine schedule in labor pulling on their farms to ensure timely establishment and management of their gardens which guarantees year-round access to food and implementation of Sustainable Agricultural Practices (SAPs) for improved crop yields.



Learners from Tukole CEG using Labour pulling to help their member implementing Sustainable Agricultural practices in his coffee and banana plantation



Learners from Tusubira CEG using Labour pulling to help their members quickly implement good management practices in coffee farming.

- 2 CEGs have a monthly routine schedule for conducting community service per the identified need.

Food and Nutrition security

- 120 learners in Butiti parish set up vegetable gardens as a result of exposure visits to demonstration farms like St. Jude Family Project and CIDL.



ICOLEW learners of Tukole CEG using Labor pulling to work on food security.



DIC Rakai, CDO Lwanda and Chairperson Toggwamusuubi CEG during support supervision to Ms. Namakula Harriet's vegetable gardens for improved nutrition

ICOLEW Learners as Agents of positive Change in a Community

Toggwamussuubi CEG members of Butiti Parish performing community work by clearing a Community well



Members of Balikyewuunya CEG making Charcoal briquettes out of decomposing wastes through Kuuma Obutonde Bwensi project with a goal to save the environment.

CHALLENGES:

- Unfavorable Learning sites; sessions for learners that study under tree shades and for those who use formal education classrooms are disrupted during the rainy and when formal education classes resume. Temporary class structure such as tree shades are also not favorable for displaying learning materials.
- Lack of Community Learning Centers for continuity of service.
- Local Council 1 Executive as the mandated mobilizers and supervisors have not delivered to their expectation.
- Hardship in implementation of Village Action Plans (VAPs) due to inadequate support from LC1 who are supposed to link ICOLEW participants with the community.
- Men as community change agents have a low enrollment and relatively higher dropout compared to their counterparts.

RECOMMENDATIONS:

- Scale up interventions that have been effective in tackling the learners' challenges. Example, enhance mindset community-led awareness campaigns, economic empowerment programs, strengthen saving and loan schemes, promote cooperatives...
- Government should establish and gazette community learning centers for continued support towards ICOLEW learners and graduates.
- District Local Government should enhance support mechanisms towards LC 1 leaders to be able to implement Village Action Plans (VAPs) given their mandate in ICOLEW.
- LC1s should scale up community mobilization for increased learners' enrollment.
- Strengthen partnerships and undertake collaborative advocacy for improved outcomes.

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