



ADULT  
LEARNING AND  
EMPOWERMENT  
FACILITATORS

# ALEF Annual Report 2022





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**Annual report for the financial year 2022.01.01 – 2022.12.31**

ALEF, Adult Learning and Empowerment Facilitators

Organization number 802452-4681

[www.alef.org](http://www.alef.org)

# Introduction

## **Now it's happening: 3,000,000 in ALEF courses in Ethiopia!**

*I had intended to start this introduction to ALEF's thirteenth annual report by telling you that at the beginning of 2023 we have over 5,000 participants in the projects ALEF finances, and another thousand in projects where ALEF has been involved in developing course plans and teaching materials.*



*But then an email arrived from Ethiopia. Dr. Tolla, head of the Oromo provincial education authority, says that there are now THREE MILLION people participating in their adult education program and using the learning materials that ALEF developed with them in 2019.*

*This is what we've been waiting for. The ALEF method is designed to be scalable. Our ambition and our hope has always been that it will be used by major actors who can reach many people. The need is still immense. Illiterate adults are perhaps the world's largest untapped talent pool.*

*When I created the first ALEF courses together with our partners in Uganda and Congo, my vision was that at least 1% of the world's illiterate adults would participate in ALEF courses before I retired. Then there were 750 million illiterate adults in the world, so it would have been 7.5 million.*

*Now, according to the plan, there is a year and a half left until I step down as ALEF's manager. Today, according to Unesco, there are 771 million illiterate adults in the world.*

*And suddenly the goal seems quite possible to reach, at least if we move the finish line forward a few years. The cooperation in Ethiopia is a major breakthrough for the ALEF method. ALEF is now looking for financial partners who want to be involved in scaling up our capacity to carry out more such collaborations.*

*2022 was a year when the world slowly began to recover from the pandemic, a year when the entire world was affected by the war of aggression in Ukraine. Inflation, price increases, uncertainty and the horrors of war affected us all. To then be able to report that this was also the year when ALEF courses could give new vitality, new determination and new tools to thousands –millions!– of people living in extreme poverty feels like a great privilege. Thank you to all of ALEF's contributors, to our amazing partners, and to our dedicated staff and volunteers who make this possible!*

Helene Boethius, Chairperson  
Vällingby 2023-03-15

## 1 | About the organisation

The board and executive chairperson of ALEF, Adult Learning and Empowerment Facilitators, a non-profit association, organization no. 802452-4681 with headquarters in Vällingby, hereby submit the annual report for 2022.01.01 – 2022.12.31, the association's thirteenth financial year.

### Purpose and Objectives

ALEF's statutes contain the following statement about our vision and purpose:

#### § 3 Vision

ALEF's vision is to, in collaboration with local organizations mainly in Africa, give young people and adults who lack formal education the opportunity to acquire skills and knowledge so that they themselves can:

- improve their living conditions
- understand and claim their rights
- gain access to decision-making processes, community services and common arenas
- act to change the mechanisms behind oppression, discrimination and poverty.

#### § 4. Purpose

ALEF's purpose is to support in various ways work that includes basic education (literacy) for adults and young people, often called Adult basic learning, mainly in Africa, Asia and Latin America. ALEF will principally support local non-governmental organizations (Community Based Organisations, CBOs) to plan and implement projects with mother tongue-based study circles that offer basic

education to young people and adults, as well as to produce teaching materials for them.

The organization's activities consist of:

- **Expert support and training of staff**, - together with feasibility studies, planning, material preparation, follow-up, evaluations and organizational development as well as further training of project personnel.
- **Advocacy** aimed at authorities, organizations and international institutions and NGOs.
- **Financing of projects**, teaching materials and courses, etc.
- **Follow-up project** or sub-projects that directly lead to the application of basic education according to ALEF's method, e.g. production of reading materials, local libraries, cooperatives, vocational training, micro-credits, agricultural and environmental projects.
- For these purposes, ALEF will carry out **fundraising activities** aimed at the general public, as well as seek contributions from other institutions and actors.

### Board, employees and members

During the year, the board consisted of:

**Hélène Boethius** Executive Chairperson,  
Operations Manager

**Lena Islander** Vice Chair

**Lars-Åke Davidsson** Board member,  
Secretary

**Inge Pierre** Board member

**Elisabeth Sandlund** Board member

**Karin Tenelius** Board member

**Emily Tiger** Alternate

**Adam Stuijbergen Sidambah** Alternate

**Isa-Lei Moberg** Alternate

Nomination Committee: **Suzanne Fritz**,  
**Anna Vinehav**

Board meetings have been held on the following occasions during the year:

2022-01-20, 2022-03-31, 2022-06-02,  
2022-08-23, 2022-10-10, 2022-12-12.

Annual meeting was held on 2022-04-23.



## Staff

During the year, ALEF has been able to increase the number of employees, which helps to relieve the founder and executive chairman **Hélène Boëthius**. During the year, she worked on average about 80%.

At the beginning of 2022, project manager **Ebba Mörk's** (formerly Holmström) trial employment of 70% to a permanent employment of 80%. She is responsible for project management and will gradually relieve Hélène of making project visits in the field.

In October an educational consultant, **Adam Bott**, was hired on a temporary basis. Together with Hélène, he prepared new teaching materials in the Maninka language in Guinea, and began work on developing a manual for the ALEF method. Adam was previously involved as a trainee during the production of ALEF learning materials in Ethiopia during 2019-2020. In 2021, he was in charge of developing ALEF teaching materials in Kurmanji for Yezidi IDPs in Iraq. His contract was initially for 3 months but was then extended until December 2023.

A communicator, **Emelie Efraimsson**, has given a number of talks about ALEF in Västergötland during the autumn. Emelie wrote her master's thesis in 2017 on ALEF's project in Uganda, where she spent 3 months. Emelie receives a fee for each presentation.

**Annica Levenrot**, accounting economist at Ekeskog Konsult AB is employed on an hourly basis for the organization's accounting.

We also had four volunteers who helped us at the office in Vällingby: **Yazid Lyazidi**, **Behiya Baykal**, **Daddy Mulongo** and **Kenneth Rönnquist** helped with donor registration. **Kenneth Rönnquist** has also carried out printer maintenance.

## Advisory board

In 2022, ALEF recruited an "advisory board", a group of experts in the field of adult education within development cooperation.

The group's role is to give advice and use their network to promote research on, knowledge and use of the ALEF method by more actors. They will assist in updating ALEF on global trends in mother tongue-based adult education and identify important actors, trends and networks that ALEF needs to be familiar with.

The board consists of:

- **Katy Newell-Jones**, consultant in global learning and development. PhD Ecology and Development, University of East Anglia. National Teaching Fellowship, UK Higher Education Academy. Former chair of the British Association for Literacy in Development, BALID.
- **Carolyn Benson**, education expert specializing in multilingualism and minority languages. PhD in Social Work and Comparative Education, University of California, Los Angeles.
- **Barbara Trudell**, Director SIL Africa Learning & Development. PhD International Education, University of Edinburgh.

In 2022, the Advisory Board helped prepare the application to Funds for Innovation in Development and in liaising with researchers for this application. Work on the application to FID was stopped in October 2022.

## Members

At the end of the year, ALEF had 243 members (227 at the end of 2021). The majority are members by donating monthly via direct debit or bank transfer.

## 1

## The ALEF method

**ALEF's method of non-formal education for illiterate adults and young people has proven over the years to be a cost-effective way to give people living in extreme poverty the tools to start changing their lives, take control of their finances, assert their rights, give their children a good education and find ways to earn a living.**

There are very few similar programs that focus on both "empowerment" and at the same time provide basic literacy and numeracy skills to adults who lack formal schooling. ALEF has an approach that reaches the people who need the help the most, and which leaves a lasting impact in these people's lives.

A fundamental principle of the ALEF method is to always design learning materials and curricula in partnership with local organizations. The local organization is the expert on the language and culture. They understand the potential participants' way of life and the socio-economic, political, environmental and cultural challenges they face.

By participating in seminars where they make a careful analysis of participants' life situation and identify topics for discussions and texts in the course, the partner organization becomes a stakeholder in the content and design of the courses. ALEF acts as a guide, a facilitator, in relation to partner organizations, in the same way that the partner organization in turn become facilitators for the groups of adult learners in the villages and neighborhoods where the study groups gather.

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***“ALEF's approach reaches the people who most need help, and leaves a lasting impact.”***

The program is based on groups of 25 participants aged 15-45 meeting locally to converse and learn reading, writing and arithmetic based on short texts that describe situations typical of the participants' own life situation. They talk about the text, and create texts of their own based on their discussions. At the same time, they make decisions about how they can change their lives and how they should act to get out of poverty, solve problems and stand up for their rights.

The entire program consists of three courses of 6-8 months each. The groups meet a couple of times a week, for two hours each time. The groups are led by a trained group leader, and are regularly visited by a coach from the implementing organization. All programs are run by local organizations whose staff who are well versed in the language and culture.

In total, over 40,000 people have now participated in ALEF groups. The majority (about 80%) are women and girls. For many, the course has been the first step to gaining an income, becoming more equal, and being able to stand up against abuse of power and corruption. Mothers can follow up on their children's schooling, receive maternity care and ensure that the children are vaccinated. Farmers learn to plan their work and to try new methods. Many small changes lead to better lives and higher living standards.

This way of working by empowering people to lift themselves out of poverty and exclusion is both cost-effective and respectful of local cultures and people's dignity.

ALEF's vision is to make the courses available to more people, both by scaling up current projects and starting projects in new languages for some of the 771 million young people and adults worldwide who have not had the chance to learn to read and write.



**“In total, over 40,000 people have now participated in ALEF groups. The majority are women and girls. For many, the course is the first step to gaining an income, becoming more equal, and being able to stand up against abuse of power and corruption.”**



**“A fundamental principle of the ALEF method is to always design learning materials and curricula in partnership with local organizations. The partner organizations are experts in the language and culture. They understand participants' way of life and the socio-economic, political, environmental and cultural challenges they face.”**



1





## 2 | Significant events during the financial year

### Outcomes and impact

The goal of ALEF's activities is not only that people should learn to read, write and count, but above all that they should be given tools to get out of poverty, assert their rights and take their place in society. The objective of ALEF's activities is:

***“Adults who take control of their lives, economically as well as socially, engage in income-generating activities, understand and assert their rights, protect their health and protect the environment, participate in decision-making processes in the family, local community and at the national level, and use reading, writing and arithmetic to achieve those goals.”***

In order to show how our operations have achieved these goals, the results of each project are reported, as well as the impact on people's living situations. The Results section gives statistics on the number of groups and participants, as well as pass and completion rates.

***“The goal of ALEF's activities is not only for people to learn to read, write and calculate, but above all for them to get the tools to escape poverty, assert their rights and take their place in society.”***

The Results section also includes a survey that our three partner organizations carried out in 2022. The questions were asked to a selection of participants at the beginning and at the end of the course, to obtain data about changes in their life situation. Our partner organizations designed the surveys based on their respective contexts, which means that some questions differ.

In the Impact section, we focus on four sub-categories: 1) improved living conditions and reduced poverty, 2) human rights 3) strengthened civil society and democratic development, and 4) protect their health and environment. These categories, linked to the organization's goals, are an effective way to see how ALEF's projects create lasting change in people's lives and in the local community.

Learning materials based on the ALEF method are now available in seven languages in seven different countries:



## Project results

# 2

- **Ife** in Togo and Benin
- **Luganda** in Uganda
- **Mashi** in South Kivu province, DRC
- **Kikongo** Congo Central province, DRC
- **Kurmanji** in Iraq
- **Oromo** in Ethiopia
- **Maninka** in Guinea

Three projects are financed by ALEF: luganda, mashi and ife.

Since 2012, ALEF courses have been conducted with a total of approx. 40,000 participants. All participants are between 15 and 45 years old. 84% of participants in 2022 were female.

In 2022, approximately 4,600 people participated in study groups, a decrease since 2021 when the number was 6,030. The reduction is partly due to the termination of the collaboration with MCDO in Ethiopia, partly due to a lack of funding for the project in Togo.

In addition to these participants, ACDC in Congo (mashi) had 550 participants in 33 savings cooperatives. (See section below for Democratic Republic of Congo, ACDC.) In Uganda there are 36 so-called. Ex3 groups, i.e. groups that have completed level 3 and continue as reading clubs or as economic associations. These groups

operate largely independently, without formal support from CACI.

There are also 3 million participants in Ethiopia. They use the learning material that ALEF prepared in the Oromo language in collaboration with the region's education authority, the Oromia Education Bureau, in 2019.

### ***Counting the number of participants in the various projects is one way of assessing the scope of the method.***

We assume that the more people who participate, the greater the effect will be both on the participants' families and on the society where the courses take place. When a sufficiently large number of people in a given society start using reading and writing in the local language, this becomes something "normal" in society. The written language is established as a means of communication and of ensuring transactions between people. The changes that participants begin to make in their lives through group discussions and by using their newfound skills affect people around them. The greater the number of people who start to change their behavior, the more others start imitating them when they see the benefits.

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## Uganda (CACI)

**Change African Child International (CACI)** work in the suburbs around the cities of Kampala and Entebbe. They conduct study groups for adults in the mother tongue Luganda, spoken by about 9 million.

Uganda was hit hard by lockdowns during the pandemic and gender-based violence increased sharply. In 2022, society has opened up, but the consequences of the almost two-year-long shutdown are still being felt. Many young girls were raped and many students did not return to school after the corona pandemic. The economic situation has also worsened as a result of the war in Ukraine.

The number of participants in CACI's program has gradually increased in recent years, and CACI has demonstrated the ability to manage an increasingly large project. In 2022, they had more participants than ever before. CACI has strengthened its administrative capacity during the year, i.a. by starting to use a digital accounting program.

CACI already cooperates with three local associations that put staff and their established contacts in the local community at CACI's disposal. The study groups within these associations are fully integrated into CACI's project. In 2022,

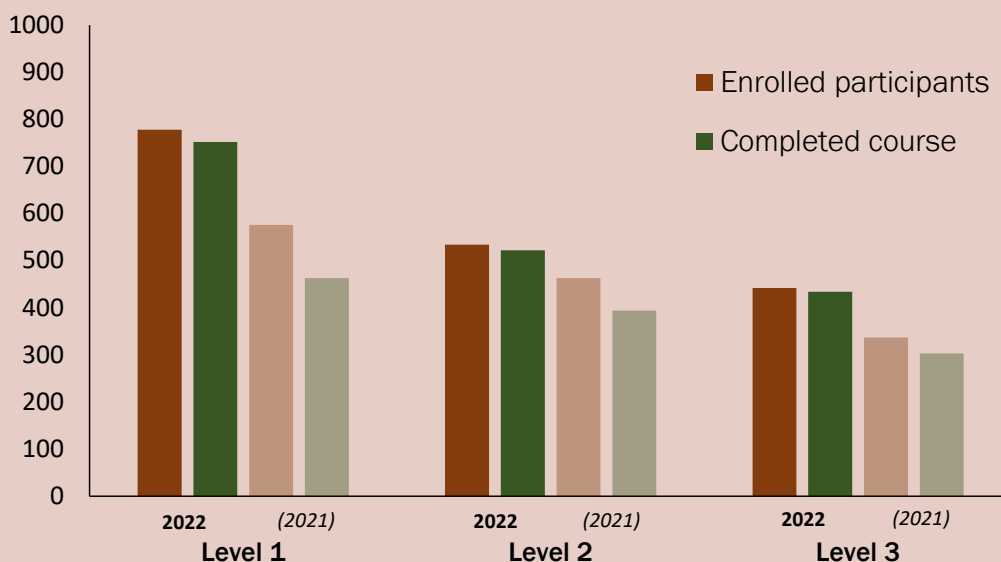


## Partner profile: Uganda

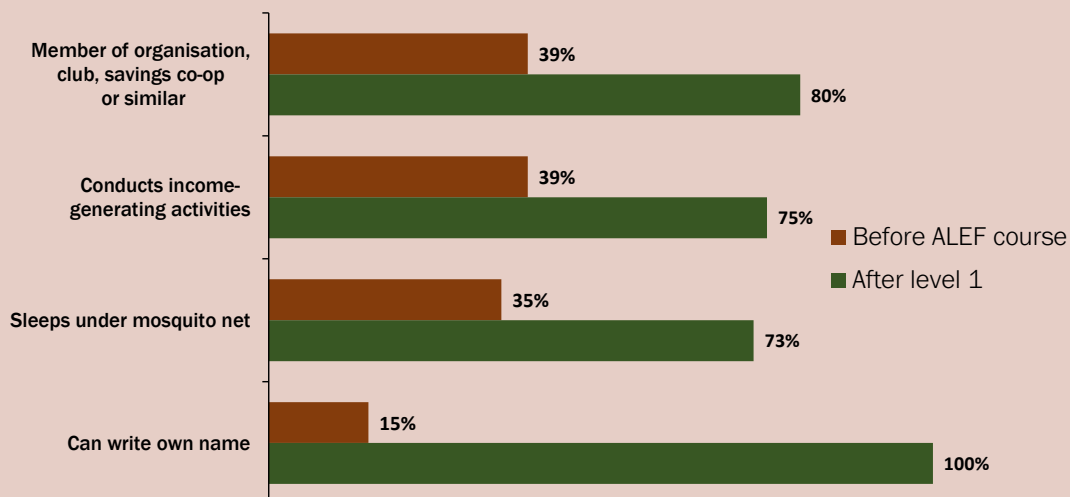
<b>Language</b>	Luganda
<b>Partner organization</b>	CACI, Change African Child International
<b>Partnership since</b>	2013
<b>Financed by</b>	ALEF
<b>Subpartners</b>	Action for Liberty and Economic Development (ALED) Kakiri Women Development Group Bellins Consulting and skilling Centre Institute for Social Transformation, IST
<b>Other projects</b>	Vocational training in sewing and crafts for young people Counseling and support for HIV/AIDS-infected people Support for children from vulnerable environments



### Participants CACI 2022 (2021)



### Survey CACI 2022



CACI started cooperation with three more associations:

- Action for Liberty and Economic Development (ALED)
- Kakiri Women Development Group
- Bellins Consulting & Skilling Centre

These associations sent staff to the group leader training. Subsequently, they have led nine groups at level 1 with a total of 220 participants. In addition to facilitator training, ALEF has paid for learning materials and manuals. CACI has assisted with some follow-up during the year. Otherwise, these three associations have managed on their own. The results from their groups are reported together with CACI's groups on page 11.

During the year, CACI and its partners conducted 73 study groups (60 in 2021):

- 31 groups in level 1 (age 22 in 2021)
- 22 groups in level 2 (20 years in 2021)
- 20 groups in level 3 (age 18 in 2021)
- The total number of participants in all groups was 1754 (1376 in 2021).
- The percentage of female participants in 2022 was 85% (89% in 2021).

***“ The survey shows that important changes occur in the participants' lives already during level one.”***

- 97% completed the course (84% in 2021).
- 89% of participants passed the final exam (84% in 2021) and can move on to the next level in 2023. Those who did not pass the test have the opportunity to retake the course.

At the beginning of the year, CACI did a survey of a sample of level 1 participants. At the end of the year, the same questions were asked to the same participants to statistically document the changes they had made in their lives. Results of the survey are shown in the chart on the previous page.

The survey shows that important changes occur in the participants' lives already during the first level of the program. They become active in civil society, improve their income, reduce the risk of malaria by sleeping under mosquito nets and have begun to learn to read and write.

## **Democratic Republic of Congo, South Kivu Province (ACDC)**

**Association Congolaise pour le Développement Communautaire (ACDC)** is since June 2022 the new name of ALEF's partner in South Kivu. They have been working for many years in the conflict-affected province in the eastern part of DRC. The Mashi language is spoken by over a million people. The language is used very little in writing and there are almost no books in Mashi.

ACDC works actively to strengthen civil society and defend human rights in Kabare and Walungu districts near the provincial capital Bukavu. During 2022, the security situation in eastern Congo deteriorated and relations with neighboring Rwanda worsened. However, South Kivu has not been affected to the same extent as the neighboring province of North Kivu.

The security situation has not affected the possibility of carrying out the project.

During 2022, ACDC has strengthened its work with the savings cooperatives formed by groups that have completed the three levels of the ALEF program. They are called "MUSO", *mutuelles de solidarité*, which can be translated as solidarity groups. These groups write their own bylaws, elect a board of directors, and learn bookkeeping. They save money together and provide loans and sometimes social support to the group's members. They also carry out joint projects and act together against local injustices and corruption. The MUSO groups are supported by a coach employed within the framework of the project. In 2022, there were 33 MUSO groups with a total of 553 participants.

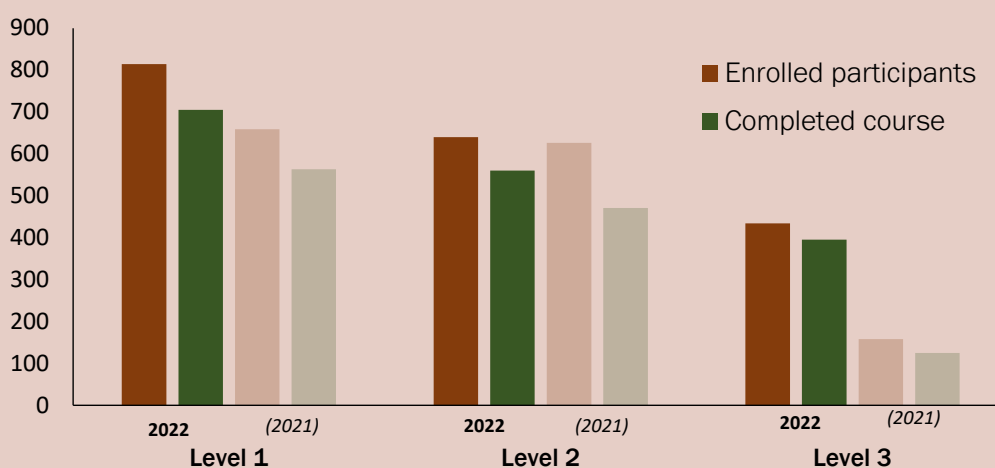


## Partner profile: Congo (South Kivu)

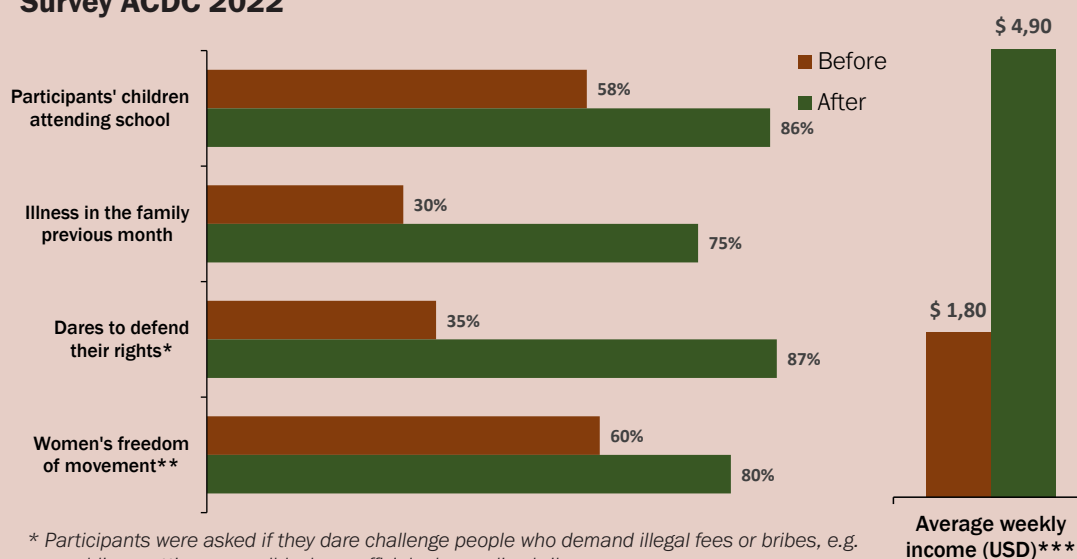
<b>Language</b>	Mashi
<b>Partner organization</b>	ADECK, Association pour le Développement Communautaire de Kabaré, changed its name in June to ACDC, Association Congolaise pour le Développement Communautaire.
<b>Partnership since</b>	2013
<b>Financed by</b>	ALEF; parts of the project were financed by a Sida grant provided through ForumCiv
<b>Subpartners</b>	ISF, CODDIMIR, ADESH, CEST and CADE (local smaller associations that receive facilitator training and learning materials via ACDC)
<b>Other projects</b>	Accelerated primary school for children from poor families

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### Participant ACDC 2022 ( (2021)



### Survey ACDC 2022



\* Participants were asked if they dare challenge people who demand illegal fees or bribes, e.g. soldiers setting up roadblocks or officials demanding bribes.

\*\* Married women are allowed to move freely without permission or company of their husband.

\*\*\* Participants' estimate

ACDC also collaborates with five local associations, ASBL (Associations Sans But Lucratif) in South Kivu, which in 2022 organized a total of 38 study groups following the ALEF method. Facilitators and coaches were trained by ACDC staff at the beginning of the year, and then conducted the study groups on their own. ACDC was responsible for some follow-up during the year and ALEF paid for facilitator training and course materials via ACDC.

During the year, CACI and its partners held 73 study groups (60 in 2021) :

- 31 groups in level 1 (27 in 2021)
- 30 groups in level 2 (27)
- 26 groups in level 3 (10)
- The total number of participants in all groups was 1888 (1443 in 2021).
- 94% of participants were female (85% in 2021).
- 88% completed the course (80% in 2021).
- 72% of participants passed the final exam (73% in 2021) and can move on to the next level in 2023.

The delays in 2020, which meant that the groups did not finish until April 2021, caused a delay for the 2021 study groups, which ended in early January 2022.

A survey was carried out to measure what changes are taking place in the participants' lives. ACDC conducted the survey among a sample of Level 1 and Level 2 participants. Results of the survey are shown in the table on page 13.

*During a training for the coaches in February 2023, we discussed the relatively low pass rate compared to CACI in Uganda, where it is 89%. The most important reason is the difference in background knowledge. Many participants in Uganda attended school for a couple of years before dropping out. In ACDC's program, most participants have never even started school. Another difference is that many of ACDC's participants suffer from post-traumatic stress after years of unrest and abuse by armed groups and the military. Some factors in the organization of the program itself were also identified, and an action program was adopted. A pre-primer for use at the beginning of level 1 was created help participants with no prior knowledge.*

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## Togo (Acatbli)

**Acatbli, Association chretienne pour l'alphabétisation et la traduction biblique en langue lfe** is an organization of the lfe people, a ethnic group of about 500,000 who live on the savannas in central Togo and Benin. In previous years there have been study groups in both countries, but in 2022 ALEF only funded groups in Togo.

Acatbli's first level uses a different method than ALEF's, but includes a discussion component based on the ALEF model developed by ALEF and Acatbli back in 2011. New learning materials for level 2 according to the ALEF method were prepared in 2016. The third level consists of two parts. In part one, participants learn to interpret documents and signs in French from schools, healthcare and

authorities, using the ALEF method. The second part of level 3 is a practical course in sustainable agriculture. The participants learn to practice their reading, writing and arithmetic skills concretely in their agricultural work, both in planning, implementing and selling the crops.

A large number of groups in level 1 and 2 were financed until 2019 by another Swedish organization. When their funding ended, a priority for Acatbli and ALEF was to ensure that all participants who had already started the program have the opportunity to complete the whole course.

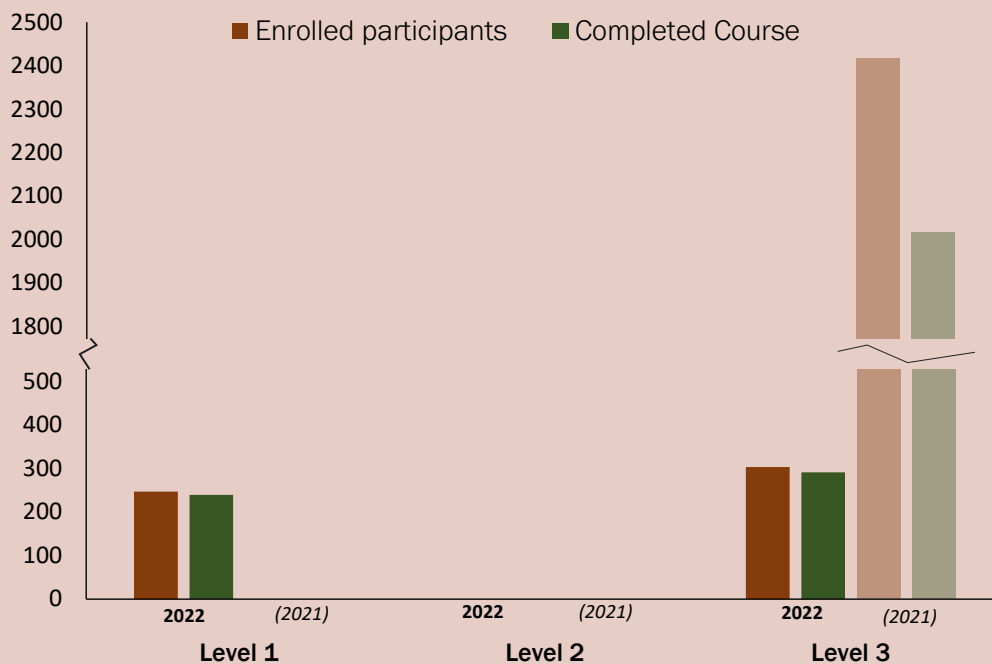
Acatbli starts its academic year in November, so that the groups have time to complete the course before the



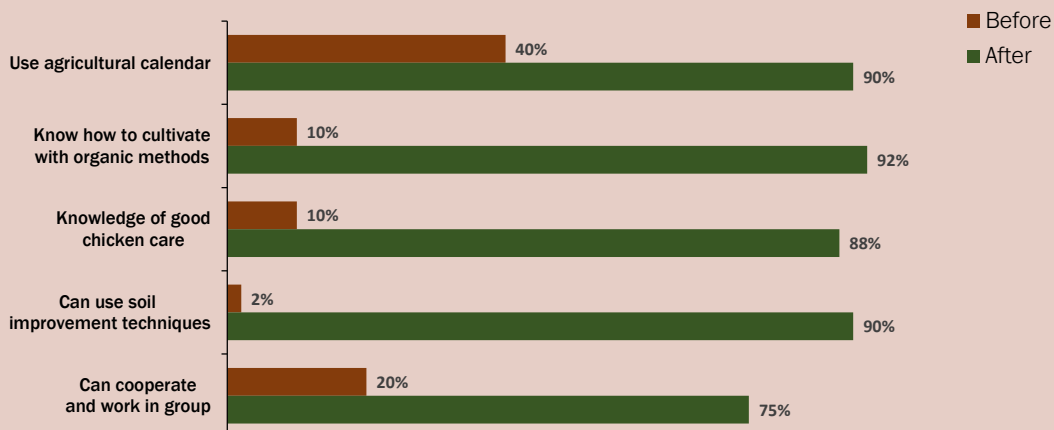
## Partner profile: Togo

<b>Language</b>	ife
<b>Partner organization</b>	Acatbli, Association chretienne pour l'alphabétisation et la traduction biblique en langue ife
<b>Partnership since</b>	2010
<b>Financed by</b>	ALEF
<b>Subpartners</b>	Seven local district organizations in five municipalities in Togo and two in Benin
<b>Other projects</b>	Agricultural project in groups that completed all three levels Bible translation Literacy for members of churches Volleyball project for youth

### Participant Acatbli 2022 ( 2021)



### Survey Acatbli 2022



agricultural work demands all their time. During the academic year November 2021 – October 2022, ALEF only managed to secure funding for a few groups:

- 10 groups in level 1 (0 in 2021)
- 0 groups in level 2 (0 in 2021)
- 15 groups in part 2 of level 3 (in 2021, 121 groups attended part 1 of level 3)
- From the end of 2022, ALEF was able to fund 40 groups in the final agricultural course, as well as 10 groups each in level 1 and 2. All these groups will be included in the annual report for 2023. There are 66

groups remaining who have not taken the last and concluding part of the course.

- The total number of participants in all groups in 2022 was 550 (2418 in 2021).
- 75% of participants were female (70% in 2021).
- 96% completed the course (83% in 2021).
- 93% of participants passed the final exam (83% in 2021) and can move on to the next level in 2023. Those who did not pass have the opportunity to retake the course.

## Ethiopia (MCDO)

**Mothers and Children Development Organization (MCDO)** carried out a pilot project with the Oromo language in Ethiopia in collaboration with ALEF in 2021. They had nine groups with 243 participants in Level 1.

During a follow-up visit in October 2021, we noted that groups were carried out as planned and money used correctly, but that there were shortcomings in administration and accounting. We worked on capacity building measures, and planned 20 more Level 1 groups for 2022 together with the MCDO.

It took until after mid-2022 before ALEF had found funding for these groups. In the meantime, we had problems in communication with MCDO, and it turned out that they would not be able to carry out the groups as planned within the

allotted time. ALEF therefore chose to ask permission from our donors to reallocate the funds to our project collaboration with Actabli in Togo, where the needs are great.

The following donor organizations were contacted and approved the reallocation of funds to Togo:

- Dahlströmska stiftelsen (50 000 kr)
- Elsa och Harry Gabrielssons stiftelse (70 000 kr)
- Emma och Erik Granes Minne, via Lindhés advokatbyrå (13 000 kr)

Private individuals who donated to the project in Ethiopia were also contacted via our newsletter about the reallocation of funds.

### Partner profile: Ethiopia

<b>Language</b>	Oromo
<b>Partner organization</b>	MCDO, Mothers and Children Development Organisation
<b>Partnership since</b>	2021
<b>Financed by</b>	ALEF (partnership terminated October 2022)
<b>Subpartners</b>	–
<b>Other projects</b>	Has previously completed projects for women with external funding.

## Ethiopia (Oromia Education Bureau)

In 2019-2020, ALEF collaborated with the government agency **Oromia Education Bureau (OEB)** to develop a teaching tool in the Oromo language, which is spoken by about 40 million people in Ethiopia. During autumn 2021, the OEB printed a print run of 500,000 copies of a revised version of the teaching material for use

in its adult education program. Dr. Tolla Berisso, director of OEB, writes in an email in March 2023 that the materials are in use throughout the region for c. 3 million participants.

*ALEF is planning a follow-up visit in April 2023.*

2

## DRC, Congo Central Province (CEC/BPAD)

ALEF collaborated during the period 2018-2021 with a group of congregations within the Equmenia church and their local partner PRODAK within the CEC church to produce teaching materials in Kikongo. Materials for three levels were produced, and a program with six groups in each level was started in the municipality of Wombo. The project has been financed since 2022 by funds from Sida through Equmenia's collaboration with BCPAD, the CEC church's aid organization. We receive no reports from the project, but have indirectly received information that the study groups continue successfully.

At the beginning of 2023, ALEF was contacted by BCPAD, who told us that they greatly appreciate this project, and see its value in giving the participants the capacity to develop entrepreneurship and escape poverty. They therefore plan to expand the program to nine districts in their area of operation from 2024.

### Partner profile: Congo Central

<b>Language</b>	Kikongo
<b>Partner organization</b>	The project is administered by BCPAD, aid organization for CEC congregation, Communauté Évangélique du Congo.
<b>Partnership since</b>	2017
<b>Financed by</b>	Equmenia Church in Sweden with Sida contribution via the Swedish Mission Council
<b>Subpartners</b>	–
<b>Other projects</b>	Agricultural development, several large projects with Equmenia.

## Iraqi Kurdistan (Joint Help)

In autumn 2021–summer 2022, **Joint Help** (formerly Joint Help for Kurdistan) conducted a level 1 ALEF course at Bajed Kandala IDP camp as a pilot project. The participants belong to the Yezidi people, a Kurdish-speaking ethno-religious minority that has been subjected to ethnic cleansing and mass murder by the Islamic State.

This is the first use of the ALEF method in a refugee camp and the first time that ALEF teaching materials have been produced in a non-Latin script.

Due to strict covid restrictions, Joint Help had to reduce the number of participants and postpone some groups, so that the pilot project ended in July 2022 instead of March as planned. In total, Joint Help and their sub-partner Hand für Hand conducted five study groups:

- 5 groups in level 1 (of which 1 was run by sub-partner Hand für Hand).
- 92 participants started level 1 of which 80 completed the entire course.



## 2

- 100% of participants were female.
- The percentage who passed the final exam was 95%.

Participants reported that they would like to meet between lessons to practice reading together and continue the discussions, but that cultural norms and living conditions at the camp made it difficult for women to get together. Joint Help bought prepaid cards so that the participants with access to a mobile phone could keep in touch via Whatsapp groups.

At the end of the course, detailed follow-up interviews were conducted with a selection of participants to understand their motivation for taking part and how the course's impact on their lives. 92% of respondents experienced positive changes as a result of the course and intended to continue to the next level. The most common life improvements mentioned were (1) increased independence in everyday life: they could now do things on their own where they previously had to turn to their husband or neighbor for help (2) being able to use a phone to keep in touch with family and friends.

## Guinea-Conakry (EADG)

At the beginning of 2022, ALEF was contacted by Peter and Karolina Toftgård, who since 2021 have been working with **Église Assemblées de Dieu de Guinée** in Guinea in West Africa, financed by the Huskvarna Pentecostal Congregation. They both have extensive experience in aid work, including literacy, from Mali and other countries. During their first year in Guinea, together with the EADG, they had identified literacy, in particular for Maninka-speaking people in eastern Guinea, as a priority. ALEF was invited to assist with the development of teaching materials for Level 1.

Adam Bott was recruited to assist on this assignment. He and H el ene Bo ethius worked with the Toftg ards and a team of Maninka speakers for five weeks in October-November in Kankan. A complete syllabus for level 1 was produced.

## Partner profile: Iraqi Kurdistan

<b>Language</b>	Kurdish (kurmanji)
<b>Partner organization</b>	Joint Help
<b>Partnership since</b>	2020
<b>Financed by</b>	The Rights Now Foundation
<b>Subpartners</b>	Hand f�ur hand
<b>Other projects</b>	Healthcare; language + ICT courses; women's centre

Other life improvements that were highlighted were being able to help children with schoolwork and to better assist customers in the market.

The conclusion of the evaluation was that the course was of great benefit to the participants and should be implemented on a larger scale. In 2023, Joint Help will seek funding to produce material for level 2 and 3 in collaboration with ALEF, and try to identify suitable partners who can run groups in other camps and for IDPs living outside camps.

## Partner profile: Guinea

<b>Language</b>	Maninka
<b>Partner organization</b>	EADG, �glise Assembl�es de Dieu de Guin�e
<b>Partnership since</b>	October 2022
<b>Financed by</b>	Huskvarna Pentecostal congregation
<b>Subpartners</b>	–
<b>Other projects</b>	EADG operates several projects including a school and clinics

In 2023, six study groups will be conducted in a pilot project, and the plan is for Adam and H el ene to return in the autumn of 2023 to help with production of materials for level 2.

# Project impact

## 1. Improved living conditions and reduced poverty

### Household finances

One of the most important effects of the study groups is that the group participants learn to save money and to keep track of their finances. They learn both to keep a cash book, to make a simple budget for family expenses or for a specific project, and to plan their purchases to reduce expenses.

ACDC in South Kivu, DRC, has reported that several female participants learned to manage their household finances through their newly acquired numeracy skills. During the year, several participants have managed to buy phones that they use to communicate with customers, friends and family members. Being able to use a phone breaks social exclusion and increases work opportunities.

### Savings cooperatives

In all three partner projects, group members start saving money together in savings cooperatives. Each member contributes a set amount each week. The members can then borrow money from the group fund to e.g. buy school supplies for their children, start a business or make investments. The savings cooperatives continue after the group completes level 3 of the program.

***“In Uganda, many participants are housewives, who have no income of their own when they join a study group. By the end of the year, many had started various types of income-generating activities.”***



2

In Uganda, three quarters of participants are active in savings cooperatives. In the project in South Kivu, DRC, as mentioned, there are 33 active MUSO groups, which save money together and carry out various projects. In Togo, too, the groups have saved money together during the year. Some have been able to borrow money from the group's common fund to pay school fees for their children. Others have borrowed money to start various income-generating activities.

### Entrepreneurship

When participants learn arithmetic they have new opportunities to find income-generating activities. In urban Uganda, many participants are housewives, who have no income of their own when they



## 2

join a study group. By the end of the year, a large percentage of the participants had started various types of income-generating activities, e.g. market stalls for selling vegetables or other foodstuffs, charcoal-making, restaurants and textile work.

Many of the groups in Uganda who completed Level 3 have started small businesses together. Some work in chicken farming, pig breeding or mushroom cultivation. Other groups make soap, water jugs or handicrafts which they sell to generate income.

In Congo, many of the savings groups have also started joint ventures. In the village of Ishungu, the group earns income by selling

***"The savings group in Cifuma has started a livestock project. With the income, the group now plans to establish a tailoring business. "***

vegetables together.

The savings group in another village, Cifuma, has started a livestock project. During the year, they managed to buy 42 goats which were distributed to group members. With the income from the goats, the group now plans to establish a tailoring business. They have started the process of buying land to build a premises.

The group in Irambira on Lake Kivu has bought a boat that they use for fishing and as a ferry. In the past, the children could not always get to school because there were no transport options. With the help of the boat, the children can attend school regularly.

## **Agriculture**

In Togo, participants in the level 3 agricultural course have significantly improved their incomes. They have learned to use an agricultural calendar that helps them farm more efficiently. They have started using organic fertilizers and soil improvement techniques that produce higher yields. This improves families' food supplies and their finances since they sell the surplus.

The participants have built henhouses for their chickens. In the past, the chickens roamed freely in the villages. Thanks to the henhouses, they can collect eggs, take care of the chickens and avoid the chickens from disappearing. They have also learned how to prevent diseases and vaccinate the chickens.

## **Employment**

Many group participants have obtained employment thanks to their new reading and writing skills. A participant in ACDC's project has got a job for another international organization in eastern DRC. Two groups won a sum of money in an essay competition run by another organization. They will use the money to start a farm together.

## **School**

Lack of money is one of the main reasons why many of the participants have children of school age who do not attend school. When participants improve their finances, through increased income or by changing their priorities, there is enough money left over for all the children in the family to go to school.



## 2. Human rights

### Women's rights

Participants learn about their human rights in study group discussions. In Uganda, the women are taught about laws that regulate domestic violence, which gives them the courage to speak up in the event of abuse. Several have started working outside the study groups to spread awareness about women's rights. The participants report jointly discussing family issues at home. The women get more say and can jointly solve problems together with their husbands.

Groups in Congo also discuss women's rights, e.g. right of inheritance. In both Uganda and Congo, women have the right to inherit from their husbands according to national law, but traditional custom is that the husband's family inherits everything. In several cases, female participants have been able to claim inheritances that they had been illegally deprived of.

The minority of men who participate in the groups have also gained greater awareness and understanding of gender equality. For the first time, they have had to sit and listen to women relate their experiences of wife abuse, sexual abuse and oppression. Many men have become involved and started talking to other men about equality.

### Cooperation and freedom of expression

By regularly meeting in a group to discuss various life problems, the participants become better at listening to each other and working together as a group. Participants dare to stand up for their rights together and help each other act against abuses.

ACDC report from their project in Congo that 80% of group participants now dare to speak in front of a group. In the past, most have not dared to speak publicly. In group discussions, participants' self-confidence has been strengthened and they now dare to say what they think and think.

Our partners in Togo also report that



***“For the first time, the men have to sit down and listen to women relate their experiences of domestic violence, sexual abuse and oppression.”***

participants' self-confidence has been strengthened and that they feel more respected. This means that they dare to speak up in public and express their opinions. Gender equality also increases and women have more of a say.

Another effect of the group discussions is that the participants become better at cooperating and resolving conflicts. They learn to listen to and respect each other. Many have previously had problems with conflicts, both inside and outside the home. Now they are better at solving problems together.

### Corruption and abuse of power

CACI in Uganda has received reports of several participants standing up to corrupt officials, discovering shop owners fiddling

the figures and employers breaking their promises.

In September, the coaches from ACDC in South Kivu participated in a workshop on human rights. With the help of a local expert they discussed sustainable strategies to defend human rights without facing reprisals. The coaches, in turn, have trained facilitators. This has strengthened the project's work with human rights in an environment where many rights violations are ongoing.

In 2022, a tax for savings cooperatives was introduced in the area where ACDC

works. Some of ACDC's study group participants discovered that the tax demanded by local officials was higher than that set by the state. The project has notice boards that are placed in the villages. After the participants found out the correct amount, they put up information on the notice boards about this attempted fraud, urging the population to pay only what the government requires. After a few days, someone vandalized the placards, but the population of the villages had already learned the information and were grateful to know this.

### 3. Strengthened civil society and democratic development

A stated goal of the ALEF method is that groups who have completed the third level should form savings cooperatives, economic associations or agricultural cooperatives. We see this happening in all three projects, in slightly different ways.

In Togo, several groups have registered as cooperatives. This means that they can benefit from a government program called "Programme National de Promotion d'Entrepreneuriat Rural (PNPER)".

Many participants and facilitators in Togo have received leadership positions in village councils, village committees and church councils.

In Uganda, a number of groups have formed economic associations or cooperatives, and gained access to government microcredit to implement various projects. According to the survey,

80% of the participants in the study groups in Uganda were members of some type of association or savings cooperative. Several participants and facilitators have become involved in local associations and some have been given important decision-making roles at the local level.

From not being able to read and write, these women can now participate and influence decision-making. They raise issues that are often overlooked by people with formal education, promoting the inclusion of different perspectives and democratic development.

At ACDC, all 26 groups that completed level three converted into savings cooperatives at the end of the year. 15 cooperatives registered with the local authorities during 2022. They are now a legal entity with their own statutes and a board of directors.

All groups discuss democratic participation and how to vote. In Congo a presidential election is planned for 2023. Participants have understood that they can choose which candidate to vote for. Thanks to literacy, they will be able to cast their vote without help. As an illiterate, you run the risk of the election official "helping" you vote for a candidate you did not choose.



***“Participants have understood that they can choose which candidate to vote for, and thanks to literacy skills they can vote without help. As an illiterate, you run the risk of election official ‘helping’ you vote for a candidate you did not choose.”***

## 4. Health and the environment

### Health and hygiene

We receive reports from all our partners about how, thanks to the discussions in their study groups, participants are now more likely to vaccinate their children, sleep under mosquito nets to prevent malaria, use family planning, wash their hands when visiting the toilet, boil drinking water and improve their dietary habits. Health improves among participants and relatives in many different ways.

At ACDC in South Kivu, four group participants have found work at health centres. The health service employs people from the local population to build trust and provide information in their native language about vaccination, hygiene and maternity care. Literacy is required for this position and a fee is paid. Thanks to this, several villages now receive information about health and about vaccinating their children, increasing trust in the healthcare system.

From Togo, Acatbli reports that all participants have improved their hygiene and are careful to both wash their hands and keep their clothes clean. Many mothers ensure that the whole family improves their hygiene, which reduces the risk of disease.

***“ Mothers ensure that the whole family improves their hygiene, which reduces the risk of disease. ”***

### Waste disposal

Participants also begin to care for and protect the environment, e.g. by sorting garbage. They ensure that waste is burned or thrown into waste, instead of ending up all over the place.

In Uganda, several groups have learned to make charcoal briquettes from household waste. Some participants have also begun planting in sacks or started a small garden.



2



### Water and environment

The groups in Uganda have discussed dangerous toxins and how drinking water can be contaminated by pesticides they use in agriculture. This has in several cases led to changed behaviour.

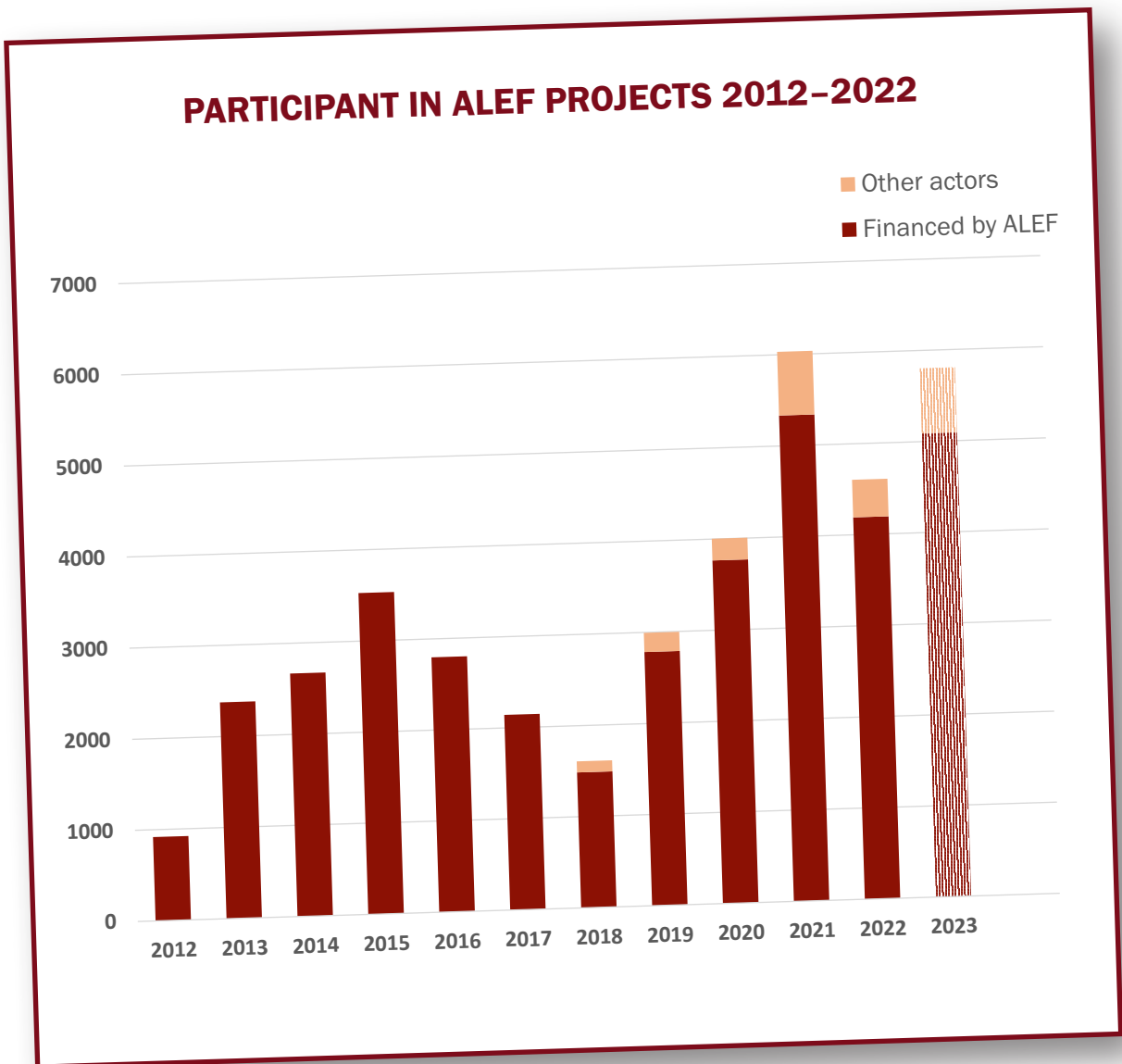
Participants in the agricultural course in Togo have stopped using environmentally hazardous pesticides and fertilizers and instead started organic cultivation of soybeans. They have gotten better at taking care of waste and using compost. Instead of artificial fertilizers, the participants use chicken manure from the henhouses and compost from waste.



2

Organic cultivation is cheaper because they do not need to buy artificial fertilizers. In addition, soil quality has improved and yields have already increased.

Several of ACDC's groups in South Kivu have worked during the year to protect and maintain water sources. They have repaired bridges and maintained paths and roads destroyed during the rainy season. In one village the literacy group has even managed to create a new small road so that motorbikes can drive all the way to the village.



# Communication and fundraising

ALEF's income comes from four different sources:

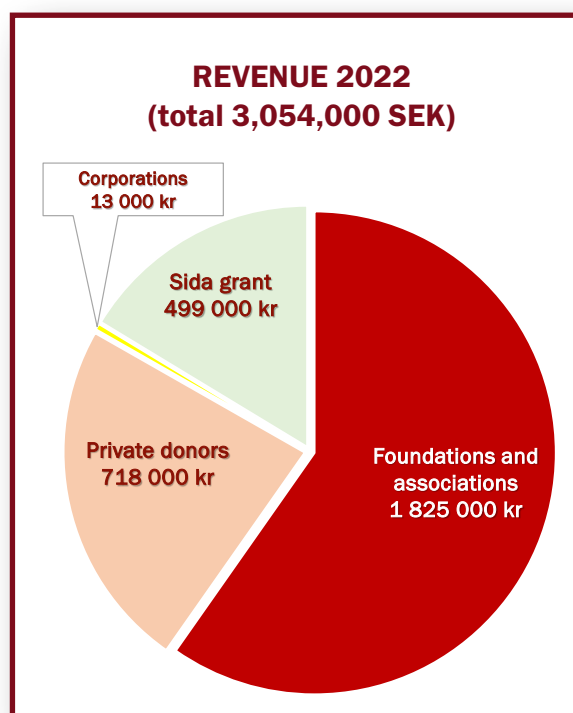
- Contributions from various foundations and non-profit associations
- Donations from private individuals via swish, plusgiro and bankgiro
- Contributions from companies
- Funding from Sida via ForumCiv

The pie chart shows the distribution of these sources of income for 2022.

A total of SEK 718,000 was collected in gifts from the public during the year, compared to SEK 631,000 in 2021, an increase of approx. 14%. Monthly donations via direct debit rose to SEK 388,000 from SEK 346,000 in 2021. In December 2022, donation via direct debit was SEK 36,000, an increase of SEK 6,000 per month since the beginning of the year.

ALEF has a "90-account". This means that our operations and accounts are reviewed annually by Swedish Fundraising Control, a non-profit association governed by the trade union confederations and the Confederation of Swedish Enterprise. To be eligible for a 90 account, an organisation must spend at least 75% of total revenue on its stated charitable objectives and a maximum of 25% for fundraising and administration costs.

ALEF's costs for administration and fundraising in 2022 amounted to 12% of revenues (14% in 2021) and spending on charitable objectives to 86% (82% in 2021). The figures are calculated as a percentage of revenues. Since ALEF starts and ends each financial year with a balance, the total will never be exactly 100%, but will vary from year to year. If one instead calculates as a percentage of total costs, the result is 88% for charitable purposes and 12% for administration and fundraising.



**“ ALEF received total of SEK 718,000 in donations from the public in 2022, compared to SEK 631,000 in 2021, an increase of 14%.”**

Communication with the public takes many different forms:

- ✓ A newsletter is sent to approx. 1,300 people every month.
- ✓ During the year, a printed letter was sent out twice to all registered donors, which in December 2022 amounted to 770 people.
- ✓ Regular updates are posted on Facebook with information about projects and visits. Sometimes ALEF pays for posts to be promoted to a larger audience. Facebook fundraisers have also been used, but more and more people prefer to donate via swish.
- ✓ The website is continuously updated. It had 666 unique visitors during the year compared to 1024 in 2021.
- ✓ Informational meetings are an important way to meet people face to face. During the autumn, Emelie Efraimsson held some appreciated information meetings in Västergötland. Ebba Mörk and Hélène Boëthius participated in career day at Uppsala University where we met a number of students and told them about ALEF. Emelie and Ebba also hosted a display at the Human Rights Days in Örebro in November. ALEF had a well-attended table at the Schysst jul Christmas market at ABF in Stockholm.
- ✓ 2022's biggest event in 2022 was the anniversary concert on May 21 with Ingemar Olsson in Normalm Church in Stockholm. See separate fact box for more information.

## ALEF 12<sup>TH</sup> ANNIVERSARY CONCERT

ALEF had to cancel our 10th anniversary celebrations in 2020 due to the pandemic. So we decided to hold a big 12th anniversary party in 2022 instead. The popular singer Ingemar Olsson, who has supported ALEF since its inception in 2010, hosted a fantastic concert for over 100 ticket-holders. A dozen new monthly donors signed up at the concert.

THANK YOU INGEMAR, for a fantastic evening!



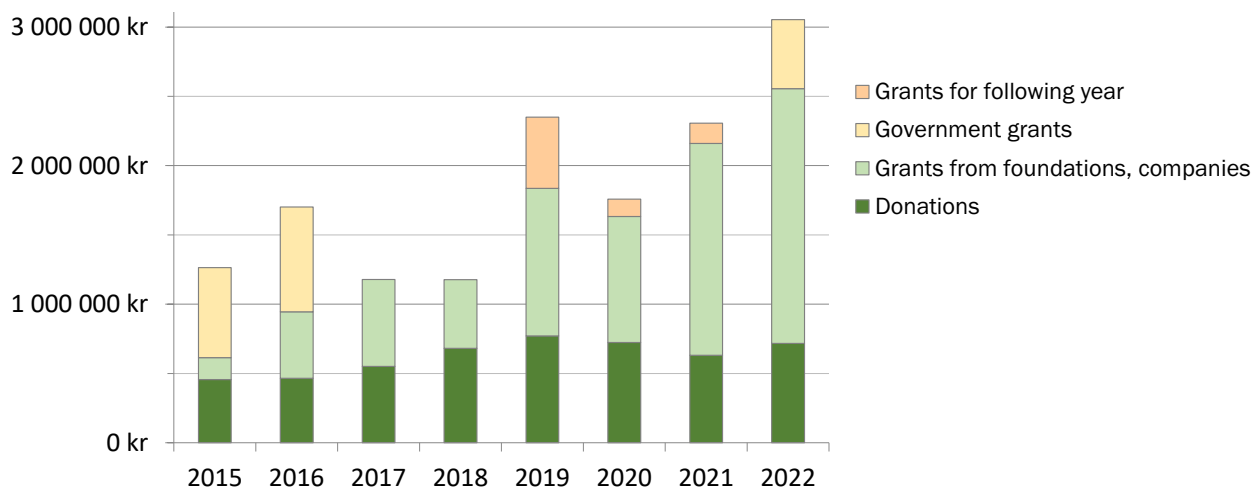
## Significant events after the end of the financial year

No significant events have occurred since the end of the financial year.



# 3 | Results and financial position

## Revenue 2015-2022

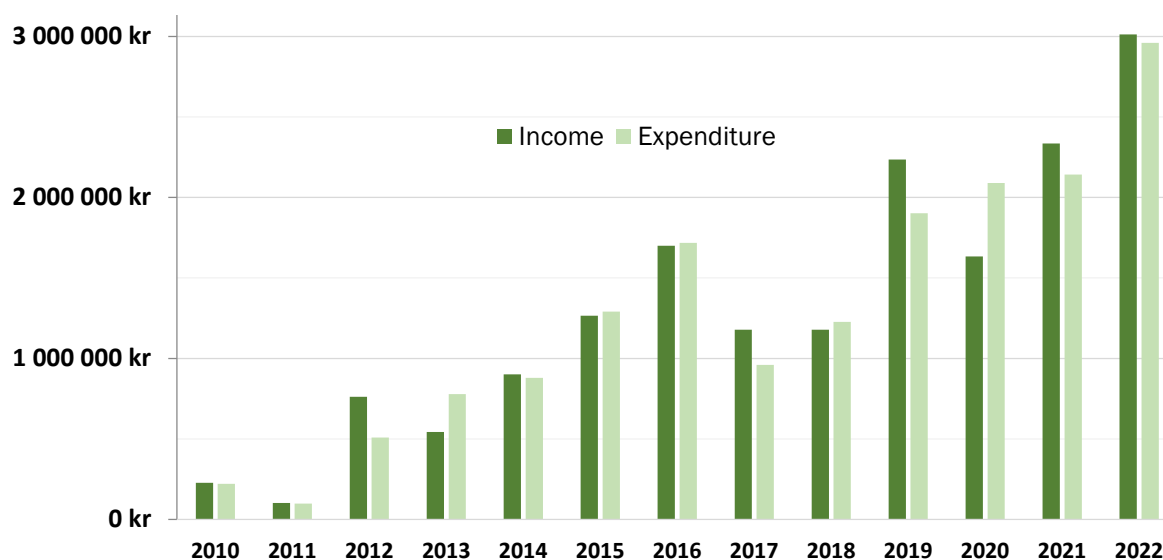


The diagram above shows changes in the association's revenues and costs over the last 8 years. Here you can clearly see how the proportion of contributions from foundations, associations and companies has grown over the years. This is due both to the fact that the number of contributing foundations has increased and that several foundations also give larger amounts. Above all, it is the Iirstad Foundation's generous contribution of

SEK 500,000 for 2019 and 2020 and SEK 800,000 in 2021 and 2022 that has created room for ALEF to grow and expand our operations.

The diagram below shows revenues and costs for all of ALEF's operating years. In both diagrams, we can see that it took three years to recoup the loss of Sida's funding in 2017. Apart from 2017-2018, there has been a steady increase in turnover.

## ALEF turnover 2010-2022



### Development in figures over the past 5 years

	2018	2019	2020	2021	2022
<b>Operating income</b>	1 266 tkr	2 235 tkr	1 633 tkr	2 335 tkr	3 054 tkr
<b>Operating costs</b>	1 227 tkr	1 902 tkr	2 090 tkr	2 141 tkr	3 000 tkr

### Project Costs ( 2021 in brackets)

Project	Cost		
Togo *	423 079	(368 458)	
DRC, South Kivu **	729 855	(574 293)	
Uganda	640 114	(450 139)	
Ethiopia	23 512	(109 314)	
Guinea-Conakry	32 708	(0)	
<b>Total</b>	<b>1 849 268</b>	<b>(1 502 204)</b>	

\* Includes transfer in November of SEK 301,000 for academic year November 2022-October 2023.

\*\* 231,355 from ALEF fundraising, 498,500 financed by Sida via ForumCiv.

### Gifts received from foundations and organizations in 2022

Foundation	Amount	Purpose
Bokhjälpen	30 000 kr	Libraries for study groups in Uganda
Bromma Baptist Church	6 650 kr	All projects
Börjessons stiftelse	60 000 kr	Uganda
Dahlströmska stiftelsen	50 000 kr	Ethiopia (reassigned to Togo)
DEAR Foundation	46 343 kr	Togo
Equmenia Church, Mariestad	145 250 kr	All projects
E o H Gabrielssons stiftelse	70 000 kr	Ethiopia (reassigned to Togo)
Emma och Erik Granes Minne	13 000 kr	Ethiopia (reassigned to Togo)
Heléne Hjärpes stiftelse HEAL	100 000 kr	DRC, South Kivu
Huskvarna Pentecostal congregation	53 500 kr	Preparation of level 1 learning materials, Guinea
Irstadska stiftelsen	800 000 kr	All projects
Lions Club Borås	10 000 kr	All projects
The Rights Now Foundation	150 000 kr	Uganda
Stiftelsen Sackaios	25 000 kr	Uganda / Congo, South Kivu
Sevholts hjälpfond	70 000 kr	Uganda
Stiftelsen Bertil Strömberg	110 000 kr	Togo
The Swedish Salvation Army Foundation	50 000 kr	Togo
VUH, Volvoanställdas Utvecklingshjälp	60 000 kr	Togo
<b>Total 2022</b>	<b>1 849 743 kr</b>	

## 4 | Future development

According to Unesco's calculations, there are still 771 million young people and adults in the world who have not had the chance to learn to read, write and calculate. These people can be seen as the world's greatest untapped source of talent. Yet education and empowerment of illiterate adults is one of the most neglected areas in international development cooperation.

ALEF therefore believes it is more urgent than ever to make our method for non-formal education and empowerment available to more actors and thus to more of all these people who are waiting to develop their full potential.

ALEF's method is designed to be scalable on several different levels:

- *Through the way the project activities are structured, where local organizations train facilitators who are responsible for a group in their own neighbourhood, where the groups receive follow-up visits from employees and trained coaches. With this system, a partner organization can gradually increase the number of groups and reach more and more local communities, without neglecting quality.*
- *By our fully-trained partner organizations training other actors who work with the same population so that they can implement ALEF groups as part of their own programs. ALEF's partner thus becomes a mentor for other organizations, and the number of groups is multiplied with relatively small expenditure.*

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***“ ALEF sees it as more urgent than ever to make our method for non-formal education and empowerment available to more actors.”***



- *By ALEF working with new local partners to prepare learning materials in new languages and help start new projects. This can be with ALEF as financier and main partner, as in our three ongoing project collaborations. ALEF can also function as an consulting experts, where another financier is the main partner with the implementing organization, as in our collaborations with JHK for Kurmanji in Iraq, with CEC/BCPAD for Kikongo in DRC and with EADG for Maninka in Guinea-Conakry.*
- *By ALEF building competence in other organizations to prepare new ALEF learning materials for their programs with different partners. We have not yet arrived at this stage, and to get there we need to develop a clear certification system in order to maintain quality when the method spreads more widely to more actors.*



## 4

ALEF's board has worked during the year to formulate a long-term and sustainable strategy for the organization based on this thinking. We have decided to work towards gradually scaling up our operations based on the following strategies:

1. Continue to run more and larger projects in direct collaboration with local actors.
2. Prepare teaching materials, in collaboration with other international actors, for projects led and financed independently of ALEF.
3. Transfer competence to other actors to create learning materials based on the ALEF method and carry out projects.
4. Ensure that research on the method and the results is produced and published.
5. Prepare manuals for the method.
6. Formulate criteria for certification for use of the method.

Several steps have been taken in 2022 and will be taken in 2023-2024 to make this a reality:

- ✓ In January 2023, Adam Bott's employment as an educational consultant was extended by 12 months. This broadens the pedagogical competence in the organization. There are now two people at ALEF who can develop learning materials for new partnerships, can train project staff and further develop the method. We hope to be able to offer Adam permanent employment from 2024. Together with H el ene, Adam has started work on a manual for the ALEF method. He also works on capacity development for our partners, and participates in material development in the Maninka language in Guinea-Conakry, and in Kurmanji in Iraq.
- ✓ The collaboration with EADG in Guinea-Conakry and with Huskvarna Pingstf orsamling's employees, Peter and Carolina Toftg ard, is a collaboration to develop teaching materials in Maninka for EADG's project. The plan is to create learning materials for level 2 in autumn 2023, and level 3 in 2024. As these learning materials are created, Peter and Carolina also receive training in how to lead the process of creating new materials. We hope that in the future they will become certified process managers for the ALEF method who can use their skills to create new materials in other languages.
- ✓ A condition for us to be able to extend the Adam Bott's temporary employment is that the Irstad foundation in January 2023 gave ALEF a grant of SEK 1 million.. ALEF's board and staff are now working to identify more major donors who want to support the organization as a whole, as a complement to the many smaller grants we receive for our specific partnerships. Last year's annual report mentioned work on an application to the French fund FID, Funds for Innovation in Development. Unfortunately, ALEF was unable to meet the research criteria for this fund, and we were permitted to discontinue that effort.)
- ✓ ForumCiv and Sida have approved a Sida grant of SEK 620,000 for the project with ACDC in the Congo in 2023. The fact that we again receive Sida funding for part of one projects is important for developing the organization and introducing new components in our projects that can strengthen our partners and make the projects more efficient. Unfortunately, the Sida grant is only sufficient for part of the project, which means that all extra capacity-raising efforts and scaling-up must still be covered by donations and contributions from smaller foundations and private individuals.
- ✓ In 2023, the board will continue the work of developing a clear strategy with concrete objectives for the next few years. Formulating certification criteria at different levels, and continuing to identify new partners, are important objectives.
- ✓ ALEF's founder and executive chairperson H el ene Bo ethius plans to leave her role as operational manager in the fall of 2024. From January 2023, she will work 65%. In 2023, the board will begin the work of identifying and recruiting a new general secretary.



# 5 | Income statement

## Income statement by function

	Notes	2022-01-01- 2022-12-31	2021-01-01- 2021-12-31
<b>Operating income</b>	1		
Gifts		2 580 246	2 335 167
Contributions from public authorities		498 500	0
<b>Total operating income</b>		<b>3 078 746</b>	<b>2 335 167</b>
<b>Operating costs</b>			
Charitable purpose costs		1 902 038	1 504 910
Salary expenses (charitable purposes)	2	725 429	315 891
Administrative costs		118 955	133 297
Fundraising costs		94 408	79 061
Salary costs, administration and fundraising	2	158 830	108 034
<b>Total operating costs</b>		<b>2 999 660</b>	<b>2 141 193</b>
<b>Operating result</b>		<b>79 086</b>	<b>193 974</b>
<b>Financial items</b>			
Interest income		22	0
Interest expenses		0	0
<b>Results after financial items</b>		<b>79 108</b>	<b>193 974</b>
<b>ANNUAL RESULT</b>		<b>79 108</b>	<b>193 974</b>

# 6 | Balance sheet

## Assets

	Notes	2022-12-31	2021-12-31
<b>Current assets</b>	3		
<b>Short-term receivables</b>			
Other receivables		40 317	16 081
Prepayments and accrued income		13 494	5 100
<b>Total short-term receivables</b>		<b>53 811</b>	<b>21 181</b>
<b>Cash and bank balances</b>		<b>402 612</b>	<b>327 571</b>
<b>Total current assets</b>		<b>456 423</b>	<b>348 752</b>
<b>TOTAL ASSETS</b>		<b>456 423</b>	<b>348 752</b>

## Equity and liabilities

	Notes	2022-12-31	2021-12-31
<b>Equity</b>	4		
Earmarked funds		0	146 000
Balanced result		347 802	122 694
<b>Total equity</b>		<b>347 802</b>	<b>268 694</b>
<b>Current liabilities</b>			
<b>Accounts payable</b>		0	6 363
<b>Other debts</b>		40 286	16 081
<b>Accrued expenses and prepaid income</b>	5	68 335	57 614
<b>Total short-term liabilities</b>		<b>108 621</b>	<b>80 058</b>
<b>TOTAL EQUITY AND LIABILITIES</b>		<b>456 423</b>	<b>348 752</b>

# Notes

## Note 1. Accounting and valuation principles

The association's accounting and valuation principles comply with the Annual Accounts Act, BFNAR 2012:10 annual accounts and consolidated accounts (K3).

Assets, liabilities and provisions are valued at acquisition value unless otherwise stated below.

The previous year's membership fees have been reported as gifts in the annual report.

### Income statement

#### Operating income

Only the inflow of financial benefits that ALEF has received or will receive for its own account is reported as income. Revenue is valued, unless otherwise stated below, at the fair value of what has been received or will be received.

Operating income is divided into the following functions: Gifts and Grants from public authorities

A transaction in which ALEF receives an asset or service that has value without giving equivalent value in exchange is a gift or contribution received.

#### Gifts

As a general rule, gifts are reported as income when they are received.

15% of all earmarked gifts and contributions over SEK 1,000 from foundations, companies and associations have been booked under cost center 11, "Purpose, not country-specific", except in cases where the donor specified that the entire gift should go to the intended project. This cost center is primarily used for project management costs, as well as project auditing and travel insurance.

Gifts can be divided into the following subcategories:

	2022	2021
Gifts from the public	717 503	631 000
Gifts from organizations	1 849 743	1 675 167
Gifts from companies	13 000	29 000
	2 580 246	2 335 167

#### Contributions from public authorities

If the asset or service is obtained because ALEF has met or will meet certain conditions and if ALEF has an obligation to repay the counterparty if the conditions are not met, it is a contribution received. Funds received with a repayment obligation include grants from government institutions, e.g. Sida or Radiohjälpen. During 2022, ALEF has received a grant from Sida via ForumCiv of SEK 498,500. Of this contribution, 8% was an administration contribution booked under cost center 11.

#### Other income

Income not included in the above classifications.

#### Operating costs

Operating costs are divided into the following functions: Charitable purpose costs, fundraising costs and administration costs, as well as salary costs (charitable purposes) and salary costs (administration and fundraising).

#### Charitable purpose costs

Charitable purpose costs consist of costs that can be attributed to the organization's mission according to the statutes:

- Funding of projects, teaching materials and trainings;
- Expert support to partners in the field;
- Advocacy aimed at authorities, organizations and international institutions and NGOs.

## Notes

Charitable purpose costs can be divided into the following subcategories

	2022	2021
Project costs	1 849 370	1 476 075
General charitable purpose costs	21 418	28 835
Costs for applications from legal entities	31 250	0
	1 902 038	1 504 910

Project costs refer to transfers to partners for joint projects, and to costs for follow-up visits in the field. Each project's costs are booked to a separate cost center.

General charitable purpose costs (cost center 11) refer to costs such as audit of projects and travel insurance.

Costs for applications from legal entities refer to costs for consultant fees or salaries in connection with application processes for grants from public authorities.

#### Salary expenses for charitable purposes

consists of salary costs for purpose-related work performed by ALEF's employees, such as project follow-up, material development, advocacy work.

#### Administrative costs

consists of costs such as rent, office supplies, equipment, internet, telephone, bank fees, auditing, fee for 90 account.

#### Fundraising costs

consists of costs incurred by the organization to collect donations, e.g. printing information materials, advertising in newspapers and on Facebook, printing and distributing gift certificates, sending thank-you letters to donors.

#### Salary costs, administration and fundraising

consists of salary costs for administration and fundraising work carried out by ALEF's employees.

#### Employee compensation

Ongoing employee benefits in the form of wages and social security contributions are expensed under the respective cost type and cost center (purpose, collection, administration) as the employees perform services,.

## NOTES TO THE INCOME STATEMENT

### Note 2. Average number of employees, personnel costs

	2022		2021	
	Total	Of which men	Total	Of which men
Average number of employees	2,25	1	1,1	0
Reporting of gender distribution in the organization's management				
Proportion of women, board	66 %		40 %	

#### Salaries, other benefits and social costs

	2022	2021
The board and executive chairman	290 088 kr	280 290 kr
Other employees	409 157 kr	80 864 kr
<b>Total salaries and compensation</b>	<b>699 245 kr</b>	<b>361 154 kr</b>
Social security costs	157 264 kr	53 947 kr
(of which pension costs excl. payroll tax)	0	0 kr
<b>Total</b>	<b>856 509 kr</b>	<b>415 101 kr</b>



**Volunteers**

During the year, 4 volunteers worked for ALEF with donor administration and equipment maintenance. The value of these contributions has not been reported in the income statement.

**NOTES TO THE BALANCE SHEET****Note 3. Current assets**

Current assets refer to bank balances as well as prepaid expenses and accrued income and other short-term receivables.

**Note 4. Equity****Change in equity**

	Earmarked funds	Balanced results	Total equity
Opening balance	146 000	122 694	268 694
Exploited	- 146 000	146 000	
Earmarked by the donor	-	-	
Annual result		79 108	79 108
Closing balance	-	347 802	347 802

**Earmarked funds**

Funds received for the following financial year are booked on a rolling basis for each project (cost center). Contributions from organizations and gifts received in 2021 for the 2022 financial year are shown below.

Payer	Amount SEK	Purpose
Stiftelsen MEST	100 000	Uganda
Stiftelsen Tabitha	10 000	Togo
Little Beat Music	12 000	Uganda
MOC	24 000	Uganda
	146 000	

Earmarked funds received in 2021 intended for 2022 have been used in the various projects in 2022 in accordance with the donor's wishes.

During 2022, no earmarked funds have been received for projects in 2023.

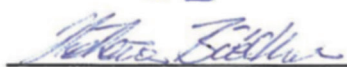
**Note 5. Accrued costs and prepaid income**

	2022	2021
Fee for accounting	3 000 kr	3 000 kr
Audit fee Uganda	1 500 kr	6 500 kr
Audit fee Congo	0 kr	14 400 kr
Audit fee Togo/Benin	13 000 kr	21 000 kr
Accrued holiday pay debt	40 304 kr	10 842 kr
Accrued employer contribution on holiday salary debt	10 231 kr	1 872 kr
<b>Total</b>	<b>68 335 kr</b>	<b>57 614 kr</b>

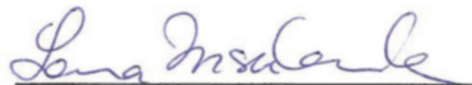
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## SIGNATURES

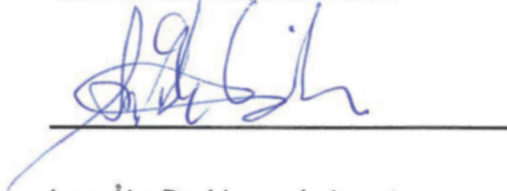
Vällingby den 20 mars 2023

  
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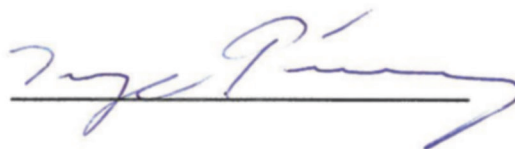
Hélène Boëthius, ordförande

  
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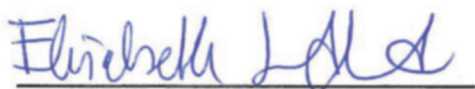
Lena Insulander, vice ordförande

  
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Lars-Åke Davidsson, ledamot

  
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Inge Pierre, ledamot

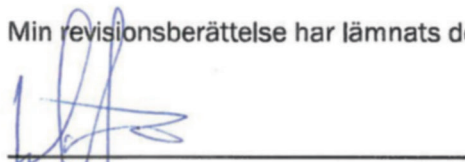
  
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Elisabeth Sandlund, ledamot

  
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Karin Tenelius, ledamot

Min revisionsberättelse har lämnats den 11 april 2023

  
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Leif Göransson

Auktoriserad revisor

Högländets Revisionsbyrå AB

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## AUDIT REPORT



### Revisionsberättelse

Till årsmötet i ALEF, Adult Learning and Empowerment Facilitators

Org.nr 802452-4681

#### Rapport om årsredovisningen

##### *Uttalande*

Jag har utfört en revision av årsredovisningen för ALEF, Adult Learning and Empowerment Facilitators för räkenskapsåret 2022.

Enligt min uppfattning har årsredovisningen upprättats i enlighet med årsredovisningslagen och ger en i alla väsentliga avseenden rättvisande bild av ALEF, Adult Learning and Empowerment Facilitators:s finansiella ställning per den 2022-12-31 och av dess finansiella resultat för året enligt årsredovisningslagen.

Förvaltningsberättelsen är förenlig med årsredovisningens övriga delar.

##### *Grund för uttalande*

Jag har utfört revisionen enligt International Standards on Auditing (ISA) och god revisionssed i Sverige. Mitt ansvar enligt dessa standarder beskrivs närmare i avsnittet *Revisorns ansvar*. Jag är oberoende i förhållande till föreningen enligt god revisorssed i Sverige och har i övrigt fullgjort mitt yrkesetiska ansvar enligt dessa krav.

Jag anser att de revisionsbevis jag har inhämtat är tillräckliga och ändamålsenliga som grund för mitt uttalande.

##### *Styrelsen och exekutiv ordförandens ansvar*

Det är styrelsen och exekutiv ordförande som har ansvaret för att årsredovisningen upprättas och att den ger en rättvisande bild enligt årsredovisningslagen. Styrelsen och exekutiv ordförande ansvarar även för den interna kontroll som den bedömer är nödvändig för att upprätta en årsredovisning som inte innehåller några väsentliga felaktigheter, vare sig dessa beror på oegentligheter eller misstag.

Vid upprättandet av årsredovisningen ansvarar styrelsen och exekutiv ordförande för bedömningen av föreningens förmåga att fortsätta verksamheten. De upplyser, när så är tillämpligt, om förhållanden som kan påverka förmågan att fortsätta verksamheten och att använda antagandet om fortsatt drift. Antagandet om fortsatt drift tillämpas dock inte om styrelsen och exekutiv ordförande avser att upplösa ALEF, Adult Learning and Empowerment Facilitators, upphöra med verksamheten eller inte har något realistiskt alternativ till att göra något av detta.

##### *Revisorns ansvar*

Mina mål är att uppnå en rimlig grad av säkerhet om huruvida årsredovisningen som helhet inte innehåller några väsentliga felaktigheter, vare sig dessa beror på oegentligheter eller misstag, och att lämna en revisionsberättelse som innehåller mina uttalanden. Rimlig säkerhet är en hög grad av säkerhet, men är ingen garanti för att en revision som utförs enligt ISA och god revisionssed i Sverige alltid kommer att upptäcka en väsentlig felaktighet om en sådan finns. Felaktigheter kan uppstå på grund av oegentligheter eller misstag och anses vara väsentliga om de enskilt eller tillsammans rimligen kan förväntas påverka de ekonomiska beslut som användare fattar med grund i årsredovisningen.

Som del av en revision enligt ISA använder jag professionellt omdöme och har en professionellt skeptisk inställning under hela revisionen. Dessutom:





- identifierar och bedömer jag riskerna för väsentliga felaktigheter i årsredovisningen, vare sig dessa beror på oegentligheter eller misstag, utformar och utför granskningsåtgärder bland annat utifrån dessa risker och inhämtar revisionsbevis som är tillräckliga och ändamålsenliga för att utgöra en grund för mina uttalanden. Risken för att inte upptäcka en väsentlig felaktighet till följd av oegentligheter är högre än för en väsentlig felaktighet som beror på misstag, eftersom oegentligheter kan innefatta agerande i maskopi, förfälskning, avsiktliga utelämnanden, felaktig information eller åsidosättande av intern kontroll.

- skaffar jag mig en förståelse av den del av ALEF, Adult Learning and Empowerment Facilitators:s interna kontroll som har betydelse för min revision för att utforma granskningsåtgärder som är lämpliga med hänsyn till omständigheterna, men inte för att uttala mig om effektiviteten i den interna kontrollen.

- utvärderar jag lämpligheten i de redovisningsprinciper som används och rimligheten i styrelsens och exekutiv ordförandens uppskattningar i redovisningen och tillhörande upplysningar.

- drar jag en slutsats om lämpligheten i att styrelsen och exekutiv ordförande använder antagandet om fortsatt drift vid upprättandet av årsredovisningen. Jag drar också en slutsats, med grund i de inhämtade revisionsbevisen, om huruvida det finns någon väsentlig osäkerhetsfaktor som avser sådana händelser eller förhållanden som kan leda till betydande tvivel om föreningens förmåga att fortsätta verksamheten. Om jag drar slutsatsen att det finns en väsentlig osäkerhetsfaktor, måste jag i revisionsberättelsen fästa uppmärksamheten på upplysningarna i årsredovisningen om den väsentliga osäkerhetsfaktorn eller, om sådana upplysningar är otillräckliga, modifiera uttalandet om årsredovisningen. Mina slutsatser baseras på de revisionsbevis som inhämtas fram till datumet för revisionsberättelsen. Dock kan framtida händelser eller förhållanden göra att en förening inte längre kan fortsätta verksamheten.

- utvärderar jag den övergripande presentationen, strukturen och innehållet i årsredovisningen, däribland upplysningarna, och om årsredovisningen återger de underliggande transaktionerna och händelserna på ett sätt som ger en rättvisande bild.

Jag måste informera styrelsen och exekutiv ordförande om bland annat revisionens planerade omfattning och inriktning samt tidpunkten för den. Jag måste också informera om betydelsefulla iakttagelser under revisionen, däribland de eventuella betydande brister i den interna kontrollen som jag identifierat.

## Rapport om andra krav enligt lagar och andra författningar

### *Uttalande*

Utöver min revision av årsredovisningen har jag även utfört en revision av styrelsens förvaltning för ALEF, Adult Learning and Empowerment Facilitators för räkenskapsåret 2022.

Jag tillstyrker att årsmötet beviljar styrelsens ledamöter ansvarsfrihet för räkenskapsåret.

### *Grund för uttalande*

Jag har utfört revisionen enligt god revisionsd i Sverige. Mitt ansvar enligt denna beskrivs närmare i avsnittet *Revisorns ansvar*. Jag är oberoende i förhållande till ALEF, Adult Learning and Empowerment Facilitators enligt god revisorssed i Sverige och har i övrigt fullgjort mitt yrkesetiska ansvar enligt dessa krav.

Jag anser att de revisionsbevis jag har inhämtat är tillräckliga och ändamålsenliga som grund för mitt uttalande.

### *Styrelsens ansvar*

Det är styrelsen som har ansvaret för förvaltningen.



**Revisorns ansvar**

Mitt mål beträffande revisionen av förvaltningen, och därmed mitt uttalande om ansvarsfrihet, är att inhämta revisionsbevis för att med en rimlig grad av säkerhet kunna bedöma om någon styrelseledamot i något väsentligt avseende företagit någon åtgärd eller gjort sig skyldig till någon försummelse som kan föranleda ersättningsskyldighet mot föreningen.

Rimlig säkerhet är en hög grad av säkerhet, men ingen garanti för att en revision som utförs enligt god revisionssed i Sverige alltid kommer att upptäcka åtgärder eller försummelser som kan föranleda ersättningsskyldighet mot ALEF, Adult Learning and Empowerment Facilitators.

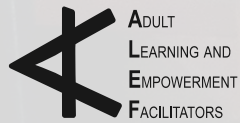
Som en del av en revision enligt god revisionssed i Sverige använder jag professionellt omdöme och har en professionellt skeptisk inställning under hela revisionen. Granskningen av förvaltningen grundar sig främst på revisionen av räkenskaperna. Vilka tillkommande granskningsåtgärder som utförs baseras på min professionella bedömning med utgångspunkt i risk och väsentlighet. Det innebär att jag fokuserar granskningen på sådana åtgärder, områden och förhållanden som är väsentliga för verksamheten och där avsteg och överträdelser skulle ha särskild betydelse för ALEF, Adult Learning and Empowerment Facilitators:s situation. Jag går igenom och prövar fattade beslut, beslutsunderlag, vidtagna åtgärder och andra förhållanden som är relevanta för mitt uttalande om ansvarsfrihet.

Vetlanda den 11 april 2023

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Leif Göransson  
Auktoriserad revisor  
Högländets Revisionsbyrå AB





ADULT  
LEARNING AND  
EMPOWERMENT  
FACILITATORS

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