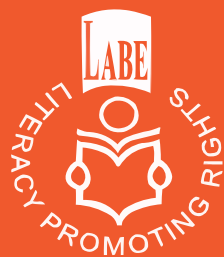


INSIDE LABE 2023



ANNUAL REPORT

BUILDING BACK BETTER

LITERACY PROMOTES RIGHTS



About **LABE**

Literacy and Adult Basic Education (LABE) is a non-governmental organization highly valued for its contribution to basic education since 1989. We innovate and promote literacy practices to increase access & utilization of information especially for under-represented women and children. LABE enables synergies between childcare, early childhood development, life-skills development and adult learning. We use a Family Basic Education approach that reframes literacy from a lifelong learning perspective, to ensure inclusive and equitable quality education and learning opportunities for all. Through Home Learning Centres, we focus on accessible and innovative learning solutions, that empower individuals with knowledge and skills to drive personal growth and collective societal progress

Our interventions enhance the development of literate families, communities and societies to create sustainable demand for lifelong literacies.

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Facebook: LABEuganda



@LABEuganda



LABE UGANDA

A NOTE FROM THE Executive Director



The year 2023, the third of our five-year strategic plan journey, was an amazing one. We remained focused on our vision and mission and registered progress in our geographical scope, governance, staffing, partnerships and donor relations.

During the year, we continued to pursue our strategic objectives, innovatively providing non-formal ECD using 3 strands: The *caregiver-led*, the *peer-led* and the *parent-led* strands. The caregiver-led strand was facilitated by two volunteer Parent Educators (PEs) who were trained and equipped with an ECD teaching toolkit to give sessions three days a week for at least three hours a day. The peer-led strand used the child-to-child approach where older primary school children (Young Facilitators - YFs) were trained to engage their pre-school siblings in fun, interactive learning games and educational activities in their local language over the weekends. In the parent-led strand, parents were supported to engage in nurturing care practices with the 0-3 year olds both at home and in supervised Home Learning Centres (HLC) care corners and support the 3-6 year olds using early learning activities like shared book reading. Our holistic Family Basic Education approach is a two-generation model that brings on board community livelihoods through the establishment of HLC-based Village Savings and Loans Associations (VSLA) alongside ECD. This helps parents to respond to livelihood challenges and support ECD better.

We expanded geographically from 4 to 6 districts, bringing on board Terego and Yumbe, extending our work to Bidibidi and Palorinya refugee settlements and the host communities. We will continue to partner and collaborate with communities at the forefront for greater impact.

LABE has grown institutionally. We internally reviewed our systems, policies and governance, making LABE more attractive to partners. In the reporting year, we signed funding agreements with 3 donors, and attracted home-based ECD model adopters. We commissioned a 3-year independent research and evaluation of our home-based ECD model to document evidence of the extent to which Early Childhood Education (ECE) models delivered by non-state actors are successful and cost-effective. Findings will be used internally to improve programming and support our scale-up plans, in addition to being disseminated widely to inform policy and in international education journals to contribute to the body of knowledge.

I acknowledge the Government of Uganda, partners, supporters, staff and volunteers for their extraordinary efforts in supporting the implementation of our strategic plan. Finally, it is important to acknowledge the pivotal role that the Board of Directors played in achieving the significant milestones highlighted in this report.

Stellah K. Tumwebaze

Executive Director, LABE Uganda

A NOTE FROM THE Chairperson Board of Directors



It is with great pleasure that the Board is sharing with you our 2023 Annual report. Over the past year, LABE continued to make significant strides in its mission to empower communities and drive positive change. Looking at our successes and challenges, it is clear that our collective efforts have made a tangible difference in the lives of those we serve and we are truly grateful to all our Partners.

In 2023, we continued to innovate and leverage our resources, experiences and expertise to implement a range of initiatives, supporting education and sustainable community development.

Our efforts exemplify our dedication to creating meaningful change on both local and global scales.

Central to our success has been collaboration and partnership. Working with like-minded organizations, government agencies, and community stakeholders, helped to amplify our impact and reach greater heights. Together, we have responded to complex challenges and achieved success that we could not have attained alone.

My heartfelt gratitude to our dedicated staff, volunteers, donors, and supporters who have made our work possible. Your commitment and passion inspire us, and we are deeply grateful for your partnership on the 2024 journey of scaling up. Together, we will continue to make a meaningful difference in the world, one community at a time.

Dr Rosie Agoi

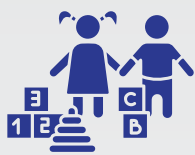
LABE Board Chairperson

STRENGTHENING HOME LEARNING CENTRE INFRASTRUCTURE

Against the backdrop of the impact of the COVID 19 pandemic, LABE continued with its mission, leveraging various strategies, tools and experiences including digital transformation and collaboration, to strengthen the Home Learning Centres' infrastructure. The focus was on improving the learning environment to ensure quality learning and working with parents, the community and local government structures to own and sustain the interventions.

Our build back agenda focused on supporting beneficiaries to strategize and develop creative solutions to respond to challenges left behind by the pandemic. We therefore aimed at building the capacity of local personnel – Young Facilitators, Parent Educators, Home Learning Centre Management Committees, VSLAs, parents, district officials through routine support training, financial/livelihoods literacy and parenting sessions. We also supported Home Learning Centres (HLCs) to construct safe, comfortable learning shelters by providing iron sheets and window nets; we trained them to create a diverse range of educational and play materials; and equipped them with WASH facilities to improve the learning environment. We supported communities to focus on sustainability using their own resources and take external resources as supplementary to improve early childhood care and development, family livelihoods, health and well-being. All this supported our work to thrive as we responded to the beneficiaries' most felt needs and navigated to provide support to complex challenges and opportunities to our stakeholders' needs.

This year, we took pride in demonstrating that it is possible to have an inclusive non-formal ECD model that draws content from community local funds of knowledge like songs, language and literature, is culturally relevant and fits community lifestyles and routines.



2,847

*Accessed quality
Home Based ECD
sessions*



65

Functional HLCs



1,740

*Parents attended
parenting sessions*





“

To educate girls
is to reduce poverty

Kofi Annan

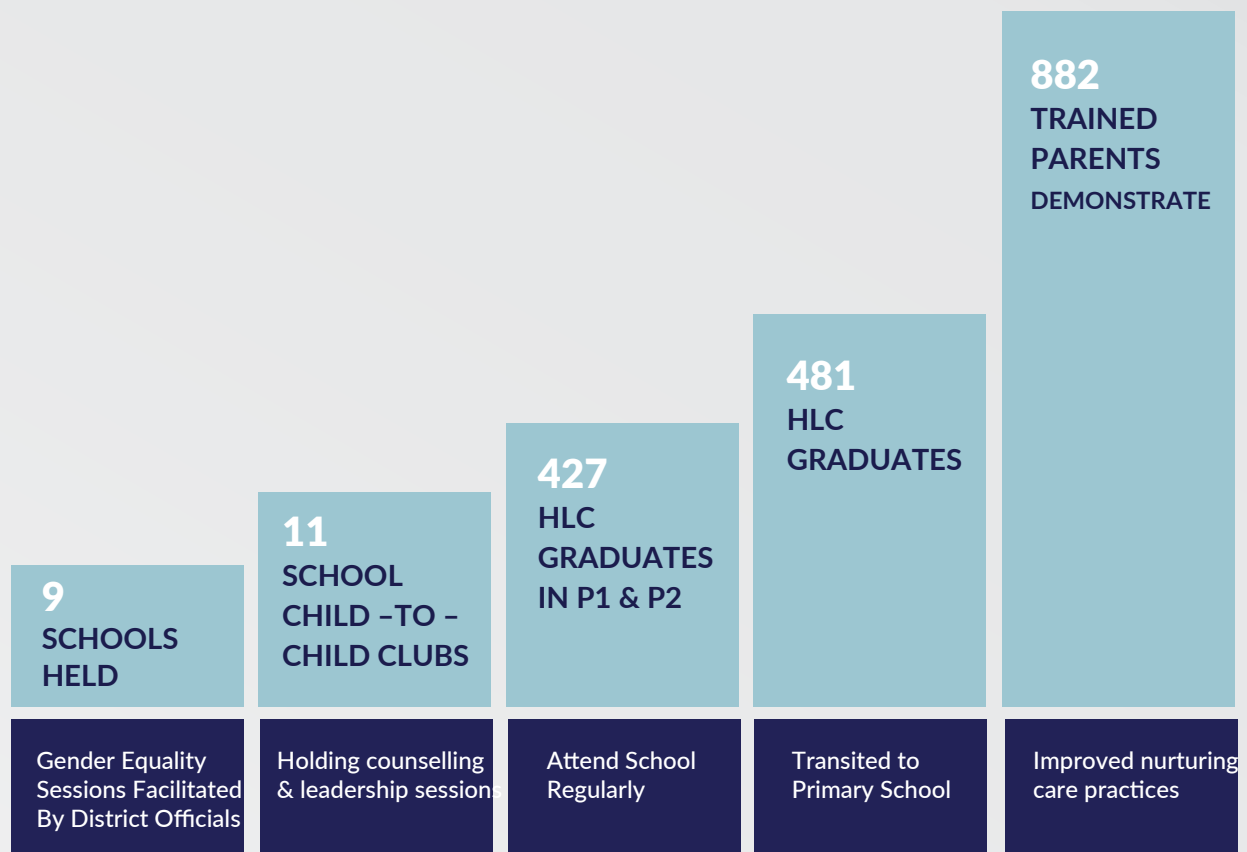
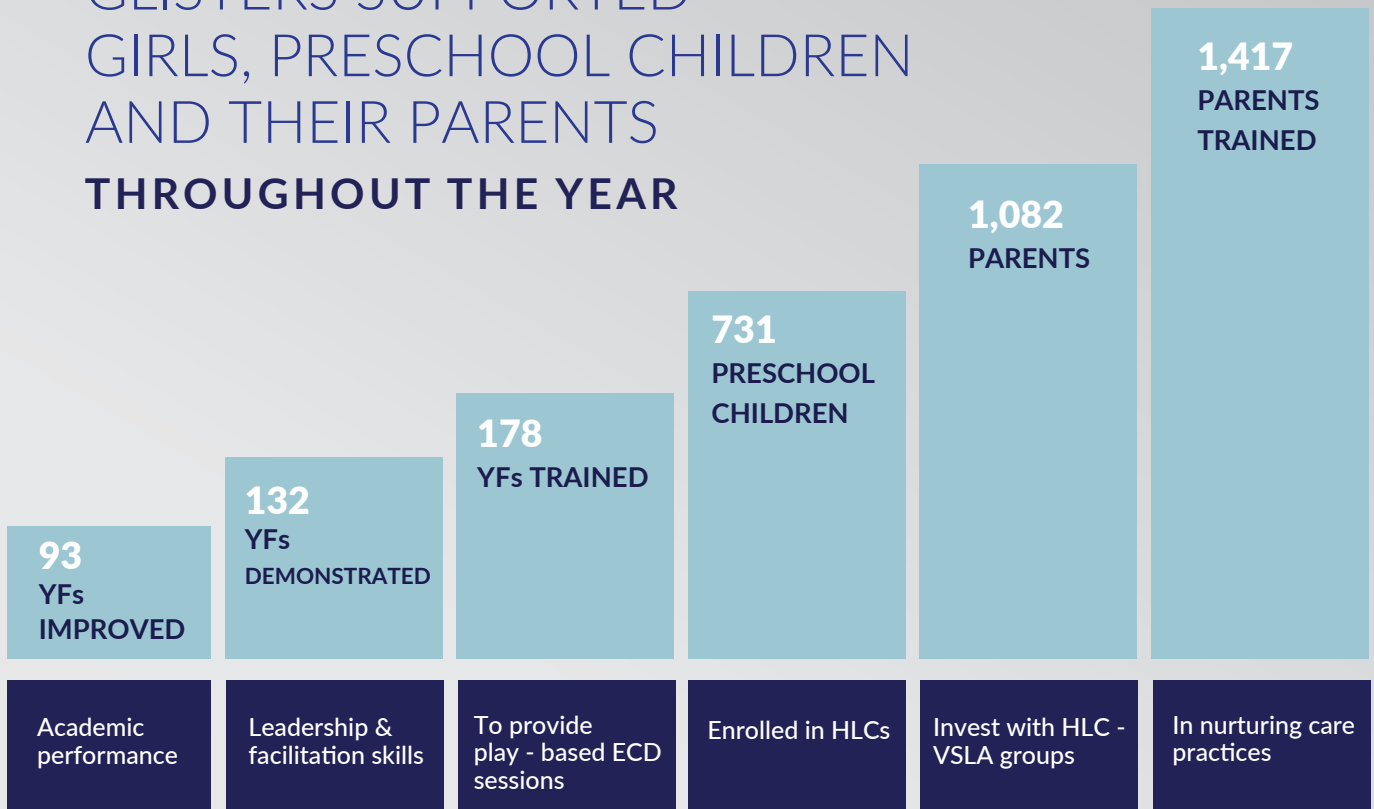
GLISTERS

We Glistened the Girls to stay in school

The 3-year Girls Leading Initiatives to Support Transition, Early-learning and Retention in School (GLISTERS) intervention was funded by ECHIDNA Giving.

It mobilizes early adolescent primary school girls from marginalised communities to offer home-based ECD to their preschool peers, while simultaneously receiving after-school academic and life skills support through school clubs. In 2023, GLISTERS supported training of Young Facilitators, Parent Educators and teachers to facilitate peer-led ECD sessions, produce learning materials and initiate child-to-child school clubs. These, in addition to the learning disabilities diagnostic camps at HLCs, helped to address stigma surrounding education for girls and children with disabilities.

GLISTERS SUPPORTED GIRLS, PRESCHOOL CHILDREN AND THEIR PARENTS THROUGHOUT THE YEAR



StART: Left NO child behind

In 2023, the Strengthening Access, Resources and Transition (StART) using Peer-assisted Supports project which started in 2020 with funding from **Comic Relief**, was evaluated. StART aimed to leave no child behind by creating a conducive learning environment for Children with Disabilities and girls. To achieve this, Special Education Needs & Disabilities diagnostic camps were held at HLCs and assistive devices /surgeries provided, School Child to Child clubs were initiated, on top of the peer-led play-based ECD sessions by Young Facilitators. Teachers were trained in using child-centred pedagogies and engagements held with parents, community members and the local government leaders to voluntarily support inclusive education-activities of the project.

StART IN NUMBERS: BY THE END OF THE PROJECT

1,928

5-6 year preschoolers had attended peer-led ECD sessions.

112

preschool CwDs had enrolled in 29 HLCs.

19

Primary schools had operating child-to-child clubs.

1,372

Parents who attended parenting sessions were using improved child care and nurturing practices.

54

HLCs were getting quarterly monitoring visits from Local Government Officials.

17

Young facilitators were trained to deliver peer-led ECD sessions

StART EVALUATION FINDINGS & RECOMMENDATIONS

The independent StART end of project evaluation was done to assess the relevance of its objectives, its efficiency and effectiveness, successes, and sustainability of the project results for learning, as well as get recommendations to strengthen future work.

COHERENCE & RELEVANCE

StART fit within LABE's Family Basic Education approach in which the whole family participates actively in their own and children's learning processes. It was also aligned to Comic Relief's commitment to a just world free of poverty by focusing on the most vulnerable and marginalised communities. It responded to education and life skills as well as rehabilitation and inclusion needs and priorities of girls and children with disabilities through the school child - to - child clubs and diagnostic camps

EFFICIENCY & EFFECTIVENESS

StART used low-cost, culturally relevant, inclusive Home Based ECD model approaches (Peer-led, Parent Educator-led, Parent-led) which use readily available resources and draw on community strengths. The Ministry of Education and Sports(MoES): Guidelines On The Formation, Management And Strengthening Of School Clubs to initiate and manage school-based learners clubs were used to build the credibility of the school child-to-child clubs intervention.

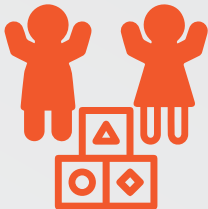
StART achieved most of its targets and even exceeded them in some cases



1,279 Preschool children

made on-time transition to primary school, and were still retained.

Target was 1000



1,695 5 to 6-year preschool

children were assessed to be proficient in early literacy, numeracy and motor skills before they graduated to join primary school.

Target was 1200

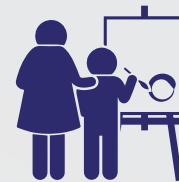


198 Young Facilitators'

life skills and capacity were built through training, support materials and school child-to-child clubs.

Their academic performance was boosted through club group discussions, remedial and mentoring sessions.

Target was 104



70 Teachers

adopted child-centred pedagogies

Target was 72

SUCCESSSES & SUSTAINABILITY

StART built partnerships at community, district, national and international levels to support inclusive learning and increased awareness of peer-assisted learning.

We worked with partners like district health departments and hospitals, Katalamwa Cheshire Home for Rehabilitation Services Uganda (KCH), Cheshire Services Uganda, International Rescue Committee, Uganda Society for Disabled Children (USDC), Kyambogo University ECD department, ministry-level structures and other partners' platforms, donors like Comic Relief, Echidna Giving and ELMA, to provide services, scale StART activities, research and build evidence, popularise inclusive learning and the child -to-child approach. StART created a conducive environment for sustainability by having activities in HLCs, homes and schools; building the capacity of key stakeholders; and engaging them in the activities. It also promoted community ownership using a self-help approach and financial sustainability of the HLCs through the VSLAs.

RECOMMENDATIONS



Adopt and popularise the peer-assisted ECD (child - to - child) approach to supplement ECD provisions, as a way of creating a ready family.



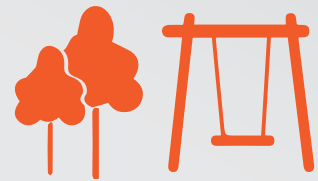
Use the good practices on family engagement and sustainability in the LABE model to refine the current regulatory frameworks for improved ECD services delivery.



Use non-curricular activities (like the school child - to - child clubs) to empower learners to participate in creating ready schools.



Develop a lobby and advocacy strategy for creating a conducive education system in public primary schools that facilitates effective teaching and learning.



Engage parents, communities and other stakeholders to leverage local and community resources available to innovate and promote inclusive ECD and primary education.



Develop a coaching and mentoring programme for primary school teachers on child-centred methodologies.



INSPIRE: Igniting Hope

The Integrated Support for Parenting, Inclusive Readiness and Early-learning (INSPIRE) intervention aimed to enhance equitable access to quality home-based ECD for marginalized children unreached by formal ECD services, with funding from Conrad N. Hilton Foundation.

In 2023, we focused on strengthening infrastructure of the HLCs.

Logistical support including iron sheets, water tanks, Home Learning Centres' library

resources and reading materials were provided to the 43 HLCs to improve the indoor and outdoor learning environment.

We set up HLC libraries, and started the 'read with me' radio program to contribute towards building a family reading culture and a literate environment.

We also started work on the development of parenting education resources and financial literacy training materials.



preschool children
access learning sessions at
43 HLCs

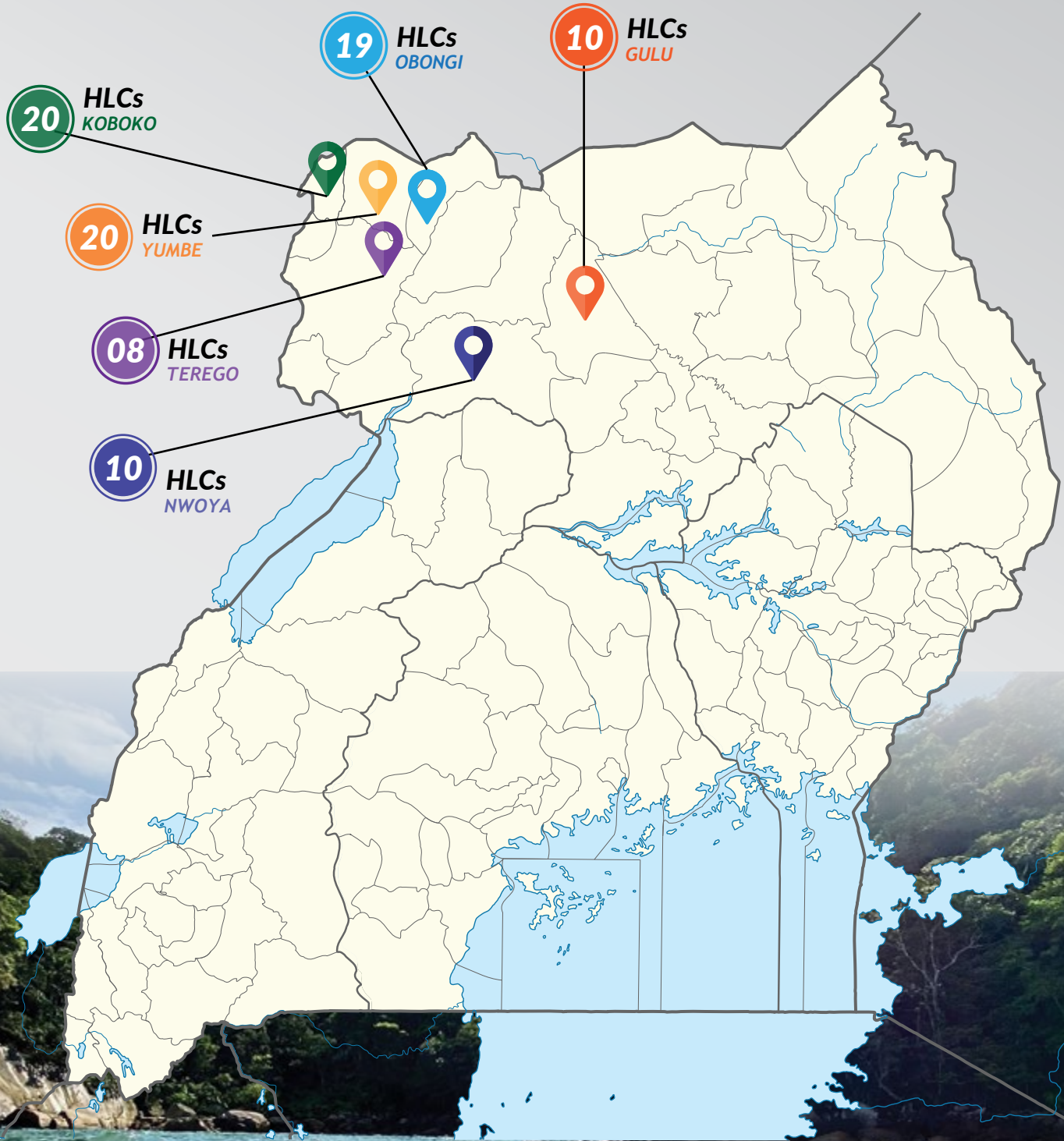


New HLCs
established



Parent Educators & YFs
supported to deliver quality ECD
sessions

GROWING THE LABE OPERATIONAL AREA



68 HLCs

Given logistical support to improve the learning environment



Now we can truly feel LABE's commitment to support us! These materials will facilitate active learning of the children. People will be able to locate our HLC easily, and the water tank will help us ensure proper hygiene for the children.

*HLCMC Secretary,
Yambura HLC in Koboko*

ELMA: Making Quality ECD Accessible

The overall objective of LABE's Home Based ECD program was to increase children's access to pre-primary education in the marginalised districts of Gulu, Nwoya, Koboko, Terego and Obongi, using existing resources in the community.

To achieve this, we conducted activities that broadly targeted strengthening capacities of HLC personnel and structures to deliver holistic and inclusive learning sessions; delivering parenting sessions that directly address needs of parents, homes and communities; and promoting the model at different levels for adoption and scale up.

62



Home Learning Centres

(95.4%) HLCs consistently held weekly caregiver-led ECD sessions.

999



Young learners

(87.3%) of the 1,144 young learners were 'ready' to transit to primary school.

04



Model Adopters

Supported the 4 existing model adopters deliver early learning sessions in Uganda, Ethiopia and Malawi.

2,367



Pre school children

(83.2%) pre school children attended at least 80% of the weekly learning sessions.

143



Caregivers

(59M|84F) caregivers trained and equipped to deliver quality ECD sessions.

2024 - 2027



Impact Evaluation Study

We collaboratively identified the design and methodology for the model's impact evaluation study (2024 - 2027)

379



Sampled parents

(83.8%) of the 452 sampled parents used improved child nurturing practices

91



Trained Caregivers

(63.6%) of the trained caregivers demonstrated appropriate practices in delivering ECD Sessions.

LABE social enterprise.



Partnered with Open Capital Advisors (OCA) to identify a LABE social enterprise.



LABE's HLC model is the most appropriate model for ECD in Uganda.

MoES Official

GOVERNMENT SUPPORTS HOME LEARNING CENTRES

In 2023, LABE with funding from ELMA Foundation and Conrad N. Hilton Foundation started basic education interventions in Terego district. Initially, the subcounty leadership only participated in identifying the areas that needed the HLCs and introducing the LABE officers during community entry meetings.

Due to the great impact of the learning centres established with support from LABE, the Katrini Sub-County officials saw it necessary to also add more support to the centres and on that note, they were able to provide 9 plastic toilet covers which made latrines user-friendly to children.

Katrini sub-county officials have now seen the difference LABE interventions are making in the communities and included the HLCs in the development plans. The subcounty supported the HLCs with plastic toilet covers to improve the latrines sunk by the parents for their children.

LABE intervention in the sub county is different from other organisations, therefore, it is good to work hand in hand with the government. LABE work has improved the performance of Young Facilitators and promoted family savings among others, and as a sub county, we felt it was our responsibility to add some support to ensure sustainability.

Ms. Badaru Aidah

Katrini Sub-County Chief



Katrini Sub-County Chief (Left) & Other Officials Handover The Latrine Covers To Labe

The Chairperson HLCMC Anguowubo Home Learning Centre, appreciated the latrine cover and said it helped the small children use the latrine without fear.

The government officials in Terego appreciated that LABE interventions were complementing government's efforts in education and family strengthening.

KULEA WATOTO

Nurturing Children

LABE has penetrated the Bidi Bidi refugee settlement with Kulea Watoto, an initiative that uses a two-generation approach to improve early childhood development and transform livelihoods of refugees and host communities in Uganda. It provides nurturing care and early childhood learning opportunities and builds parents' skills to generate income for their families.

The project, funded by Conrad N. Hilton Foundation, is implemented by a consortium of five organisations (International Rescue Committee (IRC), AfriChild Centre, Madrasa Early Childhood Program, Kabarole Research and Resource Centre (KRC) and Literacy and Adult Basic Education (LABE).

In partnership with IRC, LABE hosted a national planning meeting and learning visit for the consortium which provided a platform for the partners to jointly review project implementation, share lessons and best practices, highlight key achievements and give recommendations for better implementation.

The activities implemented were parenting sessions on responsive caregiving, provision of early learning opportunities, improved links to children's services in local communities, livelihoods training and start-up funding for promising business ideas.



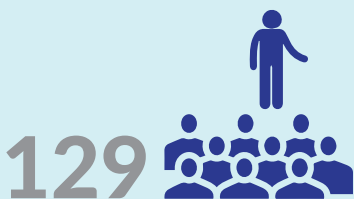
Translated community IEC materials into Juba-Arabic and Aringati



6 Home Learning Centres set up in host communities



8 Supervised care groups set up in the settlement



129 Members of the centre management committees trained



25 Local champions and duty bearers oriented



28 Parent Educators trained and equipped to deliver weekly ECD sessions

WE VALUE PARTNERSHIPS AND NETWORKS

We value our global relationships, networks, and our role as leaders of innovations in basic education.

In 2023, LABE and Kyambogo University had monitoring visits to the University of Gondar and The Chancellor College University of Malawi to support implementation of the research intervention on scaling up inclusive play-based child to child learning approach.

The intervention supported by International Development Research Centre is implemented by a consortium of LABE, Kyambogo University (Uganda), University of Gondar (Ethiopia) and Chancellor University of Malawi.

We hosted a meeting with the adopters of the home-based ECD model to start a Community of Practice.

In March 2023, we collaborated with the Ministry of Education and Sports to organize the second national Early Childhood, Care & Education (ECCE) symposium. We took the lead in ensuring child participation in elevating their voices through poetry and dance. Our own Joyce Nairuba, the Communications Manager, was a host of the symposium. LABE also presented a paper on parental engagement.

We also welcomed visitors from various organisations, institutions and countries like Sierra Leone, Children on the Edge, who were benchmarking our home-based ECD.





**IF PEOPLE COME TOGETHER,
THEY CAN EVEN MEND A CRACK
IN THE SKY**

AFRICAN PROVERB

THE CLAN IS GROWING

This year, we welcomed new members to the LABE clan.



Ernest Kaddu

Head of Finance and Administration



Aweko Juliet

Human Resource Officer



Kau Derrick

Monitoring & Evaluation Officer West Nile



Omati Alii Emmanuel

Monitoring & Evaluation Officer Northern Uganda



Matia Kaahwa

Team Leader Yumbe District

“We extend a warm welcome to all our new team members in Yumbe, Koboko, Terego, Obongi and Northern Uganda. We are truly thrilled to have them on board and look forward to the unique contributions they will bring to our mission.

LABE Management

INCOME AND EXPENDITURE FY - 2022-2023

Funding Sources

In the financial year 2022-2023, LABE continued to execute its mandate in pursuit of its strategic objectives that saw its fundraising arm yielding significant growth of partnership incomes as well as internally generated revenue. Grant income increased from 945.3 UGX million shillings to UGX4.373 billion shillings on the backdrop of new donors signing on for projects running from 2023-2025 which will also provide flexible programme support for that period. We also had 3 projects formerly funded by Comic Relief successfully closed.

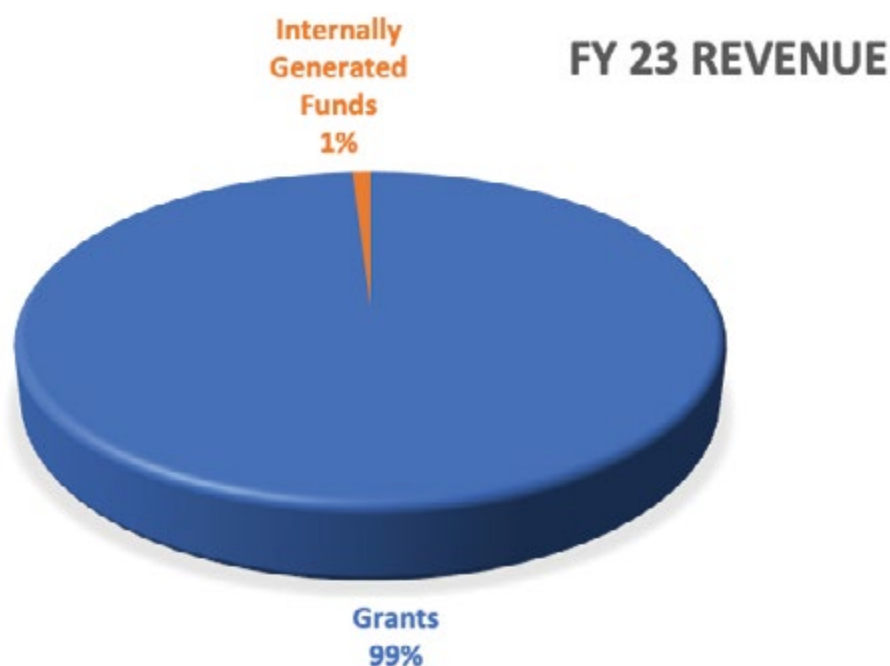
During the year, we raised funds from Comic Relief, the ELMA Foundation and ECHIDNA, Conrad Hilton direct funding and Conrad Hilton through the International Refugee Committee as well as Kyambogo University and others on top of raising revenue internally.

All raised funds supported deserving activities meant to enhance early childhood learning as well as cross-generational adult literacy in many districts of Northern Uganda and the West Nile.

We are extremely grateful to our donors that have remained resilient in supporting our cause; most importantly those who have signed on new projects and supported the expansion of our interventions, especially for the displaced populations in West Nile.

On the future outlook, we are extremely excited about the joint call by all donors to support joint institutional programmes as a new strategy to concretize and deepen LABE's work. This will yield a lasting impact, full of innovations that add value for our intended beneficiaries.

LABE revenue base



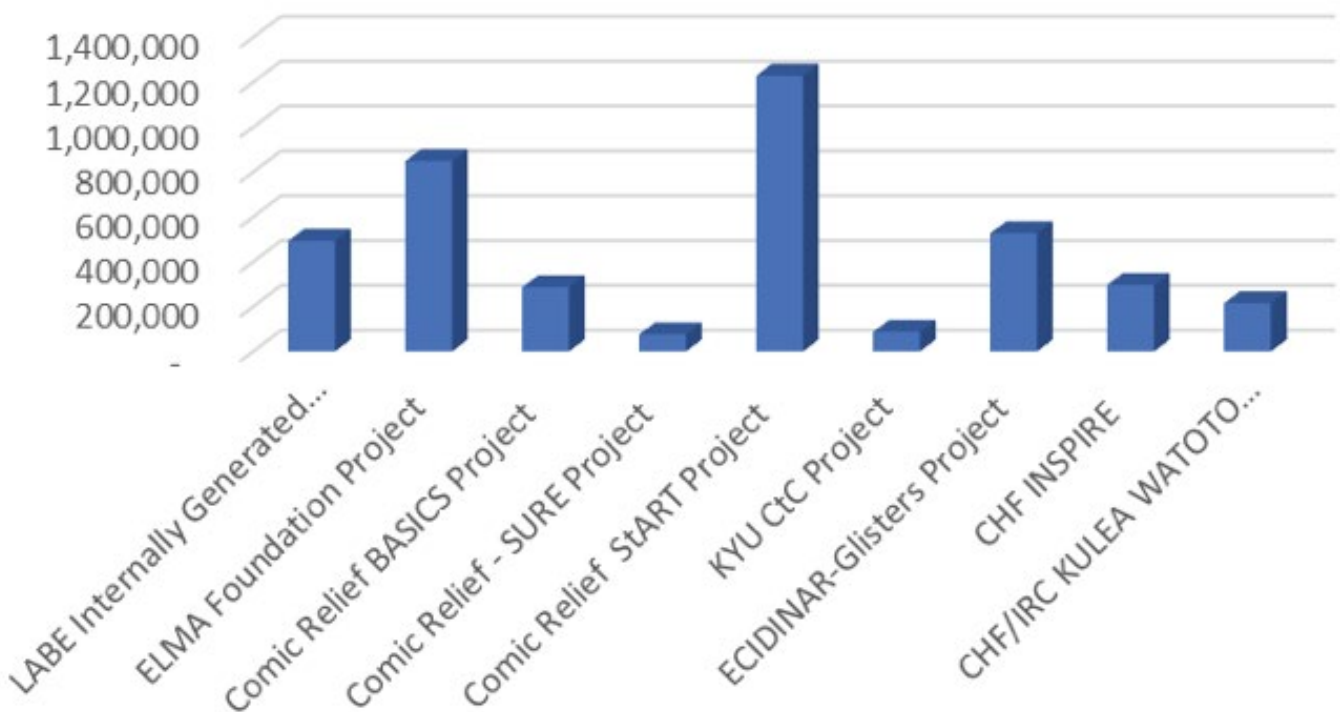
Our 2022-23 Expenditure

Over the FY 2022-23, LABE's planned activities were funded through an expanded portfolio of eight (8) sister projects that complemented each other in meeting the strategic objectives for the year.

As we strived to maximize value for our beneficiaries, our focus was centered on the creation and maintenance of sustainable home learning environments in far places with little or no government support, as well as enhancing for them easily manageable livelihood interventions that can resiliently be managed in their community settings, all at very low cost. Our footprint in working with refugees was more evident and it is key to note that our work also expanded to six districts.


Below is the illustration of the expenditure per project for the year, stratified in personnel and office running costs, direct programme activities implementation, monitoring and evaluation as well as organizational development and governance.

2022-23 Expenditure Application By Projects



WHAT NEXT?

Expanding Horizons in 2024



At the heart of our mission lies a commitment to promote literacy practices for all. We are dedicated to strengthening our 'whole family learning approach – Family Basic Education (FABE), recognizing its ability to create synergies between Child Care, Early learning, Primary education, livelihood-led and community education. As we embrace diversity, we are confident that our intergenerational learning initiatives will propel us forward in 2024.

In pursuit of financial sustainability and social impact alignment, we are embarking on a strategic initiative to diversify LABE funds through a social enterprise. This venture represents a proactive approach to addressing societal needs while generating revenue streams to support our core mission. By leveraging our expertise and resources, we aim to develop innovative products and services that not only meet market demand but also contribute positively to the communities we serve. As we venture into the realm of social entrepreneurship, we remain steadfast in our commitment to driving meaningful change and building a sustainable future for generations to come.

We are set to embark on a transformative journey towards scaling up our model to reach new heights of influence and effectiveness. Building upon our successes and lessons learned, we are committed to expanding our reach and deepening our impact on the communities we serve. We will further generate evidence for its effectiveness through a 4-year model impact evaluation study, and, through strategic partnerships, innovative technologies, and enhanced operational efficiencies, we will seek to amplify our model and reach while maintaining the integrity of our mission and values.



LITERACY AND ADULT
BASIC EDUCATION

“Promoting Literacy Rights”

34 *years now*
And still Counting

www.labeuganda.org

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